The college published its first catalog in 1872—*Katalog for det norske Luther - college i Decorah, Iowa, 1861-1872*. It was prepared by [President Laur.] Larsen and ran to 48 pages. It contained a list of officials and faculty members, a history of the college, an outline and a defense of the plan and courses of instruction, a section on discipline and school regulations, and a detailed listing of students at the college from the time of its founding. Larsen’s precise scholarship is apparent on every page. Not until 1883 was a second catalog published, this time in English.


**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.
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Introducing Luther
Luther College Mission Statement

In the reforming spirit of Martin Luther, Luther College affirms the liberating power of faith and learning. As people of all backgrounds, we embrace diversity and challenge one another to learn in community, to discern our callings, and to serve with distinction for the common good.

As a college of the church, Luther is rooted in an understanding of grace and freedom that emboldens us in worship, study, and service to seek truth, examine our faith, and care for all God's people.

As a liberal arts college, Luther is committed to a way of learning that moves us beyond immediate interests and present knowledge into a larger world—an education that disciplines minds and develops whole persons equipped to understand and confront a changing society.

As a residential college, Luther is a place of intersection. Founded where river, woodland, and prairie meet, we practice joyful stewardship of the resources that surround us, and we strive to be a community where students, faculty, and staff are enlivened and transformed by encounters with one another, by the exchange of ideas, and by the life of faith and learning.

Accreditation

Luther College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (30 North La Salle Street, Suite 2400, Chicago, IL 60602-2504; 800-621-7440 or 312-263-0456), the National Council for Accreditation of Teacher Education for the preparation of elementary and secondary school teachers, the Iowa Department of Education, the Council on Social Work Education (baccalaureate level), the National Association of Schools of Music, and the Commission on Collegiate Nursing Education. The accredited athletic training curriculum has been reviewed and approved by the Commission on Accreditation of Athletic Training Education (CAATE). The bachelor’s degree is the highest degree awarded. The college is professionally approved by the Iowa Board of Nursing and the American Chemical Society and is approved by the American Association of University Women.

Location

Decorah, the home of Luther College for 152 years, has a resident population of 8,500. It is the county seat of Winneshiek County, located at the junction of U.S. Highway 52 and State Highway 9. The Minnesota border lies 15 miles to the north. The Mississippi River lies 30 miles to the east.

The campus is built on the rolling wooded hills and rugged limestone cliffs of northeast Iowa’s bluff country. The scenic Upper Iowa River flows through the lower portion of the 200-acre central campus. The college owns an additional 800 acres adjoining the central campus which are devoted to environmental research, biological studies, and recreation.
Public transportation serving the area includes commercial airports in Rochester (Minn.), Waterloo (Iowa), and La Crosse (Wis.); a municipal airport in Decorah; and train and bus depots in La Crosse (Wis.).

**History**

After discussions extending over several years, the Norwegian Evangelical Lutheran Church in America decided on October 10, 1857, to found a college and began to gather subscriptions for a building fund. In the same year it also decided that, until such time as suitable buildings could be erected, students should be sent to Concordia College and Seminary in St. Louis, and that a Norwegian professorship should be established there. The first three students went to St. Louis in 1858 and five more followed the next year. The Norwegian professorship was filled in 1859, when Rev. Laur. Larsen was appointed, entering officially upon his duties October 14, 1859. Hence October 14 was designated as Founders’ Day by the college.

With the outbreak of the Civil War, disorders arose in St. Louis. Concordia College and Seminary closed in April, 1861, and Professor Larsen and students returned home. At its meeting in June 1861, the church decided to proceed at once to establish its own college. In August, although a building in Decorah had been rented and partially renovated, college authorities decided to make use of a newly erected vacant parsonage at Halfway Creek, Wis., about 13 miles north of La Crosse. There the school opened September 1, 1861, with two teachers, Laur. Larsen and F. A. Schmidt. Larsen and Schmidt also served as pastors for the immigrants then living in the area. The enrollment for the year was 16.

In the summer of 1862 the school was transferred to Decorah; its first home was the building, still standing, at the northwest corner of Winnebago and Main streets. The first building on the college campus was “Main,” dedicated October 14, 1865. The present Main building is the third “Main” to stand on the same site, the two preceding having been destroyed by fire in 1889 and 1942. Though college work was begun in 1861, the Civil War, illness, and other causes left none of that year’s freshman class to graduate in 1865. The first graduating class, therefore, was that of 1866.

The classical curriculum established by the founders of the college was changed in 1932 when the requirement that all students take both Greek and Latin was dropped.

For 75 years the school admitted men only; then in 1936 Luther College became coeducational. When the institution celebrated its centennial in 1961, it had an enrollment of 1,357 and a staff of 74 full-time and 12 part-time teachers.

Expansion has marked the college’s second century, and when Luther celebrated its sesquicentennial in 2011, there were 2,500 students and 180 full-time faculty. The college has grown physically as well with an extensive building program that began in the 1960’s.

Luther has also expanded its academic program to include the professional areas of nursing and social work, several preprofessional programs, and a robust study abroad program—all grounded in the college’s commitment to the liberal arts.

**Organization**

Luther College is a private institution, incorporated under the laws of the State of Iowa. It is affiliated with the Evangelical Lutheran Church in America (ELCA). Funds for the operation of the college are also provided by endowments, gifts, tuition and fees, and auxiliary services.

The management and control of the college is vested in a Board of Regents, consisting of no more than 31 members serving four-year terms including a bishop designated by the bishops of the ELCA, Region Five, and the president of the college, who serves as an ex officio member. The officers of administration, the president of the Alumni Council, a representative from the ELCA’s
Institutional Profile

Luther annually completes the Common Data Set. The Common Data Set is a set of standards and definitions of data items that describe the college, providing an institutional profile. A link to Luther’s Common Data Set is located at the following web address, http://www.luther.edu/ir/cds.

Unique Resources

Radio Broadcasting Facilities

Luther College maintains a student-run radio station KWLC-AM; in addition, the college is part of the Minnesota Public Radio (MPR) network with stations KLNI-FM and KLCD-FM.

KWLC (1240 AM) operates at a power of 1,000 watts, broadcasting two and one-half hours each weeknight and all day Saturday and Sunday. In addition, KWLC’s signal can be heard over the Internet at http://kwlc.luther.edu. KWLC is one of the oldest radio stations in Iowa, first broadcasting in December 1926. KWLC is student staffed.

KLCD-FM (89.3) became part of Luther’s radio facilities in 1989 when Luther became an institutional sponsor of Minnesota Public Radio. KLCD was built to serve the greater Decorah area and broadcasts MPR’s Classical music programming.

KLNI-FM (88.7) was added to the KWLC tower on campus in 1993. KLNI broadcasts MPR’s 24 hour News service, including programming from National Public Radio (NPR), Public Radio International (PRI), British Broadcasting Corporation (BBC) and Canadian Broadcasting Corporation (CBC).

Translator K242BW operating on 96.3 FM in Decorah duplicates the KLNI programming and serves the Decorah areas where the KLNI signal is not clear.

Museum Resources

Extensive museum resources representing more than a century of collection are available to Luther students. Luther offers a museum studies minor which provides students with an introduction to the field emphasizing the history and functions of museums as well as their roles in society.

Whether or not students are involved in museum studies, they have access to Vesterheim, the Norwegian-American Museum, a separate nonprofit corporation recognized as one of the outstanding ethnic museums in North America. This museum in downtown Decorah administers and exhibits an extensive Norwegian and immigrant collection. Luther students are admitted free of charge by showing their student ID.

The museum’s roots date to 1877 when Luther President Laur. Larsen acknowledged the receipt of a number of items to form the nucleus of a museum. In 1925, under the direction of Knut Gjerset, the college museum became known as the Norwegian-American Historical Museum but remained part of the college. Shortly thereafter, the museum outgrew its space on the campus and, in 1932, moved to its present location in the old Lutheran Publishing House building, a structure that was restored and remodeled in 1975. The Norwegian-American Museum became a nonprofit corporation in 1964, separate from the college, but continued to house the Luther College collection—the artifacts that had accumulated to that point. Under an agreement signed in 1990, the collection became the property of the museum, which has the responsibility for cataloging, maintaining and displaying it.
College Collections

Archives. The Luther College archives holds primary source material of enduring value related to the college, its faculty, alumni, and founding congregations of the Norwegian Synod. Around 3,000 linear feet of institutional records, personal papers, photographs, and other media are available for research projects, curricula development, and special events. The archives endowment fund provides additional support for special projects. The reading room is on the third floor of Preus Library.

Archaeological and Ethnographic Collections. Koren and Preus Library house a rich collection of archaeological materials, an extensive ethnographic collection, and a numismatic collection containing both historic and modern coins and notes from the U.S. and around the world. The archaeological collection consists of more than a million prehistoric and historic artifacts from nearly 400 Native American and Euro-American sites in Iowa and the Upper Midwest. Of particular interest are materials from northeast Iowa sites collected by the late Gavin Sampson of Decorah. The Sampson collection is a significant resource for research on northeast Iowa prehistory. The ethnographic collection consists of nearly a thousand artifacts collected from living cultures around the world between the 1880s and 1920s. The majority of the items are representative of Native American cultures, including Inuit, Sioux, Mandan, Pueblo, Ho-Chunk (Winnebago), Chippewa, and Seminole peoples. Other ethnographic materials present in the collection are from Central and South America, Africa, Asia, Europe, the Middle East, and Oceania. The archaeological and ethnographic collections are supported in part by an endowed fund established for the purpose of managing and maintaining a material culture resource for the Luther College community, for education outreach services for the community at large, and for use by outside professionals and students engaged in scholarly research. These collections are administered by anthropology faculty member Colin Betts, and laboratory and collections manager and museum studies instructor Destiny Crider.

Fine Arts Collection. The Luther College Fine Arts Collection comprises more than 1,800 items, anchored by extensive holdings representing the works of Herbjørn Gausta, Marguerite Wildenhain, and Gerhard Marcks. Almost half of the collection is on circulating display throughout the campus. Management of the collection is supported by the Art Department and two endowments. The fine arts collection website, https://www.luther.edu/finearts, provides a detailed description of the collection with images. The collection is administered by art historian Kate Elliott and gallery coordinator David Kamm.

Geology Collection. Several thousand rock, mineral, and fossil specimens are contained within the geological collection. Housed in Valders Hall of Science, the collection is supported by an endowment and administered by environmental studies faculty member Laura Peterson.

Hoslett Museum of Natural History. The Hoslett collections contain over 5,000 vertebrate specimens, including the P. B. Peabody–Frances C. Bordner Memorial Bird Egg and Nest Collection; the vertebrate collections are housed in Valders Hall of Science. Also part of the Hoslett collections are over 1,000 plant specimens, including the Alois F. Kovarik Memorial Plant Collection, and over 7,000 insect and other invertebrate specimens; the herbarium and insect collections are housed in Sampson Hoffland Laboratories. Support of the Hoslett Museum and its programs is provided in part by the Sherman A. Hoslett Memorial Endowment Fund (established in 1972) and by the Endowed Fund for the Luther College Natural History Collections (established 1999). Biology faculty member Tex Sordahl is director of the Hoslett Museum. The herbarium and insect collections are administered by faculty members Beth Lynch and Kirk Larsen, respectively.
Academic Information

Courses
**Academic Information**

The mission statement printed near the beginning of this catalog articulates the college’s most general goals as a liberal arts, church-related college. The academic curriculum, supported by an integrated student life program, is designed to make these goals realities. This curriculum helps students develop during their undergraduate years, and, through both independent and collaborative work, it builds the foundation for a lifetime of further growth.

**Goals for Student Learning**

Graduates of Luther College should be individuals with disciplined and inquisitive minds, equipped to understand and confront a changing society, and committed to using their talents to serve the common good.

As a liberal arts college of the church, Luther College seeks to ensure that all students will grow in knowledge and abilities and mature in values during their undergraduate years and be motivated to continue this growth throughout their lives. The college expects students to pursue these goals in both independent and collaborative settings. It provides an environment in which students are active participants in shaping their intellectual and personal development.

**Knowledge**

Students who demonstrate breadth of knowledge are able to: understand the significance of major intellectual, artistic, and social landmarks of human history; recognize and understand the diversity of people and societies, both historically and cross-culturally; use methodologies from different disciplines with competence and creativity; explore where disciplines intersect, including tensions, differing perspectives, and possibilities for dialogue.

Students who demonstrate depth of knowledge are able to: exhibit proficiency in a core area of knowledge; acquire and develop relevant skills; use appropriate methods to acquire, evaluate and apply knowledge; identify, analyze, assess, and respond to ethical issues arising within fields of inquiry.

**Abilities**

Students who demonstrate the ability to engage in inquiry are able to: identify, gather, and use relevant information in an ethical and legal manner; analyze sources critically and synthesize information; devise appropriate methods to investigate a problem or issue and provide creative solutions; use appropriate technologies to investigate a problem, analyze information, and communicate results; identify the limitations of findings and develop questions for further inquiry.

Students who demonstrate the ability to reason are able to: critique and construct arguments while making rational judgments about their accuracy and usefulness; construct, interpret, and evaluate mathematical models, including various modes of data and information presentation; solve problems by identifying and applying appropriate strategies.
Students who demonstrate the ability to communicate are able to: write with fluency, clarity, and coherence; read, comprehend, and appreciate various types of literature; speak confidently and coherently in both formal and informal settings; listen with objectivity and empathy; work productively in a collaborative environment.

**Values**

Students who demonstrate growth in the following values are able to: engage critically in the ongoing dialogue between faith and learning; better understand Christianity and other religious traditions; respond individually and collectively to ethical challenges confronting the world, especially issues related to justice, peace, and the environment; develop a sense of vocation, connecting life’s work with service; cultivate healthy lifestyles, aesthetic sensitivity, and intellectual curiosity.

**Requirements for the Degree**

To qualify for the bachelor of arts degree, students must complete 128 semester hours of credit with a cumulative grade-point average of 2.0 (C) or higher. The 128 hours must include the following:

- 30 fall/spring full courses or their equivalents. A full course is equivalent to 4 credit hours; other courses offered are equivalent to 2 credit hours or 1 credit hour.
- 2 January terms. These 2 month-long terms must include a first-year seminar, and one of the following types of experiences: study away, directed readings, student-initiated project.
- At least 20 course equivalents outside the student's major discipline. (Refer to specific majors for variances to this policy).
- 64 credit hours completed in residence.
- All-college requirements, as articulated below:

**Summary of All-College Requirements**

To meet the Luther goals for student learning, all graduates will:

- Find common ground in their learning in this place.
- Explore fields of inquiry, one in depth and others across the liberal arts.
- Seek an integrative understanding of their studies and the relationship of those studies to the larger world.
- Develop the perspectives and skills they need as students and in their lives as citizens and professionals equipped for distinguished service.

**Common Ground**

- Paideia 111 and 112
- Religion (two courses)
- Language (one to two courses typical)
- Wellness (two one-credit courses: PE 100 and 110)

**Fields of Inquiry**

- Inquiry in Depth (an eight-to-10-course major typical, some larger)
• Inquiry across the Liberal Arts (six courses, some of which may be satisfied within the major)

**Integrative Understanding**

• Paideia 450 (ordinarily one course)
• Senior Project (up to one full-course equivalent)

**Perspectives and Skills**

• Intercultural (one course, often satisfied within other requirements)
• Historical (one course, often satisfied within other requirements)
• Quantitative (one course, sometimes satisfied within other requirements)
• Ethical (satisfied within the major and Paideia 450)
• Writing (satisfied within Paideia 111/112, the major, and Paideia 450)
• Speaking and Public Presentation (satisfied within the first-year January seminar, the major, and the senior project)
• Research (satisfied within Paideia 111/112, the major, and senior project)

**All-College Requirements: Detailed Description**

**Common Ground**

*Common Ground coursework—focused on the arts of language, the academic study of religion, and the pursuit of human health and well being—serves as a foundation for the curriculum as a whole.*

(Note that courses taken to fulfill Common Ground requirements may not be used to fulfill requirements for Inquiry across the Liberal Arts.)

Paideia 111/112: A two-semester common course for all first-year students that addresses questions central to the human condition. It develops students’ ability to read, write, analyze, discuss, and research by engaging with works from across the disciplines, drawn from different time periods and parts of the globe. As a signature course and a foundation for liberal learning, “Enduring Questions” is taught by faculty from all divisions of the college.

Religion: Two courses, one of which must be in biblical studies.

  a. Biblical Studies: A course that introduces students to the academic study of the Bible, to the methods of interpreting it, and to extra-biblical sources that contribute to understanding its contexts and significance. This course serves the purpose of introducing students to the methodological study of religion.

  b. Second religion course: Religion courses examine, through critical inquiry, human attempts to understand and express varied experiences of the sacred or divine. The study of religion reflects the centrality of religious faith to the mission of the College and its ongoing commitment to fostering a mature dialogue on the relationship between faith and learning. In addition, the study of religion prepares students to understand and engage the crucial role of religious experience in contemporary life.

Language: Foreign language study provides an entrance into another culture and its way of thinking, as well as illuminating one’s own native language. As global trade, cultural interchange, and international conflict shape our lives, language remains no less vital than it was at Luther’s founding. Like Paideia 111/112, language study deepens reading, writing, and speaking skills.

This requirement must be satisfied in one of the following ways:
a. Students wishing to continue in the study of a language in which they have received previous instruction must successfully complete a course at or above the level of third-semester language instruction. Such students will satisfy the requirement with one, two, or three courses, depending on their language proficiency at entrance. A placement examination is available to help students determine the level of proficiency.

b. Students who have studied one language for at least one year in high school (9-12) may satisfy the requirement by successfully completing the first two courses of another modern or classical language. The Registrar’s Office will review each student’s high school transcript for languages studied and those successfully completed. If a determination cannot be made by a review of the high school record, students selecting this option must provide additional proof to the Registrar’s Office that they have not previously received formal instruction in their chosen language of study.

c. Students with no previous formal language instruction must successfully complete the first two courses of a modern or classical language. The Registrar’s Office will review each student’s high school transcript for languages studied. If a determination cannot be made by a review of the high school record, students selecting this option must provide additional proof to the Registrar’s Office that they have not previously received formal language instruction.

d. Students with very advanced foreign language proficiency may be exempted from this requirement through an examination approved by the classical languages department or the modern languages department. Luther College does not administer proficiency examinations in languages not offered at the college. Luther will recognize the results of proficiency examinations in languages administered by other colleges or by ACTFL (American Council on the Teaching of Foreign Languages). Students whose primary language is not English are exempted from the foreign language requirement; they may not earn academic credit by completing language courses in their primary language.

Wellness: Two one-credit courses, the first devoted to personal fitness and wellness, and the second to developing a physical/athletic skill.

a. Personal Fitness and Wellness course (PE 100): A one-credit course focused on the knowledge and skills needed for developing healthy life habits in college and after. This course must be taken during the fall or spring of a student’s first year at Luther.

b. Physical Skills (PE 110): A one-credit course, taken at any point, designed to introduce the student to a physical activity that may be integrated into a lifelong fitness plan. The physical skills requirement will be waived for students who have participated in varsity intercollegiate athletics at Luther for at least two traditional seasons in the same sport.

Fields of Inquiry: Human Knowledge and Its Methods

Fields of Inquiry includes both the concentration of a major and the general exploration of the subjects of the liberal arts: the natural world, human behavior, and the philosophical and artistic expression of human nature and experience.

Inquiry in Depth: Students must either study one discipline in depth through a traditional major or complete an in-depth interdisciplinary study through an individually designed major. Such work includes:

- Study of key concepts, methodologies, and applications
- Writing instruction and practice in the discipline or interdisciplinary program
- Speaking instruction and practice in the discipline or interdisciplinary program
- Research in the discipline or interdisciplinary program
• Ethical reflection on the work of the major program and its implications for the larger good.

A major will ordinarily require eight to 10 courses, though some programs may be larger. The college requires that students take at least 20 course equivalents outside their major discipline.

**Inquiry across the Liberal Arts:** Students must complete a course of study that deepens their understanding of the natural world, of human behavior, and of the reflective and creative forms of human expression.

Students will often satisfy two of these six courses within their major. Note that courses taken to fulfill Common Ground requirements may not be used to fulfill requirements for Inquiry across the Liberal Arts.

a. **The Natural World: Interpretations and Interventions**

Two courses, at least one of which must be laboratory based. Courses that satisfy this requirement investigate the operations, structures, or patterns within the natural world; the history and development of human interpretations of nature; or the effects of science and technology on the natural world.

b. **Human Behavior: Individual and Communal**

Two courses, at least one of which must use social science methods of systematic observation, comparison, modeling, or hypothesis testing. Courses that satisfy this requirement investigate individual human behavior, or human interactions within political, economic, or cultural institutions, including their change over time.

c. **Human Expression: Reflection and Creativity**

Two courses, at least one of which must involve substantive study of primary texts, written, oral, or visual. Courses that satisfy this requirement investigate human being, knowing, and moral reasoning; the literary arts; or the visual and performing arts. One of the two courses may be satisfied experientially through music lessons, music ensembles, or theatre/dance participation as defined by the faculty:

- **Music Ensemble/Lessons:** Four semester hours of music lessons and/or certified participation in approved music ensembles. Such participation does not carry academic credit; however, the course does appear on the student’s transcript. (Approved organizations: Aurora, Norsemen, Cathedral Choir, Collegiate Chorale, Nordic Choir, Cantorei, Collegium Musicum, Varsity Band, Concert Band, Wind and Percussion Ensemble, Symphony Orchestra, Chamber Orchestra, Jazz Orchestra, Jazz Band, Philharmonia)

**Integrative Understanding: Interdisciplinary and Individual Synthesis**

*Integrative Understanding calls students to wholeness: to draw together their learning in the major in a senior project, and, in Paideia 450, to draw together insight across disciplinary lines in order to address the ethical dilemmas that students will face as learners, citizens, and professionals. The alternate ways of satisfying Paideia 450 offer the chance for more faculty to contribute to it more often, which can enrich interdisciplinary reflection among students and their teachers.*

Paideia 450: A team-taught course for juniors and seniors devoted to interdisciplinary study of an ethical issue that confronts us in our lives as learners and citizens. Paideia 450 courses pay special attention to the nature of moral decision making and to the continued development of students’ writing skills. Students may satisfy Paideia 450 in one of four ways:

a. **By enrolling in a single Paideia 450 course team-taught by faculty from two or more disciplines**
b. By co-enrolling in an interdisciplinary cluster of two paired courses specially designed by participating faculty

c. By enrolling in a specially designed sequence of two courses taught by two different faculty members in the same academic year

d. Through the completion of an interdisciplinary minor with a designed Paideia 450 component

Paired or sequenced courses that satisfy Paideia 450 may, as appropriate, satisfy other requirements in the curriculum in major, minor, or Inquiry across the Liberal Arts.

Senior Project: A scholarly study or an artistic work/performance that draws upon a discipline’s methodology and provides a culminating, independent experience of the major. Many senior projects will require formal writing; all senior projects must involve some kind of formal presentation: a poster, formal talk, question and answer session, artistic performance, or other appropriate mode. The senior project may be taken for 1, 2, or 4 credits, depending on the requirements within the chosen program. A student must complete only one senior project to satisfy all-college requirements, but individual programs may require a senior project as part of their major requirements.

**Perspectives and Skills**

Perspectives: Perspectives are ways of looking at subjects—angles from which we can better understand what we are studying. Intercultural, Historical, and Quantitative perspective requirements may be fulfilled in any designated course and may be satisfied within or beyond a student’s major. The Ethical perspective requirement is fulfilled in Paideia 450 and as part of each major.

a. Intercultural: Focused on the interactions and differences among cultures and peoples within the United States and beyond. This requirement recognizes the economic, political, religious, and cultural reality of globalization, and it affirms that our experience of diversity is always relational. Courses fulfilling this requirement will often include a historical dimension; all give attention to contemporary experience.

b. Historical: Focused on human experience over time. A course fulfilling the historical perspectives component will introduce students to the characteristics, structures, and development of human society over time. This will include an examination of the ideas, events, people, and social configuration of past societies, with attention to source analysis and evolution of historical interpretation of the past. Students will find courses across the curriculum that will challenge them to see their life as part of a continuum in which they are both inheritors of tradition and active makers in the present.

c. Quantitative: Focused on the purpose and applications of quantitative study. Quantitative reasoning is central to citizenship in modern technological society. The ability to think quantitatively enhances one’s general reasoning powers and problem-solving skills. Courses that will fulfill this requirement include the construction and analysis of mathematical or statistical models, significant formal logic components, or problem solving using algorithmic methods.

d. Ethical: Focused on the study of ethical challenges within and beyond the academy and on the nature of moral decision making. An ethical focus is required as part of each major and is central to the interdisciplinary study of Paideia 450.

Skills: Good writing, speaking, and research are the currency of academic life. Skills requirements will be satisfied in these ways:

a. Writing: Instruction and practice through Paideia 111/112, the major, and Paideia 450
b. Speaking: Instruction and practice through the first-year J-term seminar, the major, and the senior project

c. Research: Instruction, practice, and application through Paideia 111/112, the major, and the senior project

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.

Students must take a first-year seminar (4 credits), and they must complete a second January experience (2 or 4 credits) that involves one of the following: off-campus engagement, directed readings/research, or student-designed study.

The first-year seminar, offered on many different topics each January, engages beginning students in significant responsibility for course presentation and interaction with their peers.

The second required January Term may be fulfilled in any year after the first and must engage students in one of the following experiences during January:

a. Off campus experiences: Study away (international and domestic) courses, internships that require work off campus, and/or field experiences, including service-learning opportunities. These forms must involve significant off-campus interaction with the broader community, even if students live on campus during January.

b. Directed readings or research: Faculty-designed opportunities for students to study selected readings in a given topic, or to be involved in faculty-guided research.

c. Student-designed study: An experiential learning opportunity that may involve locations on or off campus. Used by the student who wishes to design a course of independent study not otherwise available in the curriculum.

d. The second January Term requirement may also be fulfilled by completing a year-long or semester-long study away (international and domestic) course from the list of courses produced by the Center for Global Learning.

The registration form for directed or independent study or research can be found online at https://www.luther.edu/academics/registrar/.

Students are encouraged to spend their other two January terms in off-campus experiences, vocational exploration, community service, and/or senior project development. A sample January term pattern over four years might look like this:

First year: completion of a first-year seminar.
Second year: completion of the second January requirement, as described above.
Third year: an internship or job shadowing, a service project on or off campus, or an individual or group project designed by students and approved through the Registrar.
Fourth year: concentrated work on the senior project.

This is only one example of how Luther students can take advantage of January. Students should begin talking with their academic advisor during their first year to consider options for satisfying the two January requirements and for good use of their time in the other two terms.
The individualized interdisciplinary major should meet the following criteria:

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

2. Number of credits. The proposed major is expected to have a minimum of 30 credit hours and no more than 40. At least 16 credit hours must be courses numbered above 300.
3. Approval. The proposal must be approved by a faculty advisor in consultation with the heads of the departments from which the courses are drawn.

4. Submission date. The proposal must be submitted to the registrar prior to December 1 of the student’s junior year.

Senior Project

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 include writing and oral communication components. A student must complete only one senior project to satisfy the college requirement, but individual departments may require a senior project as part of the major requirement.

Procedures for senior project registration:

1. Students will register for 490 (senior project), and in some disciplines, 491, for the semester during which they intend to complete the requirement. Students are encouraged to register for senior project in the first semester of the senior year.

2. Students with a minimum 3.50 GPA in their major may apply to pursue a year-long senior honors project, 493. Applications must be submitted to the scholars program office by the last class day of the semester preceding the term in which the project begins. The application can be found at http://www.luther.edu/academics/dean/scholars/senior-project.

3. The senior project must be submitted to the registrar’s office upon completion and not to the senior project advisor.

4. The final date for submission of the senior project is up to 5 p.m. of the day two weeks previous to the last day of classes in the semester. Students may withdraw from the senior project without record up to 5 p.m. of the day five weeks previous to the last day of classes in the semester. Students who withdraw from the senior project after the day five weeks prior to the last day in the semester but before the final submission date will be given a “W” for the course and will be required to register for the course in a subsequent semester. There will be no extensions, and no incomplete grades will be given. Extra hours charges incurred as a result of registering for the senior project will not be remitted after the fourth week of the semester.

5. When senior projects are received by the registrar’s office, the projects are passed on to the appropriate faculty members for grading.

6. Students are expected to comply with any additional guidelines concerning the senior project that are specified by particular departments.

7. Petitions for exceptions to any of the above prescriptions may be submitted to the Academic Planning Committee; the proposal statement must be signed by the student’s advisor.

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 Academic Planning Committee will review requests for exemptions from the 64-credit hour residency requirement. Most professional schools prefer the baccalaureate degree for admission and many of them require it. Luther permits a student who has completed other requirements for the B.A. degree to transfer into an approved professional school program (law, medicine, dentistry) at the end of the junior year and offer the last 32 hours for graduation from work in the professional school. Cooperative programs in engineering, environmental management, resource management,
clinical lab science and technology, cytotechnology, nuclear medicine technology, occupational therapy, and physical therapy, are described in the catalog under the Liberal Arts and Careers.

**Candidacy for the Degree**

All members of the senior class must be approved by the department heads before they are eligible to participate in commencement exercises or 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.

**Minor**

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 Curriculum section of the catalog: Africana studies, anthropology, art, Asian studies, biology, chemistry, classics, classical studies, communication studies, computer science, dance, economics, English, English writing, environmental studies, French, German, health, history, international studies, journalism, linguistics, management, mathematics, museum studies, music, Nordic studies, philosophy, physical education, physics, psychology, religion, Russian studies, secondary education, social welfare, sociology, Spanish, theatre, women and gender studies, K–12 teaching of art, K–12 teaching of health, K–12 teaching of music, and K–12 teaching of physical education. Students must have a C (2.00) average in the number of hours required for the minor.

**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. Students desiring a second teaching area should consult with the head of the education department for details. 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. Check with your advisor.

**Advising**

Advising is central to Luther’s mission as a church-related liberal arts college. It complements and integrates the many other ways in which students are mentored through relationships with teachers, other faculty, staff, and fellow students. At Luther College advising is developmental: it recognizes that student needs change over time, with three particularly important stages—the transition to college, the movement toward concentration on a major, and the journey beyond Luther toward lifetime work and service.

Incoming students are assigned an advisor that the college believes will serve the student in the transition from high school to college. Good advising depends on the relationship formed between the advisor and the student. While at Luther, students may change advisors at any time, selecting an advisor with whom they can establish an effective advisor/advisee relationship. In general, it is recommended that students select an advisor in their major department by their junior year.

Advisors are active listeners who provide information and confidential guidance. They help students in developing a program of study and evaluating academic progress, and direct them to appropriate campus support services. Advisors also explore with students their long-term professional plans and sense of vocation, and support students in their search to integrate their intellectual and personal lives.
Students should prepare themselves to take advantage of the advising relationship by understanding the college’s policies, procedures, and requirements pertaining to academic progress. Ultimately individual students are responsible for not only ensuring the satisfaction of all requirements but for exploring opportunities and engaging in the kind of self-reflection that allows them to make the most of their college experience.

**Academic Policies and Procedures**

**Calendar**

Luther’s academic year consists of a fall semester, January Term, and spring semester (see Academic Calendar at the end of the catalog). This calendar allows Christmas vacation after final examinations for the fall semester, fall and spring vacations after mid-terms.

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. A separate listing of January courses is published online every year. Students are required to complete two January terms while enrolled at Luther, one of which is the first-year seminar.

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. A special bulletin for the summer school with detailed course information is available online each March.

**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 him or her 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 office for financial services. Until such settlement has been made, the student is not entitled to participate in any class or any individual lesson.

**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.
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 two of the four 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 semesters, or more than 4 hours during the January term or summer sessions, must first secure permission from the registrar. A fee of $667.00 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 under the Costs and Financial Policies section of the catalog.

The minimum class load for full-time students is 12 semester hours. Under special circumstances, with the permission of the registrar and the dean for student life, a resident student may be permitted to register for fewer than 12 semester hours.

Class Attendance

Regular class attendance is expected at Luther. Each instructor determines the attendance policy for his or her 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 teacher to learn about work missed and about upcoming assignments. When a student’s absence from class jeopardizes his or her class standing, it may be reported to the Student Academic Support Center (SASC).

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 Educational Rights and Privacy Act of 1974.

Changes in Registration

Changes in registration are to be completed using the college’s online registration system (my.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.

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 $100 plus any additional fees required for the course (i.e.,
music lesson charges, specific course fees, etc. see Table of Fees.) 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.

Applications for auditing a course are available at the registrar’s office website, http://www.luther.edu/registrar/forms/audit.

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.

Independent Study

Students may register for individualized courses of study for independent study credit under course number 395 in each department. The prerequisite in a given department is 12 semester hours of credit in that department. The student who wishes to design a course of independent study should outline a proposal on the official application form available at the registrar’s office website and 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.

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.

Credit/No Credit Grading

Courses which are not taken to satisfy all-college 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. He or she 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 all-college) requirements.

5. Internships and other individualized courses (directed study, directed readings, directed research, independent study) may be taken to fulfill the J-term II requirement on a credit/no credit basis, without effect on the number of other electives a student may choose to designate as credit/no credit in any given academic year.

Applications for authorizing credit/no credit grading are available at the Registrar’s Office website, http://www.luther.edu/registrar.

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 he or she has 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 $50 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. For example, advanced placement credit in mathematics is dependent on successful completion of a second or third calculus course. Advanced placement credit in computer science is dependent on successful completion of computer science 151 or one of the other computer science courses required for the major. Computer science 150 is the lowest numbered course for which advanced placement credit will be considered.

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.

Grades

The transcript of a student’s academic record will include all courses from which he or she has not withdrawn prior to the end of the first four weeks of the semester (first three weeks of a half-semester course). 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
Final Grade Appeals

If a student feels that his or her grade in a course is inconsistent with explicit standards, then he or she 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 department in question. 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 dean of the college for final resolution.
When a student feels that his/her academic evaluation has not been fairly rendered, he/she has 30 days after the release of the final grades by the Registrar's Office to file an appeal.

**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." The Honor Code in its entirety may be found online at https://www.luther.edu/academic-integrity/honorcode/.

**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. 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 Committee on Academic Progress will issue a written notice of academic warning, probation, or dismissal to the student and the academic advisor.

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 will 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.

<table>
<thead>
<tr>
<th>Hours</th>
<th>Minimum Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–26</td>
<td>1.75</td>
</tr>
<tr>
<td>27–59</td>
<td>1.90</td>
</tr>
<tr>
<td>60–93</td>
<td>2.00</td>
</tr>
<tr>
<td>94+</td>
<td>2.00</td>
</tr>
</tbody>
</table>

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 Student Academic Support Center to develop an academic recovery plan. Students on probation who improve their cumulative GPA to the minimum level or higher will be removed from academic probation.

In compliance with NCAA Division III rules, students on academic probation may not compete on any intercollegiate athletic team. The faculty committee that monitors the academic progress of students may restrict participation in recognized campus organizations or activities for any student on academic probation. (See the Student Life section of the catalog for these organizations and activities).
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 remain on academic probation for three consecutive semesters,

2. if they fail to adhere to the conditions of enrollment established by the Committee on Academic Progress,

3. or if they earn a term GPA of less than 2.00 (12 hours minimum fall or spring, 4 hours minimum January Term), unless the term GPA raises the cumulative GPA above the minimum level for academic probation.

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 Committee on Academic Progress. Students may initiate the readmission process by contacting the Registrar’s Office.

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 (https://www.luther.edu/financialaid/consumer/) to review the entire Satisfactory Academic Progress Policy for Financial Aid.

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 registrar 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.

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 Student Life Office and Dean’s Office 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.

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, his/her advisor, the Registrar, the VP/Dean for Student Life, and 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 his/her parent(s)/guardian(s) under FERPA, the student’s parent(s)/guardian(s) may be notified.

Policy on Student Presence on Campus While the Student is 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 students attending Luther College. 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.

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 Admissions Sub-committee will review the requests from students who were on probation at the time they withdrew, or who were academically dismissed from the college. Other students who wish to return to the college will be reviewed by the Student Life Office and the Dean’s Office.

Academic Support Programs

Student Academic Support Center. The Student Academic Support Center (SASC) helps students develop confidence in their abilities and achieve their potential. The center’s services, based on best practices in learning assistance, include needs assessment, student-to-student tutoring, and one-on-one instruction with professional staff. In collaboration with faculty and other staff, SASC coordinates specialized services for students with disabilities, manages Academic Alerts through the CARE Network, and supports initiatives of the advising program. Affirming the mission of Luther College, the center serves all students, challenging them to “learn in community and discern [their] callings.” Go to http://www.luther.edu/sasc/ for information regarding SASC.

Care Network. The CARE Network is the online reporting vehicle for faculty and staff to alert the Student Academic Support Center (SASC) when students are in academic or personal difficulty. The SASC office sends an e-mail to the student to encourage the use of the SASC resources. An e-mail notice regarding the student’s progress is also sent to the academic advisor and any relevant athletic coach or musical ensemble directors.

Disability Services. Luther College is committed to providing equal educational opportunities for individuals with disabilities, in accordance with state and federal law and regulations, including the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. To ensure equal access for students with disabilities, Luther College provides reasonable accommodations that do not alter the nature of the academic or residential programs. Both Luther College and the ADA emphasize that a student must register with Disability Services by providing appropriate documentation about the disability from appropriate professionals and also make timely and reasonable requests for accommodations and services. Accommodations may vary from class to class and be different for individuals with the same disability. Go to http://www.luther.edu/sasc for information regarding disability services.
Student Support Services. The Student Support Services (SSS) project at Luther College is designed to help eligible students maximize their academic potential and achieve their professional and personal goals. SSS offers individualized tutoring, writing assistance, academic advising, career counseling, and personal support, in addition to small study groups, study skills workshops, and leadership opportunities. The project is funded by the U.S. Department of Education, under Title IV of the Higher Education Act of 1965, and is defined by the regulations that govern all TRIO programs. SSS has been an active presence on the campus since 1973. It is sponsored by the college community and administered through the office of the academic dean.

Scholars Program

The Scholars Program at Luther has the following goals: to challenge intellectually talented students to excel academically, to encourage them to develop a wide-ranging interest in the conversation of ideas and to engage in independent and self-motivated learning, to offer them opportunities to enrich the cultural life of the community, to enable them to become attractive candidates for graduate and professional school and professional employment, and to prepare them for exceptional achievement and service.

The Scholars Program is under the oversight of the Honors Advisory Committee and the Director of College Honors, Terry Sparkes. The Scholars Program consists of the following challenges, opportunities, and distinctions: interconnected series of colloquia, seminars, and research opportunities entitled Intersections: Seeking the Common Good, department honors, Latin honors, research grants, participation in regional and national research conferences such as the National Conference on Undergraduate Research, special advising for national fellowships, department prizes, election to Phi Beta Kappa and to discipline-based national honor societies.

Intersections: Seeking the Common Good

The Scholars Program curriculum, Intersections: Seeking the Common Good, provides highly motivated students the opportunity to engage in a series of seminars and colloquia focused on in-depth liberal arts study of the great ideas, issues, and challenges of the human quest for the common good. The Intersections curriculum offers students intellectual depth and connections by emphasizing both historical and cross-disciplinary inquiry into classic questions and texts, shaped in explicit connection to the goal of preparing students to understand, confront, and engage in service to the common good. It emphasized the value of "intersections" of people, cultures, approaches, methods—and the challenges of inquiry itself as part of each student's (and citizen's) intellectual journey.

Intersections 130: Scholars Colloquium is a one-credit discussion-based course, open to first-year students who have been awarded the Founders Scholarship or Imagine Fellowship or, (for the second semester) have been nominated by a Luther faculty member. This is an opportunity to engage with other high-achieving first-year students in a thoughtful discussion of issues and ideas.

Intersections 185: Great Debates is a January Term first-year seminar that focuses on some of the most momentous debates in human history and their role in shaping how we see ourselves and the world. The course is open to all first-year students, but designed for students wanting to explore the Intersections Program.

Course descriptions for all the Scholars Program courses, including seminars, colloquia, and individualized opportunities for upper-level students, can be found under the subject of Intersections in the Curriculum section of the catalog.

To enroll in Intersections courses beyond the first-year level, students must apply for admission to the Scholars Program. The application process is open to all students. Applications will be evaluated by the Honors Advisory Committee; continuation in the program is contingent on successful progress in the courses. Students who earn a minimum of 16 credit hours, including at
least three seminars and at least one research or project-based course/experience, will receive a certificate of Scholars Distinction.

**Department Honors**

Honors may be earned in a student’s major field by completing the major with a GPA of at least 3.50 (departments may stipulate a higher figure) and by doing either a senior honors project or honors work in a senior seminar. In the spring semester of the junior year, students with cumulative GPAs of at least 3.50 in their majors may submit proposals for senior honors projects. Those students who choose to do so prepare and submit detailed project proposals to the project advisors, department heads, and the director of college honors. Approved projects carry four credits, are arranged by the student and advisor, and are completed in the senior year. The senior honors project is evaluated by a review committee consisting of the advisor, a faculty member from the major department, and a faculty member from another department. The project must earn a grade of A or A- to receive credit for honors; if a grade below A- is earned, it is recorded as a senior project.

**Dean’s List, Latin Honors**

Students who earn a GPA of 3.500 or above in a given semester are included on the Dean’s List for that semester. To qualify, students must be pursuing a BA degree at Luther, complete at least 12 credit hours with 10 hours of conventional grades (A, B, C, D), may have no more than one “incomplete” credit hour, and may not have a grade of F or no credit.

Students who complete college work with a cumulative GPA of 3.900 or above are awarded the degree summa cum laude, those with an average of 3.700 to 3.899 magna cum laude, and those with an average of 3.500 to 3.699 cum laude. All students must complete at least 64 hours of credit at Luther to be considered for honors recognition.

**Research Grants**

Academic Administrative Assistantships allow students to do research and develop professional skills in their major fields of study in paid work positions during the academic year or the summer. The assistantships are awarded through faculty application.

Research Grants. The Scholars Program offers grants to juniors and seniors who undertake independent research or creative projects that involve expenses not normally covered by a department. Students with 3.0 GPAs in their majors may apply for grants to cover expenses for research projects and costs of travel to conferences to present research results. Recipients are expected to submit a report describing the work accomplished with the help of the grant.

Summer Faculty/Student Collaborative Research Grants, providing two-month stipends and room, are available to students who work jointly on a research project with a faculty member of the college. Grants are awarded through application.

**Participation in Regional and National Conferences**

Each year the college sends a group of students to the National Conference on Undergraduate Research (NCUR) to present papers and posters that are the result of their research or independent creative work. Interested students apply in the fall semester. Many students also participate in many other research conferences, including those sponsored by discipline-based national honor societies.

**Special Advising for National Fellowships**

The director of college honors and the Honors Advisory Committee offer special advising for national fellowships such as Rhodes Scholarships, Marshall Scholarships, Fulbright Scholarships, National Science Foundation Fellowships, McElroy Fellowships, Truman Scholarships, Udall Foundation Fellowships, and the BOD Graduate Fellowships.
Scholarships, and Goldwater Scholarships. Students are encouraged to contact the director of college honors early in their academic careers for more information about these programs.

**Department Prizes**

Many departments recognize special achievement within a particular discipline; the conveyance of these honors varies by department but may include recognition ceremonies, scholarships, and monetary awards.

**Election to Phi Beta Kappa and Discipline-based National Honor Societies**

Luther College is one of the select colleges and universities in the country with a chapter of Phi Beta Kappa, a scholastic organization that recognizes students who have achieved distinction in the liberal arts and sciences. In accordance with the regulations of the national governing body of Phi Beta Kappa, members are elected on the basis of broad cultural interests, scholarly achievement, and good character. The specific criteria for eligibility include, but are not limited to: senior standing; at least 94 hours of liberal arts coursework with a high standard of scholastic achievement; proficiency in a second language equivalent at least to successful completion of a 200-level course; and achievement in mathematics equivalent to at least mathematics 141. The mathematics criterion may also be fulfilled by successful completion of Computer Science 150 or 160, Linguistics 133, or Philosophy 110.

Many academic departments and majors have their own chapters of national honor societies; their goals and membership requirements are listed below.

Beta Beta Beta recognizes students for academic excellence and service in the fields of biology and biological research.

Delta Phi Alpha recognizes the scholastic achievement of German majors and minors.

Eta Sigma Phi recognizes scholastic achievement and promotes interest in the history, literature, and culture of ancient Greece and Rome. Membership is by invitation of the Classics department to classics, classical studies, and biblical languages majors and minors who have achieved academic excellence.

Lambda Alpha encourages and stimulates scholarship and research in anthropology by recognizing and honoring superior achievement in the discipline among students, faculty, and other persons engaged in the study of anthropology. The Luther College chapter of Lambda Alpha, Delta of Iowa, was chartered in 2000.

Lambda Pi Eta recognizes, fosters, and rewards outstanding scholastic achievement and encourages professional development among communication majors and minors. Membership is by invitation of the communication studies department faculty.

Lambda Theta recognizes scholastic achievement in social work.

Omicron Delta Epsilon recognizes scholastic achievement and honors outstanding achievements in economics. Membership is by invitation of the economics and business department faculty.

Phi Alpha Theta seeks to bring students, teachers, and writers of history together both intellectually and socially through participation in campus, regional, and national activities. Students and professors are elected to membership on the basis of excellence in the study or writing of history.

Pi Delta Phi recognizes scholastic achievement in French language and literatures and promotes knowledge and appreciation for the cultural contributions of the French-speaking world.

Pi Kappa Lambda recognizes and encourages the highest level of musical achievement and academic scholarship. The society is convinced that recognizing and honoring musicians who have enhanced their talents through serious and diligent study will stimulate others to do the same.
Pi Mu Epsilon promotes scholarly activity in mathematics by recognizing achievement and promoting activities outside the classroom. Membership is open to majors or minors who satisfy a tiered GPA requirement in their math course work.

Pi Sigma Alpha recognizes scholastic achievement in political science.

Psi Chi was founded for the purpose of advancing the science of psychology and encouraging, stimulating, and maintaining excellence in scholarship. Membership is open to psychology majors who have demonstrated superior scholarship in the discipline.

Sigma Delta Pi recognizes the scholastic achievement of Spanish majors and minors.

Sigma Pi Sigma recognizes scholastic achievement in physics and promotes the spirit of endeavor in the field of physics and related sciences. Membership is open to students in the upper third of their class who have completed four semester courses in physics.

Sigma Tau Delta fosters the discipline of English, including creative and critical writing, by promoting social relations among its members, providing opportunities for service, and exhibiting high standards of academic excellence. Members must have a minimum GPA of 3.0 in English courses, rank in the top 35 percent of their class, and have completed at least three semesters and six credit hours in English beyond Pendidia 111 and 112.

Off-Campus Study Programs

Luther College offers numerous opportunities for short- and long-term off-campus study. Students can participate in short-term programs offered by Luther during January Term and summer for academic credit. The college conducts its own long-term programs in Nottingham (England), Sliema (Malta), Münster (Germany), and Coldigioco (Italy), and has special associations with ACM (Associated Colleges of the Midwest), GlobalLinks, CIEE (Council on International Educational Exchange), DIS (Danish Institute for Study Abroad), IES (Institute for International Education of Students), ISFA-Butler (Institute for Study Abroad at Butler University), ISA (International Studies Abroad), LCCT (Lutheran College China Consortium), JASIN Program (Japanese Studies in Nagasaki), LCCT (Lutheran College Consortium in Tanzania), SIT Study Abroad, Telemark and Volda University Colleges in Norway.

Policies

A student must be in good academic standing with the college, have a grade point average of not less than 2.50, have completed three semesters of college-level study at the time of the proposed study, and must obtain the approval of his or her advisor, the head of his or her major department, and the off-campus studies programs advisor before filing application for participation in any term off campus. Transfer credit may be granted for approved foreign study programs sponsored by accredited American and International colleges and universities. Sufficient maturity to benefit from such specialized study is one of the criteria for selection.

Detailed information on all programs, including scholarships, is available in the Center for Global Learning. Information on financial assistance and policies is available in the financial aid office. The amount of financial assistance available will vary from program to program. Students will work with the financial aid office to determine their eligibility.

March 1 Application Deadline

Students wishing to study off campus for the summer, fall, or spring semester, or an entire academic year must be approved for off-campus study through application at the Center for Global Learning. In most cases, the deadline for applying is March 1. A few programs have earlier deadlines. The application process for programs administered by other institutions first requires the approval of the Luther Center for Global Learning; only after Luther approval for off-campus
study has been given should the program application be started with the other institution. Acceptance for study on that program is determined by the program sponsor.

**Nottingham Year**

Luther College sponsors a year-long academic program in Nottingham, England. A Luther faculty director accompanies the group of students who live in a rented facility which functions as a residential extension of Luther College. The program includes study at the University of Nottingham and three courses taught or administered by the Luther faculty director. Optional field experiences working with the staff of one of a variety of social service agencies in the city of Nottingham are also available.

**Earth and Environment in Italy Semester**

Luther College sponsors a semester program in Coldigioco, Italy. A Luther faculty director (or faculty director from an ACM college) accompanies the group of students who live, study, and cook together in renovated 12th century farmhouses, which function as a residential extension of Luther College. The program includes coursework and independent research in Earth science, as well as Italian instruction and an art course examining the communication of scientific ideas through visual means.

**Malta Semester**

Luther College sponsors a semester program in Sliema, Malta. A Luther faculty director accompanies the group of students who live in a rented facility which functions as a residential extension of Luther College. Students take specifically designed courses taught by University of Malta faculty on Malta and the Mediterranean region. The program typically includes travel within the region.

**Münster Semester Program**

Luther College sponsors a semester study opportunity in Münster. A member of the Luther faculty accompanies a group of students to Münster during the spring semester of even numbered years where they study German language at various levels as well as two other courses coordinated by the faculty director. Students live in homes with German families.

**Luther College January Term Abroad**

Each January approximately 30 Luther faculty lead 20 to 25 discipline-based courses to Africa, Asia, the Caribbean, Europe, Latin America, and the Pacific. Courses generally contribute to credits earned in the major or to all-college requirements.

**ACM—Associated Colleges of the Midwest**

ACM, a consortium of independent liberal arts colleges in Illinois, Iowa, Minnesota, Wisconsin, and Colorado, offers semester, year, and summer programs in Africa, Asia, Europe, and Latin America. Members include Beloit College, Carleton College, Coe College, Colorado College, Cornell College, Grinnell College, Knox College, Lake Forest College, Lawrence University, Luther College, Macalester College, Monmouth College, Ripon College, and St. Olaf College. Study locations include Botswana, Tanzania, Japan, Jordan, India, Italy, the United Kingdom, Brazil, Costa Rica, Mexico, and the United States.

**Norwegian Programs**

Luther has exchange agreements with Telemark University College in Bø and Volda University College in Volda that enable Luther students to spend a semester or year of study in Norway and for Norwegian students to come to Luther College for study.
**Lutheran College China Consortium**

The Lutheran College China Consortium, coordinated by Valparaiso University, offers a fall semester study program in Hangzhou, People’s Republic of China. Students study Chinese language at Zhejiang University, Chinese culture and civilization and an additional elective course taught by the resident director. Students live in a special dormitory that houses students from all over the world.

**JASIN — Japan Studies in Nagasaki**

The JASIN program at Nagasaki College of Foreign Languages offers courses in Japanese language, society, and culture. In addition to a Japanese language class, students are required to take Japan studies classes, conducted in English or Japanese, and have the option to take seminars in traditional Japanese arts. Students may participate in either fall or spring semester.

**Lutheran College Washington Consortium**

Luther College is a member of the Lutheran College Washington Consortium (LCWC), which offers a residential semester program in Washington, D.C., each fall and spring. Students take two academic courses and participate in field trips, lectures and cultural activities, but the core of the program is a four-day per week internship. The internship can be done through most departments on campus and can be designed to meet the student’s needs and interests. The program is designed for juniors or seniors, but second-semester sophomores are eligible to apply. The Consortium does not operate a formal summer program but can assist students in finding internships and can provide housing. Information, application materials and registration procedures are available at the LCWC web page (washingtonsemester.org) or from Luther’s representative, Professor John Moeller (political science).

**The Chicago Center for Urban Life and Culture**

The Chicago Center is a nonprofit organization that provides community-based living, learning, and working experiences for students who want to study off campus during a summer or semester program. Students are housed in three- or four-bedroom apartments in Chicago’s Hyde Park neighborhood. Students pay tuition, and appropriate program fees including room and board, a city activity fee, and a refundable cleaning deposit. Professional Semester and Social Work Practicum programs are available to seniors expecting to graduate in eight semesters.

**The Chicago Semester**

The Chicago Semester is an off-campus study program rooted in the Christian faith. The program challenges students to integrate their personal, professional, and public lives through internships, academic seminars, and urban experience. The internships and seminars provide students with the opportunity to learn about the city, engage communities, and experience biblical and theological reflections as part of their urban experiences. Students are housed in two- or three-bedroom apartments in Chicago neighborhoods. Students are expected to pay tuition, and appropriate program fees including room and board. Professional Semester and Social Work Practicum programs are available to seniors expecting to graduate in eight semesters.

**GlobaLinks Learning Abroad**

GlobaLinks offers study and internship programs for a semester, year, summer, or short-term courses, in universities in the Pacific, Asia, Latin America, and Europe. Programs are located in Australia, New Zealand, Fiji, China, Hong Kong, Japan, Singapore, South Korea, Thailand, Czech Republic, England, France, Germany, Greece, Ireland, Italy, Scotland, Spain, and Wales. Through the EuroScholars program, advanced students may qualify for research opportunities at various
European universities in Belgium, Finland, Germany, Italy, Sweden, Switzerland, and The Netherlands.

**CIEE—Council on International Educational Exchange**

CIEE offers semester, year, and summer study and internship programs in Africa, the Middle East, Australia, Europe, and Latin America. Programs in include Botswana, Ghana, Morocco, Senegal, South Africa, Tanzania, Israel, Jordan, Turkey, the United Arab Emirates, Cambodia, China, India, Japan, South Korea, Taiwan, Thailand, Australia, Belgium, the Czech Republic, England, France, Germany, Hungary, Ireland, Italy, Northern Ireland, the Netherlands, Poland, Portugal, Russian, Spain, Sweden, Argentina, Brazil, Chile, Costa Rica, Mexico, and Peru.

**DIS—Danish Institute for Study Abroad**

DIS has for more than 50 years offered semester, year, or summer study programs in Copenhagen, Denmark. Semester or year programs include Architecture; Biomedicine; Child Diversity and Development; Communication; Environmental Science of the Arctic; European Humanities; European Politics; Gender and Sexuality Studies; Global Economics; Graphic Design; Interior Architecture; International Business; Justice and Human Rights; Medical Practice and Policy; Neuroscience; Psychology; Prostitution and the Sex Trade; Public Health; Sociology; Sustainability in Europe; Urban Design; and Urban Study in Europe. Summer courses are offered in various academic fields including Architecture, Business, Child Development, Design, Environmental Studies, Furniture Design, Health Science, History, Pre-Law, Pre-Medicine, Pre-Architecture, Psychology, Public Health, and Sociology.

**IES Abroad—Institute for the International Education of Students**

Since 1950 IES has offered study abroad programs, and now internship programs, for summer, semester, or year study in Africa, Asia, Australia, Europe, South Asia, New Zealand, and South America. IES has centers and university affiliations in Argentina, Brazil, Chile, Ecuador, Australia, New Zealand, China, India, Japan, Austria, England, the European Union, France, Germany, Ireland, Italy, the Netherlands, Spain, Turkey, Morocco, and South Africa. Students take their coursework through IES or combine university study with IES courses.

**IFSA Butler—Institute for Study Abroad at Butler University**

IFSA-Butler offers study and internship programs for summer, semester, or year study at nearly 90 colleges and universities in Europe, Australia, New Zealand, Latin America, the Caribbean, the Middle East, and Asia. Students study with local and international students through its affiliations with universities in England, Scotland, Ireland, Northern Ireland, Wales, Spain, Australia, New Zealand, Argentina, Chile, Costa Rica, Cuba, Peru, Mexico, Egypt, Israel, the United Arab Emirates, India, and China.

**ISA—International Studies Abroad**

ISA is affiliated with more than 50 universities throughout Europe, Latin America, Asia, Northern Africa, and the Middle East, and offers intensive month, summer, semester, and year programs of study. Programs are located in Argentina, Brazil, Chile, Colombia, Costa Rica, the Dominican Republic, Peru, Belgium, Czech Republic, England, France, Ireland, Northern Ireland, Italy, Scotland, Spain, Jordan, Morocco, Botswana, South Africa, China, India, and South Korea. ISA also offers credit-bearing experiential learning opportunities through its ELAP programs in Argentina, Brazil, Chile, Costa Rica, the Dominican Republic, Peru, Italy, England, Spain, India, Jordan, Morocco, and South Korea.
SIT Study Abroad

SIT Study Abroad offers a wide variety of semester or summer programs in Africa, Asia, Australia and the Pacific, Europe, Latin America, and the Middle East. Each program’s curriculum is designed around a critical global issue. This issue, examined in an interdisciplinary manner, provides a central focus for classroom studies and an independent study project. Program locations include Cameroon, Ghana, Kenya, Madagascar, Morocco, Rwanda, Senegal, South Africa, Tanzania, Uganda, China, India, Indonesia, Mongolia, Nepal, Vietnam, Australia, Samoa, the Czech Republic, Iceland, the Netherlands, Serbia/Bosnia/Kosovo, Switzerland, Argentina, Bolivia, Brazil, Chile, Ecuador, Nicaragua, Panama, Peru, and Jordan.
The Liberal Arts and Careers

The curriculum of Luther College offers opportunities for concentration in a particular field of interest and specialized preparation in various areas through majors. A number of these are pre-professional, in preparation for study in a professional school such as medicine. Others prepare students directly for professions such as accounting, which they may enter immediately following graduation. The statements that follow do not exhaust the possibilities, but they indicate how the liberal arts can fulfill both the general and specialized objectives of students. Faculty advisors and counselors in the career development center will assist students in working out college programs that meet their objectives.

Africana Studies

Africana Studies graduates enter the workforce or graduate school with a global perspective, an appreciation of diversity, and strong skills in critical thinking and effective writing. Africana Studies majors from Luther College have gone on to careers in law, social work, education, government, museum or library services, and nonprofit community work.

Anthropology

Traditionally anthropologists have sought employment in academic settings, especially teaching and research positions that require a graduate degree. In recent years, however, the value of a bachelor’s degree in anthropology has been recognized in the nonacademic sector and an increasing number of anthropologists have gained employment in this type of setting. The experience of attaining a degree in anthropology can provide a host of skills that are highly valued by employers, particularly in our increasingly diverse, global society. As a result, graduates with a major in anthropology are entering careers in areas as diverse as museums; contract archaeology; international business; religious, social, and governmental agencies; marketing and advertising; education; personnel administration; urban planning; migrant and minority council work; public health; and academia.

Art

Studio Art

Studio practice refers to artists whose primary occupational focus is on the creation, exhibition and/or sales of their art. Such artists are often self-employed and many supplement their income through other work. Studio practice can also refer to artists who are focused on creating portfolios in preparation for graduate school. Students interested in studio practice should consider exploring several different media before working toward a concentration in any specific area (e.g.
painting, ceramics, printmaking, etc.) Studio work should be supplemented with art history and contemporary (art) issues courses.

Art History, Museum and Galleries

Museums, galleries, and many nonprofit art organizations provide a range of employment opportunities for those who are interested in art-related careers but don’t necessarily want to create art for a living. All art organizations need people who can bring an aesthetic sensibility to jobs ranging from marketing and sales to the installation of exhibits and the management of collections. Students interested in this field of work should explore basic studio courses along with concentrations in art history, museum studies, and/or management.

Design and Art

Artists with an interest in design find employment in a variety of ways. Some are self-employed and produce freelance work for specific clients. Many others are employed by a variety of businesses and industries, from publishing companies and movie studios to fashion houses and software firms. In fact, virtually every item that is manufactured, developed, or otherwise created has made use of a designer somewhere along the way. Students interested in becoming designers should develop conventional studio skills (especially drawing) along with a concentration in electronic or computer-based media.

Art Education

Based on the mission of Luther College where “serving with distinction for the common good” is central to what we are as an institution, the NCATE-accredited elementary education major and secondary minor at Luther offer many options in preparation for the teaching profession. Combining thorough classroom instruction with multiple practicum placements, students leave Luther prepared for a career in K–12 public and private schools domestically and internationally.

Luther College teacher graduates are employed by schools throughout the Midwest, the United States, and internationally. They enjoy a reputation of distinction for their commitment to teaching and learning, to the needs of individual students, and for being active members of their schools and communities.

Business

Luther College’s liberal arts education helps students develop personal values and provides them with a background for lifelong learning. The accounting, economics, and management curriculum prepares students for ethical leadership, decision-making, and service in organizations operating within a global environment. The curriculum focuses on developing students’ capabilities for analytical thinking and clear oral and written expression.

Students who pursue an education in the business field major in economics, accounting, or management. The faculty encourages students majoring in art, music, theatre, dance, a foreign language, international studies, or health to prepare for administrative opportunities by earning a management minor. A minor in information systems is also offered.

Corporate, nonprofit, and public employer recruiters visit the campus each year, including firms such as Accenture, Deere & Co., Deloitte Touche Tohmatsu, Fastenal Company, Hormel Foods, IBM, Epic, CliftonLarsonAllen, KPMG LLP, Securian, Principal Financial, Thrivent Financial, Baker Tilly Virchow Krause LLP, and Target. The department of economics and business has earned an excellent reputation for the quality and success of its graduates. Many have earned advanced degrees at professional and graduate schools throughout the United States. An exceptionally large number have become CPAs. Luther College graduates are well represented in decision-making positions in private, public, and nonprofit entities both within and outside the United States.
Church Vocations

The church offers a wide range of vocational choices to young people who wish to enter some type of Christian service. There is a continuous need for pastors, foreign missionaries, parapastoral workers, social workers, and Christian teachers at all levels of instruction. These workers must have a broad, thorough liberal education with specialized training in their chosen field. Men and women planning to enter church vocations should plan their programs of study in consultation with the members of the religion faculty, and the campus pastors.

Although the specific entrance requirements vary from school to school, the basic academic requirement for admission to a theological seminary is a bachelor of arts degree. Many seminaries, including all of those of the Evangelical Lutheran Church in America, require a working knowledge of Greek. In addition, preseminary students should be well-grounded in such areas as history, English, philosophy, modern languages, psychology, and sociology.

The course of study generally recommended for those preparing themselves as layworkers or parapastoral workers in the church consists of a religion major supported by courses from the humanities and the social sciences.

Classics

The study of the languages and cultures of the ancient Greek and Roman world is excellent preparation for many careers. Aside from teaching in colleges and secondary schools, classics provides a particularly good foundation for graduate study in law, theology, and archaeology. Other classics majors at Luther have gone into fields as diverse as business, medicine, and anthropology.

Clinical Laboratory Science and Technology, Cytotechnology, and Nuclear Medicine Technology

The Luther College clinical laboratory science and technology, cytotechnology, and nuclear medicine technology programs require three years of study on campus (96 semester hours) followed by one year of off-campus study in one of the affiliating health care facilities. Students who enjoy science and would like to be a part of the health team will find a rewarding career in clinical laboratory science and technology, cytotechnology, or nuclear medicine technology. Informational material describing preprofessional and professional curricula, application procedures, and standards for admission may be obtained from M. Kaehler, on-campus coordinator for clinical laboratory science and technology, cytotechnology, and nuclear medicine technology. The off-campus clinical year of study may be completed at one of several institutions including but not limited to:

Clinical Laboratory Science and Technology

Mercy College of Health Sciences, Des Moines, Iowa
St. Luke’s Methodist Hospital, Cedar Rapids, Iowa

Cytotechnology

Mayo Foundation, Rochester, Minn.

Nuclear Medicine Technology

Froedtert Memorial Lutheran Hospital, Milwaukee, Wis.
Communication Studies

It is estimated that 75 percent of a person's day is spent communicating in some way. Not only do we spend considerable time communicating, but excellence in communication skills is essential to personal, academic, and professional success. Communication skills are indispensable in almost every aspect of the business world. Knowledge of communication can be beneficial to any career. It is well recognized that communication plays a vital role in the functioning of any governmental, nonprofit, or business organization.

Communication majors enter careers such as public relations, advertising, education, law, the ministry, web design, radio or television production, and journalism. Communication and government/political-related careers include public information officer, speech writer, legislative assistant, campaign director, research specialist, program coordinator, negotiator, lobbyist, press secretary, and elected official. Careers in business and communication include sales representative, executive manager, personnel manager, public information officer, director of corporate communication, customer service representative, copywriter, editor, trainer, human resources specialist, mediator, and buyer.

Computer Science

Career opportunities directly related to computer science are expanding as the use of computers continues its rapid growth. Since computer applications are pervasive in almost every sector of life, a variety of careers have developed. Some of these include software developer, software architect, Internet programmer, database administrator, system administrator, and consultant. The computer science major at Luther is designed to provide students with the academic base needed to keep abreast of the changing technology landscape.

Dance

Dance at Luther College is appropriate for the student who is continuing to study dance, re-entering 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, three courses rooted in somatic movement education. Along with Movement Fundamentals, Contact Improvisation is a core component in shaping a holistic and distinct foundation for dance technique. This somatic approach to dance adds suppleness and refinement to skills attained in prior studio training and sophistication to dance making and performing.

Dance majors become dance artists, dance or movement teachers, or continue on to become dance scholars. Dance majors pursue graduate and professional studies, certification and employment in: Performance; Choreography; Performance Art; Dance or Movement Education; International Arts Education; Movement Education for K-12; Movement for adults, the elderly and people with disabilities; Personal Training; Physical Therapy; Somatic Movement Practices; Somatic Psychology; Movement, Dance or Art Therapy; Medicine; Chiropractic Arts; and other body therapy and healing arts modalities.

Dentistry

Since dentistry needs individuals with a diversity of educational backgrounds and a wide variety of talents and interests, an attempt is made to plan an individual program for each student. A sample program is illustrated in the dental brochure which is available from the pre dental advisors.

Luther College advocates a preprofessional program that aims to develop the student's intellectual abilities and to provide both scientific and cultural preparation. Courses in language, literature, the
fine arts, social studies, religion, and philosophy provide cultural background, while courses in the sciences and mathematics give the basic foundation required for scientific study and practice of dentistry. The dental student usually majors in biology and/or chemistry; however, a major in another discipline can be arranged. Predental advising is available to students in both the biology and chemistry departments.

**Engineering**

A liberal arts education in the basic sciences provides an enduring foundation for the engineering profession. Luther offers three routes to engineering:

1. Students may enroll in preprofessional training (in physics, mathematics, chemistry, and computer science) and transfer after two or three years to an engineering school to complete a bachelor’s degree in engineering.

2. Students may participate in a “dual-degree” plan by attending Luther for approximately three years and two additional years at the University of Minnesota in Minneapolis or Washington University in St. Louis, earning a B.A. degree from Luther and a B.S. in an area of engineering from the university.

3. A number of students with strong majors in physics or chemistry have proceeded to graduate study after receiving the B.A. from Luther, and have earned M.S. or Ph.D degrees in engineering fields. Students interested in the engineering fields should contact James Perez in the physics department.

**English**

Students majoring in English learn to read literary works which develop their ability to think critically and to respond to human experiences both familiar and alien. Through continual practice in writing, they develop aesthetic sensitivity and learn how to use language for creative and analytical purposes, how to compose metaphors as well as how to research and document ideas. The English major is excellent preparation for many careers. After graduation, English majors get jobs in teaching, journalism, editing, technical writing, advertising, management, personnel, marketing, government service, and many other kinds of public relations and administrative work. Other students major or minor in English to prepare for graduate school or professional programs such as the ministry, law, journalism, or library science.

**Environmental Biology and Conservation**

Students at Luther can obtain the background necessary to participate in the detection, analysis, and solution of environmental problems. Agencies that hire graduates with such a background include the Environmental Protection Agency, the various state Departments of Natural Resources, the Federal Fish and Wildlife Service, the Audubon Society, Army Corps of Engineers, private environmental consulting firms, and many other organizations concerned with environmental problems and planning. The biology department advises students interested in pursuing careers in environmental biology and conservation.

**Government**

Local, state, and national governments offer a wide range of vocational opportunities. In addition to the positions in Washington, D.C., the national government has many agencies in the nation’s largest cities. Local and state governments have grown significantly and have agencies dealing with
such activities as: agriculture, welfare, housing, highways, conservation, rural and urban development, pollution control, and so forth. There also are many private and nonprofit organizations and agencies that work closely with various governments.

In recent years, Luther graduates interested in government or government-related vocations have followed one or more of the following paths. Some have become involved in partisan politics; this can result in appointed or elected political positions. Although the national government has limited its hiring in the recent years, it still is possible to obtain entry level positions in the civil service sectors at every level of government. Students interested in the United States diplomatic service can take the Foreign Service Examination. Many students enter M.A. programs in such fields as urban planning, public administration, and public policy; these lead to work in cities, planning agencies, private entities, and both state and national government.

Students interested in government work frequently major in political science or economics, but there always is a need for individuals with specialized training in every area of the curriculum. Students interested in working in the public sector should consider doing an internship as a part of their college experience. That might involve participation in the college’s Washington Semester program or designing an internship in consultation with a member of the faculty.

**Health and Physical Education**

Students interested in Health and/or Physical Education have the opportunity to select a teaching or non-teaching major. Students interested in teacher education and/or coaching should pursue the teaching major, and upon successful completion of the academic program, they will be eligible for K-12 licensure in the State of Iowa. Teaching and coaching have been the career choice of many Luther College graduates who have majored in health and/or physical education.

Students interested in non-teaching options are afforded the opportunity to pursue a non-teaching major designed to prepare them for a career in health and fitness promotion or physical education - exercise physiology. Students pursuing either of these academic programs tended to be interested in corporate fitness, graduate school, sports management, physical therapy, or other health-related vocations. Special emphasis is placed on experiential learning opportunities to better prepare students for a career in health and fitness.

**History**

The major in history teaches skills of research and systematic analysis that are highly marketable in the world of today. These skills are the foundation for careers in law, communications, the church, secondary education, archival work, historic preservation, library science, governmental and museum administration, as well as in business sales, management, and executive positions. History majors who have graduated from Luther College have found careers in all of these fields, and a number have become professional historians and teachers on the secondary and postgraduate levels. The history major is solid preparation for the Graduate Record Examination, the Law School Admission Test, the Foreign Service Examination, the Civil Service Examination, and similar professional tests.

**International Studies**

In our increasingly interconnected, globalized world, an understanding of world systems and international issues is enormously helpful in almost all careers. The International Studies program at Luther provides a sturdy foundation for students about to enter the global job market. Students in the program choose a wide variety of career paths, including graduate programs in International Studies, peace and conflict resolution studies, political science, and human rights fields, and in
fields such as law, international business, international teaching and consulting, nonprofit work (in the U.S. and abroad), and governmental work, among many others.

**Journalism**

Of first importance in preparing for a career in journalism is gaining a broad awareness of the modern world, including a sense of the past from which modern times have emerged. This kind of mature and informed consciousness is the aim of the liberal arts education, whatever subject one majors in. In fact, graduates of Luther College with majors in various subjects have gone into careers in journalism. Training that applies particularly to the work of journalism is to be had in many courses: in the research and writing done in courses in communication studies, history, literature, and political science, to name a few; more specific to journalism are internships available in all areas of journalism and communication, and the valuable experience to be gained from working for the campus newspaper, the college news bureaus, or the college radio station.

**Law**

The American Bar Association does “not recommend any particular group of undergraduate majors, or courses [because] the law is too multifaceted, and the human mind too adaptable, to permit such a linear approach to preparing for law school or the practice of law.” Instead, students should take courses that emphasize careful analysis and problem solving, critical reading and writing and oral communication. Law schools also like to see examples of service to others and academic success in one’s courses. The best preparation for law school, according to the ABA, is “taking difficult courses from demanding instructors.” Luther, therefore, does not offer a prescribed program of prelaw study, but encourages students to take a rigorous liberal arts curriculum, choose a major that is both interesting and challenging, and explore the law through internships, if possible. We encourage students to consult with a prelaw advisor, either John Moeller or Steve Holland, as well as their regular faculty advisor in planning their program, and to take advantage of occasional prelaw forums on campus.

**Library and Information Science**

The profession of librarianship focuses on acquiring and preserving the records of society and providing access to all types of resources, print and electronic. Most professional positions require an American Library Association accredited degree from a graduate program in library and/or information science. Entrance requirements for graduate programs vary, though previous library work experience is desirable. Students with strong academic programs and majors from all disciplines are welcome. The breadth and depth of a liberal arts education provide excellent preparation for graduate work in librarianship and/or information science.

Professional opportunities include service in academic, research, public, and school libraries, as well as libraries and information centers in corporations, medical centers, law firms, museums, and archival collections. Computer technology offers additional career opportunities in traditional library settings and elsewhere. Master’s and doctoral degrees in other academic disciplines enhance career development opportunities.

Preus Library faculty welcome inquires about graduate programs and the profession. Internships in library and information technology can be independently arranged, and Senior Projects can be done with a faculty advisor from the library and information studies department.
Mathematics and the Sciences

Many career opportunities await today's graduates adequately trained in mathematics, biology, chemistry, computer science, and physics. Our society needs large numbers of them in many fields.

Biology majors can use their training in such fields as conservation, ecology, public health, nutrition, dietetics, medical technology, optometry, physical therapy, veterinary medicine, museum work, industry, medical research, agriculture, and forestry. The biology major has the basic training necessary to enter graduate training and research in any of the subdisciplines.

A college graduate who has majored in chemistry is prepared for a variety of positions in medicine, industry, and civil service. The graduate who wishes further training and experience as a research scientist goes on to additional study for an advanced degree, concentrating in one of the areas of chemistry. An undergraduate training in chemistry is also basic to such fields as medicine, biochemistry, microbiology, metallurgy, and ecology.

Physics majors are encouraged to obtain a broadly based interdisciplinary background to prepare for fields such as energy resources, environmental sciences, electronics, computer science, medical physics, physics teaching, and business. The physics major has the basic training to enter graduate study and research in physics, astronomy, earth and space sciences, health physics, most engineering fields, optics, and computer science.

A wide range of vocational possibilities is open to the well-trained mathematics major: actuarial science, operations research, software design, statistical analysis and quality control, engineering, government civil service, medicine, law and management, to name just a few. Increased use of mathematical modeling and simulation puts mathematics double majors in a stronger position in such areas as accounting, psychology, economics, sociology, political science, and management as well as the traditional natural sciences.

The college graduate with a major in computer science is prepared for a variety of computer-related positions, either helping to create the hardware and software that make up new systems, or bringing computer capabilities to bear on the vast array of endeavors that humankind undertakes. Computer science students are encouraged to obtain as rich and varied an education as possible in order to allow them to become aware of areas of possible computer applications.

Many of the opportunities mentioned for mathematics and science majors require graduate training varying from a master's to a Ph.D. degree. Many graduate institutions offer scholarships, fellowships, and assistantships to well-qualified students to help defray the expense of advanced study.

Modern Languages, Literatures, and Linguistics

As the primary symbolic system by which we establish, maintain, and express our identities, language is one of the most defining aspects of who we are. Its centrality to human existence identifies the study of a language other than one's own as a crucial component of a liberal arts education.

The Modern Languages, Literatures, and Linguistics department at Luther College is a center for international and intercultural education, beginning with the fundamentals of that education, the study and learning of different languages. By developing competence in the five language areas (understanding, reading, speaking, writing, and culture) and exploring the fundamentals of language both at Luther and in study abroad, our students learn to operate within a different symbolic system. This unique perspective on diversity enables them:

• to communicate more fully with people whose language and culture are different from their own;
• to better understand the relationship between human cognition, social behavior, language structure, and language use, and to apply the resulting skills to the study of any language;

• to develop analytical skills and aesthetic appreciation in the study of written texts, including literature, increasing their awareness of the diversity of human culture through encounters with and practice in non-Anglophone ways of thinking; and

• to broaden their understanding of other cultures, to reflect upon their own, and to better appreciate the interaction between language and cultural expression.

The United States is one of only a handful of countries in the world where monolingualism (even among the educated) is the norm. The Department of Modern Languages, Literatures, and Linguistics seeks to present our colleagues, students and constituents with a multilingual and therefore multicultural perspective, a necessary step toward furthering national and international education and cooperative communication.

Museum Studies

Museum Studies is especially valuable as a unique combination of the liberal arts and practical experience in a career growth area. Fostering a multidisciplinary approach is particularly important in the areas of preservation technology, collections management, and electronic data storage and retrieval for museum and archive managers. Students have interned at a wide variety of regional and national museums, archives, and historical societies, including the Denver Museum of Natural History, the U.S. Foreign Service Archives, and the Smithsonian, and have gone on to advanced degrees and careers in museums and related fields. Luther history professors and other staff maintain links with, among other institutions, Vesterheim and the Winneshiek County Historical Society, and the historical societies of Iowa, Minnesota, and Wisconsin. Students interested in pursuing this area should contact the history department.

Music

The Chicago Symphony, Detroit Symphony, National Symphony, U.S. Air Force Band, U.S. Army Band, The Singers, Manhattan Concert Chorale, and Gregg Smith Singers all have Luther graduates among their members. Luther alumni have won national and regional levels of the Metropolitan Opera National Council Auditions and are performing at opera companies across the country, including the Metropolitan Opera, Lyric Opera of Chicago, Houston Grand Opera, as well as in major international opera houses. The number of Luther alumni presently performing with professional ensembles confirms the department’s success in preparing solo performers.

Many Luther alumni have entered graduate degree programs to prepare for careers in performance or college teaching. Recent graduates have attended the University of Indiana, University of Cincinnati-College Conservatory of Music, University of Illinois at Urbana-Champaign, University of North Texas, University of Minnesota, University of Missouri, University of Michigan, University of Texas at Austin, State University of New York-Stony Brook, Florida State University, Yale University, Rice University, Eastman School of Music, Manhattan School of Music, Mannes College of Music, and the Juilliard School of Music.

The Music Education minor is another option for music majors, and Luther graduates have succeeded consistently in securing elementary and secondary teaching positions in the region, the nation, and internationally.

The college continues to train many musicians for full-time or part-time church music and music ministry work. Recent graduates are serving congregations throughout the Twin Cities, the entire Midwest region, and nationally.
Neuroscience

The rapidly expanding field of neuroscience focuses on the study of the nervous system. It is an interdisciplinary field involving biology, biochemistry, and psychology. A career in neuroscience requires graduate school study following an undergraduate degree. A B.A. from Luther in either biology or psychology, together with additional chemistry, mathematics, and physics, prepares one well for subsequent graduate study in neuroscience. Students should contact Scott Carlson of the biology department for additional information.

Nursing

Career opportunities in nursing are varied, abundant, and increasing. Begun in 1975, the Luther College department of nursing has developed a baccalaureate program in nursing with a strong foundation in the liberal arts, including the natural and social sciences, humanities, and nursing. The third year of the program is spent in Rochester, Minn., associated with the world renowned Mayo Foundation Hospitals.

The program is designed for basic prelicensure nursing students. It provides a solid basis for graduate study in nursing. It is also possible to complete a major in nursing and a minor in another area, such as psychology, religion, or language. The nursing faculty are prepared to advise you about all possible options and the limitless roles and settings where nurses work.

The program is accredited by the Commission on Collegiate Nursing Education (CCNE, One Dupont Circle NW, Suite 530, Washington, D.C. 20036-1120; 202-887-6791; www.aacn.nche.edu/accreditation).

Occupational Therapy

Students can prepare for a career in occupational therapy by completing a B.A. at Luther with a major of the student’s choice and prerequisite courses in the arts, sciences, and social science, followed by graduate study in a university program leading to a master's degree in occupational therapy. Students interested in occupational therapy should contact the psychology department.

Optometry

Luther College offers the preprofessional preparation and background required for the study of optometry. Emphasis is placed on mathematics, physics, chemistry, and biology for the preoptometry student. The minimum of three years of preoptometric study may be pursued at Luther. However, most professional schools prefer students who have completed their undergraduate degree. For assistance in planning a course of study, check with the department of biology.

Pharmacy

Prepharmacy involves building a foundation for pharmacy in the essential liberal arts areas of English, mathematics, basic physical and biological sciences, and humanities. An additional three-to-four years in a college of pharmacy are required for a pharmacy degree. Detailed information may be obtained at http://www.luther.edu/prepharmacy and by contacting the Luther prepharmacy advisor, Olga Rinco.
Philosophy

With finely honed skills in critical analysis and expository writing, Luther philosophy majors excel in a number of fields. Their deep engagement with philosophical problems and rigorous thinking is put to good use with nonprofit, counseling, and social service organizations, as well as in corporate settings. Many philosophy majors continue their studies in graduate school in philosophy or other fields. Recent Luther philosophy graduates have found employment in fields such as law, the clergy, social services, secondary education, college and university teaching, and the media. Philosophy majors also find post-graduation success in AmeriCorps and the Peace Corps.

Physical Therapy

The preprofessional courses necessary for physical therapy training are offered at Luther. Upon completion of the B.A. degree, the student enrolls in one of the entry level master’s degree clinical programs available at a medical center where he or she becomes certified as a therapist. Generally, students entering this field major in physical education, biology, or psychology. Brian Solberg of the health/physical education department and members of the biology department serve as advisors and assist the students with the planning of their programs. See these advisors for descriptive brochures on this health career area.

Psychology

Students find that a major in psychology is good preparation for a wide variety of professions and jobs as well as enhancing understanding of human behavior and themselves. Knowledge of psychology is relevant for careers in business, government, health, education, or social services. It also provides good preparation for later professional training in law, medicine, ministry, health administration, and business administration. Knowledge of human behavior is vital to work in counseling and other human services; the psychology major emphasizes the scientific approach to studying behavior as well as the application of facts and principles.

Research—Basic and Applied

Preprofessional preparation for a research career in the sciences is provided by all departments at Luther. The appropriate curriculum for preparing for graduate school is determined by the area of study the individual wishes to pursue, and thus intensive advising is provided by the faculty in each department. In addition to providing an extensive laboratory component within formal course offerings, science departments provide both undergraduate research opportunities during the academic year and in the summer, and internships at a variety of off-campus sites.

Social Work

Social work is a skilled profession demanding a broad understanding of human behavior and the social and economic forces operating in our society. Fundamental to this work is the challenge of understanding and dealing with issues in human relationships. The student planning to enter social work needs a broad background in liberal arts with a concentration in social sciences and a personality sensitive to the feelings and needs of people. The principal educational objective of the social work program is to prepare students for entry level employment in generalist social work practice, while a secondary objective is to prepare students for graduate (MSW) study. Such employment can be found in mental health and health care, in child welfare and aging, in management and clinical settings, and in local and global humanitarian organizations. Social workers work in hospitals, schools, businesses, nursing homes, public agencies, police
departments, prisons, private practices, community and neighborhood organizations, and many other workplaces. They are case managers therapists, community organizers, educators, researchers, advocates, and political activists, working on the frontlines of human needs and behind the scenes to empower individuals and address social problems. Further graduate study at an accredited graduate school of social work prepares a person for other levels of professional social work. The social work program at Luther is accredited by the Council on Social Work Education (CSWE) to grant the B.A. degree with a major in social work.

**Sociology**

A bachelor’s degree in sociology is an excellent way to ground your liberal arts degree. The sociological perspective helps one understand how society works and how it changes over time. Examining the importance of the social environment on individual and group behavior allows one to identify social norms and social trends. Sociological analysis provides new paradigms for understanding communities, organizations, families, cultures and societies. Sociology majors use their enhanced critical thinking and research skills in business, human services, the criminal justice system, education, and policy analysis. Sociological insights are valuable in every work and civic environment.

**Teaching**

The teaching profession today offers opportunities for an important social contribution and personal satisfaction. Luther College provides the training needed for successful teaching on the elementary, middle school, and high school level: a broad liberal arts background and thorough preparation in educational foundations and methodology. Students planning to teach in the elementary field complete a major in elementary education. Future secondary school teachers may qualify to teach in a wide range of subjects including communication/language arts, foreign languages (classical and modern), mathematics and sciences, social science, and the special fields of music, physical education, and art. Endorsements in early childhood, reading, behavior disorders and learning disabilities, middle school, and ESL/bilingual endorsements are also available.

**Theatre**

Students involved in the theatre program pursue a variety of careers. Working professionally as an actor, designer, stage manager, or technician; high school or college instructor; establishing and running a theatre company; managing a production company, are some examples. Theatre can also provide a valuable foundation for success in such diverse careers as arts management, the ministry, public relations, arts therapy, retail, arts advocacy, radio, and television.

**Veterinary Medicine**

Veterinary schools recognize the value of a liberal arts background for students interested in this field. Although the basic requirements can be obtained in three years, most veterinary schools encourage students to pursue a four-year baccalaureate program. Students contemplating a preveterinary program should have some prior experience with the handling and management of small animals and/or livestock. Current information on admission requirements for American colleges of veterinary medicine is available from the biology department.
Women and Gender Studies

Women and Gender Studies graduates entering the work force or going to graduate school bring with them interdisciplinary tools in the critical analysis of the intersections of sex and gender along with social identities such as race, class, age, and ability. Graduates develop sensitive and strong skills in critical thinking with effective writing in order to obtain careers in law, social work, education, community activism, non-profit organization work, government, and legislative policy.
Curriculum

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 Physical Education
Biology, Chemistry, Computer Science, Health and Physical Education, Mathematics, Nursing, Physics

Division of History and Social Sciences

Division of Humanities and Fine Arts
Classics, English, Modern Languages, Literatures, and Linguistics, Music, Philosophy, Religion, Visual and Performing Arts

Organization of Courses in This Catalog

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. The general education requirement codes (e.g., HEPT, Intel, etc.) that each course fulfills can be found at the end of the course description. The legend for the general education codes are located on page 18.

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.
Accounting

Ramona Nelson (department head)

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

Required for the major: The foundation courses which include ECON 130; MATH 115 or MGT 150; ACCTG 150; MGT 250; MATH 141 or MATH 151. Also required are ACCTG 250, 253, 354, 358, 365, 467, 468, 490. The ACCTG 490: Senior Project course is required to complete an accounting major. Writing requirement completed with ACCTG 467. Suggested electives include ECON 247, 248, MGT 353 and MGT 361. Students must achieve at least a C average (2.0 GPA) in the foundation courses. Courses in which grades below C are earned will not count toward filling the foundation requirements. These foundation requirements should be completed by the end of the sophomore year. (Accounting courses numbered above 300 are intended for students with junior standing.)

Students majoring in this area are urged to consider the following courses as electives: COMS 132 and COMS 252, ENG 210, PHIL 100 and PHIL 120, SOC 101, POLS 130, PSYC 130. Students planning on graduate study should consider MATH 240, 321, and MATH 322.

The credit hours required for the accounting major must be earned in regular classroom courses. Credits earned through directed readings, independent study, internships and the senior project may not be counted toward the total hours required for the major.

Students interested in specific professional exams, e.g., CPA, CMA, CIA, should seek the advice of an accounting faculty member.

States require 150 credit hours of postsecondary education prior to licensing as a CPA. Because of the state-by-state variation in these requirements, students interested in the CPA certification should consult with an accounting faculty member to plan their program of study.

Accounting Courses

ACCTG 110 Introduction to Accounting
2 hours
A course specifically for students who have had no prior study, at any level, of bookkeeping or accounting. All aspects of the accounting cycle are covered. Prerequisite: first-year or sophomore standing or consent of department head.

ACCTG 139, 239, 339, 439 Special Topics
Credit arr.

ACCTG 150 Fundamentals of Accounting
4 hours
The course provides a basic understanding of financial and managerial accounting concepts, principles and procedures. Emphasis will be placed on the use of accounting information by management, creditors and stockholders. Course coverage includes accounting for inventory, receivables, long-term assets, short and long-term debt, stockholders equity, financial statement analysis, cost behavior analysis, manufacturing operations, budgeting and variance analysis. Prerequisite: ACCTG 110 or the equivalent (may be satisfied with a high school accounting/bookkeeping course).

ACCTG 185 First-Year Seminar
4 hours
A variety of seminars for first-year students offered each January Term.

ACCTG 250 Accounting for Decision Making
4 hours
This course examines the central role of accountants in the decision-making process of an organization. Topics include internal control, fraud prevention, capital investment analysis, mergers and acquisitions, business strategy, and compliance reporting. Prerequisite: ACCTG 150.

ACCTG 285/295 Directed Study
2, 4 hours
An opportunity to pursue individualized or experiential learning with a faculty member, at the sophomore level or above, either within or outside the major. ACCTG 285 can be taken only during January Term, ACCTG 295 can be taken during the fall, spring, or summer terms.

ACCTG 353 Intermediate Accounting I
4 hours
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. Prerequisites: ACCTG 250 or consent of the instructor, and junior standing or above. (E, R)

ACCTG 354 Intermediate Accounting II
4 hours
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. Prerequisite: ACCTG 353 (E, R)

ACCTG 357 Accounting for Government and Nonprofit Entities
4 hours
Introduction to governmental accounting and financial reporting principles, procedures, and analysis are emphasized. Nonprofit accounting, financial reporting, analysis, and operational performance topics are studied in a portion of the course. Prerequisite: ACCTG 150 and junior standing.

ACCTG 358 Managerial Cost Accounting
4 hours
Advanced course in managerial accounting focusing on cost accumulation and allocation methods in the manufacturing environment, including activity based costing (ABC). Advanced topics include statistical cost estimation, flexible budgeting, standard costing, inventory valuation, capacity analysis, pricing, variance analysis, performance measurement, strategic analysis, and continuous improvement methods. Prerequisite: ACCTG 250 or consent of instructor.

ACCTG 365 Advanced Accounting
4 hours
Accounting for mergers and consolidations, partnerships, foreign currency transactions, segment reporting, theoretical concepts of value and measurement, and special problems of various industries. Prerequisite: ACCTG 354.

ACCTG 375 Directed Readings
1, 2, or 4 hours
Students who develop an interest in a specialized area of the discipline for which course offerings are limited may follow a prescribed reading list under the direction of a member of the faculty with expertise in that area.

ACCTG 380 Internship
1, 2, or 4 hours
On-the-job learning experience in government or industry. The plan must be presented for departmental approval before the experience begins. (Note: Those students with less than a 2.50 GPA in the major must have departmental approval before interviewing.)

ACCTG 395 Independent Study
1, 2, or 4 hours

ACCTG 467 Auditing and Assurance Services
4 hours
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 nonfinancial 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 judgment, 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. Prerequisites: ACCTG 354 and senior standing. (E, W)

ACCTG 468 Federal Income Taxation
4 hours
Analysis of the 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 proprietor, partnership, and basic concepts of corporate taxation. Prerequisites: ACCTG 354 and senior standing. (E, R)

ACCTG 485 Seminar
Credit arr.

ACCTG 490 Senior Project
4 hours
The course integrates knowledge and competencies gained from previous accounting courses. Students work in a group environment to study and discuss contemporary issues in accounting theory and practice. Students must demonstrate the ability to investigate a specific area of research and present the results in both a written document and a presentation to an audience of peers and faculty. (S, R)

ACCTG 493 Senior Honors Project
4 hours
A yearlong 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. (S, R)
**Africana Studies**

Richard Mtisi (department head)

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 major: AFRS 135, 147 or AFRS 251: 171 or AFRS 172; plus four additional courses in the department; and AFRS 490 senior project (unless fulfilled in another major). Writing requirement completed with AFRS/ENG/WGST 251.

Required for a minor: AFRS 135, plus four other courses in the department.

**Africana Studies Courses**

**AFRS 135 African-American History**

4 hours

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 defined 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) (HB, Hist, Intl)

**AFRS 139, 239, 339, 439 Special Topics**

Credit arr.

**AFRS 147 Literature of the African Peoples**

4 hours

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. Prerequisite: PAID 111. (Same as ENG 147 and WGST 147) (HEPT, Hist, Intl, E)

**AFRS 171 History of Africa to 1880**

4 hours

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 HIST 171) (HB, Hist)

**AFRS 172 History of Modern Africa**

4 hours

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.) (HB, Hist, Intl)

**AFRS 185 First-Year Seminar**

4 hours

A variety of seminars for first-year students offered each January term.

**AFRS 221 Anthropology in East Africa: Culture Change Among the Maasai**

4 hours

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 Olodynamics Lengai volcano and pilgrimage routes in order to explore the tension between pastoralism, wildlife conservation programs, and tourism. Offered January Term. (Same as ANTH 221) (HBSSM, Intcl)

AFRS 235 Destiny or Deliverance? Civil Rights and Black Power in the United States
4 hours
In this course, we will ask whether the Civil Rights Movement and Black Power Era were America’s destiny (toward which it has always been headed), a deliverance rescuing America from its racist past, or something altogether different. Did the end of Jim Crow change American life or did it actually hide fundamental, on-going racial strife in American society? In an attempt to answer these questions, we will cover the mass protests of the 1930s and ’40s, the direct action campaigns of the 1950s and ’60s, and black liberation struggles that stretched into the ’70s. We will do this by analyzing media such as speeches, music, film, television, oral histories, and photography. (Same as HIST 235) (HB, Hist)

AFRS 240 Africana Women’s Writing
4 hours
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. Prerequisite: PAID 111 or transfer equivalent. (Same as ENG 240 and WGST 240) (HEPT, Intcl)

AFRS 247 History of Jazz
4 hours
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) (HEPT, Hist, Intcl)

AFRS 251 African-American Literature
4 hours
A survey of African-American literature. Primary emphasis will be on literature written since 1920 when the Harlem Renaissance began. Includes authors such as Langston Hughes, Richard Wright, Zora Neale Hurston, Ralph Ellison, James Baldwin, Alice Walker, and Toni Morrison and gives attention to theories of race and culture formation. Prerequisite: PAID 111. (Same as ENG 251 and WGST 251) (HEPT, Intcl, E, W)

AFRS 271 African Diaspora
4 hours
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) (HBSSM, Hist, Intcl)

AFRS 285/295 Directed Study
2, 4 hours
An opportunity to pursue individualized or experiential learning with a faculty member, at the sophomore level or above, either within or outside the major. AFRS 285 can be taken only during January Term, AFRS 295 can be taken during the fall, spring, or summer terms.

AFRS 337 Pan-Africanism
4 hours
An introduction to the ideas and movements that developed in efforts to unite African people spread throughout the world by the slave trade. The course examines key African and Diasporic African intellectual and ideological responses to enslavement and colonization, and subsequently to economic, social, and political marginalization. The course starts with an exploration of African-American separatist discourse during the Americans’ Revolutionary periods, moves through New World emancipation of slaves, colonization in Africa, and concludes with national movements and liberation struggles in Africa, Latin America, the Caribbean, and Europe. Prerequisite: PAID 112 or equivalent. (Same as HIST 337) (HB, HEPT, Hist, Intcl)

AFRS 338 Slavery and Emancipation in the Americas: A Comparative History
4 hours
Slavery has often been a feature of human societies across the earth. But slavery as it existed in the Western Hemisphere between the sixteenth and the nineteenth centuries occupies a prominent and important place in the institution’s long and sordid history. Focusing on North America, the Caribbean and Brazil, the course explicitly compares the reasons why slavery developed in these different places, the growing prominence of racial categories, the work that slaves performed, slave culture, slave control and slave resistance, the lives of free black people in these various societies, and finally, the different means and mechanisms by which
slavery came to an end. Prerequisite: PAID 112 or equivalent. (Same as HIST 338) (HBSSM, Hist)

**AFRS 371 Topics in African History**
4 hours

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. Prerequisite: PAID 112 or equivalent. (HBSSM, Hist)

**AFRS 375 Directed Readings**
1, 2, or 4 hours

**AFRS 380 Internship**
1, 2, or 4 hours

Course graded credit/no credit.

**AFRS 381 Internship**
1, 2, or 4 hours

Course graded A-F.

**AFRS 395 Independent Study**
1, 2, or 4 hours

**AFRS 485 Junior/Senior Seminar**
4 hours

**AFRS 490 Senior Project**
1, 2, or 4 hours

**AFRS 493 Senior Honors Project**
4 hours

A yearlong 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” quality for “department honors” designation. The honors project fulfills the all-college senior project requirement. (R)

**Anthropology**

Britt Rhodes (department head), Lori Stanley (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 and are intended as preparation for the senior project. Anthropological theory, taken in the junior year, is an exploration of the theoretical perspectives that shape the discipline. 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 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 401. In addition, students are required to take at least three elective courses, two of which must be at the 300 level or above. The senior project, if completed in anthropology, will be in addition to the eight courses required for the major. Writing requirement completed with ANTH 401.
Required for a minor: minimum of five courses, including ANTH 101; one of 102, 103, or 104; 210 or 211; and two electives, one of which must be at the 300 level or above.

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

**Anthropology Courses**

**ANTH 101 Cultural Anthropology**
4 hours
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 through completion of an ethnographic research project over the course of the semester. (HBSSM, Intcl, R)

**ANTH 102 Biological Anthropology**
4 hours
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 subfield of anthropological. Primary topics include a survey of human biological and cultural evolution, genetics and the mechanics of evolution, nonhuman primates, and forensic anthropology. (HBSSM)

**ANTH 103 Linguistic Anthropology**
4 hours
An introduction to human language, with an emphasis on the relationship between language and culture. Topics include the origin and evolution of language, primate communication, language acquisition, language and society, and current issues in linguistic anthropology, such as linguistic human rights and language death. Students will gain hands-on experience with the methods and techniques of descriptive and historical-comparative linguistics. (HBSSM, Intcl)

**ANTH 104 Archaeology**
4 hours
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. (HBSSM, Hist)

**ANTH 139, 239, 339, 439 Special Topics**
Credit arr.

**ANTH 185 First-Year Seminar**
4 hours
A variety of seminars for first-year students offered each January Term.

**ANTH 203 Environmental Anthropology**
4 hours
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. (HB, Intcl)

**ANTH 204 Native Peoples of North America**
4 hours
The history and culture of Native Americans extending from the initial settlement of the Western Hemisphere to the present. The major emphasis of the course is on the definition of belief systems and values that account for the distinctiveness of the Native American experience. Offered alternate years. (HBSSM, Intcl)

**ANTH 205 Religion and Culture**
4 hours
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. Offered alternate years. (Students may use this course to fulfill either the second Religion requirement or the Human Behavior requirement, but not both.) (Rel, HB, Intcl)
ANTH 208 Medical Anthropology
4 hours
Medical Anthropology explores health, illness, disease, and medicine across the globe. Using anthropological principles, we explore interactions between various ethnomedical systems, including biomedicine; healers, healing professions and the production of medical knowledge; ideologies of the body; beginnings and ends of life; the role of new biomedical technologies and the pharmaceutical industry; the social construction of disease and disability; political and moral economies of health in the global context, among other topics. We will discover how medical knowledge and practices are constructed culturally. We will also learn to recognize how transnational exchanges of people, goods, ideas, and capital influence our health and healing practices. Our course will focus on some key texts in medical anthropology theory as well as new ethnographies that address intercultural encounters in medical settings. (HB, Intd)

ANTH 210 Qualitative Research Methods in Anthropology
4 hours
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. Prerequisite: ANTH 101. (HBSSM)

ANTH 211 Quantitative Research Methods in Anthropology
4 hours
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. Prerequisite: ANTH 101 or 104. (HBSSM)

ANTH 221 Anthropology in East Africa: Culture Change Among the Maasai
4 hours
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 Olkoinyo Lengai volcano and pilgrimage routes in order to explore the tension between pastoralism, wildlife conservation programs, and tourism. Offered January Term. (Same as AFRS 221) (HBSSM, Intd)

ANTH 264 Pre-Columbian and Native American Art
4 hours
This course will examine the diverse artistic traditions of the Americas from the precontact period to the present day. Emphasis will be placed on situating artistic production within its cultural context and examining how precontact practices continue to inform contemporary artistic production. No prerequisite. (Same as ART 264) (HEPT, Intd)

ANTH 285/295 Directed Study
2-4 hours
An opportunity to pursue individualized or experiential learning with a faculty member, at the sophomore level or above, either within or outside the major. ANTH 285 can be taken only during January Term, ANTH 295 can be taken during the fall, spring, or summer terms.

ANTH 302 Field Methods in Archaeology
6 hours
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). Prerequisite: ANTH 104 or consent of instructor; ANTH 207 is recommended. (HBSSM)

**ANTH 305 Social and Cultural Change**
4 hours
A specialized study of cultural and social factors—as various as national and social elitism, consumerism, and revolution—which promote change in technical and nontechnical societies. Both theories and case studies are used to explore the processes and effects of energy flow, cultural integration, social innovation, diffusion, and other accommodations related to social change. (HBSSM, Intel)

**ANTH 380 Internship**
4-8 hours
Extended field study of another culture on an individual basis representing a one-semester journey into a different cultural reality whereby the total perspective of its members is experienced. Course graded credit/no credit.

**ANTH 381 Internship**
1, 2, or 4 hours
Course graded A-F.

**ANTH 395 Independent Study**
1, 2, or 4 hours

**ANTH 401 Anthropological Theory**
4 hours
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. Prerequisites: ANTH 101, 104, and junior standing. (R, S, W)

**ANTH 485 Seminar**
4 hours

**ANTH 490 Senior Project**
1, 2, or 4 hours

**ANTH 493 Senior Honors Project**
4 hours
A yearlong 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. (R)

**Art**
Lisa Lantz (department head), Ben Moore (program chair)
The art program at Luther College encourages student artists to engage in a visual language within a liberal arts community. Their work complements the language of other disciplines, which in turn nurture, enrich, and strengthen the students’ artistic spirits. The art program is designed to help students sustain a life-long pursuit of creative problem solving, individual expression and aesthetic appreciation. Introductory courses provide a solid foundation that engages students of all disciplines in visual discourse. Advanced courses hone technical and conceptual skills and develop a higher level of critical thinking and understanding.

Required for a major: 38 credits hours, including ART 103, 104, 108, 111, 251, 252, 390, two additional 4-credit courses at the 300 level or above; eight additional hours selected from the offerings in art. Writing requirement completed with ART 252 or ART 320.

Required for an Art minor: ART 103, 108, 252; three additional 4-credit courses selected from offerings in Art, one of which must be at the 200 level or above.

Required for an Art History minor: ART 251, 252, 379; one course numbered between ART 362 and 368; two additional courses selected from the following: ART 262, ART/ANTH 264, ART 320, 362, 364, ART/WGST 368, CLAS 270, 275, HIST 226, PHIL 240.

Required for certification to teach Art K-12: Completion of the art major, completion of the K-12 minor, ART 228 (for four credit hours) and
student teaching at elementary and secondary levels. See education department for K–12 minor requirements.

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

Art Courses

ART 101 Art Matters
4 hours
As an introduction to the visual arts, this course takes a global and thematic approach to focus on the way that artists across time and across cultures have engaged issues central to the human condition. Offered alternate years. (HEPT)

ART 102 Creative Processes
4 hours
This studio course is directed toward the development of conceptual skills through a deep understanding of the relationship of creative thinking to critical thinking and an investigation of the role of creative thinking in conceptualization, brainstorming, and image making. No prerequisite. (Same as THE 102) (HE)

ART 103 Foundations: Circa NOW
2 hours
This course introduces students to current art trends and theoretical preoccupations. We will begin to investigate visual language, its purpose, and its cultural and historical import with an emphasis on contemporary art and critical theory that has informed art production in the last 75 years. Students will endeavor to find a place for themselves within this tradition and critically reflect on their own artistic values and concerns. No prerequisite. (E, S)

ART 104 Foundations: Visual Thinking
4 hours
An introduction to the basic elements of visual language through a variety of studio projects and media that investigate the relationship of form and content. Emphasis is on giving effective visible form to ideas. No prerequisite. (HE)

ART 105 Science and the Aesthetic
4 hours
Communicating through graphical and visual means is an important skill that all scientists need to master. In this course, students learn to translate their scientific understanding into illustrative visual representations and to make effective, aesthetically pleasing figures for presentations and publications. Drawing from the cognitive sciences and making use of Italy’s long art history, students explore the connections between art, science, and our sense of the aesthetic in order to develop their own skills in the visual communication of scientific information. Prerequisite: admission into the Earth and Environment in Italy program. (HE)

ART 108 Foundations: Drawing
4 hours
This course introduces basic aesthetic and technical aspects of drawing to students as they work to address the challenge of thinking and creating two dimensionally. Emphasis is on direct observation and translation of objects and environments into drawn images. No prerequisite. (HE)

ART 110 Handbuilding with Clay
4 hours
This course is designed to introduce students to the basic techniques of hand-building with clay. There will be a minor introduction to the pottery-wheel as a tool for generating sculptural forms. Aspects of ceramic history and contemporary practices will also be explored. Assignments will focus on sculptural design and explore a wide range of shaping, surface treatment, and firing methods. No prerequisite. (HE)

ART 111 Foundations: 3-dimensional Processes
4 hours
This course covers concepts of form and spatial relations of 3-dimensional problem solving through a variety of projects aimed at gaining sensitivity in the composition, observation, and analysis of sculptural form. No prerequisite. (HE)

ART 114 Sequential Art, Animation, and the Graphic Novel
4 hours
This studio course introduces students to the history, techniques, and practice of sequential story telling from its beginnings to the contemporary graphic novel. Students will produce short animations, sequential art, and graphic novelettes. No prerequisite but ART 108 strongly encouraged. (HE)

ART 115 Scandinavian Fine Handcrafts
4 hours
Working in a variety of natural materials, which may include raw wool, various yarns, wood, horn, bone, or birch bark, students will produce traditional useful objects with a Scandinavian aesthetic. Use of Vesterheim’s collection along with studio experience. No prerequisite. (HE)

ART 118 Beginning Digital Photography
4 hours
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 a portfolio. A personal DSLR camera is highly recommended. No prerequisite. (HE)

ART 121 World Pottery
4 hours
Geared primarily toward nonmajors, this course will balance the basic mechanics of wheel thrown pottery with an exploration of global traditions and practices in functional ceramics. Offered alternate years. No prerequisite. (HE)

ART 139, 239, 339, 439 Special Topics
Credit arr.

ART 149 Norwegian Folk Art
4 hours
This object-based course will explore the artistic, cultural, and historical aspects of folk art created in Norway from the Middle Ages through the end of the nineteenth century, students will gain a knowledge of traditional Norwegian values, customs, and ways of life. This class will also explore how these traditions translated to America and how contemporary Norwegian artists have responded to this tradition. (HE)

ART 185 First-Year Seminar
4 hours
A variety of seminars for first-year students offered each January Term.

ART 200 Painting
4 hours
An introduction to painting techniques and color theory including a technical understanding of oil media. A visual vocabulary and the start of personal investigations into life painting and conceptual problems will be explored using still life, landscape, and the human figure as subjects. Prerequisite: ART 108, or consent of instructor. (HE)

ART 202 Design Concepts
4 hours
This studio course examines the organizing principles and possibilities inherent in the production of 2-D and 3-D design. Information, communication, and graphic design will be substantively addressed. Students will produce an extensive independent design project. Prerequisites: ART 103, 104.

ART 205 Art and Technology
4 hours
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. (Quant)

ART 206 Graphic Design
4 hours
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 2-D design concepts and the cognitive processes of software learning. No prerequisite. (Same as THE 206) (HE)

ART 207 3D Modeling and Animation
4 hours
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. No prerequisite. (HE)

ART 208 Life Drawing
4 hours
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. Prerequisite: ART 108 or consent of instructor. (HE)

ART 210 Wheel-throwing: From the Wheel to the Table
4 hours
Emphasis is on producing functional wheel-thrown pottery in a contemporary context. This course expands the vocabulary of wheel-thrown form and technique. Off-wheel processes will also be explored. This course will introduce students to topics of ceramic history and contemporary ceramic practices. Prerequisite: ART 110 or ART 121 or consent of instructor. (HE)

ART 212 Fiber Structures
4 hours
This class seeks to explore various fiber structures and related techniques and will include such things as basketry, netting, deconstruction, and installation. Participants will use these to explore factors such as elasticity, form, transparency, and pattern in art making. No prerequisite. (HE)

ART 216 Printmaking
4 hours
Introduction to the aesthetic and technical considerations of the printed image through exploration of a variety of basic printmaking processes. Prerequisite: ART 108. (HE)
ART 217 Photography Workshop  
2 hours  
This studio course will be a further exploration of photography. Assignments will become more self-directed. Exploration of new techniques and materials will be encouraged. Connections to photographers of note will be made through the projects created by the students. Prerequisite: ART 117.

ART 228 Art in Elementary Schools  
2, 4 hours  
Introduction to theories of creativity, developmental stages in art and methods of teaching visual art to children K–6. Basics in appreciation, history, and criticism as well as use of materials will also be discussed. Students pursuing an elementary education major may take this course for 2 or 4 hours. Students pursuing a K–6 art academic endorsement or a K–12 art education minor should register for this course for 4 hours. The four-hour course includes additional studio experiences, art history, and work on individual creativity. Prerequisite: EDUC 185/215, or consent of instructor. (HE for the 4-hour course).

ART 251 Survey of Western Art I  
4 hours  
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. No prerequisite. (HEPT, Hist, S, E)

ART 252 Survey of Western Art II  
4 hours  
This course will introduce students to the different styles and functions of art in the Western world, from Renaissance to the present day. Our approach will be selective rather than comprehensive, and therefore we will examine the major monuments and artworks from 1400 to 2012. 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. (HEPT, Hist, R, W)

ART 262 American Art  
4 hours  
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 the ways in which our relatively new country sought to define itself through visual media. No prerequisite. (HEPT, Hist)

ART 264 Pre-Columbian and Native American Art  
4 hours  
This course will examine the diverse artistic traditions of the Americas from the precontact period to the present day. Emphasis will be placed on situating artistic production within its cultural context and examining how precontact practices continue to inform contemporary artistic production. No prerequisite. (Same as ANTH 264) (HEPT, Intcl)

ART 285/295 Directed Study  
2, 4 hours  
An opportunity to pursue individualized or experiential learning with a faculty member, at the sophomore level or above, either within or outside the major. ART 285 can be taken only during January Term; ART 295 can be taken during the fall, spring, or summer terms.

ART 290 Art in Cultural Perspective  
4 hours  
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. No prerequisite. (HEPT, Intcl)

ART 300 Intermediate Painting  
4 hours  
This class will focus on contemporary issues of pictorial space, the development of imagery and the process of abstraction from observation. Personal painting language and direction is addressed as a major topic. Discussions and critiques are held on a regular basis. Prerequisite: ART 200.

ART 306 Intermedia Arts  
4 hours  
This studio art course introduces students to the use of video and time-based media as art-making tools. Students will engage the essential skills of digital video art, including production pipeline, shooting, and nonlinear editing. Students will additionally explore the ways film, digital video, performance art, installation, and other time-based media may interact. (Same as DAN 306 and THE 306)

ART 308 Conceptual Drawing  
4 hours  
Students will take part in identifying conceptual frameworks, methods, and problems in drawing through practical exploration, employing the language of drawing and drawing practice. Relationships between drawing and other studio disciplines will be explored. A student’s personal artistic expression is explored in depth. Prerequisite: ART 108 or consent of instructor. (HE)
ART 310 Intermediate Ceramics
4 hours
Students will continue to explore and produce vessel and non-vessel oriented objects in clay using hand-building and wheel throwing techniques. This course will be both studio and seminar with discussions, readings and lectures to engage the students in critical conversations in the contemporary field of ceramics. Offered alternate years. Prerequisite: ART 109 or ART 110 or ART 210, or consent of instructor.

ART 316 Intermediate Printmaking
4 hours
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 multicolor images. Prerequisite: ART 216.

ART 320 Critical Theory
4 hours
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. No prerequisite. (W)

ART 362 19th Century Art
4 hours
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. Prerequisite: ART 252, or consent of instructor. (HEPT, Hist)

ART 364 20th Century Art
4 hours
This class examines a selection of the major art movements since 1880, including Impressionism, Post-Impressionism, Cubism, Dada, Expressionism, Abstract Expressionism, Pop, Minimalism, Conceptual art, and art of the Postmodern era. In this endeavor we will be primarily focused on the works of art themselves and on the writings of artists and critics. Prerequisite: ART 252, or consent of instructor. (HEPT, Hist)

ART 368 Gender in Art
4 hours
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. Prerequisite: ART 252, or WGST 130, or consent of instructor. (Same as WGST 368) (HEPT, R, S)

ART 379 Art History Methods
2 hours
This course will offer advanced students the opportunity to explore methods of art historical research and analysis, as well as historiography. Prerequisite: ART 252.

ART 380 Internship
1, 2, or 4 hours
Supervised on-the-job learning experience, with a professional artist or organization. A plan must be submitted for approval before the internship begins. Normally available for seniors only. Does not count toward hours in major.

ART 384 Studio Projects
1, 2, or 4 hours
Students may propose advanced study in a studio area upon completion of the studio sequence in that area. Designed to serve students who have completed the courses in their proposed area of study. See form on the registrar’s website.

ART 390 Junior Exhibition Seminar
0 hours
This seminar provides practical experience of core importance to art majors. Students will develop professional skills including writing an artist statement, presentation skills and modes of critique and analysis, while working toward a group exhibition. Prerequisite: junior status.

ART 395 Independent Study
1, 2, or 4 hours
Prerequisite: 12 hours in the department.

ART 408 2-D Workshop
2 hours
This studio course advances aesthetic development of 2-D work through presentation and discussion of formal analysis related to issues and interdisciplinary concerns of image-based arts. Repeatable up to 2 times. Prerequisite: one of ART 208, 217, 300, 308, or 316. (R, S)

ART 490 Senior Project
4 hours
A self-directed project that fulfills the all-college senior project requirement. Students may select a studio or research option for their senior project. Studio options are focused on creating a new body of work for exhibition. Research options are focused on the development and public presentation of a significant research paper related to their field of interest (art history or art education, for example). (E, S)
ART 491 Senior Exhibition
0 hours
All senior art majors are required to participate in the department’s group exhibition. The exhibition will be curated by art faculty. One semester of weekly studio critiques prior to the exhibit is required. Typically completed in the spring semester of the senior year.

ART 493 Senior Honors Project
4 hours
A yearlong 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.

ART 211 Intermediate Sculpture
4 hours
This course deepens the student’s experience of the creation and refinement of sculptural forms by exploring concepts of form, space relations, and 3-dimensional design. Personal direction and expression is explored in depth. Prerequisite: ART 111.

Asian Studies

David Thompson (department head), Hongmei Yu (program director)

Asian Studies is an interdisciplinary field that studies the cultures and peoples of Asia. Asian studies provides a theoretical framework that addresses the particular historical context in which European modernity defined Asia and against which Asian cultures defined themselves.

The minor in Asian studies includes coursework in the study of culture, history, language, and religion, and it complements majors in a range of disciplines, including anthropology, economics, history, language and literature, philosophy, political science, religion, sociology, and others. Asian studies provides important cultural context for a wide range of careers in academics, business, government, and nongovernmental organizations.

Required for a minor: 25 hours including CHIN 101, 102 and 201; two courses from the Asian studies core (from two different disciplines); one additional Asian studies elective (selected from the Asian studies core or electives approved by the Asian Studies Board); and AS 389 Directed Research, which serves as the capstone course. One course must be at the 300 level or above (not including AS 389).

Students may complete language coursework in another Asian language, as long as the program of study can be recognized as transfer credit by the Luther registrar. In cases where students place into a higher level of language (beyond CHIN 101), the balance of the language coursework would then be replaced by additional courses from the Asian studies core, with at least one course from each of the three areas (language and foreign culture, history, and religion), such that the credits accumulated for the minor total 25.

A student may use no more than two courses from another major or minor to satisfy the requirements for the Asian studies minor. Students may not minor in Asian studies and also major or minor in international studies with a South and East Asian regional focus.

Appropriate special topics courses, PAID 450 courses, and study abroad courses are reviewed by the Asian Studies Board and may be approved for the Asian studies minor. Students may petition the Asian Studies Board to have relevant courses meet degree requirements.

Asian Studies Core courses:

Language and Foreign Culture: CHIN 202, 242; FCUL 139 (China in the World), 239/339 (Experiencing China: A Search for the Dragon), 242, 339 (Love and Gender in Chinese Literature)

History: HIST 161, 162, 361, 362

Religion: REL 261, 262, 263

Language immersion experience: A language immersion experience is strongly recommended for the minor, but not required.

Language Learning Center

The department of Modern Languages, Literatures, and Linguistics has a Language Learning Center in Main Building. Language students have access to computerized language learning materials, to computers with audio and video editing software, and to video study rooms where they may view prerecorded foreign language videos and DVDs or watch live international TV. The Languages Learning Center also houses the department’s Foreign Language Media Library with over 800 foreign language materials.
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.

**Asian Studies Courses**

See course listings under Chinese, foreign culture, history, and religion for course descriptions of related Asian studies coursework.

**AS 389 Directed Research**

1 hour

**Athletic Training**

Jacki Wright (department head), Brian Solberg (program director)

**General Learning Goals**

All graduates of the Luther College Athletic Training Program will possess entry-level knowledge, skills, and values necessary to:

1. Identify injury and illness risk factors that may be encountered by those involved in physical activity and to plan and implement a risk management and prevention program.

2. Understand the physiological responses of human growth and development and the progression of injuries, illnesses, and disease.

3. Assess acute and chronic injuries and illnesses of physically active people to determine proper care, referring the client to other medical and health care providers when appropriate.

4. Understand the indications, contraindications, precautions, interactions, and governing regulations of medications relevant to the treatment of injuries to, and illnesses of, the physically active person.

5. Plan, implement, document, and evaluate the efficacy of therapeutic modalities and therapeutic programs in the treatment, rehabilitation, and reconditioning of injuries and illnesses in the physically active person.

6. Recognize, treat, and appropriately refer the general medical conditions and disabilities of those involved in physical activity.

7. Understand and recognize the nutritional aspects of athletics and physical activity.

8. Recognize, intervene, and appropriately refer harmful socio-cultural, mental, emotional, and physical behaviors of physically active individuals.

9. Develop, administer, and manage a health care facility and associated venues that provide health care to athletes and others involved in physical activity.

10. Understand professional responsibilities, avenues of professional development, and national and state regulatory standards for the practice of athletic training.

**Criteria for completing observational experience (first-year students):**

**Part I**

Students participating in the observation component in the first year must complete the following procedures prior to reporting to the athletic training clinic:

a. Completed Technical Standards form

b. Copy of entrance physical including current immunizations documented through Health Service

c. Provide documentation of current First Aid/CPR card(s) or complete PE 190

d. Complete the blood borne pathogens training

The Health/Medical and Technical Standards forms can be completed at the Student Health Service. Students should call 1045 and make an appointment to see a health service physician. There is no charge for this examination.

**Part II**

Once the above procedures have been completed and documented with the program director, the observation student will be scheduled for specific observation times. The observations will include a variety of times including opening, closing, and practice times. During the observation hours the students will demonstrate knowledge and competency of the pre-admitted matrix. All criteria in the pre-admitted matrix must be demonstrated to the program director or an ACI.

**Part III**

Near the end of the academic year (April 1), first-year students must submit their completed Application Packet and complete an interview with the Athletic Training Review Board to be considered for admission to the Athletic Training Education Program (ATEP). Admission to the program is based on the information provided in the packet, interview and the professional judgment of the Athletic Training Review Board.
Application for admission to the ATEP is based on the following criteria:

1. Submit a completed application packet to the program director prior to April 1 of the first year.
   Contents:
   a. application form
   b. two letters of reference, excluding athletic training staff
   c. in good academic standing according to the standards published in the Luther College catalog
   d. a cumulative GPA of 2.75 or better
   e. no grade below a C in any classes required by the major
   f. completed Technical Standards form
   g. copy of entrance physical, including current immunizations
   h. one-page essay on career goals
   i. completed observation hour requirement (40 hours per semester)

2. Schedule an interview with the Athletic Training Review Board prior to April 10.
   Students who have not completed the application packet (Part 1–due April 1) and the interview (Part II–by April 10) will not be eligible for admission until the next academic year. The Athletic Training Review Board consists of the program director and athletic training staff. Student selection will be based primarily on academic progress (GPA), staff evaluations during observation hours, and the committee interview. Students will be ranked first to last based on the GPA criteria and board ranking following the interview. Each student will receive a numerical rank in the two categories that will combine into a final ranking. Once this is complete the top students will receive a letter extending them formal acceptance into the ATEP. If accepted the student will have three calendar days to accept or decline his/her position in the ATEP. A formal letter of acceptance should be submitted to the program director prior to the end of the third calendar day after notification of admission. Student participation in the observation experience will be determined by space limitations of the facility and locations available for them to observe. The number of students receiving acceptance into the ATEP will be based on the number of vacancies. The maximum number of students that can be enrolled in the ATEP is 24. Students will be accepted based on 24 minus the number of returning students. Students wishing to declare formal application for admission, after the completion of the first semester, must complete 40 observation hours with Luther College approved staff and all components of Parts 1 and 2 above.

Standards for progression in the athletic training major areas as follows:

a. complete a health examination and technical standards annually
b. maintain a college cumulative GPA of 2.75 or higher
c. receive a grade of C or better in all courses required by the major
d. obtain the minimum number of supervised field experience hours:
   - Sophomore, fall 125 hours
   - Sophomore, spring 125 hours
   - Junior, fall 125 hours
   - Junior, spring 125 hours
   - Senior, fall 125 hours
   - Senior, spring 125 hours
   - Total 750 hours

e. receive positive field experience evaluations
f. maintain current CPR and AED for the Professional Rescuer certification

Transfer:

From a non-CAATE accredited institution:
Students who wish to transfer in from a nonaccredited institution must complete all criteria listed in the student observation experience, application packet, and interview by the specified dates.

From a CAATE-accredited institution:
Students who wish to transfer in from another accredited program must contact the program director prior to enrolling. These students must have been in good academic standing at their prior institution and fulfill the GPA criteria of the Luther College ATEP. If the student meets institutional criteria for admission, they must also achieve the GPA criteria for the ATEP prior to starting their clinical education. All transfer students must complete a minimum of 3 years of clinical experience. These students will complete the pre-admitted matrix for the athletic training staff. At this point it will be determined if any of the requirements of the first-year observation will be waived. Transfer students must complete an application packet prior to being considered for admission. Deadlines for completing the
packet and scheduling the interview will be formalized with the program director. The transfer student must also receive a positive review by the Athletic Training Review Board. The registrar will review the transcript of the transfer student to determine the number of credits to be accepted by Luther College. He/she also determines whether a course will be accepted in lieu of particular courses required at Luther College.

Forms for application, annual health examination, and technical standards are available from the program director. More detailed information about the curriculum is provided in the Athletic Training Student Handbook.


Correlative requirements: BIO 116 or BIO 255; BIO 256, MATH 115, MGT 150, or PSYC 350; PE 223, 251, 261, 365, and PE 366; three years (minimum of 750 hours) of supervised field experience as an athletic training student.

**Athletic Training Courses**

**ATHTR 185 First-Year Seminar**

4 hours
A variety of seminars for first-year students offered each January Term.

**ATHTR 265 Clinical I: Care and Prevention of Athletic Injuries**

4 hours
This course will provide instruction, practice, and testing of selected athletic training clinical proficiencies. The primary focus will be on injury prevention and acute care skills. Students are required to complete 125 field experience hours supervised by Approved Clinical Instructor. Corequisite: PE 251, sophomore standing.

**ATHTR 268 Clinical II: Head, Neck, Thorax, Abdomen, and Upper Extremity Assessment**

4 hours
An in-depth study of the assessment of common injuries in athletics. Injuries to the head, cervical spine, thorax, and upper extremity will be covered. Students are also required to complete 125 field experience hours supervised by Approved Clinical Instructor. Prerequisite: ATHTR 265, sophomore standing.

**ATHTR 285/295 Directed Study**

2, 4 hours
An opportunity to pursue individualized or experiential learning with a faculty member, at the sophomore level or above, either within or outside the major. ATHTR 285 can be taken only during January Term, ATHTR 295 can be taken during the fall, spring, or summer terms.

**ATHTR 365 Clinical III: Spine, Lower Extremity, and Posture Assessment**

4 hours
An in-depth study of the assessment of common injuries in athletics. Injuries to the abdomen, lumbar spine, and lower extremities will be covered. Students are also required to complete 125 field experience hours supervised by Approved Clinical Instructor. Prerequisite: ATHTR 268, junior standing.

**ATHTR 367 General Medical and Pharmacology**

4 hours
Designed to expose athletic training students to didactic and clinical education related to general medical conditions and pharmacology. Each student completes a series of observation experiences with local physicians, registered nurse practitioners, and physical therapists. There is one daily lecture in addition to the observation schedule. Prerequisite: ATHTR 365, junior standing. (W)

**ATHTR 368 Clinical IV: Therapeutic Modalities and Exercise**

4 hours
This course will provide instruction, practice, and testing of selected athletic training clinical proficiencies. The primary focus will be on the use of modalities and therapeutic exercise for recovery from injuries. Students are also required to complete 125 field experience hours supervised by Approved Clinical Instructor. Corequisite: ATHTR 370 and ATHTR 372. Prerequisite: ATHTR 367, junior standing.

**ATHTR 370 Therapeutic Modalities in Athletic Training**

2 hours
Designed to introduce students to the concepts and principles of therapeutic modalities and their applications in athletic training. Treatment effects, safety considerations, indications and contraindications for each modality will be presented. Class meets first seven weeks. Prerequisite: junior standing. Corequisite: ATHTR 368.

**ATHTR 372 Therapeutic Exercise in Athletic Training**

2 hours
This course is designed to introduce students to rehabilitation techniques in athletic training and to basic principles of design, implementation, and supervision of rehabilitation protocols. The course is divided into two sections: the first focuses on design, goals, and techniques of therapeutic exercise; the second addresses rehabilitation protocols for specific regions of the body. Class meets second seven weeks. Prerequisite: junior standing. Corequisite: ATHTR 368.
ATHTR 375 Directed Readings  
Credit arr.  
Students who develop an interest in a specialized area of the discipline for which course offerings are limited may follow a prescribed reading list under the direction of a member of the faculty with expertise in that area.

ATHTR 380 Internship  
Credit arr.  
Supervised on- or off-campus work situations in public or private organizations.

ATHTR 395 Independent Study  
1, 2, or 4 hours

ATHTR 465 Clinical V: Health Care Administration  
4 hours
This course will provide instruction, practice, and testing of selected athletic training clinical proficiencies. The primary focus will be in the area of health care administration. Students are also required to complete 125 field experience hours supervised by Approved Clinical Instructor. Prerequisite: ATHTR 368, senior standing.

ATHTR 468 Clinical VI: Advanced Health Care  
2 hours
This course will provide instruction, practice, and testing of advanced assessment/acute care skills. This course is set up to prepare students to take the BOC exam. Students are also required to complete 125 field experience hours supervised by Approved Clinical Instructor. Prerequisite: ATHTR 465, senior standing.

ATHTR 490 Senior Project  
1, 2, or 4 hours

ATHTR 493 Senior Honors Project  
4 hours
A yearlong 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.

Biblical Languages

Philip Freeman (department head)

The major in biblical languages (Greek and Hebrew) lays the foundation for in-depth study of the Bible and theology, and is especially appropriate for students intending to pursue seminary training or graduate work in biblical studies. The goal of the major is to prepare students for exegetical study in the original languages of the Hebrew Bible and New Testament.

Required for a major: GRK 101, 102, 201, 202; HEB 101, 102, 201. Students must also complete one advanced course in Bible. Writing requirement completed with HEB 201.

Biology

Tex Sordahl (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 the two-semester introductory course, Principles of Biology. 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 (202 or higher), physics (151 or higher), mathematics (152 or higher), computer science (150 or higher), or environmental studies (134, 220, 310, 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:

Plan 1 (non-teaching): Minimum of 28 hours in biology, including BIO 151 and BIO 152; 20 hours in biology numbered above 200 to include 12 hours in biology lab courses and 4 hours in a biology course numbered 340-370; CHEM 151 and CHEM 152, or CHEM 201; MATH 141 or MATH 151 (or higher); one course (4 hours) from the following: CHEM 202 (or higher), PHYS 151 (or higher), ES 150 (or higher), ENV 134. No courses numbered 185 may be used to fulfill the
major. No more than 4 hours from biology courses above 370 can be applied toward the major. Transfer students must complete at least four biology courses (four hours each) at Luther.

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 II (teaching): Same as the major requirements in Plan I except that the 20 hours in biology numbered above 200 must include one course from each of the three categories listed below. See education department for secondary education minor requirements.

a. ecology or evolution (BIO 245, 354, or 365)

b. microbiology, genetics, or physiology (BIO 243, 248, 255, or 262)

c. botany or zoology (BIO 251, 252, 253, or 258)

Writing requirement for either major plan completed with one of BIO 251, 253, 258, 262, 354, 358, 359, 363, 364, 365, 367, or selected special topics courses in biology.

Required for a minor: A minimum of 20 hours in biology, including BIO 151 and BIO 152, and 12 hours in biology courses numbered above 200.

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

**Biology Courses**

**BIO 112 Insects, Humans, and the Environment**

4 hours

A study of relationships among insects, humans, and the environment. Using insects as a model, biological concepts such as evolution, form and function, genetics, development, natural history, biodiversity, and conservation will be covered. Includes a presentation of why insects are so successful, giving attention to their behavior and ecological roles in nature, impacts on human society as causes of famines, plagues, and epidemics, and importance in human cultures. Laboratory includes field trips and an investigative approach to learning insect biology. No prerequisite. (NWL)

**BIO 115 Human Anatomy**

4 hours

A basic gross anatomy course including dissection of the cat with reference and comparison made to human organ systems. For nonbiology majors. Lectures and laboratory. No prerequisite. (NWL)

**BIO 116 Introduction to Human Physiology**

4 hours

A survey of physiological systems and principles with specific reference to the human body. This course is intended for nonbiology majors. Lectures and labs. Prerequisite: BIO 115 (may be taken concurrently with BIO 116) or BIO 152 or PE 261. (NWL)

**BIO 139, 239, 339, 439 Special Topics**

Credit arr.

**BIO 140 Introduction to Ecology of the Southwest**

4 hours

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 that may be qualitative. Students who earn credit for BIO 140 may not earn credit for BIO 240. Fulfills Paideia 450 when students with junior or senior standing enroll in POLS 258 in the following term. Offered alternate years during January Term. (NWL)

**BIO 149 Introduction to Winter Biology**

4 hours

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 include skiing and snowshoeing excursions in remote natural areas, assigned readings, observations of natural history, and research projects. Students who earn credit for BIO 149 may not earn credit for BIO 249. Prerequisite: sophomore standing or higher. (NWL)

**BIO 151 Principles of Biology: Ecology, Evolution, and Biodiversity**

4 hours

An exploration of the diversity of life, its origins, and interactions among organisms and their environment. We introduce key concepts in evolution and ecology, provide an overview of the features of major taxonomic groups and their evolutionary relationships, and explore some of the practical and ethical implications of biodiversity. Through laboratory and field investigations, students develop their ability to make observations, analyze data, read primary literature, and communicate results. Designed as an introduction to biology, required for the biology major and minor. No prerequisite. (NWL)
BIO 152 Principles of Biology: Molecules, Cells, and Genes
4 hours
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; and genetic concepts related to protein formation, genetic replication and patterns of inheritance. 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 the biology major and minor. No prerequisite. (NW/L)

BIO 185 First-Year Seminar
4 hours
A variety of seminars for first-year students offered each January Term.

BIO 195 Biology of Race and Sex
4 hours
This course will introduce students to basic concepts of inheritance and expression of genotypes into phenotypes, using the inheritance of sex and race-associated traits as case studies. These complex traits are useful examples of the influence of individual genes, genomes, and the physical environment on phenotypes. Prerequisite: junior/senior standing, or consent of instructor. Not intended for biology majors. (Same as WGST 195) (NW/L)

BIO 231 Microscopy
2 hours
An introduction to the theoretical and technical aspects of light and electron microscopy and digital imaging as tools for scientific study. Demonstrations supplement lectures with no formal laboratory. This first-seven-week course offered each fall is designed to provide a broad overview of microscopy theory and technique while giving students an introduction to the available on-campus instrumentation. A full semester companion laboratory, BIO 232, is open to students enrolled in BIO 231. Prerequisite: BIO 151 or 152, or permission of instructor.

BIO 232 Microscopy Laboratory
2 hours
Students will develop a short-term project using at least one type of light or electron microscopy studied in Biology 231, including transmission and scanning electron microscopy as well as scanning laser confocal microscopy, fluorescent microscopy, and various forms of enhanced contrast techniques. This course will also focus on specimen preparation as well as microscope operation and project design. Projects will likely support current research by biology faculty and will require a poster or oral presentation. Laboratory only with supplemental specimen preparation lectures. Co-requisite: BIO 231.

BIO 240 Ecology of the Southwest
4 hours
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. Fulfils Paideia 450 when students with junior or senior standing enroll in POLS 258 in the following term. Offered alternate years during January Term. Prerequisite: BIO 151. (NW/L)

BIO 241 Radioisotopes in Science
2 hours
This seminar introduces the chemistry, physics, and biology of radioisotope use in research and in diagnostics. Laboratory safety, monitoring, and waste disposal will be included. This course does not fulfill the lab science requirement. Usually offered alternate years. Prerequisite: BIO 152, or CHEM 152 or CHEM 201, or PHYS 152.

BIO 242 Animal Behavior
4 hours
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. Prerequisites: BIO 151, 152.

BIO 243 Microbiology
4 hours
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. Prerequisites: BIO 151, and 152 or BIO 115 and 116.

BIO 245 Ecology of Ecuador
4 hours
An introduction to the ecology, evolution, and natural history of the flora and fauna of the Amazon rainforest and Galapagos Islands, and the customs and culture of Ecuador. The class will spend time in Quito, the Amazon rainforest, and the Galapagos archipelago. Offered on an irregular basis. Prerequisite: BIO 151 and consent of instructor. (Int'l)
Laboratory includes field trips requiring hiking.

Course during developing field biology skills should take this course during their sophomore or junior year. Consent of instructor required. Usually offered every other year. Prerequisites: BIO 151, 152.

An introduction to the ecology and taxonomy of coral reef, tide pool, tidal creek, high and low energy beach, hypersaline lake, mangrove, and upland organisms and ecosystems. In addition to field excursions, students develop and carry out independent research projects. Consent of instructor required. Usually offered every other year. Prerequisites: BIO 151, 152.

A study of Mendelian genetics, gene structure, mechanisms of gene expression, mutagenesis, evolutionary genetics, and genomics. Lectures and laboratory. Prerequisites: BIO 151, 152.

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 include skiing and snowshoeing excursions in remote natural areas, assigned readings, observations of natural history, and research projects. Students who earn credit for BIO 249 may not earn credit for BIO 149. Prerequisite: BIO 151 or 152.

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. Prerequisites: BIO 151, 152. (W)

A study of the anatomy, physiology, ecology, and evolution of the major groups of plants with an emphasis on field identification of seed plants. Lectures and laboratory. Students interested in developing field biology skills should take this course during their sophomore or junior year. Laboratory includes field trips requiring hiking. Prerequisites: BIO 151, 152.

A study of the morphology, physiology, taxonomy, and ecology of the major phyla of invertebrate animals from marine, freshwater, and terrestrial environments. Offered alternate years. Prerequisites: BIO 151, 152. (W)

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 both BIO 255 and BIO 262. Lectures and laboratory. Prerequisites: BIO 151, 152.

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 hypothesis testing and the importance of experimental design. Lectures and laboratory. Prerequisite: BIO 151. (Quant)

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. Offered alternate years. Prerequisites: BIO 151, 152. (W)

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 development. 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. Prerequisites: BIO 151, 152.

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. Offered alternate years. Prerequisites: BIO 151, 152. (W)

4 hours

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 both BIO 262 and BIO 255. Offered alternate years. Prerequisites: BIO 151, 152. (W)
BIO 285/295 Directed Study
2, 4 hours
An opportunity to pursue individualized or experiential learning with a faculty member, at the sophomore level or above, either within or outside the major. BIO 285 can be taken only during January Term, BIO 295 can be taken during the fall, spring, or summer terms.

BIO 301 Human Dissection and Anatomy
4 hours
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. Prerequisites: BIO 151, 152, or BIO 243, and junior or senior standing.

BIO 303 Bioethics
2 hours
This course will explore various ethical issues embedded in biomedical and environmental topics. Students will be introduced to fundamental ethical principles from which ethical positions are derived. Graded credit/no credit. Prerequisites: 8 hours in biology at the 200-level or above, junior or senior standing, or permission of instructor.

BIO 354 Evolutionary Biology
4 hours
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. Prerequisites: BIO 151, 152, 248. (W)

BIO 356 Genomics
4 hours
This course will introduce students to the principles of genome science and the application of genomic data in ecology and evolution, medicine, and agriculture. We will explore topics such as high-throughput sequencing technologies, genome projects, genome structure and function, genome expression and the transcriptome, proteomics, and evolution and genomic change. We will also discuss the social impacts and ethical implications of the increased use of genomic data. Students will gain hands-on experience with some of the popular tools and databases available for bioinformatic analysis. Lectures and laboratory. Prerequisites: BIO 151, 152, 248.

BIO 357 Immunology
4 hours
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 nonlab course. Prerequisites: BIO 151, 152, and BIO 243 or 248 or 255.

BIO 358 Toxicology
4 hours
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. Lectures and laboratory. It is recommended that students have completed CHEM 152 or CHEM 201 before enrolling in this course. Prerequisites: BIO 151, 152, and BIO 255 or BIO 262 or CHEM 241. (W)

BIO 359 Virology
4 hours
Examination of both general and specific aspects of viruses, including structure, replication, infection strategies, host response and associated disease. Students will read primary literature in conjunction with research of a specific virus, and will present their findings both in formal papers and as oral presentations. Prerequisites: BIO 151, 152, and BIO 243 or 248. (W)

BIO 362 Neuroscience
4 hours
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 nonlab course. Prerequisites: BIO 151, 152, 255.

BIO 363 Molecular Biology
4 hours
This course examines molecular functions, gene expression, and regulation from an evolutionary perspective emphasizing structure-function relationships. Laboratory emphasis. Lectures and laboratory. Prerequisites: BIO 151, 152, 248. (W)

BIO 364 Cell Biology
4 hours
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. Prerequisites: BIO 151, 152, and at least one 200-level biology course. (W)

**BIO 365 Ecology**

4 hours

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. Prerequisites: BIO 151, 152, and at least one 200-level biology course. (W)

**BIO 367 Endocrinology**

4 hours

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. Offered alternate years. Prerequisites: BIO 151, 152, and BIO 255 or 262. (W)

**BIO 375 Directed Readings**

1–2 hours

Prerequisite: BIO 151, 152, 4 additional hours in biology, and consent of the instructor.

**BIO 380 Internship**

1–2 hours

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, in a minimum of one 3-hour block of time per week during the semester. To earn study away credit during I-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. BIO 380 credits do NOT apply toward the major. Prerequisites: BIO 151, 152, 12 hours in biology, and/or consent of instructor.

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.

**BIO 389 Directed Research**

1, 2, or 4 hours

Directed research involves students in research projects conducted under the supervision of department faculty. Encouraged for those students with expectations of graduate study. With the approval of the department, students may register for more than one semester (cumulative total may not exceed four credit hours). Prerequisites: BIO 151, 152, 12 hours in biology, and consent of instructor.

**BIO 395 Independent Study**

1, 2, or 4 hours

Prerequisites: BIO 151, 152, 12 hours in the department, and consent of instructor.

**BIO 475 Year of Professional Study: Medical Technology**

32 hours

Additional information concerning medical technology, including catalog descriptions of specific courses taken during the off-campus professional year of study, is available from M. Kaehler, coordinator for medical technology. Prerequisites: BIO 151, 152, and consent of instructor.

**BIO 476 Year of Professional Study: Cytotechnology**

32 hours

Additional information concerning cytotechnology, including catalog descriptions of specific courses taken during the off-campus professional year of study, is available from M. Kaehler, coordinator for cytotechnology. Prerequisites: BIO 151, 152, and consent of instructor.

**BIO 477 Year of Professional Study: Nuclear Medicine Technology**

34 hours

Additional information concerning nuclear medicine, including catalog descriptions of specific courses taken during the off-campus professional year of study, is available from M. Kaehler, coordinator for nuclear medicine technology. Prerequisites: BIO 151, 152, and consent of instructor.

**BIO 485 Seminar**

Credit arr.

Prerequisites: BIO 151, 152.

**BIO 490 Senior Project**

1, 2, or 4 hours

Prerequisites: BIO 151, 152, and senior standing.
Chemistry

Bradley Chamberlain (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: CHEM 201 (or 151 and 152) 202, 241, 242, 361, 365, 490; a total of eight hours, drawn from at least three of the four categories below; and an advanced lab, which can include an approved summer research experience, or one of 349, 366, 379, 389, or 490L if taken in addition to the eight hours above.

Biochemistry: 301, 349
Physical Chemistry: 351, 362, 366
Chemical Analysis: 344, 345
Inorganic Chemistry: 379, 472, 473, 474

In addition, one year of calculus (MATH 151 and 152) and a year of physics (PHYS 151 and 152, or PHYS 181 and 182) are required for the major.

Writing requirement completed with CHEM 365.

(ACS Certified) Students wishing to be certified by the American Chemical Society should complete the requirements for the major, plus all of the following courses: CHEM 301, 344, 345, 351, 362, 366, 472, 473, 474, plus 2 credits in CHEM 349, 379 or CHEM 389.

Required for a minor: CHEM 151, 152, 202, 241, (CHEM 201 may be taken in place of CHEM 151 and 152), and four hours of chemistry in courses numbered above 300.

Writing Requirement: CHEM 365 is designated to fulfill the writing requirement and includes multiple writing projects.

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

Chemistry Courses

CHEM 114 The Environment: A Chemical Perspective
4 hours
A study of the environment with emphasis on the relationship between technology and our surroundings. Laboratory work may include field studies in the surrounding area. The course is designed for non-science students with little or no science background. No prerequisite. Students who earn credit for 114 may not earn credit for 116. (NWL)

CHEM 116 Chemistry and Crime
4 hours
An introductory course in forensic chemistry. Designed to acquaint nonscience students with the chemical principles involved in the acquisition, analysis, and interpretation of data from crime scenes. Laboratory work will include the preparation and analysis of fingerprints, explosive residues, and simulated human biological samples. No previous background in science or mathematics is required. No prerequisite. Students who earn credit for 116 may not earn credit for 114. (NWL)

CHEM 139, 239, 339, 439 Special Topics
Credit arr.

CHEM 141 Essentials of Chemistry
4 hours
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 (CHEM 151-152), and laboratories will introduce students to basic chemistry lab skills and techniques. This course is not intended for students going on in chemistry or biology. No prerequisite but algebra skills are assumed. Students who earn credit for 141 may not earn credit for 114, 116, 151 or 152. (NWL, Quant)

CHEM 151, 152 Chemical Principles I, II
4, 4 hours
General course with laboratory intended primarily for students concentrating in the science area. Algebra skills are assumed. No prerequisite for CHEM 151. Prerequisite for CHEM 152: CHEM 151. Students who earn credit
for 151 may not earn credit for 114, 116 or 141. (NWL, Quant)

CHEM 185 First-Year Seminar
4 hours
A variety of seminars for first-year students offered each January Term.

CHEM 201 Advanced Chemical Principles
4 hours
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. Prerequisites: 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 114 or 116. (NWL, Quant)

CHEM 202 Analytical Chemistry
4 hours
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. Prerequisite: CHEM 152 or 201. (NWL)

CHEM 241 Organic Chemistry I
4 hour
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 per week. Prerequisite: CHEM 152 or 201. (NWL)

CHEM 242 Organic Chemistry II
4 hours
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 multistep organic syntheses. Three lectures per week, one three-hour lab per week. Prerequisite: CHEM 241.

CHEM 285/295 Directed Study
2, 4 hours
An opportunity to pursue individualized or experiential learning with a faculty member, at the sophomore level or above, either within or outside the major. CHEM 285 can be taken only during January Term, CHEM 295 can be taken during the fall, spring, or summer terms.

CHEM 301 Biochemistry
4 hours
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. Prerequisite: CHEM 241, CHEM 242.

CHEM 344 Instrumental Methods: Spectroscopic Techniques
2 hours
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. Prerequisite: CHEM 241.

CHEM 345 Instrumental Methods: Separations and Electrochemistry
2 hours
A detailed look at methods of separation and electroanalytical techniques including GC, HPLC, MS, SFC, potentiometry, amperometry, and voltammetry. Prerequisite: CHEM 202 and 241 or consent of instructor.

CHEM 349 Biochemistry Laboratory
2 hours
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. Prerequisites: CHEM 241 and one of the following: CHEM 301, BIO 243, 249, 363, or 364; CHEM 202 and 365 recommended.

CHEM 351 Chemical Kinetics
2 hours
An introduction to the area of chemistry involving the rates at which chemical reactions occur. Topics will include classical kinetics, kinetics of
fast reactions, and enzyme kinetics. Prerequisites: CHEM 152 or CHEM 201; MATH 152.

CHEM 361 Quantum Chemistry and Spectroscopy
4 hours
An introduction to the formalism of quantum mechanics through the core quantum mechanical models of the particle in the box, the harmonic oscillator, the rigid rotor, and the hydrogen atom. Applications of these models are then made to describe various types of spectroscopy used to study chemical systems. Prerequisites: MATH 152, PHYS 181, 182 (or PHYS 151, 152), or consent of instructor.

CHEM 362 Thermodynamics
2 hours
Mathematical treatment of the fundamental laws of thermodynamics and how those laws govern chemical and physical changes. Prerequisites: CHEM 152 or 201, MATH 152, PHYS 181, 182 (or PHYS 151, 152).

CHEM 365 Spectroscopy and Separations Lab
2 hours
A laboratory introduction to various types of spectroscopy and separation techniques and how they are used in the chemistry laboratory. Techniques will include UV/VIS, IR, fluorescence, and NMR spectroscopy, and liquid and gas phase chromatography. Prerequisites: CHEM 202, 242. (W)

CHEM 366 Thermodynamics and Kinetics Lab
2 hours
A laboratory introduction to the study of the energetics and rates of chemical reactions. Prerequisites: CHEM 202, 242.

CHEM 379 Inorganic Synthesis Lab
2 hours
A laboratory introduction to the synthesis and characterization of inorganic compounds. Syntheses will include coordination and organometallic compounds of both historical and contemporary interest. Techniques will include inert atmosphere manipulations. Offered alternate years. Prerequisites: CHEM 202, 242; CHEM 365 recommended.

CHEM 389 Directed Research
1, 2, or 4 hours
Directed research involves students in research projects conducted under supervision of department faculty. Recommended for students who expect to attend graduate school in chemistry. With the approval of the department, students may register for more than one semester (cumulative total may not exceed four semester hours). Prerequisites: 16 hours of chemistry, approval of the research director and the department head.

CHEM 395 Independent Study
1, 2, or 4 hours

CHEM 472 Inorganic Chemistry: Coordination and Organometallic Chemistry
2 hours
An advanced course including properties and reactions of coordination compounds, and organometallic compounds. Offered alternate years. Prerequisite: CHEM 241.

CHEM 473 Inorganic Chemistry: Solid State and Bioinorganic Chemistry
2 hours
An advanced course covering the solid state and bioinorganic chemistry. Offered alternate years. Prerequisite: CHEM 361.

CHEM 474 Physical Inorganic Chemistry
2 hours
An introduction to the use of symmetry for qualitative predictions of energy levels, molecular orbitals, and spectra of molecules. Offered alternate years. Prerequisite: CHEM 361.

CHEM 475 Advanced Topics In Chemistry
2 hours
Faculty will select an advanced topic of interest to students. Examples include: Advanced NMR Spectrometry, Environmental Chemistry, and Molecular Modeling. Offered alternate years. Prerequisite: CHEM 361.

CHEM 490 Senior Project
2 hours
Each student will write a research paper reporting the results and significance of the project completed to satisfy the CHEM 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. Prerequisites: CHEM 365 and 4 additional hours of chemistry numbered above 300.

CHEM 490L Senior Project Lab
2 hours
A semester-long laboratory experience in which students work as a group (minimum of 6 hours per week) on a project defined by the chemistry faculty. This course requirement for majors may be waived for students who have an approved summer research experience in chemistry or a related area, or who have done research in chemistry or a related area at Luther for the equivalent of 2 semester hours. The course is graded credit/no credit. Prerequisite: CHEM 365. (R)
**CHEM 493 Senior Honors Project**
4 hours
A yearlong 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.

**Chinese**

David Thompson (department head), Hongmei Yu (section head, Asian Studies program director)

**Language Learning Center**

The department of Modern Languages, Literatures, and Linguistics has a Language Learning Center in Main Building. Language students have access to computerized language learning materials, to computers with audio and video editing software, and to video study rooms where they may view prerecorded foreign language videos and DVDs or watch live international TV. The Languages 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.

**Chinese Courses**

**CHIN 101, 102 Beginning Chinese**
4, 4 hours
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.

**CHIN 139, 239, 339, 439 Special Topics**
Credit arr.

**CHIN 185 First-Year Seminar**
4 hours
A variety of seminars for first-year students offered each January Term.

**CHIN 201, 202 Intermediate Chinese**
4, 4 hours
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. Prerequisite for 201: 102 or equivalent. Prerequisite for 202: 201 or equivalent.

**CHIN 242 Chinese Cinema and Chinese Modernity**
4 hours
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 firms 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. Students with Chinese language background can choose to complete CHIN 242 with additional assignments in Chinese. (HEPT, Intc)

**Classics**

Philip Freeman (department head)

Classics is the study of the languages, literature, and culture of the ancient Greco-Roman world. Greek and Latin are fundamental languages for the study of European literature and civilization, as well as the development of modern languages. The timeless literature of the Greeks and Romans produced Homer, Sappho, Thucydides, Plato, Virgil, and St. Augustine, to name just a few. Greek and Roman civilization has also had an enormous influence on facets of modern culture from law and poetry to art and religion. At Luther, classics also includes the study of Biblical Hebrew.

At Luther, students may earn a major in classics (Greek and Latin) or biblical languages (Greek and Hebrew). There are also minors available in classics and classical studies.

The study of classics is excellent preparation for any number of fields. Classics graduates have pursued careers and graduate studies in many
areas, including music, computer science, foreign languages, theology, education, medicine, law, and business.

A classics major combines the study of the Greek and Latin languages, along with classical civilization. The department also offers two minors: (1) A classics minor focusing on Greek or Latin; (2) A classical studies minor focusing on classical civilization courses in translation.

Required for a major

Plan 1 (classical languages): Nine courses—six courses in Latin or six courses in Greek, two courses in the other language, plus one course from classical studies, or ART 251, HIST 241, 242, HONR 210, MUS 341, PHIL 200. Other non-language courses may apply with the permission of the department head. Writing requirement completed with GRK 302 or LAT 302. Students contemplating graduate study in classics should take additional courses in both languages.

Plan 2 (classical studies): Nine courses—four courses in Latin or four courses in Greek, plus five courses in classical studies, one of which must be CLAS 300. An additional 300-level classical studies course is required as well as CLAS 490 or 493 (senior papers in other departments may fulfill this requirement with the permission of the Classics department head). The two remaining courses can be completed in classical studies or can be selected from ART 251, HIST 241 or 242, HONR 210, MUS 341, or PHIL 200. Other non-language courses may apply with the permission of the department head. Writing requirement completed with CLAS 300.

Teaching option in Latin: Students majoring in classics may become certified to teach Latin at a secondary level either as a primary field or as a second teaching area. See the education department for specific requirements.

Required for a classics minor: Five courses—four courses in Greek or four courses in Latin, plus one course from classical studies, or ART 251, HIST 241, 242, HONR 210, MUS 341, PHIL 200. Other non-language courses may apply with the permission of the department head.

Required for a classical studies minor: Five courses to be chosen from classical studies, ART 251, HIST 241, 242, HONR 210, MUS 341, PHIL 200. Other non-language courses may apply with the permission of the department head. Students may also apply a maximum of two Greek or Latin courses to the minor.

Classical Studies Courses

CLAS 185 First-Year Seminar
4 hours
A variety of seminars for first-year students offered each January Term.

CLAS 240 Classical Mythology
4 hours
A survey of the major myths and legends of ancient Greece and Rome by reading such authors as Homer, Hesiod, Aeschylus, Euripides, and Ovid. The course also addresses the problem of interpreting myths and, when possible, introduces parallels from non-Greco-Roman traditions. No prerequisite. (HEPT)

CLAS 250 The World of Ancient Greece
4 hours
A historical survey of ancient Greek culture from the Trojan War to the rise of Rome, including political, economic, social, literary, philosophical, and religious developments. Topics include the rise and fall of the Mycenaean kingdoms, the beginnings of the city-state, the interaction of Greeks with other cultures, Athenian democracy and imperialism, the role of women, Greek religion, the beginnings of literary genres, and the origins of Greek science and philosophy. Readings will draw from ancient historical documents and Greek literature, but also modern archaeological excavations. Open to all students without prerequisite. Offered alternate years. (HEPT)

CLAS 255 Ancient Roman Culture
4 hours
This course explores various cultural institutions and practices of the ancient Romans through an examination of textual, historical, and archaeological evidence. Emphasis will be on the period from the late Republic to early Empire. Topics include Roman banquets, the toga, houses and villas, the bath complexes, the gladiatorial games and chariot races, the theatre, religion, and slavery. Offered alternate years. No prerequisite. (HEPT)

CLAS 265 Greece and Rome on Film
4 hours
This course explores the ways in which various events and episodes from Greek and Roman myth and history have been adapted for modern film and television. We will examine a selection of films alongside their original ancient sources, and pay close attention to how these films interpret their sources, as well as how they reflect the cultural values and concerns of their audiences. What is lost or gained in the transition from page to screen? To what extent are films shaped by contemporary modes of production and reception? Are films convenient (yet inadequate) substitutes for reading, or do they allow us a
writing intensive and fulfills the writing in comparison with other cultures. This course is in consideration of ancient Greece and Rome. Topics range from using texts in translation, this course explores the world of late antiquity through the life and times of a young Roman nobleman, later known as St. Patrick. We will read the surviving letters of Patrick and other texts from the period to better understand life on the frontier of the Roman Empire in the fifth century. Topics will include the evolution of northwest Europe from the classical to medieval period, Christianity in late antiquity, and Celtic history, society, and mythology. Prerequisite: PAID 112 or equivalent. (HEPT, W)

CLAS 310 Ancient Science 4 hours
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. Prerequisite: PAID 112 or equivalent. (NWNL)

CLAS 320 Women and Gender in the Classical World 4 hours
This course explores the constructions and representations of women and gender in ancient Greece and Rome through an examination of textual, art historical, and archaeological evidence. The course also addresses the intersections of women’s and gender issues with issues of legal status, class, and ethnicity, and pays close attention to current scholarly methodologies and approaches to the subject. Offered alternate years. Prerequisite: PAID 112 or equivalent. (Same as WGST 320) (HEPT)

CLAS 360 The World of St. Patrick 4 hours
This course explores the world of late antiquity through the life and times of a young Roman nobleman, later known as St. Patrick. We will read the surviving letters of Patrick and other texts from the period to better understand life on the frontier of the Roman Empire in the fifth century. Topics will include the evolution of northwest Europe from the classical to medieval period, Christianity in late antiquity, and Celtic history, society, and mythology. Prerequisite: PAID 112 or equivalent. (HEPT, Hist, Rel)

CLAS 375 Directed Readings 1, 2, or 4 hours
Students who develop an interest in a specialized area of the discipline for which course offerings are limited may follow a prescribed reading list under the direction of a faculty with expertise in that area.

CLAS 395 Independent Study 1, 2, or 4 hours

CLAS 490 Senior Project 4 hours
The senior project is a required capstone project for all classics majors in the classical studies department. Offered alternate years. Prerequisite: PAID 112. (HEPT, W)
Communication Studies

Mark Johns (acting department head)

Since the ancient Greeks, the study of rhetoric (the art of effective discourse) has been recognized as a vital pillar of human learning. It formed one of the seven liberal arts of education in medieval Europe. Modern communication studies focus on three essential areas: expressing ideas through excellence in speaking and writing; understanding interpersonal, organizational and group dynamics; and appreciating the role of various media in our highly technical world. The communication studies department encourages students to use their communication expertise ethically and in service to the larger community.

Students who major or minor in this discipline take one basic course in each of the three essential areas of rhetoric, interpersonal communication, and mass media. Upper-level courses allow students to deepen their knowledge of these three aspects of the discipline and to specialize in one of them. Internships, campus and community projects, the student newspaper Chips, and the campus radio station KWLC provide practical experience.

Required for a major in communication studies: COMS 130, 132, 133, 357; one theory course of COMS 342, 354, 356 or COMS 362; one applied human communication course of COMS 236, 252, 330, or COMS 350; one advanced oral communication course of COMS 255 or COMS 353; one media analysis course of COMS 246, 258, 359, COMS 463, or designated COMS 239 or 339 courses; plus eight additional credit hours in the department. Writing requirement completed with COMS 133, 247, 252 or COMS 357.

Senior project presentation requirement: All majors who choose to complete their senior project in the communication studies department must present their research in a public forum scheduled by the department each semester. The senior project requirement is not completed until the project has been publicly presented.

Required for a minor in communication studies: COMS 130, 132, 133, and three additional courses in the department.

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

Communication Studies Courses

COMS 130 Interpersonal Communication
4 hours
A course dealing with the basic concepts of person-to-person communication, such as the relationship between verbal and nonverbal language, the intent and result of message sharing; the variables in communicative efforts. (HB)

COMS 132 Public Address
4 hours
A study of the principles of speech composition, organization, and delivery; emphasis on the role of public address in a democratic society. Each student gives a series of speeches. (HE, S)

COMS 133 Mass Media
4 hours
This course studies the evolution of mass media and its relationship with our culture. In addition to gaining an understanding of mass media, students will critique various forms of media, and explore basic writing skills necessary for media production. (HBSW, W)

COMS 139, 239, 339, 439 Special Topics
Credit arr.

COMS 185 First-Year Seminar
4 hours
A variety of seminars for first-year students offered each January Term.
COMS 233 Rhetoric of Spirituality
4 hours
Engaging a variety of spiritual traditions (e.g., Christianity, Judaism, Islam, Buddhism, Taoism, Wicca, New Ageism), this course explores the relationship between communication, U.S. American popular culture, and the constitution of spiritual practice. Throughout the course, students study how popular spiritual texts contribute to the creation and maintenance of self, other, and spiritual ideologies. Offered alternate years. (HE)

COMS 234 Rhetoric of Everyday Life
4 hours
This course examines the intersection of rhetoric, identity formation, and cultural contexts. During the course of the semester, students explore the way in which active human agents employ everyday rhetorical texts (e.g., conversation, instant messaging, fashion, home decor, music, art) as a means of constituting, negotiating, and transforming the cultures and communities in which they live. The course provides a variety of theoretical frameworks for understanding everyday human interaction as significant meaning-making event and active site of the rhetorical performance of self, other, power, authority, and place. (HE)

COMS 236 Small Group Communication
4 hours
A study of the purposes, types, processes, and behavioral dynamics of small group interaction. Covers theory and research with special attention to the dynamics, leadership, and the task dimension of groups. Each student participates in several groups. (HB)

COMS 246 The Internet and American Life
4 hours
This course explores the history and development of the internet and the various communication media that have emerged from it, such as e-mail, websites, blogs, IM, listservs, mobile networks, podcasts, multi-player online games, virtual environments, etc. Through reading and discussion, students will consider how these technologies have impacted daily life, interpersonal relationships, and American culture. (HBSSM)

COMS 247 Electronic News Gathering
4 hours
In the modern technological environment, journalists construct the news for a variety of media in a style that is fast-paced, visual, and highly standardized. This project-based course explores the process of establishing a story focus, gathering appropriate audio and video, scripting, presentation, and final editing to produce spot news packages. At the same time, students will be challenged to critique both the process, as well as the structure of the news industry, and to consider social, legal, ethical, and aesthetic issues that affect audience perceptions of newsworthy events. Offered alternate years. Prerequisite: COMS 133. (S, W)

COMS 255 Advanced Public Address
4 hours
This course delves into the rhetorical tradition of the U.S. through a study of significant historical and contemporary speeches and their respective audiences. An understanding of rhetorical situations and responses culminates in an advanced public speaking experience. Students will write and deliver speeches at the end of the semester. Prerequisite: COMS 132. Offered alternate years. (HEPT, S)

COMS 258 Concepts of Media Production
4 hours
A project-based course that explores the capabilities and limitations of various electronic media as vehicles for informing, persuading, or inspiring. With emphasis on writing and planning skills appropriate to each medium, the course will utilize actual production experiences to introduce basic camera and lighting techniques, fundamentals of sound recording, principles of screen composition, and essentials of editing. Prerequisites: COMS 152 and 153, or consent of the instructor. (S)

COMS 260 Sport, Media and Society
4 hours
This course draws from scholarly work being done in media studies and the sociology of sport in order to examine the important cultural, social, and political 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 audiences, masculinity, and commercialism, as well as screenings and discussion.

COMS 270 Rethinking Freedoms of Religion, Speech, and Press
4 hours
The First Amendment to the U.S. Constitution guarantees freedom of speech and the press, along with freedoms of religion and assembly. Often, news media test the boundaries of these freedoms with controversial stories and biased reporting that raises questions of journalistic ethics. This course reviews the history of the First Amendment with a particular focus on media law and Supreme Court decisions, and examines the ethics of news reporting on controversial matters. (Hist, HB)
COMS 280 Communication and Aging
4 hours
This course will acquaint students with theory and research to increase understanding of the role of communication in the aging process. Topics covered include the social construction of age, stereotypes and myths, media portrayals, media usage, intergenerational communication in the family and workforce, the relationships of elderly within peer cohorts, and health communication during the life span. Learning will occur through readings, discussion, projects, and media analysis. No prerequisite. (HB)

COMS 285/295 Directed Study
2, 4 hours
An opportunity to pursue individualized or experiential learning with a faculty member, at the sophomore level or above, either within or outside the major. COMS 285 can be taken only during January Term, COMS 295 can be taken during the fall, spring, or summer terms.

COMS 320 Urban America and Serial Television: Critically Analyzing "The Wire"
4 hours
Frequently hailed as a masterpiece of American television, The Wire shines a light on urban decay in contemporary America, creating a dramatic portrait of Baltimore’s police, drug trade, shipping docks, city hall, public schools, and newspapers over five serialized seasons. In this course, we will watch and discuss all of this remarkable—and remarkably entertaining—series, and place it within the dual contexts of contemporary American society and the aesthetics of television. This course focuses on close viewing and discussion, and opportunities for critical analysis and research about the show’s social contexts and aesthetic practices. (HEPT)

COMS 330 Family Communication
4 hours
In this course, students will examine the role of communication in families, how families shape us as individuals, and how the context of family functions in larger society. Through reading scholarship on family communication, discussion, projects and presentations, we will address questions such as how definitions of family have changed over time, how individuals define self in relation to family members, how challenges in families are managed, how differences in family forms influence family function, and how communication patterns affect how we interact with and understand each other. Ultimately, this course investigates individual human behavior and human interactions within the societal context of the family. Prerequisite: COMS 130. (HB)

COMS 335 Masculinity in Film
4 hours
This course takes a feminist perspective to analyze portrayals of sex and gender in film with a particular emphasis on how men and masculinity can be represented. 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. Offered alternate years. Prerequisite: COMS 133 or WGST 130. (Same as WGST 335) (HE)

COMS 342 Feminist Rhetorical Theories
4 hours
This course is a study of feminist rhetorical theories and expression. The class reads texts by feminist rhetorical theorists and rhetors. Special emphasis is placed on the intersection between social, cultural, and economic contexts, political influences, and rhetorical strategies of women rhetors challenging Western patriarchy. This course counts as theory requirement for the WGST major. Prerequisites: COMS 132 or WGST 130 or consent of instructor. (Same as WGST 342.) Offered alternate years. (HBSSM, HE, Hist, S, W)

COMS 347 Critical Television Studies
4 hours
This course examines television within the context of cultural, aesthetic, technological, textual, regulatory, social, and political practices. There are a number of intersecting aims: to trace the development of television (mainly in the United States, but with attention to global systems); to map the contours of critical TV studies; to understand theories and methods of television scholarship; to theorize television’s relationship to consumer culture, history, capitalism, diversity, citizenship, everyday life, and selfhood (among other key concepts); and to entertain new directions in critical TV studies. Because television is a medium in transition, the extent to which television remains (or has never been) a truly distinct medium, and its current relationship to media convergence, will also be considered. Prerequisite: COMS 133 or consent of instructor. (HE)

COMS 348 Radio Journalism
4 hours
The course addresses the history, theory, and practice of American radio journalism. Topics of study include interviewing, news writing and reporting, hosting, documentary making, sound collecting, and studio and field production techniques. The course follows primarily the model of noncommercial American radio journalism, especially National Public Radio and Public Radio International. Students learn both to
critically evaluate the work of others and to produce their own examples of these forms of
radio journalism. It is strongly recommended that students who enroll in this course have at least
one semester of on-air experience with Luther College radio station KWLC. Offered alternate
years. (S)

COMS 350 Intercultural Communication
4 hours
Communication theory and research are used to examine the processes involved in
communicating with those who are not members of one's particular cultural, ethnic, racial,
religious, gender, ability, and socioeconomic group. Discussion, group activities, and papers
will focus on the issues of awareness and competence in increasing one's communicative
effectiveness. Prerequisite: COMS 130 or consent of department head. (HBSSM, Intd)

COMS 353 Argumentation
4 hours
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. Offered alternate years. Prerequisite: COMS 132. (HE, E, S)

COMS 354 Persuasion Theories
4 hours
The course examines contemporary persuasion theory and its applicability to the media of
newspapers, advertising, and political communication. Prerequisites: COMS 130, 132, 133. (HB, S)

COMS 356 Rhetorical Theories
4 hours
This course examines key concepts in the area of rhetorical theory. Grounded in classical and
contemporary texts, students explore the function of rhetoric in relation to knowledge, community,
governance, identity, power, and resistance. Throughout the course, particular attention is
given to the relationship between rhetoric and social transformation. Prerequisites: COMS 130,
132, 133. (HB, Hist)

COMS 357 Research Methods
4 hours
Students are introduced to communication and rhetorical methods including design of
experimental, survey, textual, rhetorical, and ethnographic research. Prerequisites: COMS 130,
132, 133. (HBSSM, W, R)

COMS 358 Concepts of Media Production II: The
Documentary
4 hours
In this course students build on the skills of analysis, scripting, and production development
developed in COMS 258 to research, script, plan, produce, and edit their own documentary
programs. Prerequisite: COMS 258 or consent of instructor.

COMS 359 Media and Popular Culture
4 hours
An in-depth exploration of the relationship between mass media and culture with particular
emphasis on the relationship between the media of mass communication and particular
fundamental institutions, such as family, government, religious institutions, and the
commercial sphere. The course will also offer opportunities for student research concerning
how media influence language, values, and social norms. Prerequisite: COMS 133. (HB)

COMS 362 Communication Theories
4 hours
This course will examine human communication in interpersonal, small group, and organizational
structures at a higher theoretical level. Students will analyze and synthesize various conceptual,
descriptive and explanatory theoretical orientations that have been introduced in previous communication courses. Prerequisites: COMS 130, 132, 133. (HB)

COMS 370 The Dark Side of Interpersonal
Communication
4 hours
This course will focus on communicative phenomenon and behaviors using the recent
scholarly approach known as the "Dark Side." Studies from the dark side perspective focus on
aspects of communication that are: (a) dark, dysfunctional, and/or immoral, (b) viewed as
dark but may have functional outcomes, and (c) viewed as bright but may have damaging
outcomes. For example, why do some relationships include verbal or physical abuse? Is
deception regarding a relational transgression acceptable if the goal is to protect the
relationship? What happens if there is too much of a good thing, such as overly self-disclosing?
During the semester, we will unravel the complexities of the dark side of interpersonal
communication. The course will include analysis through readings, discussion, papers,
presentations, and projects. Prerequisite: COMS 130 or consent of instructor. (HB)

COMS 375 Directed Readings
1 or 2 hours
COMS 380 Internship
1, 2, or 4 hours
Supervised on-campus or off-campus work experience in some area of public communication. No more than four hours may be counted toward the communication major.

COMS 389 Directed Research
1, 2, or 4 hours
Directed research involves students in research projects conducted under the supervision of departmental faculty. With the approval of the department, students may register for more than one semester (but the cumulative total may not exceed four credit hours). Prerequisite: approval of the department head.

COMS 395 Independent Study
1, 2, or 4 hours

COMS 463 Communication and Public Relations
4 hours
This course examines concepts of public relations in organizational systems with emphasis on communication theory and development of a problem-solving perspective. Students apply theory directly to practical public relations problems. Prerequisite: junior or senior status. (HB)

COMS 464 Advanced Research Methods
4 hours
Students build on research methods learned in COMS 357. Research focus is dependent upon instructor and ranges from rhetorical to qualitative, quantitative and media research. Students will produce a research project suitable for professional presentation. Prerequisites: COMS 130, 132, 133, 357. (HBSSM, R)

COMS 490 Senior Project
2 hours

COMS 493 Senior Honors Project
4 hours
A yearlong 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.

Computer Science
David Ranum (department head)
The computer science major at Luther is designed to provide each student with the academic base needed to keep abreast of the changing world of computing. Both theory and practice are taught to allow students to successfully join computer professionals already working in the field.

The major contains a set of core courses in which computer science students learn concepts common to all areas of the discipline. Students then select from a wide range of computer science electives. Since computer science relates to so many different disciplines, students are encouraged to select additional supporting courses from a broad range of academic areas.

In addition, all majors at Luther require a writing component. In computer science, this is fulfilled by taking CS 296 in conjunction with a companion course. See the CS 296 course description for a list of acceptable companion courses. The research will be graded and must be completed with a grade of C or above in order to fulfill the writing and presentation requirement in the major.

Required for a major: CS 130, 140, 150, 160, 165; one from CS 252 or 253; CS 260, 296, 330, 360, 370; two from CS 420, 430, 440, 450. The year-long senior project (CS 490-491) is also required.

Computer science majors are strongly encouraged to take PAID 450: Ethics and Technology, as their Paideia capstone course. Students considering graduate school are strongly encouraged to take MATH 200 as well.

Required for a minor: CS 130, 140, 150, 160, 165; one from CS 252 or 253; CS 330.

Advanced Placement Credit: Advanced placement credit is dependent on successful completion of CS 160 or one of the other computer science courses required for the major. CS 160 is the lowest numbered course for which advanced placement credit will be considered.

Computer Science Courses

CS 130 Fundamentals of Web Programming
2 or 4 hours
This course focuses on learning the basic building blocks of web programming. The student will be introduced to three languages used for web page design and implementation: HTML, CSS, and Javascript. To develop a deeper understanding of how web sites work together, the HTTP protocol will be introduced along with basic AJAX programming. The 4 credit option is available when offered during the summer. Recommended for students with an interest in computer science but no prior experience. No prerequisite.
CS 139, 239, 339, 439 Special Topics
Credit arr.

CS 140 Data Modeling and Querying
2 hours
The course focuses on constructing relational models of data, the relational algebra, querying relational databases using SQL. Students will become familiar with a popular open source data management system such as MySQL or Postgresql. No prerequisite.

CS 150 Introduction to Computer Science
4 hours
An introduction to computer science emphasizing problem solving. Problems are selected from a variety of interesting areas such as graphics, image processing, cryptography, data analysis, astronomy, video games, and environmental simulation. Topics include algorithm design and object-oriented programming. No prerequisite but CS 130, an AP computer science course, or a math placement recommendation of MATH 152 or higher is recommended. (Quant)

CS 160 Algorithms and Data Structures
4 hours
A continuation of the ideas presented in CS 150 with particular emphasis on data structures, algorithms, and analysis. Implementation of abstract data types such as stacks, queues, trees, and graphs as well as important recursive and non-recursive algorithms. Analysis of sorting and searching algorithms. Prerequisite: CS 150.

CS 165 Software Development Tools
2 hours
Students are introduced to tools for automation including shell programming, use of the Linux operating system including redirection of input and output, piping, file management, and system security. No prerequisite.

CS 185 First-Year Seminar
4 hours
A variety of seminars for first-year students offered each January Term.

CS 252 Object-Oriented Programming with Java
2 hours
Introduction to Java and development in an object-oriented programming language. Topics include project setup and organization, packages, classes, object creation, inheritance, interfaces, polymorphism and the use of build-in types and the Java class library. Considerable time is dedicated to learning incremental programming, debugging strategies, testing strategies, interface documentation, preconditions, postconditions, boundary case testing, unit testing of individual functions, test stubs and test harnesses. Prerequisites: CS 150, 165.

CS 253 Object-Oriented Programming with C++
2 hours
Introduction to C and C++ and development in an object-oriented programming language. Topics include C++ organization of classes and function prototypes, header files, class declaration and implementation. Other topics include inheritance, polymorphism, the use of copy constructors, destructors, streams, and operator overloading. Considerable time is dedicated to learning incremental programming, debugging strategies, testing strategies, interface documentation, preconditions, postconditions, boundary case testing, unit testing of individual functions, test stubs and test harnesses. Prerequisites: CS 150, 165.

CS 260 Computational Models
4 hours
In this course we examine mathematical structures that are relevant to understanding both theoretical as well as 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. Prerequisites: CS 160, 165.

CS 285/295 Directed Study
2, 4 hours
An opportunity to pursue individualized or experiential learning with a faculty member, at the sophomore level or above, either within or outside the major. CS 285 can be taken only during January term. CS 295 can be taken during the fall, spring, or summer terms.

CS 296 Writing in the Major Lab
1 hour
A companion lab to any of CS 320, 330, 352, 353, 360, 370, 420, 430, 440, or CS 450. Students wishing to delve deeper into a subject in one of the companion courses may register for this lab with consent of the 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. Prerequisite: consent of instructor. (W)

CS 320 Data Analysis and Visualization
4 hours
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 formats from actual data sources. Prerequisites: CS 150, MATH 115 or equivalent.

CS 330 Internet Programming
4 hours
In this course we examine three-tier Internet application architectures. Applications developed for the Internet typically have a database back end, an application server in the middle, and a web server on the front end. We will examine application programming frameworks from CGI to Servlets, and other modern application programming frameworks such as Ruby on Rails. Other topics include XML-based architectures such as RSS and web services, data transformation using XSL and XSLT. The course is largely project-driven; students will implement a complete web-based application. HCI is addressed. Prerequisites: CS 150, 140, 160.

CS 352 Embedded Android Programming
4 hours
Study Android development with attention to HCI. Taught alternating years. Prerequisite: CS 252.

CS 353 Embedded iOS Programming
4 hours
Study iOS development with attention to HCI. Taught alternating years. Prerequisite: CS 253.

CS 360 Advanced Algorithms and Data Structures
4 hours
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. Prerequisite: CS 260.

CS 370 Programming Languages
4 hours
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. Prerequisites: CS 252 or 253, CS 260.

CS 380 Internship
Credit arr.
On-the-job learning experience. The plan must be presented for departmental approval before the experience begins.

CS 385 Understanding Entrepreneurship in Silicon Valley
4 hours
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 1-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. Prerequisite: junior or senior standing. (Same as MGT 385)

CS 395 Independent Study
1, 2, or 4 hours

CS 420 Machine Learning
4 hours
This course looks at the implementation of many of the algorithms and techniques introduced in the CS 320 course, including simple neural networks, support vector machines, and clustering techniques. Taught alternating years. Prerequisites: CS 260, 320.

CS 430 Computer Networks
4 hours
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. Prerequisites: CS 252 or 253, CS 260.

CS 440 Database Management Systems
4 hours
This course takes a bottom-up approach to understanding a complex software system. The course examines the implementation of a database management system. Topics include disk and file management, transaction processing, meta-data management, query planning and implementation, parsing queries, indexing, query optimization, and B-trees. Prerequisites: CS 140, CS 252 or 253, CS 260.
Dance 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, and engaging with and contributing to the dance world as performers, choreographers, teachers, and collaborators.

The dance major is appropriate for the student who is continuing her/his study of dance, re-entering 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; three courses rooted in somatic (body based) rather than dance styles education. These three courses educate the dance artist through the 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 majors become dance artists, dance or movement teachers, or continue on to become dance scholars. Dance majors pursue graduate and professional studies, certification and employment in performance; choreography; dance or movement education; dance curation; dance studio or company management; somatic movement practices; somatic psychology; movement, dance, or massage therapy; medicine; and chiropractic arts.

Required for a major: 33 credit hours including DAN/THE 100 (6 times), DAN 101, 105, 205; DAN 130 or 230; DAN 264; DAN/THE 300; DAN 305, 351, 360. Writing requirement completed with DAN 351.

Dance Synthesis: During the sophomore year majors will develop a written reflection outlining their previous work in the performing arts and develop possible pathways for future directions leading toward their senior project.

DAN/THE 100—Performance Practicum (0 credit) sixtimes.

Required for a minor: DAN 101, 105, 130, 205; DAN or THE 300; DAN 100 (three times) or DAN 100 (one time) and DAN 305.

Dance Management Concentration: To complete the dance management concentration a student is required to complete a major in dance and a minor in management, or a major in management and a minor in dance.
Dance Courses

DAN 100 Production Practicum
0 hours
An intensive experiential research ensemble devoted to crafting, creating, developing, performing, 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. (Same as THE 100)

DAN 101 Dance Technique and Analysis
4 hours
This course introduces movement fundamentals (MF) through theatrical, social, ritualized dance and movement practices. Students will investigate how MF prepares them for analyzing ritualized dance and movement practices and for teaching and performing various dance and movement forms (ballet, contemporary, jazz, hip-hop, yoga, Pilates, swing, ballroom, martial arts, etc). This course examines the performing body as primary text through performance (both live and recorded) and theoretical texts from various theatrical, social, ritualized dance and movement practices. No prerequisite. (HEPT)

DAN 105 Movement Fundamentals I: Practices of Alignment and Function
4 hours
An introductory movement course exploring vital integrative connections between somatic practice and performance preparation. Somatic skills including dynamic alignment and functional anatomy provide the groundwork for embodied movement exploration. The study and practice of dynamic alignment and embodied anatomy unfolds new relationships between physical function and expression. (HE)

DAN 130 Contact Improvisation
4 hours
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, pathways into the floor and air; and focusing attention on the details of sensation. Students will engage in egalitarian practices for building skills of trust, receptivity, and responsiveness, as well as tolerance for waiting in the unknown. (Same as WGST 131) (HB, HE)

DAN 139, 239, 339, 439 Special Topics
Credit arr.

DAN 185 First-Year Seminar
4 hours
A variety of seminars for first-year students offered each January Term.

DAN 205 Movement Fundamentals II: Practices of Range and Efficiency
4 hours
An intermediate movement course building technical practice from basic somatic skills. This technique course supports awareness of individual movement patterns and sequences allowing for the development of new movement possibilities. This increased range and efficiency opens the door to new levels of creative expression in communication and performance. This course may be repeated twice. Prerequisite: DAN 105 or consent of instructor. (HE)

DAN 230 Contact Improvisation II
4 hours
Building on introductory practices of contact improvisation, students will develop their physical skills in both capacity and subtlety within the form. Students will improve listening and internal awareness for very fast dancing, patterning in and out of the floor, more innovation in lifting, and maintaining the point of contact coming out of lifts. Further study includes the craft and facilitation of scores for the practice and performance of contact improvisation. Prerequisite: DAN 130 or consent of instructor. (HE)

DAN 264 Performance Research: The Happenings Course
4 hours
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. No prerequisite. (HE)

DAN 285/295 Directed Study
2, 4 hours
An opportunity to pursue individualized or experiential learning with a faculty member, at the sophomore level or above, either within or outside the major. DAN 285 can be taken only during January Term. DAN 295 can be taken during the fall, spring, or summer terms.

DAN 300 Production Studio
1 hour
An experiential collaborative component for the dance major. Set within a faculty-directed project or production, the student participates in research, dialogue, and the underpinnings of producing work. Prerequisite: junior/senior status or consent of instructor. (Same as THE 300)

DAN 305 Movement Fundamentals III: Practices of Vocabulary and Intention
4 hours
An advanced movement course crystalizing performance skills through the development of individual movement versatility and invention. Technique practice builds from somatic skills and contemporary dance vocabulary through both technical phrasing and improvisational scoring. This depth of integrative practice prepares the mover to refine movement vocabulary and dancelord movement intention. Writing course. May be repeated twice. Prerequisite: DAN 205. (HE)

DAN 306 Intermedia Arts
4 hours
This studio art course introduces students to the use of video and time-based media as art-making tools. Students will engage the essential skills of digital video art, including production pipeline, shooting, and nonlinear editing. Students will additionally explore the ways film, digital video, performance art, installation, and other time-based media may interact. (Same as ART 306 and THE 306)

DAN 351 Dance History
4 hours
This course studies a breadth of representative dance artists, artworks, and practices from the ancient period to the present in order to understand intercultural and cross-genre development of performance dance. African, American, Asian, and European dance forms are included, with a focus on figures and conventions in ballet and Western modern and contemporary dance. Dance and choreography are analyzed in relation to their historical, artistic, social, and political 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. (HEPT, Hist, R, W)

DAN 360 Dance Composition
4 hours
An introduction to the basic tools of dance-making, this course explores the development and crafting of movement; 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 movement studies for informal performance and observe, discuss, and critique each other’s work as they learn how to see dance as well as make it. Prerequisite: THE 105 or THE 127 or ART 104, or consent of instructor. (HE)

DAN 380 Internship
2-8 hours
Supervised on- or off-campus work experience related to professional demands and expectations of persons and organizations involved in theatre and/or dance. Prerequisite: 12 hours in dance.

DAN 389 Directed Research
1, 2, or 4 hours

DAN 395 Independent Study
1, 2, or 4 hours

DAN 490 Senior Seminar
2 hours
An intensive, collaborative 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. (S, R)

DAN 491 Senior Project
2 hours
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. Double major’s may petition the department to accept another department’s senior project in lieu of the dance senior project requirement. If double majoring, and choice is to do senior project in a major other than dance, the dance program requests the deliberate integration of dance practice or production within the project, as well as selection of
a dance faculty member for an advisory role. Prerequisite: DAN 490 and senior standing. (S, R)

**DAN 493 Senior Honors Project**
4 hours
A yearlong 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. (S, R)

**Economics**
Ramona Nelson (department head)
The economics program emphasizes the role of economics in monetary policy, social issues, and commerce. Students can select from two plans of study. Plan 1 emphasizes quantitative skills including calculus. Plan 2 combines the study of economics with the field of political science. Students should consult with an economics faculty member to plan their program of study. A minor in economics is also offered.

Required for the major:
Plan I. ECON 130, 142, 247, 248, 342, 490; MATH 141 or MATH 151 (or above); and four economics courses above 250. ECON 490 is required of all economics majors, even those completing a second major. Writing requirement completed with ECON 255, 256, or ECON 268.

Plan II. ECON 130, 142, 247, 248, 256, 490; two courses from POLS 247, 258, 355, or POLS 364; and three additional economics courses numbered 250 or above which have not already been counted. Completion of MATH 141 or MATH 151 (or above) is recommended. ECON 490 is required of all economics majors, even those completing a second major. Writing requirement completed with ECON 255, 256, or ECON 268.

The credit hours required for the economics major must be earned in regular classroom courses. Credits earned through directed readings, independent study, internships and the senior project may not be counted toward the total hours required for the major or minor.

Students interested in teaching should complete plan 1. See education department for secondary education minor requirements.

Students majoring in this area are urged to consider the following courses as electives: COMS 132 and COMS 252, ENG 210, PHIL 100 and PHIL 120, SOC 101, POLS 130, PSYC 130. Students planning on graduate study should consider MATH 240, 321, and 322.

Required for a minor: ECON 130, 247 or 248, and three additional economics courses numbered above 250. Requirements for a second teaching area are the same as those for an academic minor.

**Economics Courses**

**ECON 130 Principles of Economics**
4 hours
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. No prerequisite. (HBSSM, E)

**ECON 139, 239, 339, 439 Special Topics**
Credit arr.

**ECON 142 Economic Numeracy**
4 hours
An introduction to the empirical problems in understanding economic choice, opportunity, and policy. Designed to improve the student's quantitative sophistication in understanding economic problems and issues by combining an introduction to macroeconomic data sources, elementary economic simulation techniques, and regular interpretation/analysis of public presentation of quantitative economic information. (Quant)

**ECON 185 First-Year Seminar**
4 hours
A variety of seminars for first-year students offered each January Term.

**ECON 247 Intermediate Economic Theory: Macro**
4 hours
Analysis of the factors influencing the aggregate level of national income, employment, and inflation from a variety of perspectives, including the post-Keynesian. Prerequisites: ECON 130 and ECON 142 or consent of instructor. (HBSSM)

**ECON 248 Intermediate Economic Theory: Micro**
4 hours
Analysis of the determinants of resource allocation and income distribution with emphasis on the consequences of different methods of dealing with scarcity. Prerequisites: ECON 130
ECON 255 Environmental Economics  
4 hours  
The application of economic principles to environmental issues. Valuation of environmental damage and environmental improvements, including nonmarket 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. Prerequisite: ECON 130. (HBSSM, E, W)

ECON 256 Economic History  
4 hours  
This course focuses on applying basic methods of economic way of thinking (cost/benefit analysis, supply and demand analysis, simulation) through empirical examination of episodes in American, European and world history. Prerequisite: ECON 130. (HB, Hist, E, W)

ECON 262 Development Economics  
4 hours  
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? Prerequisite: ECON 130. (HBSSM,Intcl)

ECON 268 Law and Economics  
4 hours  
The economic way of thinking is used to explore the relationships between law and economics, to consider how different kinds of laws and legal structures will/should/might work. Real-world examples—real statutes, real cases—are used throughout to focus discussion in a comparison of competing models of law and economics. Prerequisite: ECON 130. (HBSSM, E, W)

ECON 285/295 Directed Study  
2, 4 hours  
An opportunity to pursue individualized or experiential learning with a faculty member, at the sophomore level or above, either within or outside the major. ECON 285 can be taken only during January Term, ECON 295 can be taken during the fall, spring, or summer terms.

ECON 333 Economics of Information and Networks  
4 hours  
A course exploring the economics of information, language, and networks. Microeconomic examination of how individual choices are shaped by information costs and asymmetries is combined with macroeconomic consideration of how information networks shape and/or frustrate public policy. Particular emphasis given to the economic consequences of language and the effects of information on entrepreneurship. Prerequisite: ECON 130. (HBSSM, E)

ECON 342 Introduction to Econometrics  
4 hours  
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. Prerequisite: ECON 130. (HBSSM)

ECON 361 Money, Credit, and Banking  
4 hours  
Development of the monetary and banking system. Nature and functions of monetary theories and policy. Prerequisites: ECON 130 and ECON 247, or consent of instructor. (HBSSM)

ECON 362 International Economics  
4 hours  
Study of international economic principles necessary for understanding the world economy and economic exchanges that cross political boundaries. Topics include trade theory, governmental policies, international finance, foreign exchange markets, multinational corporations, and Third World perspectives. Prerequisite: ECON 130 and ECON 248. (HBSSM, E, Intcl)

ECON 366 Public Finance  
4 hours  
Economic analysis of activity undertaken through government, mainly in the areas of social insurance and taxation. For each program and policy we ask what might be expected on theoretical grounds, and follow up by examining the empirical record. Prerequisite: ECON 130 and ECON 248. (HBSSM)

ECON 375 Directed Readings  
1, 2 or 4 hours  
Students who develop an interest in a specialized area of the discipline for which course offerings are limited may follow a prescribed reading list under the direction of a member of the faculty with expertise in that area.

ECON 380 Internship  
1, 2, or 4 hours  
On-the-job learning experience in government or industry. The plan must be presented for departmental approval before the experience begins. (Note: Those students with less than a 2.50 GPA in the major must have departmental approval before interviewing.)
ECON 395 Independent Study
1, 2, or 4 hours

ECON 485 Seminar
Credit arr.

ECON 490 Senior Project
4 hours
This course requires students to draw upon their economic education to formulate and address important public policy, business, and ethical questions. Students 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.

Prerequisite: senior standing.

ECON 493 Senior Honors Project
4 hours
A yearlong 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. (S, R)

Education
Barbara Bohach (department head)

Teacher Education Programs—K–6 Elementary, 5–12 Secondary, K–12 Art, K–12 Music, K–12 Health and PE

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: http://www.luther.edu/education/licensure/. For complete information regarding the education programs and licensure requirements at Luther, consult the Education Department website, luther.edu/education. 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 available at www.luther.edu/education/forms/TEPforms. 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 secondary and K–12 students with advisors in other departments should 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 courses in the education department. Transfer students should see Jennifer Olufsen.
- Completed Teacher Education Program applications are due October 1 or March 1 for admission.
- The Education Department and all teaching area departments review teacher education candidates.
- Students may not transfer methods courses at the 300 level or above from another institution.

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:
   - EDUC 185 or 215
   - EDUC 220
   - EDUC 221
   - EDUC 222, 232, 252, ART 228 (the 4-credit version for art majors), HLTH 201, or PE 247
3. Three recommendations from faculty and staff.
4. Passing scores on one of two approved Basic Skills Exams:
   - a. Praxis Core exam: reading (156), writing (162), mathematics (150).
   - Praxis exams are given on Luther
Luther College's campus several times a year. To register, see ETS.org.

b. Minnesota Teacher Licensure Exam: reading (240), writing (240) and mathematics (240). See the MTLE website at the Minnesota Department of Education. (Minnesota-bound students only)

5. Approval of the candidate by all teaching-area departments and the Education Department.

6. Satisfactory completion of the introductory portfolio.

B. Approval for the professional semester (student teaching)

All education majors and minors are required to have a practicum that includes students from diverse backgrounds. All K–12 education minors are required to student teach both at the elementary and secondary grade levels. Elementary majors are required to student teach at the [K-2] and [3–6] grade levels. All secondary minors are required to student teach at the [5–8] and [9–12] levels.

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

2. A 2.75 minimum overall GPA and 2.75 minimum GPA in all teaching areas including Education Department coursework. (Exceptions include modern languages at 3.00 and mathematics/biology/chemistry at 2.50). We incorporate all transfer course grades for this purpose.

3. Removal of all incompletes and completion of the foundation courses, EDUC 185/215 (Clinical Experience I in the Schools) EDUC 220, 221 and according to the major area: (222, 232, 252, ART 228 (the 4-credit version for art majors), HLTH 201, or PE 247).

   • Elementary Education majors completion of their mathematics and science courses plus EDUC 223, 320, 321, 322, 325, 326, 328, and EDUC 329, and all endorsement classes before the student teaching semester.
   
   • Secondary Education minors completion of methods coursework in their field of study plus 90 percent of their major requirements before the student teaching semester.
   
   • K–12 Art, Music, Health and PE majors completion of methods coursework in their field of study plus 90 percent of their major requirements before the student teaching semester.

4. 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.

5. Satisfactory completion of a developing portfolio.

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 the Iowa requirements, irrespective 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 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 at our website, http://www.luther.edu/education/licensure/.

Luther College program completion requirements are:

1. Completion of Bachelor of Arts degree, that 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 teaching areas—including Education Department coursework (Exceptions include modern languages at 3.00 and mathematics/biology/chemistry at 2.50).

3. Completion of all program requirements in elementary, secondary, or K–12 programs, including successful completion of all required practica.

4. All students must take the Praxis II tests in both content and pedagogy. See the education website for the specific tests required for Luther TEP completers and
for further information, http://www.luther.edu/education/testing/. These tests may be taken the semester immediately before student teaching, during student teaching, or as soon as possible following student teaching. These tests must be completed and passed before being considered a completer of the TEP.

5. Required by all states: criminal background check, fingerprinting.

6. Successful completion of the advanced portfolio (note: elementary majors must present the professional portfolio as the senior project).

7. Approval of your student teaching practicum by your student teaching supervisor and, when necessary, the Education Department. When there are concerns, the department chair works with the student’s advisor and methods professors to make the final decision.

**Elementary Education (K–6)**

Required for a major: EDUC 185/215 (Clinical Experience I in the Schools), EDUC 220, 221, 222, 223, 320, 321, 322, 325, 326, 328, 329, 376, 486, 490 or 493, PAID 450 (Making Decisions for U.S. Schools); ART 228, MUS 227, PE 229; HIST 101 and 126; MATH 123; two lab science courses (one biological science and one physical science). Writing requirement completed with EDUC 326.

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 may be necessary for completion of the program.

At least 76 semester hours (19 course equivalents) must be completed outside of the education (EDUC) discipline.

EDUC 325-329 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, foreign language, health, mathematics, science, and social studies: EDUC 185/215 (Clinical Experience I in the Schools), EDUC 220, 221, 252, 352 or 353 (language majors only), 366, 367 (or EDUC 468 for certification in health), 278, 486; PAID 450 (Making Decisions for U.S. Schools). Students are strongly encouraged, but not yet required, to take the EDUC 378 practicum while student teaching since a practicum in content area is required for MN, WI, and IL. Students seeking certification in foreign language must pass the Oral Proficiency Inventory (OPI). Students seeking certification in mathematics must earn a C or above in MATH 220, 240, 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.

**K–12 Teaching Minors: Art, Physical Education, Health**

Required for licensure (in addition to the major in art, physical education, or health): EDUC 185/215 (Clinical Experience I in the Schools), EDUC 220, 221, 378, professional semester (EDUC 486); PAID 111; PAID 450 (Making Decisions for U.S. Schools). Students are strongly encouraged, but not yet required, to take the EDUC 378 practicum while student teaching since a practicum in content area is required for MN, WI, and IL.

Each major has specific methods requirements: for art: ART 228 (for 4 hours) and EDUC 352; for physical education: PE 343, 344, 346, and EDUC 378; and for health: HLTH 343 and 344, EDUC 252 and 378.

**K–12 Teaching Minor: Music**

Required coursework: Completion of Luther College general requirements and the music major plus EDUC 220, 221, 232, 361, 371, 378, 383, 470; PAID 450 (Making Decisions for U.S. Schools). Students are strongly encouraged, but not yet required, to take the EDUC 378 practicum while student teaching since a practicum in content area is required for MN, WI, and IL.

Students who wish to pursue vocal music education must additionally complete EDUC 382, 386, and 387; MUS 351.

Students who wish to pursue instrumental music education with an orchestral focus must additionally complete EDUC 388 and 391; MUS 353.

Students who wish to pursue instrumental music education with a band focus must additionally complete EDUC 384, 385, AND 390; MUS 353.

Students who wish to pursue both orchestral and vocal music education must additionally complete EDUC 382, 386, 387, 388, and 391; MUS 351 and 353.

Students who wish to pursue both band and vocal music education must additionally complete EDUC 382, 384, 385, 386, 387, and 390; MUS 351 and 353.
a. Additional criteria for applying for admission to the teacher education program (teaching minor: K–12 Music): (Admission to the teacher education program is a prerequisite to enrolling in education courses above 300). See also general requirements for admission to the teacher education program.

1. Satisfactory completion of EDUC 232, MUS 121, 121L, and one instrumental methods course (instrumentalists only).

2. Successful completion of piano proficiency or enrollment in MUS 117 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. Students must pass the piano proficiency exam by the end of the semester in which they apply for student teaching.

2. 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).

Education Courses

EDUC 139, 239, 339, 439 Special Topics
Credit arr.

EDUC 185 First-Year Seminar
4 hours
Seminars for first-year students offered each January Term.

EDUC 215 Clinical Experience I in the Schools
4 hours
The clinical experience requires that students work as 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 of the previous semester. Prerequisite: sophomore standing. First-year students are to enroll in EDUC 185 (first-year seminar) offered during January Term.

EDUC 220 Introduction to Education and the Psychology of Learning
4 hours
This course is an introduction to the field of education and to educational psychology. One of the central concerns of every society, education involves the study of human growth and development, especially in the context of schooling. Students will encounter research into how humans learn, how learning environments are structured, and how underlying social assumptions intersect with learning theories. The course will explore such topics as socialization, teacher/student interaction, social and cognitive learning theories, testing and assessment, and ethics and the school. Prerequisites: EDUC 185/215, PAID 112. (HBSSM)

EDUC 221 The Diverse and Exceptional Learner
4 hours
This course introduces students to learner differences related to culture, ethnicity, language, disability, gender, and socioeconomic status. Students will explore how these factors influence individual educational performance, experience, and development in the institution of the school. With a major emphasis on human intergroup relations in a pluralistic society, the course will also introduce students to significant legislation, models of service delivery, and instructional modifications. Prerequisites: EDUC 185/215, PAID 112. (HB)

EDUC 222 Instructional Strategies with Computer Applications K–6:
4 hours
This course examines the use of behavioral objectives, lesson planning, testing, evaluation, classroom management, instructional techniques, learning theory applications, and instructional media in elementary education. Course objectives are achieved through writing instruction and practice using conventional writing tools and computer applications. Prerequisites: EDUC 185/215 and sophomore standing. It is recommended that the student have completed EDUC 220 and EDUC 221 or be taking EDUC 220 and/or EDUC 221 while taking EDUC 222.

EDUC 223 Children’s Literature
2 hours
This course introduces the study of children’s literature including promoting child development through literature and analyses of books in each genre. Prerequisites: EDUC 185/215, PAID 112, and sophomore standing.
EDUC 232 Music Education Curriculum and Strategies
2 hours
Students will learn the origins of music curriculum, and fundamentals of instructional planning. Students will converse with school music educators, and examine their own experiences as music learners to being framing their teacher identity. Students will begin a teaching portfolio. Prerequisite: MUS 111, 121, or MUS 131.

EDUC 240 Home, School, and Community
2 hours
This pre-K to 12 course examines the dynamic relationship between families, school, and the community. Evaluation, legal aspects, and services to preschool students with disabilities including the Individualized Family Service Plan (IFSP) will be explored. The course offers continued focus on collaborative team efforts and the importance of establishing strong links between home, school, and other service providers so the learning experiences of students from preschool through transition to the adult life are maximized. EDUC 240 is required of all students seeking Instructional Strategist II, Early Childhood, or ESL endorsements. Prerequisite: EDUC 185/215 or sophomore standing.

EDUC 242 Introduction to Learning Disabilities and Behavioral Issues
4 hours
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. EDUC 242 is required of all students seeking the Instructional Strategies II endorsement. Prerequisite: EDUC 185/215 or sophomore standing.

EDUC 245 Career/Vocational Assessment and Instructional Planning
2 hours
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. EDUC 245 is required of all students seeking the Instructional Strategies II endorsement. Prerequisite: EDUC 185/215 or sophomore standing.

EDUC 246 Classroom Management and Collaboration
4 hours
This K–12 course is designed to help pre-service teachers create supportive and responsive classrooms. The topics covered include individual behavior plans, applied behavioral strategies, creating collaborative relationships, and implementing positive behavior supports. EDUC 246 is required of all students seeking the Instructional Strategist II endorsement. Prerequisite: EDUC 185/215 or sophomore standing.

EDUC 252 Introduction to Middle and High School 5–12 Methods
2 hours
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 health. Not required of art, physical education, and music majors. Prerequisites: EDUC 185/215 and sophomore standing. It is recommended that the student have completed EDUC 220 and 221 or be taking EDUC 220 and/or 221 while taking EDUC 252.

EDUC 255 Percussion Methods
2 hours
Methods and materials of teaching percussion instruments to elementary and secondary students. Includes knowledge of and proficiency on percussion instruments, pedagogy, materials, assessment and grading for individual and small group studio lessons. Required for instrumental music licensure.

EDUC 260 Brass Methods
2 hours
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.

EDUC 265 Double Reed Methods
2 hours
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.
EDUC 270 String Methods
2 hours
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.

EDUC 275 Flute, Clarinet, and Saxophone Methods
2 hours
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.

EDUC 278 Content Area Reading, Middle/School/Secondary
2 hours
Introduction to the teaching of reading 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. Students seeking licensure in WI, MN, or IL also need to take a practicum during student teaching. Prerequisites: EDUC 185, 215, or 232; EDUC 252 as prerequisite or co-requisite; sophomore standing.

EDUC 285/295 Directed Study
2, 4 hours
An opportunity to pursue individualized or experiential learning with a faculty member, at the sophomore level or above, either within or outside the major. EDUC 285 can be taken only during January term, EDUC 295 can be taken during the fall, spring, or summer terms.

NOTE: Admission to TEP, including the completion of the following courses and the introductory portfolio, is required for all courses at or above the 300-level:
- EDUC 185 or EDUC 215
- EDUC 220
- EDUC 221
- EDUC 222 or EDUC 232 or EDUC 252

EDUC 320 Introduction to Reading
4 hours
Based on a synthesis of research identifying characteristics of highly effective reading teachers, this course focuses on seven pillars of effective reading instruction: teacher knowledge, classroom assessment, evidence-based teaching practices, response to intervention (RTI), motivation and engagement, technology and new literacies, and family & community connections. Special attention is paid to oral language acquisition, phonemic awareness, phonics and word identification, fluency, vocabulary, comprehension and reading assessment. Fall enrollment is recommended for those seeking reading endorsement certification.

EDUC 321 Clinical Experience II: Literacy in Elementary/Middle School
1 hour
As a part of the elementary/middle school education sequence the student observes and teaches small and large groups of students in a classroom in the area of literacy. During the clinical experience the student develops and teaches a unit that documents the planning, teaching, assessment and reflection of literacy protocols. This course is corequisite with Education 322 and is based in a public or private school for three weeks. Prerequisite: EDUC 326.

EDUC 322 Clinical Experience II: Mathematics in Elementary/Middle School
1 hour
As a part of the elementary education methods sequence the student observes and teaches small and large groups of students in an elementary/middle school classroom. During the clinical experience, the student develops and teaches a unit that documents planning, teaching, assessment and reflection protocols in the area of mathematics. This course is corequisite with Education 321 and is based in a public or private school for three weeks. Prerequisite: EDUC 325.

EDUC 323 Teaching Methods for English Language Learners
4 hours
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 speaking with pronunciation skills within the context of content areas grounded in academic and social/cultural language goals. Co-requisite: EDUC 324.

EDUC 324 Assessment for English Language Learners
2 hours
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. Co-requisite: EDUC 323.

NOTE: EDUC 325, 326, 328, and EDUC 329 must be taken within one year prior to student teaching.
EDUC 325 Elementary Mathematics Methods
4 hours
This course is an introduction to the pedagogy and curriculum of a NCTM standards-based mathematics program in the elementary/middle school. Using the content strands of statistics/probability, data analysis and number operations, the course includes planning, teaching, assessment, diagnosis and evaluation of student learning in mathematics. This course will present 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. Co-requisites: MATH 123, EDUC 326.

EDUC 326 Elementary Language Arts Methods
4 hours
This course is an introduction to oral and written communication for the 21st century, the curriculum and pedagogy of a language arts program based on standards established by the International Reading Association and the National Council of Teachers of English, and the eight components of the language arts in the elementary classroom. It will include integration of the language arts (to include reading/literature, writing/grammar, speaking, viewing, listening and spelling), the use of technology in teaching language arts, and classroom management and organization as it applies to language arts instruction. The course utilizes a comprehensive approach that examines language acquisition and development. It is also the writing-intensive course in the major. Co-requisites: EDUC 325, MATH 123. (W)

EDUC 328 Elementary Social Studies Methods
2 hours
This course is an introduction to curriculum and pedagogy for social studies instruction based on the National Council of Social Studies Standards. Ten thematic strands frame the instructional planning for elementary and middle level curriculum. Students develop competencies in specific social studies related skills and become aware of current directions in elementary social studies including instructional technology. This course is designed to assist pre-service teachers in developing appropriate tools for teaching social studies using an interdisciplinary approach. Prerequisites: EDUC 321/322, 325, 326. Co-requisite: EDUC 329.

EDUC 329 Elementary Science Methods
2 hours
This course is an introduction to the curriculum and pedagogy of a standards-based science program in the elementary school. This course includes hands-on opportunities with the activities that support the inquiry of science as practiced in the elementary school classroom. Prerequisites: EDUC 321/322, 325, 326. Co-requisite: EDUC 328.

EDUC 330 Introduction to Early Childhood Education
4 hours
This course is an introduction to early childhood education: the history of the field; educational philosophies for the pre-kindergarten/Kindergarten learner; and developmentally appropriate curriculum in language arts, sciences, social sciences, and mathematics. Also included are assessment, and parent involvement programs. Recommended for all elementary education majors and required for all students for certification in kindergarten and early childhood education. Prerequisite: EDUC 222. Recommended that the student has completed or is taking EDUC 320 concurrently.

EDUC 331 Early Childhood Education II
2 hours
A review of the current research on curricular models, materials, and methodology in early childhood education. Particular attention given to research translation and implementation for working with infants and toddlers. Prerequisite: EDUC 330.

EDUC 332 The Middle School Learner
4 hours
Focuses on the growth and development of the middle school aged student, specifically addressing emotional, physical, social, and cognitive developmental characteristics. A particular emphasis placed on how these factors relate to success in the school setting and how teachers accommodate the learning characteristics of the middle school student. Includes a required practicum in the schools.

EDUC 333 Middle School Methods
4 hours
This course explores the cognitive and social development of early adolescents and how those lead to unique organizational structures in the middle grades. Methods of teaching designed to meet the diverse needs of middle school students are emphasized. Includes a required practicum in the schools. Prerequisite: EDUC 332.

EDUC 344 Methods and Strategies for Teaching Students with Learning Disabilities and Behavioral Issues
4 hours
This course provides an exploration of the 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. EDUC 344 is required of all students seeking the Instructional Strategies II endorsement. Prerequisites: EDUC 242, 366 or (321 and 322), junior standing.

EDUC 347 Assessment in Special and Remedial Education
2 hours
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. This course covers basic technical aspects of assessment, special education legal guidelines, tiered interventions, ethics in assessment, and the interpretation of assessment data. EDUC 347 is required of all students seeking the Instructional Strategist II and/or Reading endorsement. Prerequisite: junior standing.

EDUC 352 Advanced Teaching Methods: Secondary
2 hours
Advanced study of secondary teaching methods for students seeking licensure in art, 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 art, English, mathematics, science, and social sciences. EDUC 352 for art majors includes 40 practicum hours. Not required of health, physical education, and music majors. Prerequisite: EDUC 252 (this prerequisite does not apply to art majors).

EDUC 353 Advanced Methods—World Languages K–12
2 hours
Advanced study of K–12 teaching methods for students seeking licensure in foreign languages. Teaching methods and professional participation in the language classroom will be covered, as well as inclusion of special education students in a regular classroom and applications of technology. World language methods prepares teachers for language instruction in kindergarten through high-school classrooms. Must be taken prior to professional semester.

EDUC 361 Clinical Experiences in Music Education
2 hours
This 100-hour clinical 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. Prerequisite: MUS 250 and beginning of methods sequence.

EDUC 366 Advanced Methods Clinical Placement
2 hours
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. Prerequisite: EDUC 352 or 353, PE 343 or HLTH 343.

EDUC 367 Advanced Teaching Methods II
2 hours
Continued study of advanced teaching methods for students seeking licensure in English, K–12 world languages, mathematics, science, social science, and health/physical education 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. Prerequisite: EDUC 366.

EDUC 370 Instrumental Music Methods for Choral Directors
2 hours
Students learn strategies for rehearsing and conducting wind, string, and percussion instruments. Emphasis is placed on open score reading, transposition, and arranging for instruments. Students also learn to play, direct, and arrange for combo instruments and use sound reinforcement equipment.

EDUC 371 Elementary General Music Methods
2 hours
Survey of the elementary general music program. Study of the music student, content, materials, and methods of instruction. Includes Orff and Kodaly approaches, technology, and classroom management. Required of all music education minors.

EDUC 376 Advanced Literacy: Assessment and Instructional Design for At Risk Readers
2 hours
This course will present constructs and protocols for the assessment, diagnosis, and evaluation of student learning and literacy skills in the elementary/middle school classroom. The course explores the developmental nature of the exceptional reader, including underachieving and
gifted students. It also examines: current research on learner characteristics, instructional approaches and best-practices in classroom assessment of reading skills, both formal and informal. Prerequisite: EDUC 320.

**EDUC 378 Content Area Reading, Elementary/Middle School**

*2 hours*

Introduction to the teaching of reading in content areas for elementary, middle school, high school, and K–12 teachers in music, art, PE, health, and ESL. Assessment in content area reading; improving content area literacy by developing strategies in reading, writing, speaking, and listening. Required for elementary reading endorsement and ESL endorsement. Prerequisite: sophomore standing.

This course has an additional 1-semester hour practicum component that is mandatory of elementary education majors. This is a requirement in some other states for all teachers. Check the state’s licensure website. If you are an elementary education major pursuing a reading endorsement, you will student teach in a reading classroom and will not take the practicum component. Other students completing an endorsement that requires this course will need to register for the practicum when they register for student teaching.

**EDUC 382 Elementary General Music Practicum**

*2 hours*

This course provides practical experience in elementary general music methods. It expands on content and theories learned in EDUC 371 and includes practice teaching via a partnership with area schools. Prerequisite teaching via a partnership with area schools. Prerequisite: EDUC 371.

**EDUC 383 Middle School General Music and Choral Methods**

*4 hours*

Study of the middle school learner. Survey of the general music and choral strategies in the middle school. Study of the music student, content, materials, and methods of instruction. Includes Orff and Kodaly approaches, the young adolescent, the changing voice, technology, and classroom management. Includes a clinical component in area schools. Required of all vocal music education minors.

**EDUC 384 Middle and High School Marching Band Methods**

*2 hours*

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 includes a practicum with a local high school marching band.

**EDUC 385 Middle and High School Jazz Methods**

*2 hours*

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 learn fundamentals of improvisation and to play the instruments of the rhythm section.

**EDUC 386 Vocal Pedagogy and Methods**

*2 hours*

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.

**EDUC 387 High School Choral Methods**

*2 hours*

Students learn choral literature, pedagogy, rehearsal techniques, rehearsal planning, music literacy strategies, assessment and grading, rehearsal management, and administration of a high school choral program. Prerequisite: EDUC 361.

**EDUC 388 Beginning and Middle School Orchestra Methods**

*2 hours*

A study of the organization, direction, and management of the beginning and middle school orchestra program. The course includes the curricula, pedagogy and assessment of the beginning and middle level school string program, instrument repair/maintenance, arranging for school orchestra, teaching string instruments, program organization, direction, and business management of the orchestra program. Laboratory hours include participation with area school orchestras.

**EDUC 390 Middle School and High School Concert Band Methods**

*2 hours*

This course explores formal wind ensembles including types, styles and instrumentation. Instrument transposition, maintenance and repair are studies as well as traditional set up, seating arrangements and ensemble voicings. Middle and high school band literature are studied, rehearsed and conducted with Luther ensembles.

**EDUC 391 High School Orchestra Methods**

*2 hours*

A study of the organization, direction, and management of the orchestra program in public schools. The course includes the curricula, pedagogy and assessment of the high school
string program, instrument repair/maintenance, arranging for school orchestra, teaching string instruments, program organization, direction, and business management of the orchestra program. Laboratory hours include participation with area school orchestras.

EDUC 395 Independent Study
1, 2, or 4 hours

EDUC 470 Music Education Senior Seminar
2 hours
Designed to develop a philosophy of music education, concepts of program development, and current issues in music education. Content will include the role of technology, the CMP model of instructional design, Praxis II/MTLE testing preparation and discussion of student teaching issues. Prerequisite: EDUC 361.

EDUC 486 Teaching Practicum
2, 12 hours
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 art, music, and physical education. Those who do 18 weeks of EDUC 486 to meet the Wisconsin certification and additional licensure endorsements will register for 2 additional credits during January Term. Prerequisite: methods coursework related to student teaching placements. Elementary education majors have a prerequisite of EDUC 320 and a co-requisite of EDUC 490.

EDUC 490 Senior Project
1 hour
Corequisite: EDUC 486.

EDUC 493 Senior Honors Project
4 hours
A yearlong 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.

English
Nancy K. Barry (department head)

English courses invite students to read works that open the mind and heart, to engage in complex analysis and critical thinking, and to seek beauty and persuasion in writing and speech. Because reading and writing are so completely interconnected, they are both part of all departmental courses. English majors study the range of literature written in English from its medieval beginnings to the present, and from poetry and drama to novels, film, and creative nonfiction. In addition to writing essays of literary criticism and analysis, majors can choose courses in which they write poetry, fiction, news stories, or personal essays.

The study of English helps students develop into what the college mission statement identifies as “whole persons.” The satisfactions of reading and writing perceptively and skillfully stay with them throughout their lives. Skills in analysis and communication lead English majors to work in a wide range of settings after graduation. Some become teachers; many pursue further education in literature, writing, law, ministry, journalism, librarianship, or administration; and others serve society through work as varied as publishing, human resources, business, or arts administration.

Prerequisites: First-year students may enroll in courses numbered ENG 110, ENG 114, or ENG 130 in their first semester and courses numbered ENG 139, 147, 185, 230, 239, 240, 245, 247, 251 after they have completed PAID 111 (beginning in January); students must have completed PAID 111 and 112 (or transfer equivalents), to enroll in courses numbered ENG 210, 211, 212, 213, 231, 260, 261, 312-356, and junior status to enroll in courses numbered 361 and above. Students are encouraged to complete ENG 230 before enrolling in courses numbered ENG 352 and above. The full range of English courses is open to students of all majors.

Required for a major:
Plan I (ENG 230, 260 or 261, 485; one course from ENG 251, 352, 353, 354, one course from ENG 361, 362, 363, 364, one course from ENG 365, 366, 367, 368, and three additional courses (one of which may be a foreign language literature course when the literature is read in its original language, LING 242, or ENG 380 when completed for four credits). Writing requirement completed with ENG 230. Also see correlative requirement for the major.

Plan II (writing emphasis). Same major requirements as in Plan I, but include at least three of the following courses: ENG 210, 211, 212, 213, 312, or 314. Writing internships (ENG 380)
effective writers and readers. Focus on students become more 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. Students may not earn credit for both ENG 110 and 114.

ENG 130 Literary Ventures
4 hours
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: Caribbean Women Writers, Literature of the Apocalypse, Multiple Hamlets, Poems for Life. (HEPT)

ENG 139, 239, 339, 439 Special Topics
Credit arr.

ENG 147 Literature of the African Peoples
4 hours
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. Prerequisite: PAID 111 or transfer equivalent. (Same as AFRS 147 and WGST 147) (HEPT, Hist, Int'l)

ENG 185 First-Year Seminar
4 hours
A variety of seminars for first-year students offered each January term.

ENG 210 Effective Writing
4 hours
A writing course for students in all disciplines. The course includes practice and instruction in
writing for a variety of audiences, emphasizing revising and responding to others’ writing. Students discuss well-crafted prose essays that include effective argument and clear language and organization. This course cannot be taken concurrently with PAID 111 or 112. Prerequisites: PAID 111, 112 or transfer equivalents. (HE)

**ENG 211 Writing for Media**

4 hours

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, online and print magazines, and electronic journalism. Prerequisites: PAID 111, 112 or transfer equivalents. (HE)

**ENG 212 Creative Writing: Poetry and Fiction I**

4 hours

An introductory course in the writing of poems and stories that explore lived and imagined experience. 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. Prerequisites: PAID 111, 112 or transfer equivalents. (HE)

**ENG 213 Creative Writing: Nonfiction**

4 hours

A reading and writing course in the art of the personal essay. Reading will survey the genre, examining essays from a variety of periods and kinds. Writing will include some larger pieces and attention to matters of craft such as voice, tone, and patterns of development, which will help students cultivate a personal style. Prerequisites: PAID 111, 112 or transfer equivalents. (HE)

**ENG 230 The Writer’s Voice**

4 hours

When writers write, they sing, whisper, and shout. This course, an introduction to the English major, emphasizes literature and writing as forms of personal and cultural expression. Our central literary focus is on poetry, but may include fiction, drama, or nonfiction. The course also gives extended attention to student writing as a performative act, conscious of voice, audience, and purpose. Prerequisite: PAID 111 or transfer equivalent. (HEPT, W)

**ENG 231 Film**

4 hours

Study of the varieties of film experience from documentaries to feature-length films, American and foreign. Practice in film analysis and criticism of current films based upon viewing, discussing, and writing about films. Emphasis upon acquiring knowledge and appreciation of the techniques by which filmmakers achieve their effects, rather than upon systematic study of film history. Prerequisites: PAID 111, 112 or transfer equivalents. (HEPT)

**ENG 240 Africana Women’s Writing**

4 hours

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. Prerequisite: PAID 111 or transfer equivalent. (Same as AFRS 240 and WGST 240) (HEPT, Intl)

**ENG 245 Literature By Women**

4 hours

A study of how women writers from different historical periods use poems, stories, essays, and plays to address gender issues 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 women and men. Readings include such writers as Mary Wollstonecraft, Charlotte Bronte, Emily Dickinson, Toni Morrison, Gloria Anzaldua, and Octavia Butler. Prerequisite: PAID 111 or transfer equivalent. (Same as WGST 245) (HEPT)

**ENG 247 Literature and Ecology**

4 hours

What kinds of stories help us to confront, ignore, deny, or re-imagine the ecological challenges we face? How do we use narratives and poetry to perceive and imagine ecosystems? And why do we think things like mountains, wind turbines, fjords, limestone, bonobos, the influenza virus, or snow-globes are beautiful or ugly, natural or unnatural? This course explores how literature and other cultural texts shape the ways we think about and act in the biophysical world and the systems that comprise it. Readings will vary but may come from traditions of nature writing: explorations of place, space, and time; connections between religion and ecology; relationships linking literature and science; and intersections of ecology and social issues like ability, class, gender, and race. Prerequisites: PAID 111 and 112, or transfer equivalents. (HEPT)

**ENG 251 African-American Literature**

4 hours

A survey of African-American literature. Primary emphasis will be on literature written since 1920 when the Harlem Renaissance began. Includes authors such as Langston Hughes, Richard Wright, Zora Neale Hurston, Ralph Ellison, James Baldwin, Alice Walker, and Toni Morrison and gives attention to theories of race and culture formation. Prerequisite: PAID 111 or transfer equivalent. (Same as AFRS 251 and WGST 251) (HEPT, Intl, E, W)
ENG 260 Shakespeare
4 hours
For four centuries Shakespeare has been celebrated as the greatest writer in English. This course will help students more fully understand the power of his plays, both as literature for reading and scripts for performance. Reading plays of each major type (comedies, tragedies, and histories; typically seven to eight plays), we will explore such topics as language, moral vision, gender, politics, and historical context. Students will have the opportunity to explore their interpretations in writing and by staging a scene. Prerequisites: PAID 111, 112 or transfer equivalents. (HEPT, E, S)

ENG 261 Shakespeare Performed
4 hours
The study of approximately five representative Shakespeare plays, with special emphasis on the close analysis and public performance of one play. All students will do analytical writing and will be involved in some aspect of the performance. English 260 and 261 have common goals and both fulfill the departmental “Shakespeare” requirement, but because of the two courses’ differing emphases, students may earn credit for both courses. Although students with previous experience in Shakespeare or acting are welcomed, the course is open to all students sophomore and above. Prerequisites: PAID 111, 112 or transfer equivalents. (Same as THE 261) (HEPT, E, S)

ENG 285/295 Directed Study
2, 4 hours
An opportunity to pursue individualized or experiential learning with a faculty member, at the sophomore level or above, either within or outside the major. ENG 285 can be taken only during January Term. ENG 295 can be taken during the fall, spring, or January terms.

ENG 312 Creative Writing: Poetry and Fiction II
4 hours
An advanced-level course in the writing of poems and stories for students dedicated to making imaginative, emotional, and technical discoveries in the practice of their craft. Readings in contemporary poetry and fiction, as well as in-class exercises and student workshops. Prerequisites: PAID 111, 112 or transfer equivalents, and ENG 212. (HE, S)

ENG 314 Rhetoric: History, Theory, Practice
4 hours
A study of the origin and development of rhetoric. Readings in rhetorical theory and case studies of oral and written rhetorical discourse with an emphasis on written composition. Extensive analytical and persuasive writing. Prerequisites: PAID 111, 112 or transfer equivalents. (HEPT)

ENG 320 Contemporary Literature
4 hours
A study of significant works written since 1945, predominantly by British and/or American writers, in both poetry and prose. Readings trace the recent evolution and refinement of literary techniques and themes, with emphasis on the variety of aesthetic responses to contemporary culture and thought. Prerequisites: PAID 111, 112 or transfer equivalents. (HEPT)

ENG 334 Young Adult Literature
4 hours
Study of literature for young adults (ages 12-18), with emphasis on reading of representative fiction, creative nonfiction, and poetry. Course also includes history of the genre, interpretive approaches to texts, resources, and materials for teaching. Designed for teaching majors; useful for others working with young people. Prerequisites: PAID 111, 112 or transfer equivalents. (HEPT)

ENG 352 American Frontiers: American Literature to 1860
4 hours
American writers since the very beginnings have inscribed the natural landscape and crossed frontiers of the human heart and soul. We will explore these frontiers and the authors who transcend boundaries into uncharted space in stories of Spanish conquistadors and Native Americans; the narratives of English colonists, African-American slaves, and explorers Lewis and Clark; nature essays of Emerson and Thoreau, illustrated by the Hudson Valley School; poetry by Bradstreet, Wheatley, Whitman, and Dickinson; fiction by Hawthorne, Melville, and Beecher Stowe. Offered alternate years. Prerequisites: PAID 111, 112 or transfer equivalents. (HEPT, Hist)

ENG 353 American Literature 1860 to the Present
4 hours
A study of significant works written since 1945, predominantly by British and/or American writers, in both poetry and prose. Readings trace the recent evolution and refinement of literary techniques and themes, with emphasis on the variety of aesthetic responses to contemporary culture and thought. Prerequisites: PAID 111, 112 or transfer equivalents. (HEPT)

ENG 354 American Novel
4 hours
A study of major American novelists from the mid-19th century to the present, such as Melville, Stowe, Twain, Cather, Faulkner, and Morrison. Some attention is given to theoretical approaches
to American literature. Prerequisites: PAID 111, 112 or transfer equivalents. (HEPT)

ENG 361 Chaucer and Medieval Literature
4 hours
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 of sex in trees and greedy friars dividing a fart. We will read Beowulf, narrative poems about love and adventure by Marie de France, the tale of Sir Gawain and the Green Knight, and much more, with in-depth attention to Chaucer’s Canterbury Tales. Prerequisite: junior standing. (Same as WGST 361) (HEPT)

ENG 362 Renaissance Literature
4 hours
English literature came into its own during the Renaissance, as Sidney, Spenser, and Raleigh coursed Queen Elizabeth’s favor through love poetry, and sonnets were all the vogue. The period also produced the counter-cultural poetry of Donne and Marvell, and profound religious lyrics of Herbert, and the golden age of English drama with the plays of Marlowe, Shakespeare, and Jonson. The course will explore this rich body of literature through both literary and cultural analysis, with options for a range of student writing. Offered alternate years. Prerequisite: junior standing. (HEPT)

ENG 363 Milton
4 hours
How could angels in Heaven and humans in Paradise rebel against the God who created the world and made it good? Is it better to rule in Hell than serve in Heaven? What would it be like to live in Edenic bliss, anyway? John Milton sought to answer those questions in Paradise Lost. Second only to Shakespeare in its influence on later writers, Milton’s work probes religion, politics, and gender in a remarkable melding of classical and Christian traditions. We will read this epic, as well as other poems and prose in which Milton engaged the tumultuous events of the English civil wars and its aftermath. Prerequisite: junior standing. (HEPT)

ENG 364 Restoration and 18th-Century British Literature
4 hours
This course explores the range and variety of British literature written after the restoration of the British monarchy in 1660, and before the revolution in France in 1789. Literary artists in this era produced innovative writing in several new genres, including journalism, travel writing, biography, satire, and the novel. The literature of the 18th century was also a crucible for modern understandings of gender, race, and class identities. In this course, we explore these literary developments within their historical contexts, aiming for a broad coverage of canonical and not-so-canonical texts. Representative authors may include Dryden, Congreve, Behn, Swift, Pope, Johnson, Fielding, Burney, and Haywood. Offered alternate years. Prerequisite: junior standing. (HEPT, Hist)

4 hours
The era of the American and French revolutions profoundly affected England, inspiring cultural debates about slavery and women’s roles, as well as new ways of looking at the natural world, human perception, imaginative creation, and the Gothic past. We will study the cultural milieu and read such writers as Blake, Equiano, Burke, Wollstonecraft, Austen, William and Dorothy Wordsworth, Coleridge, Percy and Mary Shelley, Byron, and Keats. Offered alternate years. Prerequisite: junior standing. (HEPT)

ENG 366 The Victorians
4 hours
The Victorians experienced cataclysmic changes in science, economics and industry, national identity, gender roles, and faith. Novelists wrestled with these changes, chronicling the broad social world and the schisms that divided it. Poets of the period registered extremes of doubt, or returned to an idealized past, or looked forward to developments like the liberation of women. Representative authors may include the Brontës, Dickens, George Eliot, Hardy, Tennyson, and Barrett Browning. Offered alternate years. Prerequisite: junior standing. (HEPT)

ENG 367 Twentieth-Century British Literature
4 hours
Many Europeans braced themselves for the start of the 20th century, firm in their belief that it might augur the end of the world. For thousands of soldiers slaughtered during the “war to end all wars,” it was. Between World War I and II, British writers and Irish nationalists transformed the literary landscape with a radically new approach to language, form, and style. Women writers explored new freedoms in sexuality and in their literary subjects. In the second half of the century, novelists and poets confronted the legacy of economic reform, urbanism, and the remnants of British colonialism around the globe. Readings might include writers such as Yeats, T. S. Eliot, Woolf, Forster, Katherine Mansfield, Jean Rhys, Ted Hughes, and Graham Greene. Offered alternate years. Prerequisite: junior standing. (HEPT)

ENG 368 The British Novel
4 hours
In Northanger Abbey, Jane Austen’s narrator remarks, “The person, be it gentleman or lady,
who has not pleasure in a good novel, must be intolerably stupid.” In this course, we defy stupidity by enjoying a variety of good British novels, beginning with the eighteenth-century, and arriving, after many pages and multiple plot twists, in the modern era. We consider the history of the genre, the social and political context of the texts, and the development of the British literary tradition. Representative authors may include Burney, Fielding, Austen, Dickens, George Eliot, Thackeray, Conrad, and Woolf. Prerequisite: junior standing (HEPT)

ENG 380 Internship
1, 2, or 4 hours
Supervised on-campus or off-campus work experience that builds on the strengths of an English major. Must have signature of department head. Open to sophomores (those who have completed PAID 111, 112 or transfer equivalents), juniors, and seniors. One 4-credit internship may be used as one of the three electives for the Plan II major, but not as one of the three writing courses required for the Plan II (writing emphasis) major, nor to satisfy requirements for the English minor or writing minor.

ENG 395 Independent Study
1, 2, or 4 hours

ENG 485 Seminar
4 hours
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. Prerequisites: two courses from ENG 251, 352-354, 361-368. (S, R)

ENG 490 Senior Project
1, 2, or 4 hours
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 the 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. (R)

ENG 493 Senior Honors Project
4 hours
A yearlong 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. (S)

Environmental Studies

Laura Peterson (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 analytic skills required for a balanced approach to environmental issues. Students completing a major in environmental studies also gain depth of knowledge in one specific area of study through a concentration.

Required for a major: Twelve courses in approved environmental studies courses including five core courses, a four or five course concentration in one area, and two or three elective courses from an approved list. Students pursuing the major must choose one of the three options for a concentration listed below. Six of the 12 courses
must be at the 200 level or above. No more than three courses counting for another major or minor may be applied to the environmental studies major. Writing requirement completed with ENVS 485.

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

Concentrations:


2. Environmental Science: BIO 256; one of the following: CHEM 151 and 152 or CHEM 201; two courses (8 hours) from a single discipline of which at least 4 hours must be at the 300-level from the following: ENVS 220, 230, 310, 320, 330, 339, 389 (if completed through the Earth and Environment in Italy Semester), BIO 246, 251, 252, 253, 258, 354, 365, CHEM 202, 241, 344, 345.

3. Individualized: Students develop a proposed course of study for their concentration in consultation with an environmental studies faculty member. This proposal must explain the four courses to be taken for the concentration, how they link together, and the rationale behind the proposal. 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 a minor: Five courses in approved environmental studies courses including ENVS 134 or BIO 151, PHIL 140 or POLS 258, and ENVS 485. No more than two courses counting for another major or minor may be applied to the environmental studies minor.

In addition to all environmental studies courses serving as electives for the major or minor, courses from other departments approved for use as major or minor electives for environmental studies include:

ANTH 101, 102, or ANTH 104 Cultural or Biological Anthropology or Archaeology

ANTH 203 Environmental Anthropology

ANTH/AFRS 221 Anthropology in East Africa: Culture Change Among the Maasai

ANTH 302 Field Methods in Archaeology

ART 115 Scandinavian Fine Handcrafts

BIO 112 Insects, Humans, and the Environment

BIO 140 Introduction to Ecology of the Southwest

BIO 149 Introduction to Winter Biology

BIO 151 Principles of Biology: Ecology, Evolution, and Biodiversity

BIO 152 Principles of Biology: Molecules, Cells, and Genes

BIO 240 Ecology of the Southwest

BIO 243 Microbiology

BIO 245 Ecology of Ecuador

BIO 246 Ornithology

BIO 247 Subtropical and Marine Biology

BIO 248 Genetics

BIO 249 Winter Biology

BIO 251 Entomology

BIO 252 General Botany

BIO 253 Invertebrate Zoology

BIO 255 Physiology

BIO 256 Biostatistics

BIO 258 Vertebrate Natural History

BIO 354 Evolutionary Biology

BIO 365 General Ecology

CHEM 114 The Environment: A Chemical Perspective

CHEM 151, 152 General Chemical Principles I & II

CHEM 201 Advanced Chemical Principles

CHEM 202 Analytical Chemistry

CHEM 241 Organic Chemistry I

CHEM 344 Instrumental Methods: Spectroscopic Techniques

CHEM 345 Instrumental Methods: Separations and Electrochemistry

DAN 105 Movements Fundamentals I: Practices of Alignment and Function

ECON 255 Environmental Economics

ENG 247: Literature and Ecology

HIST 291 Environmental History

PAIDEIA 450 Biodiversity

PAIDEIA 450 Food and the Environment
Environmental Studies Courses

ENVS 112 Energy and the Physical World
4 hours
The unifying theme of energy molds the physical concepts of motion, gravitation, electromagnetism, heat, radiation, and nuclear physics. Solar, wind, nuclear, tidal, hydroelectric, and thermal electric energy conversion processes are also included. This course is intended for the general student with no special background in mathematics or science. (Same as PHYS 112 and SCI 112.) (NWL)

ENVS 130 Environmental Forays
4 hours
In this course students will explore the relationship between humans and the physical environment by 1) reading seminal texts that address this relationship, such as A Sand County Almanac and Silent Spring, 2) studying basic ideas and concepts central to environmental studies, and 3) using the prairie-forest border region of Northeast Iowa as a laboratory for investigating how humans interact with the natural world. (NWNL)

ENVS 133 Environmental Conservation
4 hours
An introduction to conservation of the natural environment. Emphasizing ecological principles, the course covers the history of environmental conservation, the soil, air, and water components of the biosphere, and biological diversity. Laboratory/field trips emphasize the ecology of major habitats of northeastern Iowa and human efforts to solve environmental problems. (NWL)

ENVS 134 Environmental Geology
4 hours
Just as the physical environment impacts human activities, so too do our actions influence our surroundings. In this course we will seek to understand geologic processes and the ways in which humans interact with them. We will also explore the unique geology and physical geography of northeast Iowa during labs and field trips. (NWL)

ENVS 139, 239, 339, 439 Special Topics
Credit arr.

ENVS 175 Introduction to GIS
2 hours
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. No prerequisite.

ENVS 185 First-Year Seminar
4 hours
A variety of seminars for first-year students offered each January Term.

ENVS 215 Environmental Education
4 hours
An introduction to the theory and practice of environmental education while providing a foundation of basic environmental science content. Emphasis is placed on learning local and regional natural history as well as phenology and basic ecological processes. Students gain skills and learn methods necessary to effectively teach about the natural world. Focus is placed on planning and implementing environmental education programs, inquiry and interdisciplinary approaches, and place-based education. The course will include training for environmental curricula such as Project Wild and Project Wet. Prerequisite: one natural world lab course. (NWL)

ENVS 220 Environmental Geochemistry
4 hours
In this course we will focus on chemical reactions in the environment in order to understand the properties and behavior of air, soil, and water. We
will apply this understanding to environmental issues such as resource extraction, energy production, toxic waste disposal, and climate engineering while also exploring the ways in which chemistry can be used as a tool to increase our understanding of environmental processes, both in the present and in Earth's geologic past. Labs include both fieldwork and laboratory analyses. Offered alternate years. Prerequisite: ENVS 134 and CHEM 201 or CHEM 152.

**ENVS 230 Earth Systems and the Environment**  
4 hours  
This course focuses on 1) the operation of the biosphere, lithosphere, hydrosphere and atmosphere within the context of the Earth system as a whole, 2) how the operation of these systems may change over time and 3) how human activities influence and are influenced by these systems. We will draw on the immense field laboratory of the Italian peninsula to explore Earth system processes from the deep geologic past to the present. Course work will be based primarily on field observations and analysis. Study away course. Prerequisite: admission to Earth and Environment in Italy program. (NWL)

**ENVS 285/295 Directed Study**  
2, 4 hours  
An opportunity to pursue individualized or experiential learning with a faculty member, at the sophomore level or above, either within or outside the major. ENVS 285 can be taken only during January Term, ENVS 295 can be taken during the fall, spring, or summer terms.

**ENVS 310 Earth: Evolution of a Habitable Planet**  
4 hours  
Among the planets of our solar system, the Earth alone has remained hospitable to life throughout its long history. What processes and feedbacks have consistently maintained conditions on the Earth's surface within the bounds required for the survival of life? From the earliest Earth to the modern day, we will explore the intertwined histories of life, atmospheric chemistry, geologic processes, and the climate system. Additional emphasis on the scientific techniques used to reconstruct Earth history. Laboratory includes field trips exploring regional geology. Prerequisite: ENVS 134. (NWL)

**ENVS 320 Soil Genesis, Morphology, and Classification**  
4 hours  
Simply put, life depends on soil. Soils effectively link the physical, biological, and chemical environments and the study of soils is paramount to understanding and integrating concepts in archaeology, biology, chemistry, geology, and environmental science. Students will gain a basic understanding of soil formation processes and the relationships between soils and other Earth systems as well as conducting basic field

**ENVS 330 The Geology of Italy**  
4 hours  
Although Italy's geology, like much of the American Midwest, is characterized in large part by limestone bedrock, the landscape and geological history of Italy are unlike anything encountered in the central United States. In this course we will learn techniques for deciphering the sometimes complex geologic history recorded in the rocks of Italy, and will use these techniques to reconstruct events of mountain building, crustal deformation, igneous activity, metamorphism, erosion, extraterrestrial impacts, and climate and environmental change that have shaped the geology and landscape that we see today on the Italian peninsula. Prerequisite: admission to Earth and Environment in Italy program.

**ENVS 375 Directed Readings**  
1-2 hours

**ENVS 380 Internship**  
1, 2, or 4 hours  
Supervised work-study placement with a public or private organization engaged in environmental concerns. Prerequisites: consent of department head.

**ENVS 389 Directed Research**  
1, 2, or 4 hours

**ENVS 395 Independent Study**  
1, 2, or 4 hours

**ENVS 485 Seminar**  
4 hours  
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. Prerequisites: ENVS major or minor; junior or senior standing; completion of BIO 151, ENVS 134, PHIL 140, and POLS 258; or consent of instructor. (W)

**ENVS 490 Senior Project**  
1, 2, or 4 hours

**ENVS 493 Senior Honors Project**  
2 or 4 hours  
A yearlong 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.

**Ethics and Public Life**

**Ethics and Public Life Courses**

**EPL 450 Global Citizenship**

4 hours

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.

**Foreign Culture**

**Foreign Culture Courses**

**FCUL 139, 239, 339, 439 Special Topics**

Credit arr.

**FCUL 185 First-Year Seminar**

4 hours

A variety of seminars for first-year students offered each January Term.

**FCUL 241 Russian Culture Through Film**

4 hours

This course will cover 20th-century Russian/Soviet culture and history through the medium of film. We will begin with classics of early Soviet film (including Eisenstein, Vertov, Pudovkin) and then view and discuss classic films of the Stalinist era and WWII (1930s-50s). We will continue with classic films and comedies of the 1960s and ’70s (including Ryazanov, Gaidai, Tarkovsky). The later 1980s–90s (glasnost’, perestroika, and the post-Soviet era) witnessed the emergence of films that revealed difficult social and historical themes (for example: Little Vera; Burnt by the Sun; Prisoner of the Caucasus; Brother B). The course will conclude with discussion of film and society in present day Russia. Films are in Russian (with English subtitles). Readings and discussions are in English. Offered on a rotating basis. No prerequisite. (HEPT, Hist, Intcl)

**FCUL 242 Chinese Cinema and Chinese Modernity**

4 hours

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 firms conduct 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. Students with Chinese language background may elect to enroll in CHIN 242 for additional assignments in Chinese. No prerequisite. (HEPT, Intcl)

**FCUL 243 Time of Stalin: Literature and Memoirs**

4 hours

This course, through the medium of literature and memoirs, focuses on Russia/Soviet Union in the early years after the Bolshevik Revolution (1917) until Gorbachev’s glasnost and perestroika. Students will learn about the rise of Stalin, the time of terror and purges at the height of Stalin’s regime (mid-1930s), WWII, the “thaw” after Stalin’s death in 1953, and the implications Stalinism has on present-day Russia. We will seek answers to the questions of how Stalin was allowed to rise to power, retain political control, and instigate policies that caused the deaths of approximately 20 million Soviet citizens—many of whom were Bolsheviks and loyal members of the Communist Party. Literary readings include memoirs, poetry, and novels. A significant part of the course concerns the role of women in the Bolshevik Revolution and their fate under Stalinism. This course fulfills requirements of international studies, women’s studies, and Russian studies. The course is taught in English and readings are in English. Offered alternate years. No prerequisite. (Same as WGST 243) (HEPT, Hist, Intcl, E, W)

**FCUL 250 Topics in Nordic Literature**

4 hours

This course will offer reading and discussion of literature of various genres, authors and time periods of Norway and other Nordic countries. Topics will change annually and rotate. Students
may enroll in the course multiple times for credit (and count towards the major/minor in Scandinavian Studies), provided that the topic is new. The course is taught in English and readings are in English. Students who have completed SCST 202 may elect to enroll in SCST 250 for extra assignments in Norwegian. No prerequisite. (HEPT)

**FCUL 251 Topics in Nordic Film**  
4 hours  
This course will offer viewing and discussion of films of various genres, directors, and time periods of Norway and other Nordic countries. Topics will change annually and rotate. Students may enroll in the course multiple times for credit (and count toward the major/minor in Scandinavian Studies), provided that the topic is new. The course is taught in English, readings are in English, and films are subtitled in English. Students who have completed SCST 202 may elect to enroll in SCST 251 for extra assignments in Norwegian. No prerequisite. (HEPT)

**FCUL 341 Russian Life and Culture**  
4 hours  
A study of the cultural, political and social institutions that have shaped Russia from the time of Kievan Rus’ to the present period. Key historical and philosophical themes will be discussed in reference to art, literature, architecture, music, and Russian Orthodoxy. The course is taught in English and readings are in English. Offered on a rotating basis. No prerequisite. (HEPT)

**FCUL 350 Topics in Russian/Soviet Literature**  
4 hours  
This course will offer reading and discussion of literature of various genres, authors and time periods of Russia and the USSR. Topics will change annually and rotate. Students may enroll in the course multiple times for credit (and count toward the major/minor in Russian Studies), provided that the topic is new. The course is taught in English and readings and writing assignments are in English. Advanced Russian language students who have completed a prerequisite of RUS 202 may elect to enroll in RUS 350 for supplementary assignments in Russian. Offered alternate years. Prerequisite: PAID 112. (HEPT, W)

**FCUL 361 Henrik Ibsen**  
4 hours  
Norway’s preeminent playwright, Henrik Ibsen, lived most of his life outside of his homeland, which he nevertheless observed with unmatched acuity. The course follows Ibsen’s development as a dramatist while also exploring the cultural context of his time. The course includes recent film productions of selected plays and an opportunity to experience an Ibsen play as performed by the Commonweal Theater in Lanesboro, MN. All readings and discussions are in English. Students who have completed SCST 202 may elect to enroll in SCST 361 for additional coursework in Norwegian. Offered alternate years. Prerequisite: PAID 112. (HEPT, R, W)

**FCUL 363 Norway’s Nobel Prize-Winning Authors**  
4 hours  
Through the lives and literature of Nobel Prize-winning authors, Bjørnstjerne Bjørnson, 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 elect to enroll in SCST 363 for additional coursework in Norwegian. Offered alternate years. Prerequisite: PAID 112. (HEPT, R, W)

**French**

David Thompson (department head), Anne-Marine F. (section head)

Required for a major: Thirty-two hours, starting at FREN 201 or above, including FREN 344 and 345 or FREN 347, and FREN 346 or FREN 348; 460 or FREN 464; language immersion experience (followed by a 4-hour French course on campus); a senior project (unless this is completed in another major); an oral proficiency examination in French. Writing requirement completed with FREN 344. Students interested in teaching should see the education department for secondary education minor requirements.

Recommended supporting courses for students majoring in French: Two semesters of another modern or a classical language; linguistics courses, such as LING 131, 241, 245 or 247.

Required for a minor: No fewer than 18 hours, including FREN 345 or FREN 347, and one literature course above 300; language immersion experience; an oral proficiency examination in French.

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.

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. After having fulfilled the study-abroad requirement, all majors who are enrolled in on-campus courses for at least one semester are required to complete a 4-hour course in French. All majors and minors are strongly urged 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, Literatures, and Linguistics has a Language Learning Center in Main Building. Language students have access to computerized language learning materials, to computers with audio and video editing software, and to video study rooms where they may view prerecorded foreign language videos and DVDs or watch live international TV. The Languages 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.

French Courses

FREN 101, 102 Elementary French I, II
4, 4 hours
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. Prerequisite for FREN 102: FREN 101 or equivalent.

FREN 139, 239, 339, 439 Special Topics
Credit arr.

FREN 185 First-Year Seminar
4 hours
A variety of seminars for first-year students offered each January Term.

FREN 201, 202 Intermediate French
4, 4 hours
Review of structures through drills designed to develop skills, combined with individual practice in the language learning center. Graded readings chosen for their insights into French social and intellectual traits. Prerequisite: FREN 102 or equivalent as indicated by the placement test.

FREN 285/295 Directed Study
2, 4 hours
An opportunity to pursue individualized or experiential learning with a faculty member, at the sophomore level or above, either within or outside the major. FREN 285 can be taken only during January Term. FREN 295 can be taken during the fall, spring, or summer terms.

FREN 342 Introduction to French Culture
4 hours
An introduction to the study of French history, culture, and society, investigating selected trends and developments from its early history to the present that have contributed to the formation and continuing evolution of contemporary French identity. Prerequisite: FREN 202, or consent of instructor. Offered on a rotating basis. (Intel)

FREN 344 Advanced Grammar and Composition
4 hours
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. Prerequisite: FREN 202, or consent of instructor. (HE, W)

FREN 345 Conversation and Phonet

ics
4 hours
A course for advanced students wishing to increase their fluency through conversation on topics of current interest. A systematic review of problems in French pronunciation is included. Offered on a rotating basis. Prerequisite: FREN 202, or consent of instructor. (S)

FREN 346 Introduction to French Literature I
4 hours
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. Prerequisite: FREN 344, or consent of instructor. (HEPT)

FREN 347 Introduction to Commercial French
4 hours
An introduction to business in a 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. Offered on a rotating basis. Prerequisite: FREN 202, or consent of instructor. (HB, Intel)

FREN 348 Introduction to French Literature II
4 hours
Historical survey of French literature from the 18th century to the present and general introduction to the principal literary forms—prose, poetry, and drama—as illustrated by some of the best known authors in the French-speaking world. Fundamental concepts of analysis and criticism are presented. Attention will be paid to increasing the student’s fluency in writing. Offered alternate years. Prerequisite: FREN 344, or consent of instructor. (HEPT)

FREN 380 Internship
1-2 hours
Registration in a French-speaking internship is only by permission of the French section of the Modern Languages and Literatures department and the cooperating institution. Prerequisite: FREN 202.

FREN 395 Independent Study
1, 2, or 4 hours

FREN 460 Topics in French Literature and Culture
4 hours
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. Prerequisite: FREN 344, 346, or 348. (HEPT)

FREN 464 Francophone Literatures and Cultures
4 hours
A survey of the literature and/or the culture and history of a Francophone country, or the study of a literary or cultural theme in several Francophone countries. Focus will vary, depending on the literary or cultural nature of the topic as well as on the number of Francophone countries studied. Offered on a rotating basis. Prerequisite: FREN 344 or 346. (HEPT, Intel)

FREN 490 Senior Project
1, 2, or 4 hours
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.

FREN 493 Senior Honors Project
4 hours
A yearlong 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.

General Studies
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 total number of credits for graduation; however, the courses do not fulfill requirements for major or minors. General studies courses are typically offered in the January Term; however, one course, Critical Reading and Learning Strategies, has been designated to be offered in the semester.

The slate of general studies courses offered in January Term are reviewed and approved by the faculty each year. These courses are nondepartmental special topic courses. Descriptions for these courses appear in the schedule of course offerings for the appropriate term.

General Studies Courses

GS 105 Luther College Symphony Orchestra Residency in Vienna
4 hours
An intensive three week January term residency in Vienna, Austria, culminating in several public performances. There will be daily rehearsals as well as lectures, museum visits, and performances focusing on Viennese history, culture, and music traditions. Study topics include the clash between Christian Europe and Islam, the Austrian Baroque, Fin desiecle Vienna, the Holocaust, and
contemporary Austrian politics. Prerequisite: consent of instructor.

**GS 110 Critical Reading and Learning**
2 hours
We become better students when we become better critical readers aiming to withhold judgment 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.

**GS 200 Lives that Matter: Vocation, Self, and Service**
4 hours
This course is designed to help students connect their own gifts, talents, and vocation with the needs of the world. The course begins with an on-campus week of readings and discussion. The classes will introduce students 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 week of the course will be an intensive service experience in the Twin Cities in order to allow students to address a specific need such as homelessness. During the last week, students will return to campus for further readings, discussion, and reflection in order to incorporate their service experience into an understanding of their own vocation in relation to the needs they witnessed and addressed. The final week will also introduce students to opportunities for service in the Decorah community. Additional fees will apply. Prerequisite: sophomore status.

**German**

David Thompson (department head), Ruth Kath (section head), Sören Steding (Münster program director)

Required for a major: Thirty-two hours, starting at 201 or above, including GER 202; GER 345 or 346; Ger 450, 460 or 470; language immersion experience; an oral proficiency examination in German. Writing requirement completed with GER 450, 460, or 470. Students interested in teaching should see the education department for secondary education minor requirements.

Recommended supporting courses for students majoring in German: Two semesters of another modern or a classical language; LING 131, 135, or 241.

Required for a minor: No fewer than 18 hours, including GER 202, and one course above 300;

language immersion experience; an oral proficiency examination in German.

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.

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. Those preparing to teach must spend at least one semester of academic study in such a country. 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 (2014, 2016). However, other programs may also fulfill this requirement.

After having fulfilled the study-abroad requirement, all majors who are enrolled in on-campus courses for at least one semester are required to complete a 4-hour course in German. Consult with department for details on petition procedure for alternative ways of satisfying this requirement. All 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, Literatures, and Linguistics has a Language Learning Center in Main Building. Language learning materials, to computers with audio and video editing software, and to video study rooms where they may view prerecorded foreign language videos and DVDs or watch live international TV. The Languages 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.

**German Courses**

**GER 101, 102 Elementary German I and II**
4, 4 hours
The basic structures of German. Students will learn to understand, speak, read, and write German at a beginner's level and gain awareness of the culture of German-speaking countries. Prerequisite for GER 102: GER 101, or consent of instructor.
GER 105 Münster Preparation
1 hour
This course prepares students accepted to the Münster Semester for the semester abroad. Prerequisite: acceptance to the Münster Program.

GER 139, 239, 339, 439 Special Topics
Credit arr.

GER 185 First-Year Seminar
4 hours
A variety of seminars for first-year students offered each January Term.

GER 201 Intermediate German
4 hours
Completion of basic grammatical structures. Beginning composition and conversation through greater emphasis on the creative aspects of language use, i.e., speaking and writing. Prerequisite: GER 102 or equivalent.

GER 202 Conversation and Comprehension
4 hours
This course is for students who have completed GER 201 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. Prerequisite: GER 201, or consent of instructor.

GER 285/295 Directed Study
2, 4 hours
An opportunity to pursue individualized or experiential learning with a faculty member, at the sophomore level or above, either within or outside the major. GER 285 can be taken only during January Term, GER 295 can be taken during the fall, spring, or summer terms.

GER 342 German Culture
4 hours
This course introduces students to the study of German history, culture, and society. It investigates selected trends and developments in contemporary German culture and examines their historical backgrounds. A special emphasis will be put on German media and film. Offered on a rotating basis. Prerequisite: GER 202, or consent of instructor.

GER 344 German Play
4 hours
Students will write and perform a play in German. Emphasis is on oral expression, pronunciation, review of advanced grammatical structures, and writing. Offered on a rotating basis. Prerequisite: GER 202 or consent of instructor. (HE, S)

GER 345 Advanced German Grammar
4 hours
This course allows students to master advanced grammar structures as they encounter them in Germany during the Münster Semester. Focus on advanced grammar functions and correcting common mistakes in oral and written expression. Prerequisite: GER 202 or equivalent. (S)

GER 346 Introduction to German Literature: From Runes to Rap
4 hours
Modern German literature and film often draw from significant works of their artistic predecessors. This course offers a general introduction to the principle literary forms of prose, poetry, and drama, as illustrated by some of the best known authors of the German-speaking world. Attention will be paid to increasing students’ fluency in writing. Prerequisite: GER 202, or consent of instructor. (HEPT, Hist, W)

GER 348 Advanced Conversation and Comprehension
4 hours
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. Prerequisite: GER 202 or consent of instructor. (S)

GER 375 Directed Readings
1, 2, or 4 hours
Students who develop an interest in a specialized area of the discipline for which course offerings are limited may follow a prescribed reading list under the direction of a faculty member with expertise in that area.

GER 385 Seminar
Credit arr.

GER 395 Independent Study
1, 2, or 4 hours

GER 450 Masterpieces of German Literature
4 hours
The course focuses on masterpieces of poetry, prose, and drama in German through 1900, with attention on the continuing impact of these works on modern German culture. Significant practice in writing, including a research project. May be repeated up to three times for credit under three different topics. Prerequisite: GER 202, or consent of instructor. Offered on a rotating basis. (HEPT, W, R)
GER 460 Contemporary German Literature and Culture
4 hours
A course with rotating topics on German literature and culture, with emphasis on texts of the 20th and 21st centuries. 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. May be repeated up to three times for credit under three different topics. Offered on a rotating basis. Prerequisite: GER 202 and any 300 level course, or consent of instructor. (HEPT, W, R)

GER 470 Topics in German Literature and Culture
4 hours
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. Prerequisite: GER 202, or consent of instructor. Offered on a rotating basis. (HEPT, W, R)

GER 490 Senior Project
1, 2, or 4 hours
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.

GER 493 Senior Honors Project
4 hours
A yearlong 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.

Greek

Philip Freeman (department head)
Knowledge of classical Greek provides direct access to the rich and varied literature of ancient Greece as well as to the New Testament. Coursework in Greek complements the study of theology, philosophy, medicine, the natural sciences, linguistics, and the history and development of Christianity.

Greek Courses

GRK 101 Elementary Greek I
4 hours
The first course of a two-semester sequence emphasizing basic grammar, vocabulary, and syntax of ancient Greek. Translation passages are drawn from different Greek works, including the New Testament. No prerequisite.

GRK 102 Elementary Greek II
4 hours
The second course of a two-semester sequence which continues the study of ancient Greek grammar, vocabulary, and syntax. Passages are drawn from a variety of Greek works, including the New Testament. Prerequisite: GRK 101.

GRK 201 Intermediate Greek
4 hours
A review of ancient Greek grammar, vocabulary, and syntax, followed by readings in both the New Testament and classical authors. Prerequisite: GRK 102. (HEPT)

GRK 202 Readings in Greek
4 hours
Fourth-semester readings from one or more ancient Greek authors or works, such as Homer, Plato, Sophocles, and the New Testament. Prerequisite: GRK 201. (HEPT)

GRK 285/295 Directed Study
2, 4 hours
An opportunity to pursue individualized or experiential learning with a faculty member, at the sophomore level or above, either within or outside the major. GRK 285 can be taken only during January Term, GRK 295 can be taken during the fall, spring, or summer terms.

GRK 301 Advanced Greek Prose
4 hours
Prose readings chosen from a single Greek author or from a variety of authors within a particular genre. Authors and works may include Herodotus, Xenophon, Lysias, Plato, the New
Testament, the Septuagint, or others. May be repeated for credit when topics vary. Prerequisite: GRK 202. (HEPT)

**GRK 302 Advanced Greek Poetry**

4 hours

Poetry readings chosen from a single Greek author or from a variety of authors in a particular genre. Authors and works may include Homer, Hesiod, Sappho, Sophocles, Euripides, or others. May be repeated for credit when topics vary. Prerequisite: GRK 202. (HEPT, W)

**GRK 375 Directed Readings**

1, 2, or 4 hours

Consent of instructor.

**GRK 395 Independent Study**

1, 2, or 4 hours

**GRK 490 Senior Project**

4 hours

**GRK 493 Senior Honors Project**

4 hours

A yearlong 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" quality for "departmental honors" designation. The honors project fulfills the all-college senior project requirement.

**Health**

Jacki Wright (department head)

The health major is designed to prepare students to serve as professionals in the field of health, wellness, and fitness. Our graduates are well prepared to serve as teachers, researchers, or health practitioners in university, corporate, or commercial settings where exercise programming is a primary focus. Students may select a teaching or a health and fitness promotion major.

Required for a major:

Plan I (teaching): HLTH 125, 201, 233, 234, 249, 343, 344, 352, 358, 465, 490; PE 100, 190, and PE 261. Writing requirement completed with HLTH 249. See education department for requirements specific to K–12 health education minor.

Plan II (health and fitness promotion): HLTH 125, 126, 201, 233, 249, 352, 358, 380, 465, 490; PE 190, 221, 223, 224, 261, 366; MGT 240. Writing requirement completed with HLTH 249.

Required for a minor: HLTH 125, 201, 233, 249, 352, 358, 465; PE 100 and PE 190.

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.

**Health Courses**

**HLTH 125 Nutrition I**

2 hours

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. (NWNL when combined with HLTH 126)

**HLTH 126 Nutrition II**

2 hours

This course explores the application of introductory concepts to the nutritional aspects of health, fitness, and human physical performance. The course will include discussion of food and society, dietary plans, 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. Prerequisite: HLTH 125. (NWNL when combined with HLTH 125)

**HLTH 139, 239, 339, 439 Special Topics**

Credit arr.

**HLTH 185 First-Year Seminar**

4 hours

A variety of seminars for first-year students offered each January Term.

**HLTH 201 Foundations of Health Education**

2 hours

This is an introductory course for health majors. It provides students with the scope and practice of health educators historically, philosophically, theoretically, and ethically. This course examines the roles and responsibilities of health educators and the settings where they are employed, professional ethics, selected theories, and future directions.
HLTH 233 Mental/Emotional Health: Stress Management
4 hours
This course approaches stress management from a holistic perspective. Causes of stress, signs and symptoms produced by stress, and modalities for dealing with stress are emphasized. Students will gain stress management knowledge, techniques, and responsible applications in daily lives.

HLTH 234 Family Life Education
2 hours
Family Life Education is designed to help students develop an understanding of various aspects of human relationships with emphasis placed on the unique needs and interests of individuals and families. Topics covered in this course include approaches to sexuality education, education for relationships and marriage, and parenting education.

HLTH 249 Personal and Community Health
4 hours
Course objectives include dissemination of current health and healthcare information, experiential learning opportunities, holistic health, and investigation of cultural differences in wellness programs. (W)

HLTH 285/295 Directed Study
2, 4 hours
An opportunity to pursue individualized or experiential learning with a faculty member, at the sophomore level or above, either within or outside the major. HLTH 285 can be taken only during January Term, HLTH 295 can be taken during the fall, spring, or summer terms.

HLTH 343 Health Education Content, Methods, and Assessment I
2 hours
This course will provide pre-service teachers with the knowledge and understanding required to develop quality K–12 Health Education programs. Coordinated school health education programs emphasizing comprehensive school health education will be examined. Preservice teachers will acquire knowledge needed to select developmentally appropriate health education content in accordance with National Health Education Standards. Assessment and evaluation procedures, classroom management, and teaching methodologies will be covered. Prerequisites: EDUC 185/215, admission to the Teacher Education Program (TEP), and HLTH 201.

HLTH 344 Health Education Content, Methods, and Assessment II
2 hours
Continued development of health content, assessment, and teaching methodologies needed to implement K–12 comprehensive school health education at appropriate grade levels will be covered. Emphasis is placed upon developing age-appropriate curricula; organizing, designing, and implementing course unit and lesson plans; and assessment and evaluation. This course builds on the content of HLTH 343 and the clinical appointment in EDUC 366 and must be taken prior to EDUC 486. Prerequisites: Admission to the Teacher Education Program (TEP), HLTH 343 and EDUC 366.

HLTH 352 Consumer Health and Safety Education
2 hours
Instruction in factors involved in the selection and evaluation of health services and products. Consumer laws and organizations will also be examined. An overview of approaches to safety education and injury reduction will be addressed. Prerequisite: HLTH 201.

HLTH 358 Substance Abuse Education
4 hours
An introduction to social, psychological, pharmacological, and cultural aspects of substance use and abuse. An overview of resources, materials, and instructional strategies available to the substance abuse educators will be presented. Methods of identifying substance abuse problems and substance abuse prevention theories will also be discussed. Prerequisite: HLTH 201.

HLTH 372 Administration and Management of Fitness Programs
2 hours
Administrative and management issues confronting professionals in the fitness industry will be explored. An overview of organizational issues, scheduling, facilities, personnel, fiscal management, and marketing will be examined. Students will also discuss organizational and management operations as they apply to the fitness professional. Prerequisite: HLTH 201.

HLTH 380 Internship
Credit arr.
Supervised on- or off-campus work situations in public or private organizations.

HLTH 395 Independent Study
1, 2, or 4 hours

HLTH 465 Current Issues in Health
2 hours
This course affords students the opportunity to examine local, national, and international health issues. 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. Prerequisite: HLTH 201.
Hebrew

Phil Freeman (department head)

Knowledge of classical Hebrew is an essential tool for in-depth study of the Hebrew Bible and the ancient Near East. Hebrew also provides a useful introduction to the structure and word formation of the Semitic family of languages.

Hebrew Courses

HEB 101 Elementary Hebrew I
4 hours
The first course of a two-semester sequence introducing the essential forms, grammar, and vocabulary of the language. Practice gained through graded exercises and readings provides the basis for translating passages drawn from the prose and poetry of the Hebrew Bible. No prerequisite.

HEB 102 Elementary Hebrew II
4 hours
The second course of a two-semester sequence which continues the presentation of basic forms and vocabulary. The course includes translation passages of increasing length and complexity, and more reading is done directly from the Hebrew Bible. Prerequisite: HEB 101.

HEB 201 Intermediate Hebrew
4 hours
Selected books and/or passages from the Hebrew Bible chosen according to student interest with the guidance and approval of the instructor. Prerequisite: HEB 102 or consent of instructor. (HEPT, W)

HEB 375 Directed Readings
1, 2, or 4 hours
Prerequisite: consent of instructor

History

Robert Christman (acting department head)

Required for a major:

Plan I (non-teaching). The major normally consists of eight courses (32 hours, excluding senior project) of history, including at least one course in U.S. history, one course in European history, and one course in non-western history. Each student must complete two courses at the 300 level, a writing intensive course (HIST 485: Jr/Sr seminar), and senior project. Writing requirement completed with HIST 485. Double majors may elect to complete their senior project in another discipline. 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 world 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 U.S. history, one course in European history and one course in non-western 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.

Required for a second teaching area in history, grades 5-12: See education department for specific requirements. The second teaching area license is offered only in the state of Iowa.
History Courses

HIST 101 Introduction to the History of the United States for Elementary School Teachers
4 hours
This course provides a basic survey of the social, economic, political, and diplomatic history of the United States for students with little background in U.S. history. Answering the questions: What is America and what does it mean to be American? What is the nature of U.S. democracy? How do the lives of ordinary people intersect with the great events of our past? The course will emphasize content that will be of greatest use for students preparing to teach social studies in the upper elementary grades. (HBSSM, Hist)

HIST 111 Survey of U.S. History to 1877
4 hours
This course surveys American history from the early colonial period to the end of Reconstruction in 1877. Topics are wide-ranging and include society, politics, and culture but the overall theme emphasizes the 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 with one another long enough to engage in an independence movement that separated them from Great Britain and created the United States. These regional differences lived on into the nineteenth century, however, and became the basis for the sectional conflict which erupted into Civil War in 1861. The course closes with the successes and failures of Reconstruction policy as a bridge to later American history. (HBSSM, Hist)

HIST 112 Survey of U.S. History Since 1877
4 hours
This course surveys American history since Reconstruction, exploring transformations in American politics, society, and culture. Though it is wide-ranging, it 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 and Indian resistance, industrialization, immigration, World War I, 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 new conservatism and 1980s culture wars, the 1990s, 9/11, the Gulf War, and the Iraq and Afghanistan Wars. (HBSSM, Hist, Intd)

HIST 126 Human Geography
4 hours
A survey of world geography combining the regional and topical approaches, the natural factors that shape the environment, such as climate, landforms and resources, will be considered, along with their impact on people, as studied in the fields of political, economic, and cultural geography. The primary focus of the course will be on basic concepts in cultural geography that will be of greatest use for students preparing to teach middle school and high school social studies. (HBSSM, Intd)

HIST 135 African-American History
4 hours
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) (HB, Hist, Intd)

HIST 139, 239, 339, 439 Special Topics
Credit arr.

HIST 149 Europe to 1648
4 hours
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 Age of Religious Wars. (HBSSM, Hist)

HIST 150 Europe, 1648 to the Present
4 hours
An introductory survey of European history from the end of the wars of religion in the 17th 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 19th Century; the Industrial Revolution; Nationalism and Unification; the “New Imperialism” and the Coming of World War I; the “Thirty Years War of
the 20th Century”; Postwar Europe: Cold War and Integration. (HBSSM, Hist, Intl)

HIST 161 East Asian History
4 hours
An introduction to the basic themes and content of East 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 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. (HB, Hist, Intl)

HIST 162 South Asian History
4 hours
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, and 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. (HB, Hist, Intl)

HIST 163 Modern Middle East History
4 hours
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 19th and 20th 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. Offered alternate years. (HB, Hist, Intl)

HIST 171 History of Africa to 1880
4 hours
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) (HB, Hist)

HIST 172 History of Modern Africa
4 hours
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) (HB, Hist, Intl)

HIST 185 First-Year Seminar
4 hours
A variety of seminars for first-year students offered each January Term.

HIST 225 Golden Age of Atlantic Piracy
4 hours
Our fascination with seafaring outlaws often begins with characters such as Long John Silver and more recently, Captain Jack Sparrow but also actual historical figures such as Captain Kidd and Blackbeard. This course examines the popular image of pirates and compares it to the lives and culture of real-life pirates who plied their trade across the Atlantic world between 1550 and 1730. Through readings, lectures, movies, and class discussions we will address the major themes of the course, which include the reasons behind the rise of buccaneering during the early modern era, ships and seafaring culture during this period, the developing economy of the Atlantic world, the social structure of pirate society on sea and land, definitions and attitudes toward authority, liberty and violence among pirates, and the increasing military efficiency and reach of the early modern state that eventually spelled the end of widespread piracy in this part of the world by the 1730s. (HBSSM, Hist)

HIST 226 History and Material Culture
4 hours
This course explores how the study of material culture—objects made or modified by human beings—can inform us about how people thought, lived, and behaved in the past. The course draws upon the multidisciplinary nature of material culture studies to offer as a fresh approach to history by using insights from folk art, anthropology, and the decorative arts to augment and broaden what historians have learned through the use of written records. Significant attention is given to the ways in which museums contribute to the study of material culture by collecting, preserving, identifying, exhibiting, and interpreting these objects. Required for museum studies students. Offered alternate years. (HBSSM, Hist)
HIST 227 Public History
4 hours
This course explores the various ways in which history is created, incorporated into and presented in U.S. popular culture. The course will combine hands-on work with local historical societies, museums, and other public history venues with academic study of public history techniques and ethical challenges. Topics may include the ways in which historical road markers, entertainment corporations (such as the History Channel and Disney), local and regional history associations present history to the public and how the public interacts with these discourses on 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. (HBSSM, Hist)

HIST 235 Destiny or Deliverance? Civil Rights and Black Power in the United States.
4 hours
In this course, we will ask whether the Civil Rights Movement and Black Power Era were America’s destiny (toward which it has always been headed), a deliverance rescuing America from its racist past, or something altogether different. Did the end of Jim Crow change American life or did it actually hide fundamental, ongoing racial strife in American society? In an attempt to answer these questions, we will cover the mass protests of the 1930s and ‘40s, the direct action campaigns of the 1950s and ‘60s, and black liberation struggles that stretched into the ‘70s. We will do this by analyzing media such as speeches, music, film, television, oral histories, and photography. (Same as AFRS 235) (HB, Hist)

HIST 241 Rome: Republic and Empire
4 hours
A survey of the Roman Republic and Empire, concentrating on the social and economic background of Rome’s rise and fall as well as on the military and political aspects of expansion and decline. Special emphasis on the Punic and Macedonian wars, civil war and the end of the republic, Roman influence on France and Britain, Christianity in the imperial period, and Roman interaction with the Germans. Offered alternate years. (HBSSM, Hist)

HIST 242 Medieval History
4 hours
An introduction to medieval European history from the dissolution of the Roman Empire to the end of the Great Schism. The class focuses on western Europe, but pays close attention to its encounters with the Muslim east and the Viking north. Special emphasis is given to the flowering of medieval culture (monasteries, mystics, villages, and universities) as well as the crises of the period (crusades, heresy and inquisition, Hundred Years’ War, and the Black Death). Offered alternate years. (HBSSM, Hist)

HIST 250 History of Great Britain
4 hours
Beginning with the Glorious Revolution and ending with the Second World War, this class focuses on the social, political, and religious history of Great Britain. Special attention is paid to the Enlightenment, Imperialism, the Industrial Revolution, and the nation at war. Offered alternate years. (HBSSM, Hist, Intcl)

HIST 256 Scandinavian Immigration History
4 hours
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. (HB, Hist, Intcl)

HIST 262 Everybody Loves Gandhi
4 hours
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. (Hist, HB)

HIST 271 African Diaspora
4 hours
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) (HBSSM, Hist, Intcl)
HIST 285/295 Directed Study
2, 4 hours
An opportunity to pursue individualized or experiential learning with a faculty member, at the sophomore level or above, either within or outside the major. HIST 285 can be taken only during January Term, HIST 295 can be taken during the fall, spring, or summer terms.

HIST 290 Gender and Women’s History
4 hours
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 WGST 290) (HBSSM, Hist)

HIST 291 Environmental History
4 hours
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. Offered alternate years. (HBSSM, NWNL, Hist, Intcl)

HIST 299 Topics in History—Abroad
4 hours
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. Prerequisite: sophomore status or above. (HB, Hist, Intcl)

HIST 321 Topics in U.S. History
4 hours
In-depth study of a selected topic in U.S. history. Instruction 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-10-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, Prerequisite: PAID 112 or equivalent. (HBSSM, Hist)

HIST 337 Pan-Africanism
4 hours
An introduction to the ideas and movements that developed in efforts to unite African people spread throughout the world by the slave trade. The course examines key African and Diasporic African intellectual and ideological responses to enslavement and colonization, and subsequently to economic, social, and political marginalization. The course starts with an exploration of African American separatist discourse during the Americans’ Revolutionary periods, moves through New World emancipation of slaves, colonization in Africa, and concludes with national movements and liberation struggles in Africa, Latin America, the Caribbean, and Europe. Prerequisite: PAID 112 or equivalent. (Same as AFRS 337) (HB, HEPT, Hist, Intcl)

HIST 338 Slavery and Emancipation in the Americas: A Comparative History
4 hours
Slavery has often been a feature of human societies across the earth. But slavery as it existed in the Western Hemisphere between the 16th and the 19th centuries occupies a prominent and important place in the institution’s long and sordid history. Focusing on North America, the Caribbean, and Brazil, the course explicitly compares the reasons why slavery developed in these different places, the growing prominence of racial categories, the work that slaves performed, slave culture, slave control and slave resistance, the lives of free black people in these various societies, and finally, the different means and mechanisms by which slavery came to an end. Prerequisite: PAID 112 or equivalent. (Same as AFRS 338) (HBSSM, Hist)

HIST 348 Vikings in History
4 hours
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. Prerequisite: PAID 112 or equivalent. (Same as AFRS 338) (HBSSM, Hist)

HIST 351 Topics in European History
4 hours
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. Prerequisite: PAID 112 or equivalent. (HB, Hist)

**HIST 352 Scandinavia and the Baltic**
4 hours
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. Prerequisite: PAID 112 or equivalent. (HB, Hist, Intcl)

**HIST 354 Russian History**
4 hours
A general survey of Russian-Soviet history from earliest times through and beyond the Soviet period to the present day. Special emphasis given to the Russian Revolution of 1917, rise of Stalin, World War II, reconstruction and collapse of the Soviet state. Offered alternate years. Prerequisite: PAID 112 or equivalent. (HB, Hist, Intcl)

**HIST 355 The Reformation in Renaissance Europe**
4 hours
An in-depth analysis of the various elements of the Protestant and Catholic Reformation in the context of Renaissance Europe. The focus is on the traditions, beliefs, values, and theologies of the Christian religious reformation and the influences on that reformation from the many cross-cultural currents in the 16th century, in particular the ideas and methods promoted by the Renaissance thinkers. The course will also include various aspects of social, economic, and political history, as part of the effort to contextualize the reformers’ ideas, as well as their impact across society. Offered alternate years. Prerequisite: PAID 112 or equivalent. (Rel, HBS, Hist)

**HIST 361 Topics in East Asian History**
4 hours
In-depth study of a selected topic in East 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 common to multiple East Asian states. Offered alternate years. Prerequisite: PAID 112 or equivalent. (HBSSM, Hist)

**HIST 362 Topics in South Asian History**
4 hours
In-depth study of a selected topic in South 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 common to multiple South Asian states. Prerequisite: PAID 112 or equivalent. (HBSSM, Hist)

**HIST 371 Topics in African History**
4 hours
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. Prerequisite: PAID 112 or equivalent. (HBSSM, Hist)

**HIST 380 Internship**
2-8 hours
Supervised on- or off-campus work situations in public or private organizations.

**HIST 395 Independent Study**
1, 2, or 4 hours

**HIST 480 Internship**
Credit arr.

**HIST 485 Junior/Senior Seminar**
4 hours
A detailed study of specialized topics in African, Asian, European or U.S. history depending on 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. Prerequisite: 16 credits in history or consent of instructor. (R, W)

**HIST 490 Senior Project**
2 hours
Projects build upon students’ previous experience with scholarly research and include both a substantial piece of writing as well as an oral presentation of the findings. Senior projects will be written under the direction of the faculty member most appropriate to the research topic. Each student will make individual arrangements with that professor.

**HIST 493 Senior Honors Project**
4 hours
A yearlong 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. (R, S)

Intermedia Arts

Lisa Lantz (department head)

The intermedia arts major at Luther College respects and acknowledges the art modalities of the past while providing students with skills and capacities to challenge, blur, and in some cases eradicate discipline boundaries. At Luther, the major occurs at the intersections of art, dance, and theatre, and emphasis is balanced among contemporary theory, practice, and production of art.

The intermedia arts major draws on the practices, teaching methodologies, and nomenclatures already established in the history and development of intermedia arts in the art world at large.

The major comprises courses from the department of Visual and Performing Arts. It is designed to build a working foundation, develop focused proficiency, and foster theory, advanced practice, and production.

The intermedia arts student is able to work independently and collaboratively in the pursuit of innovation, transformation, and the as-yet-unknown. The intermedia arts graduate has skills and strategies to engage responsibly with a rapidly changing (art) world, and is ready to pursue graduate studies or contribute creatively to the field.

The major consists of completion of 40 credit hours; senior seminar (490) and senior project (491) or senior honors project (493). The senior project is required, even for those completing a second major.

Required for a major: 40 hours including THE/ART 102, ART 103, 104, DAN 105; IMA 490 and 491; two 4-hour courses with one 200 level or above within one disciplinary focus (Art, Dance, or Theatre) chosen from the course list below; ART 320, ART/DAN/THE 306; plus two additional 4-hour courses at the 300 level or above from at least two different disciplines (Art, Dance, or Theatre), chosen from the course list below. No more than three courses counting for another major or minor may be applied to the intermedia arts major. Writing requirement to be completed with one of the following: ART 252, ART 320, DAN 351, or THE 352.

Courses taken to fulfill the requirements of the major must be selected from the following, or approved by the department head:

ART 101 Art Matters
ART 111 Sculpture
ART 205 Art and Technology
ART 211 Intermediate Sculpture
ART 212 Fiber Structures
ART 252 Survey of Western Art II
ART 308 Conceptual Drawing
ART/WGST 368 Gender in Art
ART 384 Studio Projects
DAN/THE 100 Production Practicum
DAN 205 Movement Fundamentals II
DAN 264 Performance Research
DAN 305 Movement Fundamentals III
DAN 351 Dance History
DAN 360 Dance Composition
THE 103 Art of Illusion
THE 104 Art of Illusion
THE 127 Design I: Visual Principles
THE 130 Theatre Improvisation
THE 203 Costume History
THE 204 Lighting Design
THE 205 Acting II
THE 327 Design II: Scenography
THE 352 Theatre History II
THE 360 Directing
ART/DAN/THE 139, 239, 339, 439 Special Topics
ART/DAN/THE 285/295 Directed Study
ART/DAN/THE 380 Internship
ART/DAN/THE 389 Directed Research
ART/DAN/THE 395 Independent Study

Intermedia synthesis: during the spring semester of each academic year a major will develop a written reflection outlining their progression through the major and then meet with intermedia faculty representatives to discuss their progress in the major and develop possible pathways for
future directions leading toward their senior project.

**Intermedia Arts Courses**

**IMA 490 Senior Seminar**

2 hours

An intensive, collaborative study of selected theories, artists and works. The course format rests upon student-led discussion. Includes development of an artist’s manifesto and senior project proposal. (S, R, W)

**IMA 491 Senior Project**

2 hours

Students will complete an individualized or collaborative senior project. The project will include a proposal, 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. Prerequisite: IMA 490 and senior standing. (S, R, W)

**IMA 493 Senior Honors Project**

4 hours

A yearlong independent research project of interdisciplinary focus. Applications are completed on the Honors Program form available at the registrar’s office, requiring the signatures of a faculty supervisor from at least two different disciplines, the department head, the honors program director, and the registrar. The project must be completed by the due date for senior projects. 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. (S, R, W)

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**International Studies**

Victoria Christman (program director)

The international studies program develops international and intercultural awareness and understanding through multidisciplinary course work. 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. The international studies major is structured to give equal weight to three essential elements in this interdisciplinary understanding: foundations, global perspectives and regional focus. During the core 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.

Required for a major: Eleven courses, study abroad, foreign language, and a senior project, which is required even for those students completing a second major. The courses are divided into three groups:

1. Foundation courses: ANTH 101, ECON 130, and POLS 132; IS 230 and 485
2. Global Perspectives (three courses)
3. Regional Focus (three courses)

Of the six global perspectives and regional focus 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 foundation courses, may be applied to the IS major. Writing requirement completed with IS 485.

Requirements for a minor: Study abroad and seven courses that consist of: two of the three foundation courses (ANTH 101, ECON 130, POLS 132); IS 230 and 485; 3 additional courses selected from one of the following plans:

- **Plan 1 (Global Perspectives):** three courses from this category.
- **Plan 2 (Regional Focus):** students select a geographical region and take three courses in that area.

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 foundation courses, can count toward the IS minor.

IS Plan of Study: The major and the minor are built around an international theme that students identify during the IS 230 course. While taking the foundation courses and IS 230, each student identifies an area of study and topic of specific interest. Working with the director, the student develops a plan of study that guides course selection and reflects intentional connections between courses.

Students minoring in an areas studies program (such as Asian Studies, Russian Studies, Scandinavian Studies), must secure approval of the International Studies board to minor in International Studies Plan 2, with a focus on the same region.

Study Abroad: For majors, at least a full semester of study abroad in their selected geographical region of study. The content of the study abroad courses should 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 the three foundation courses and IS 230 prior to studying abroad. For the minor, students are required to take a minimum of one course abroad during a January Term, semester, or summer and are encouraged to select a course and region (if on plan 2) that fulfill one of the minor requirements listed above.

Foreign Language: For majors, the minimum language requirement is one course beyond the Luther College requirement. If a student elects to take a language of the host country, the student is expected to take at least one semester of that language while studying abroad. If English is the principal language of the host country, a student must either take a different language spoken in the host country or an additional semester of language at Luther. There is no language requirement for the minor.

Global Perspectives Courses: 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. A student will take no more than two courses from one department.

ANTH 103, 203, 205, 208, 305; COMS 350 (COMS 130 prerequisite may be waived with instructor permission); DAN 351; ECON 262, 362; EPL 450; HIST 126; LING 131; MGT 360; MUS 245, 248; POLS 242, 335, 363; REL 250; SOC 453, 468; THE 351, 352, and PAID 450 courses upon approval.

Regional Focus Courses: Majors select a geographical region and take one course from each of the three categories in that region: 1) history, social science or science; 2) language; and 3) culture: religion, literature, and fine arts. Minors with a regional focus will take no more than two courses from one category. 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.

1. Sub-Saharan Africa
   History: HIST 171, 172, 337, 371
   Language: Any language spoken in the study abroad host country, preferably taken while studying abroad
   Culture: ENG 147, 240; FREN 464; REL 256, 257

2. South and East Asia
   History: HIST 161, 162, 361, 362; POLS

3. Latin America and Caribbean
   History: HIST 271, 239
   Language: Any language spoken in the study abroad host country, preferably taken while studying abroad
   Culture: ENG 240; SPAN 346, 460, 470

4. Middle East and Northern Africa
   History: HIST 163, POLS 237
   Language: Any language spoken in the study abroad host country, preferably taken while studying abroad
   Culture: REL 251, 256, 257

5. Europe
   History: CLAS 360; HIST 149, 150, 242, 250, 348, 351, 352, 354, 355; IS 135
   Language: Any language spoken in the study abroad host country, preferably taken while studying abroad
   Culture: AFRS/ANTH 221; ART 149, 251, 252, 290, 362, 364; CLAS 239
   (Underwater Arch), 239 (Classical Arch); ENG 260, 361, 362, 363, 364, 365, 366, 367, 368; FCUL 339 (Russia & Scandinavia); FREN 342, 346, 347, 348; GER 342, 455, 460; REL 227, 242; RUS/FCUL 241, 243, 341, 451/452; SPAN 450, 470

International Studies Courses

IS 135 Exploring Britain
4 hours
A yearlong 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.

IS 139, 239, 339, 439 Special Topics
Credit arr.

IS 185 First-Year Seminar
4 hours
A variety of seminars for first-year students offered each January Term.


**IS 230 Introduction to International Studies**  
4 hours  
An introduction to the field of international studies, focusing on global and geographical literacy and using multiple disciplinary approaches to analyze such issues as war and peace, environmental sustainability, economic development, post-Colonialism, world religions, and cultural identity. Prerequisites: at least two of the following: ANTH 101, ECDN 130, POLS 132. (Int'l)

**IS 285/295 Directed Study**  
2, 4 hours  
An opportunity to pursue individualized or experiential learning with a faculty member, at the sophomore level or above, either within or outside the major. IS 285 can be taken only during January Term. IS 295 can be taken during the fall, spring, or summer terms.

**IS 485 International Studies Seminar**  
4 hours  
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. Prerequisite: IS 230 and junior standing. (W)

**IS 490 Senior Project**  
1 hour

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**Intersections**

Terry Sparkes (program director)

A full description of scholars program opportunities is included in the Academic Information section at the beginning of this catalog. The following listing includes only curricular offerings. For information see the program director.

The Scholars Program curriculum, Intersections: Seeking the Common Good, provides highly motivated students an opportunity to engage in a series of seminars and colloquia focused on in-depth liberal arts study of the great ideas, issues, and challenges of the human quest for the common good. The Intersections curriculum offers students intellectual depth and connections by emphasizing both historical and cross-disciplinary inquiry into classic questions and texts, shaped in explicit connection to the goal of preparing students to understand, confront, and engage in service to the common good. It emphasizes the value of “intersections”—of people, cultures, approaches, methods—and the challenges of inquiry itself as part of each student’s (and citizen’s) intellectual journey.

To enroll in Intersections courses beyond the first-year level, students must apply for admission to the Scholars Program. The application process is open to all students. Applications will be evaluated by the Honor’s Advisory Committee; continuation in the program is contingent on successful progress in the courses. Students who earn a minimum of 16 credit hours, including at least three seminars and at least one research or project-based course/experience, will receive a certificate of Scholars Distinction.

**Intersections Courses**

Colloquia:

**INTS 130 Scholars Colloquium**  
1 hour  
This is a 1-credit course that provides small-group discussions of readings, of local or national current events, or of the amazing cultural and intellectual events available on campus. Some sections of the colloquium focus on a particular theme for the semester; others range more broadly to include attendance at such events as lectures (by Luther faculty members and visiting scholars and dignitaries), concerts (ranging from classical to jazz to contemporary), theatre and dance performances, poetry readings, and art shows. The various sections of Scholars Colloquium are taught by faculty members from across the curriculum.

**INTS 350 Civic Engagement**  
1 hour  
This 1-credit colloquium is a project-driven course designed to inspire participation in the communities in which we live and to encourage students to use their knowledge and passion to live out Luther College’s mission to “serve with distinction for the common good.” The objective of this course will be to identify and understand a local or global challenge and tackle a piece of it. Students will collaborate to research a problem, design an action plan, carry out a project, and report on their project and its outcomes.

**INTS 450 Global Positioning for Service (GPS)**  
1 hour  
What now? How have all of your college learning experiences prepared you for life after Luther? This 1-credit colloquium will ask students to reflect on their goals, their research experience, and their learning in relation to opportunities for graduate school, career, citizenship, and leadership in the larger world. It will emphasize investigation of and reflection on contemporary global issues and needs, as well as analyzing potential solutions and how we individually and
collectively might use our learning, gifts, and skills to address them. Junior/senior standing expected.

Seminars:

INTS 185 First-Year Seminar (Great Debates)
4 hours
What have been some of the most momentous debates in human history, and how did they influence the lives of people both then and now? Why were these issues so controversial, and why did they matter so much to those involved? How have these debates change the world—or have they? These first-year seminars will explore in depth one or more of these "great debates" (think evolution, geocentrism, empire, civil rights, and more) and their role in shaping how we see ourselves and the world. This course is open to all first-year students, but intended for those wanting to explore the Scholars Intersections Program.

INTS 200 Then and Now
4 hours
Then and Now courses take a historical and interdisciplinary approach to foundational topics in the liberal arts, focused on major questions that have emerged in the human quest for the common good. Their goal is to enrich students' liberal arts education by helping them understand major crossroads in the development of human responses to questions about the natural world, human society, and ultimate meaning and values. These courses will examine the major conceptual developments that have shaped the modern world.

INTS 300 The Human Quest
4 hours
The Human Quest seminars engage students in examining the challenges of defining and realizing "the common good." What do we mean by justice, by truth, by beauty, by freedom, by "good" (and more), and how can we bring knowledge from many disciplines and voices to bear on moving human society toward these goals? Each course focuses on one "ideal" or "idea"—a big concept in one word (signaling the simplicity yet complexity of the concept) that opens new worlds and possibilities for our shared future and our place in it. Human Quest seminars provide more focused study and reflection than the broader 200-level Intersections Then and Now courses. Although there is no specific prerequisite for this course, all work will require students to bring knowledge from various fields (their disciplines or interests) and to contribute their perspectives at a junior or senior level at Luther.

Individualized Research Opportunities:

INTS 375 Directed Study
1, 2, or 4 hours

INTS 389 Directed Research
1, 2, or 4 hours

INTS 493 Senior Honors Project
4 hours
Consult specific departmental guidelines.

Italian
David Thompson (department head), Anna De Santis (section head)

Italian Courses
Language Learning Center

The department of Modern Languages, Literatures, and Linguistics has a Language Learning Center in Main Building. Language students have access to computerized language learning materials, to computers with audio and video editing software, and to video study rooms where they may view prerecorded foreign language videos and DVDs or watch live international TV. The Languages 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.

ITAL 100 Basic Italian
2 hours
A working knowledge of the Italian language will allow you to move around the country more confidently and is helpful when working on your independent research project at the end of the semester. This intensive language course offered during the first three weeks of the program includes classroom study and homework aimed at acquiring skill in conversational Italian, which you will have opportunity to practice and improve throughout the semester. Prerequisite: admission to Earth and Environment in Italy program.

ITAL 101, 102 Beginning Italian I and II
4, 4 hours
A practical approach to the Italian language, in which the student begins speaking Italian from the first day and completes the year with a basic ability to speak, write, read, and understand Italian. Prerequisite for ITAL 102: ITAL 101, or consent of instructor.
ITAL 185 First-Year Seminar
4 hours
A variety of seminars for first-year students offered each January Term.

Journalism

Nancy K. Barry (English department head and program coordinator), Mark Johns (Communication Studies department head and program coordinator)

The interdisciplinary minor in journalism is intended for students of any major who are interested in preparation 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 a reporter in their chosen major field.

Training that applies particularly to the work of journalism is to be had in many courses: in the research and writing done in courses in communication studies, English, economics, history, literature, and political science, to name a few; more specific to journalism are internships available in all areas of journalism and communication, and the valuable experience to be gained from working for the campus newspaper, the college news bureau, or the college radio station.

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

- ART 118, 206;
- COMS 247, 258, 347, 358, 463;
- ENG 210, 213, 231, 314
- COMS 270, POLS 355, POLS 356 (only one course can be selected from this group)

A student can take no more than two of the elective courses listed above from any one department. With the exception of COMS 133, communication studies majors wishing to minor in Journalism may not apply elective courses to both the major and the minor. English majors wishing to minor in Journalism may not use these courses to fulfill the "writing emphasis" track in English major. Students may not minor in both the English writing minor and the Journalism minor.

Courses such as POLS 130, ECON 130, and MATH 115 are also recommended for those entering the field of journalism, because of the importance of these subjects to understanding of the news.

JOUR 100 News Practicum
0 hours
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, two semesters at KWLC, or a combination of the two, to fulfill the requirement for the Journalism minor.

JOUR 380 Internship
1, 2, or 4 hours
Supervised work experience at an off-campus news organization.

Latin

Philip Freeman (department head)

Knowledge of Latin opens the way not only to the large and influential body of Roman literature but also to a continuing tradition of Latin literature that extends through the Middle Ages, Renaissance, and into the modern era. Coursework in Latin provides invaluable background for the study of law, theology, medieval literature and history, Romance languages and literatures, linguistics, English literature, art, music, and the development of Christianity.

Latin Courses

LAT 101 Elementary Latin I
4 hours
The first course of a two-semester sequence emphasizing basic grammar, vocabulary, and syntax of Latin. No prerequisite.

LAT 102 Elementary Latin II
4 hours
The second course of a two-semester sequence which continues the study of ancient Latin grammar, vocabulary, and syntax. Passages are drawn from a variety of Latin works. Prerequisite: LAT 101.

LAT 201 Intermediate Latin
4 hours
A review of Latin grammar, vocabulary, and syntax, followed by readings from a variety of authors and works. Prerequisite: LAT 102. (HEPT)

LAT 202 Readings in Latin
4 hours
Fourth-semester readings from one or more Latin authors or works, such as Cicero, Catullus, Virgil, and Medieval Latin. Prerequisite: LAT 201. (HEPT)
LAT 285/295 Directed Study
2, 4 hours
An opportunity to pursue individualized or experiential learning with a faculty member, at the sophomore level or above, either within or outside the major. LAT 285 can be taken only during January Term, LAT 295 can be taken during the fall, spring, or summer terms.

LAT 301 Advanced Latin Prose
4 hours
Prose readings chosen from a single Latin author or from a variety of authors within a particular genre. Authors and works may include Cicero, Livy, Tacitus, early Christian literature, Medieval Latin, or others. May be repeated for credit when topics vary. Prerequisite: LAT 202. (HEPT)

LAT 302 Advanced Latin Poetry
4 hours
Poetry readings chosen from a single Latin author or from a variety of authors within a particular genre. Authors and works may include Virgil, Horace, Ovid, or others. May be repeated for credit when topics vary. Prerequisite: LAT 202. (HEPT, W)

LAT 375 Directed Readings
1, 2, or 4 hours
Consent of instructor.

LAT 395 Independent Study
1, 2, or 4 hours

LAT 490 Senior Project
4 hours
A yearlong 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.

Library and Information Studies

Andrea Beckendorf (department head)

Courses offered through the Library and Information Studies department focus on how people and organizations find and use information. Such courses address a variety of topics related to libraries, the research process, and the discovery, organization, and stewardship of information.

Library and Information Studies Courses

LIST 185 First-Year Seminar
4 hours
A variety of seminars for first-year students offered each January Term.

LIST 375 Directed Readings
1 or 2 hours
Readings on specific topics in Library and Information Studies under the direction of a member of the department.

LIST 380 Internship
1, 2, or 4 hours
Supervised on- or off-campus work in public or private organizations. Students may complete their internship within the Library and Information Services organization at Luther College or at another library (J-term or summer only). A plan must be submitted for approval before the internship begins. Minimum 2.50 GPA and sophomore standing. Prerequisite: consent of faculty internship coordinator.

Linguistics

David Thompson (department head), Laurie Zaring (program director)

The ability to use language is something that should amaze us, given the fact that language represents the most complex system of communication that we know of. Linguistics is the study of this system—what its pieces are, how they combine, and how we acquire this system, as well as how we use it to express who we are socially and culturally.

The highly interdisciplinary nature of linguistics makes it an ideal discipline for study at a liberal arts college. Linguistics offers valuable insights to students of other social sciences such as psychology, sociology, anthropology, and social work. Students of English and classical and foreign languages also find knowledge about the structure, learning, and cross-cultural variation of language extremely helpful. Political science and business students benefit from insights on the politics of language, and physics, biology, and
computer science students draw on linguistics to understand the physical properties of speech, neurolinguistics, and artificial intelligence.

The linguistics minor involves one required course (LING 131), two of three core linguistics courses (LING 133, LING 135, or LING 220), two electives, and one one-credit directed research capstone course (LING 389) taken after or during completion of the other five courses for the minor. Students interested in pursuing an individualized interdisciplinary major in linguistics should contact the head of the Linguistics section.

Required for a minor: 21 credit hours, including LING 131; two of LING 133, LING 135, or LING 220; two other linguistics courses or one other linguistics course and one of the following courses: ANTH 103, PHIL 110, MATH/CS 220, CS 451; and LING 389.

**Linguistics Courses**

**LING 131 Introduction to Linguistics**
4 hours
Every time we utter a word, no matter how mundane, we engage in a remarkable and, to the best of our knowledge, uniquely human behavior. This course explores the human capacity to acquire and use language. Topics include the nature of dialectal differences and the sociolinguistic factors which determine them, the ways in which languages vary and the importance of linguistic diversity, and the nature of the knowledge of language and how it relates to child language acquisition and other aspects of human cognition. (HB)

**LING 133 Introduction to Syntax**
4 hours
The syntax of natural languages is a beautifully complex system of subconscious rules. What are they like? This course enables students to engage in building a theory of syntax. After an introduction to the basic tools of syntactic analysis, students tackle increasingly complex sets of data from English (and, occasionally, other languages), proposing and testing competing hypotheses against each other and refining them in light of new data. By the end of the course, students are able to identify syntactic puzzles in English or another language of their choice, propose analyses in the theory they have developed, and present their research in written and oral form. (HBSSM, Quant)

**LING 135 Words**
4 hours
This course examines what a word is: how we know one when we see one, how we assemble them from smaller pieces, and what meanings we use them to express. Drawing on examples from a wide range of languages, we develop an appreciation not only for how languages vary but for what all of this can tell us about the nature of the human mind. (HB)

**LING 185 First-Year Seminar**
4 hours
A variety of seminars for first-year students offered each January Term.

**LING 220 Phonetics and Phonology**
4 hours
When listening to the sounds of language, humans don't function like tape recorders; we overlook distinctions to which mechanical recording devices are sensitive, and we hear contrasts that are objectively not there. What we (think we) hear is determined by the sound system of the language we speak. This course examines the sound systems of human languages, focusing on how speech sounds are produced and perceived, and how these units come to be organized into a systematic network in the minds of speakers of languages. (HB)

**LING 241 Breaking the Language Barrier**
4 hours
Very young children can acquire a language without really trying, but learning a language later in life is a much more difficult task. Drawing on linguistic, cognitive, and methodological research, this course examines how second language acquisition differs at the various stages of life, what structural elements of language (phonological, grammatical, and lexical) are most challenging to acquire, and what one can do to make language learning and teaching as effective as possible. (HB)

**LING 245 History of the Romance Languages**
4 hours
Although all Romance languages have Latin as their source, each is in many ways distinct from its siblings and from Latin. This course examines the primary changes in the phonology, morphology, syntax, and lexicon of Latin as it developed into the Romance language family, and explores the relationship between the ways in which a language changes and the historical events that shape the lives of its speakers. Prerequisite: FREN, SPAN, ITAL, or LAT 102 or above, or permission of the instructor. Offered every three years. (HB, Hist)

**LING 389 Directed Research**
1 hour

**LING 395 Independent Study**
1, 2, or 4 hours
Management

Ramona Nelson (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 and Business department faculty, the Luther Career Center, and alumni volunteers to discover professional opportunities, design their academic plan, and arrange for business/nonprofit experiences.

Required for a major: The foundation courses, which include ECON 130; MATH 115 or MGT 150; ACCTG 150; MGT 250 or 260; MATH 140 or higher. Other requirements include MGT 240, 351, 352, 353, two management electives numbered above 300, and MGT 490. Writing requirement completed with MGT 351. Students completing more than one major may elect to complete their senior project requirement in a major other than management. Students must achieve at least a C average (2.0 GPA) in the foundation courses. Courses in which grades below C are earned will not count toward filling the foundation requirements. These foundation requirements should be completed by the end of the sophomore year. Management courses numbered above 300 are intended for students with junior standing. Students interested in the management major are expected to have adequate preparation in math. The minimum expectation is strong Algebra II skills with preparation in precalculus or beyond recommended.

The credit hours required for the management major must be earned in regular classroom courses. Credits earned through directed readings, independent study, internships and the senior project may not be counted toward the total hours required for the major.

Students planning to pursue graduate work in management studies are advised to consult a management faculty member to identify coursework in economics, accounting, mathematics, and management information systems that will strengthen their graduate application.

Students majoring in this area are urged to consider the following courses as electives: COMS 132 and COMS 252, ENG 210, PHIL 100 and PHIL 120, SOC 101, POLS 130, PSYC 130. Students planning on graduate study should consider MATH 240, 321, and 322.

Required for a minor: ACCTG 150, MGT 240, two courses from MGT 351, 352, 353, and one management elective 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.

Arts and Sports Management Concentrations: To complete the arts management concentration a student is required to complete a major in art, dance, music, or theatre and a minor in management, or a major in management and a minor in art, dance, music, or theatre. To complete a sports management concentration a student is required to complete a major in physical education and a minor in management, or a major in management and a minor in physical education.

Management Courses

MGT 120 Personal Finance
4 hours
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.

MGT 139, 239, 339, 439 Special Topics
Credit arr.

MGT 150 Statistics
4 hours
A first course in statistics that introduces descriptive and inferential statistical tools as they apply to management, accounting and the social sciences. Students who earn credit for MATH 115 may not earn credit for MGT 150. Prerequisite: MATH 110 or above; MATH 140 or higher recommended. (HBSSM, Quant)

MGT 185 First-Year Seminar
4 hours
A variety of seminars for first-year students offered each January Term.

MGT 240 Principles of Management
4 hours
Historical and contemporary approaches to managing people and organizations. Includes assessing, developing, practicing, and applying management competencies, knowledge, and skills. Prerequisite: sophomore standing or above. (E)

MGT 250 Data Analysis for Business Decision Making
4 hours
This course is an introduction to business intelligence and analytics, focusing on the extensive use of data and quantitative analysis to drive business decisions and actions. Areas of emphasis are efficient manipulation of data sets,
defining and organizing needed data using data modeling techniques, retrieving and mining data using database tools, using data to create models for analysis, and presenting data effectively for decision making. The course will utilize current software tools, such as spreadsheets and databases, and will focus on techniques for improving business reporting and data visualization. Prerequisites: ACCTG 150 and sophomore standing or above.

MGT 260 Project Management
4 hours
This course provides an introduction to the 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 Project Management Body of Knowledge (PMBOK) guide and also incorporates learning objectives related to communication, influence, and negotiation, and their relationship to project success. Prerequisites: ACCTG 150 and sophomore standing or above.

MGT 285/295 Directed Study
2, 4 hours
An opportunity to pursue individualized or experiential learning with a faculty member, at the sophomore level or above, either within or outside the major. MGT 285 can be taken only during January Term, MGT 295 can be taken during the fall, spring, or summer terms.

MGT 351 Principles of Marketing
4 hours
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. This course has a writing instruction that partially fulfills the writing requirement. Prerequisite: junior standing or above, or consent of instructor. (E, W)

MGT 352 Human Resource Management
4 hours
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. Prerequisite: junior standing or above, or consent of instructor. (E)

MGT 353 Financial Management
4 hours
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. Prerequisite: MGT 150 or MATH 115, ACCTG 150, or consent of instructor.

MGT 360 International Business Management
4 hours
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. Prerequisite: junior standing or above, or consent of instructor. (Intcl)

MGT 361 Business Law: The Legal Environment of Business
4 hours
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. Prerequisite: junior standing or above or consent of instructor. (E)

MGT 362 Entrepreneurship
4 hours
Seminar in concepts and fundamentals of starting or acquiring a business. Emphasis on investigating the necessary steps in planning and operating the small business. Frequent problems encountered by the owner/manager are discussed. Prerequisite: junior standing or above or consent of instructor. (S)

MGT 363 Negotiations and Conflict Resolution
4 hours
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. Prerequisite: junior standing or consent of instructor. (HB).
MGT 364 Sales, Advertising, and Promotion
4 hours
An introduction to professional salesmanship emphasizing its relationship to marketing concepts. Case studies and demonstrations are used throughout the course. Prerequisite: MGT 351, or consent of instructor.

MGT 365 Investments
4 hours
Analysis of the investment environment, instruments, markets, and institutional aids for purposes of formulating broad personal investment programs. Prerequisite: foundation courses or consent of instructor.

MGT 366 Creativity and Innovation
4 hours
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. Prerequisite: junior standing or above, or consent of instructor.

MGT 367 Organizational Behavior
4 hours
Organizational reality viewed through the structural, human resource, political, and symbolic frames. Emphasis is placed on multiframe diagnosis and action. Decision making, leadership, conflict, and other traditional management topics are examined using alternative perspectives. The course also emphasizes the science and practice of influence. Prerequisite: MGT 240, junior standing or above, or consent of instructor.

MGT 375 Directed Readings
1, 2, or 4 hours
Students who develop an interest in a specialized area of the discipline for which course offerings are limited may follow a prescribed reading list under the direction of a member of the faculty with expertise in that area.

MGT 380 Internship
1, 2, or 4 hours
On-the-job learning experience in government or industry. The plan must be presented for departmental approval before the experience begins. (Note: Those students with less than a 2.50 GPA in the major must have departmental approval before interviewing.)

MGT 385 Understanding Entrepreneurship in Silicon Valley
4 hours
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 1-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. Prerequisite: junior or senior standing. (same as CS 385).

MGT 395 Independent Study
1, 2, or 4 hours

MGT 485 Seminar
Credit arr.

MGT 490 Senior Project
1 hour

MGT 493 Senior Honors Project
4 hours
A yearlong 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. (S, R)

Mathematics

Eric Westlund (department head)

The department offers two majors: mathematics and mathematics/statistics. For purposes of advising students, advanced courses may be classified as follows: MATH 253, 351, 452, and 462 are called applied; MATH 365, 454, 456, 459, 471, and 472 are called foundational; and MATH 321, 322, 327, and 328 are called statistical.

Mathematics is an extremely versatile major. Mathematics is both the primary language and
the theoretical foundation of modern technology, yet its roots in Western culture are as deep as those of any classical discipline.

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 cover the undergraduate mathematics necessary for an understanding of statistics.

Requirements for majors:

Math: Plan I (Theory). CS/MATH 220 and MATH 240; either MATH 454 or 471; one of CS 150, 151 or 200; and a minimum of three additional courses in the math department numbered 200 or above, including at least one additional from MATH 365, 454, 456, 459, 471, or 472. Writing requirement completed with CS/MATH 220, MATH 240, and MATH 454 or 471.

Math: Plan II (Applications). CS/MATH 220 and MATH 240; either MATH 454 or 471; one of CS 150, 151 or 200; and four additional courses in the math department numbered 200 or above. Writing requirement completed with CS/MATH 220, MATH 240, and MATH 454 or 471. Only two of MATH 321, 322, 327, and 328 may count towards a mathematics Plan II major.

Math: Plan III (Teaching). A Plan I mathematics major that includes MATH 321, 365, and 471. Complete one of MATH 253, 322, or 351. Writing requirement completed with CS/MATH 220, MATH 240, and MATH 454 or 471. Credit hours of required and elective mathematics courses must total a minimum of 30 hours. See education department for secondary education minor requirements.

Mathematics/Statistics: CS/MATH 220, MATH 240, 253, 321, 322, 327, 328, and CS 150, 151 or 200. MATH 454 is recommended. Writing requirement completed with CS/MATH 220, MATH 240, and MATH 327 or 328. (A student may not major in both mathematics and mathematics/statistics.)

Required for a mathematics minor: At least five courses in mathematics, including MATH 240 and two additional courses numbered 200 or above.

Required for a second teaching area: At least 24 credit hours, including 151, 152, 220, 240, 321, and 365. CS 150, 151, or 200, and EDUC 352 are required. The second teaching area license is offered only in the state of Iowa.

Suggested patterns for majors planning careers in the following areas:


3. Actuarial science: A mathematics/statistics major plus ECON 247 and ECON 248, MGT 353 and MGT 365, and courses in computer science.


NOTE: Students earning a C or below in Math 220 or 240 are advised not to take 300+ level courses.

First-Year Placement

The mathematics department placement procedure uses high school records, scores on ACT or SAT tests, and a placement test in mathematics as a basis for a recommendation. Students who are well prepared should begin in the calculus sequence, MATH 151 and MATH 152, or in special cases, MATH 220 or 240. MATH 140 and 141 contain various amounts of precalculus material as well as calculus concepts. Students who need calculus, but who also need a review of some algebra or trigonometry, should start with MATH 140. MATH 123 is only for students who major in elementary education. MATH 110 and MATH 115 are designed for students who will not be taking calculus.

Advanced Placement Credit

1. A student will receive credit for MATH 151 with a score of 4 or 5 on the AP Calculus A/B Exam. A student will receive credit for MATH 151 and MATH 152 with a score of 4 or 5 on the AP Calculus B/C Exam.

2. A student who places into MATH 152 will receive, upon completion of the course with a grade of C or better, Luther College credit for the preceding calculus course, MATH 151 (if credit has not already awarded through AP or transfer credit).

3. A student who places into MATH 240 may petition the head of the mathematics department, upon completion of the course with a grade of C or better, to receive Luther College credit for the preceding calculus course(s) MATH 151 and/or MATH 152 (if credit has not already awarded through AP or transfer credit). Approval of the petition will depend upon whether the student has previously covered the content of MATH 151 and/or MATH 152.

4. 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, 151, or 152 satisfies the all-college requirement for quantitative perspective (QUANT).

Mathematics Courses

MATH 110 Mathematics in our World
4 hours
Quantitative literacy plays an important role in an increasing number of professional fields, as well as in the daily decision-making of informed citizens in our changing society. This course is designed to improve students’ quantitative reasoning and problem-solving skills by acquainting them with various real-world applications of mathematical reasoning, such as fair division, voting and apportionment, graph theory, probability, statistics, the mathematics of finance, check digits and coding, and geometry. This course is recommended for students who wish to take a non-calculus-based mathematics class as they prepare for their lives as informed members of a larger world. Prerequisite: high school algebra. (Quant)

MATH 115 Introduction to Statistics
4 hours
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. (Quant)

MATH 123 Mathematics for Elementary School Teachers
4 hours
This course provides pre-service K-8 teachers a strong foundation in the mathematics content areas as described in the NCTM’s Principles and Standards for School Mathematics. The content standards include: Numbers 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. Prerequisite: one year of high school algebra, one year of high school geometry and admission into the teacher education program. Corequisite: EDUC 325, EDUC 326 (Quant)

MATH 139, 239, 339, 439 Special Topics
Credit arr.

MATH 140 Precalculus with Derivatives
4 hours
Algebraic and graphical representations of functions including: polynomial, rational, exponential, and logarithmic; techniques of solving equations and inequalities; modeling with various functions. An introduction to calculus concepts such as instantaneous rates of change: limits, derivatives; continuity; applications of derivatives. Graphing calculator use may be required. Prerequisite: a suggested placement. (Quant)

MATH 141 Calculus I with Algebra and Trigonometry
4 hours
Continuation of topics of MATH 140: trigonometric functions, derivatives, chain rule, the mean value theorem, Riemann sum approximation for integrals, definite integrals, antiderivatives, and applications. Graphing calculator use may be required. (Students who earn credit for MATH 141 may not earn credit for MATH 151.) Prerequisite: MATH 140. (Quant)

MATH 151 Calculus I
4 hours
Topics related to instantaneous rates of change: functions, limits, continuity, derivatives, mean value theorem and applications; antiderivatives and definite integrals. Graphing calculator use may be required. (Students who earn credit for MATH 151 may not earn credit for MATH 140, or MATH 141.) Prerequisites: three years of high school mathematics including algebra, trigonometry, and geometry, and a suggested placement. (Quant)

MATH 152 Calculus II
4 hours
Applications of the definite integral, techniques of integration, differential equations, power series, Taylor series, and an introduction to computer algebra systems. Prerequisite: MATH 141 or 151 or consent of instructor. (Quant)

MATH 185 First-Year Seminar
4 hours
A variety of seminars for first-year students offered each January Term.

MATH 220 Discrete Structures
4 hours
The basic topics of discrete mathematics and the theoretical foundation for computer science are covered in this course: propositional and predicate logic, methods of proof, induction, recursion and recurrence relations, sets and combinatorics, binary relations (including equivalence relations and partial orderings), functions, Boolean algebra and computer logic, and finite state machines. Prerequisite: MATH 152 or above; or CS 150, 151, or 200; or consent of instructor. (Same as CS 220) (Quant, W)
MATH 240 Linear Algebra
4 hours
Theory, computation, abstraction, and application are blended in this course, giving students a sense of what being a mathematics major is all about. Assignments will include computations to practice new techniques and proofs to deepen conceptual understanding. This course starts by solving systems of linear equations, views matrices as linear transformations between Euclidean spaces of various dimensions, makes connections between algebra and geometry, and then extends the theory to more general spaces. Topics include matrix algebra, vector spaces and subspaces, linear independence, determinants, bases, eigenvalues, eigenvectors, orthogonality, and inner product spaces. Prerequisite: MATH 152, or consent of instructor. (Quant, W)

MATH 253 Vector Calculus
4 hours
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. Tensor-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. Prerequisite: MATH 240. (Quant)

MATH 258 Chaotic Dynamical Systems
4 hours
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. Prerequisite: MATH 240. (Quant)

MATH 260 Elementary Number Theory
4 hours
Fibonacci numbers, divisibility theory in the integers, prime numbers, Euclidean algorithm, Diophantine equations, congruences, divisibility tests, Euler's theorem, public key cryptography. Usually offered in alternate January terms. Prerequisites: CS/MATH 220 or MATH 240. (Quant)

MATH 285/295 Directed Study
2, 4 hours
An opportunity to pursue individualized or experiential learning with a faculty member, at the sophomore level or above, either within or outside the major. MATH 285 can be taken only during January Term, MATH 295 can be taken during the fall, spring, or summer terms. MATH 285 cannot be counted toward the mathematics minor. Prerequisite for MATH 285: MATH 240.

MATH 321 Probability and Statistics I
4 hours
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. Prerequisite: MATH 152. (Quant)

MATH 322 Probability and Statistics II
4 hours
Sampling distribution of mean, standard deviation and proportion, theory of estimation, methods of point estimation, hypothesis testing, large and small sample confidence intervals, inferences for means, proportions and variances. Distribution free procedures. Prerequisite: MATH 321. (Quant)

MATH 327 Applied Statistics I
4 hours
Regression Analysis: Least square estimates, simple linear regression, multiple linear regression, hypothesis testing and confidence intervals for linear regression models, prediction intervals, and ANOVA. Model diagnostics including tests of constant variance assumptions, serial correlation, and multicollinearity. Time series: Linear time series, moving average, autoregressive and ARIMA models. Estimation and forecasting. Forecast errors and confidence intervals. Prerequisite: college-level statistics course. (Quant, W)

MATH 328 Applied Statistics II
4 hours
Design and analysis of experiments; analysis of variance techniques; fixed, random, and mixed models; repeated measures. Prerequisite: MATH 327. (Quant, W)

MATH 351 Ordinary Differential Equations
4 hours
Differential equations is an area of theoretical and applied mathematics in which there are 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 non-linear 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. Prerequisite: MATH 240. (Quant)

**MATH 365 Geometry**

4 hours

The 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. Prerequisites: CS/MATH 220, MATH 240. (Quant)

**MATH 380 Internship**

Credit arr.

On-the-job learning experience. The plan must be presented for departmental approval before the experience begins.

**MATH 395 Independent Study**

1, 2, or 4 hours

**MATH 452 Partial Differential Equations**

4 hours

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. Prerequisite: MATH 351 or consent of instructor. (Quant)

**MATH 454 Principles of Real Analysis**

4 hours

This course studies functions of a real variable and examines the foundations of calculus, with an emphasis on writing rigorous analytical proofs, and follows the historical development of analysis from Newton and Leibniz through Lagrange, Cauchy, Bolzano, Weierstrass, Cantor, Riemann, and Lebesgue. Topics include the topology of the reals, sequences, series, limits, continuity, pointwise and uniform convergence, differentiation, Taylor series, and integration. Prerequisites: CS/MATH 220, MATH 240. (Quant, W)

**MATH 456 Functions of a Complex Variable**

4 hours

What happens when calculus is extended to functions of a complex variable? Geometry and analysis combine to produce beautiful theorems and surprising applications. Topics include complex numbers, limits and derivatives of complex functions, Cauchy-Riemann equations, harmonic functions, contour integrals, the Cauchy integral formula, Taylor and Laurent series, residues, and conformal mappings with applications in physical sciences. Offered in alternate years. Prerequisite: MATH 253. (Quant)

**MATH 459 Topology**

4 hours

What properties of a space are preserved by a continuous transformation? Point-set topology uses the concept of an “open set” to extend the definition of continuity to many different spaces. Topics may include the order, metric, product, and subspace topologies; limit points, connectedness, compactness, countability axioms, separation axioms, the Urysohn lemma, and the Urysohn metrization theorem. Usually offered in alternate January terms. Prerequisites: CS/MATH 220, 240. (Quant)

**MATH 462 Numerical Analysis**

4 hours

Numerical analysis is a blend of computational methods and mathematical analysis of their convergence, accuracy, and stability. Topics include roots of equations and solutions of systems of linear equations, function interpolation and approximation, numerical differentiation and integration, optimization, and numerical solutions of ordinary and partial differential equations. Offered in alternate years. Prerequisites: MATH 240, CS 150. (Same as CS 462.) (Quant)

**MATH 471 Abstract Algebra I**

4 hours

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. Prerequisites: CS/MATH 220, MATH 240. (Quant, W)
MATH 472 Abstract Algebra II  
1, 2, or 4 hours  
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. Prerequisite: MATH 471. (Quant)

MATH 490 Senior Project  
1, 2, or 4 hours

MATH 493 Senior Honors Project  
4 hours
A yearlong 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.

Museum Studies
Edward Tebbenhoff (program director)

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

A Luther program for some 30 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 originate in any number of departments but should bear upon some aspect of material culture or subject matter that is relevant to museum work. Electives may involve museum administration, public relations, fine art, folk art, anthropology, natural history, environmental studies and biology. (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): HIST 126, 226, 227, ANTH 101, 104, 302, 305, ART 228, 251, 252, 290, THE 203, ENVS 133, 134, BIO 112, 246, 251, 253, 258, SCI 121.

Museum Studies Courses

MUST 120 Introduction to Museums  
4 hours
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-American Museum and Effigy Mounds National Monument. Offered alternate years.

MUST 185 First-Year Seminar  
4 hours
A variety of seminars for first-year students offered each January Term.

MUST 220 Collections Management  
4 hours
Addresses specific topics of curatorial and management 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.

MUST 380 Internship in Museum Studies  
2, 4 hours
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 a minimum of 150 hours in the semester. Prerequisites: MUST 120, 220.

Music

Gregory Peterson (department head)

Required for a major: MUS 121, 122, 121L, 122L, 231, 231L, 250, 332, 332L, 341, 342, 343, 344, and 7 semesters of private lesson study in the student’s major applied area. Writing requirement completed with MUS 344.

The above courses are the music major core. A sequence of courses can be arranged to allow a student to begin a major in the sophomore year.

Recital requirement: All music majors must present a half recital or its equivalent in general recital appearances.

Ensemble requirement, piano proficiency, recital attendance: All music majors must complete an ensemble requirement which may be satisfied in a variety of ways. (See music department policies booklet.) Music majors are also required to meet a piano proficiency requirement and to attend recitals as directed by departmental policy.

Transfer students: Prior to initial registration, all transfer students must make an appointment with the music department 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 course work in the department and at least 3 semesters of private lesson study in the student’s major applied area while at Luther College.

Permission to continue major: Acceptable musical and academic progress, regularly reviewed by the music faculty, shall permit the student to continue as a major in the department.

Required for certification to teach music K–8 and 5–12: Completion of the music major, completion of the music education minor K–12, and student teaching at elementary and secondary levels. See education department for K–12 minor requirements.

Required for a minor: MUS 121, 122, 121L, 122L, either MUS 341, 344, or MUS 342 and MUS 343, four semesters of applied music study, and a minimum of two additional elective courses (totaling 4-6 credits) with at least one course from the following: MUS 231/231L, 236, 237, 247, 248, 250 (encouraged), MUS 272, 341, 342, 343, 344 (with instructor’s permission), and MUS 445 but not MUS 273 or applied music. The student must also satisfy the ensemble requirement with four semesters of participation (or an approved equivalent) and fulfill the current recital attendance requirement during two of the semesters he/she is registered for private lessons.

Study plans: Upperclass students are encouraged to develop supplemental study plans with their advisors in one of the following areas: church music, conducting, historical musicology, instrumental performance, jazz, music education, theory/composition or vocal/opera performance. For further information, see Recommended Study Plans in the latest edition of the music department policies.

Music Management Concentration: To complete the music management concentration a student is required to complete a major in music and a minor in management, or a major in management and a minor in music.

Music Courses

MUS 111 The Materials of Music
2 hours
Students with little or no music theory background are provided an opportunity to study and make music through singing with solfège, playing the piano, composing and studying scores. This course prepares students for Music Theory and Ear Training 121/121L.

MUS 120 Introduction to Musical Styles
4 hours
Designed to acquaint the general student with music as one of the humanities. Development of perceptive listening; a survey of western music as an art form. No prerequisite. (HE)

MUS 121 Theory I
3 hours
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 example. MUS 131 is the honors section of Theory 1. Co-requisite: MUS 121L (HE)
MUS 121L Ear Training I
1 hour
A study including sightsinging, rhythmic performance, dictation (melodic, harmonic, rhythmic), and related skills, all designed to develop the student’s musical ear to the highest degree possible. MUS 131L is the honors section of Ear Training I. Corequisite: MUS 121.

MUS 122 Theory II
3 hours
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 of Theory II. Prerequisites: MUS 121, 121L. Co-requisite: MUS 122L (HE)

MUS 122L Ear Training II
1 hour
Continuation of MUS 121L. Taken concurrently with MUS 122. Music 132L is the honors section of Ear Training II. Prerequisites: MUS 121 and MUS 121L.

MUS 135 Principles of Improvisation
2 hours
A seminar that introduces instrumentalists and vocalists to basic concepts and techniques of music improvisation. Individual and ensemble exercises guide students in explorations of jazz, blues, and free-form styles. Special regard is given to personal philosophy and harmonic, melodic, and rhythmic vocabulary.

MUS 139, 239, 339, 439 Special Topics
Credit arr.

MUS 145 Orchestral Repertoire for Harp
1 hour
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.

MUS 185 First-Year Seminar
4 hours
A variety of seminars for first-year students offered each January Term.

MUS 227 Music/Performing Arts in the Elementary Classroom
2 hours
This course presents methods of teaching music/performing arts for use in the classroom by the elementary teacher. Topics included are: basic music/performing arts concepts, presenting music/performing arts to elementary children and an overview of such programs in the elementary school including content, methods and materials for instruction. Prerequisite: EDUC 185/215.

MUS 231 Theory III
3 hours
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. Prerequisites: MUS 122, 122L. Corequisite: MUS 231L.

MUS 231L Ear Training III
1 hour
A study including sightsinging, 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. Taken concurrently with MUS 231. Prerequisites: MUS 122, 122L.

MUS 236 Music, Worship, and Culture
4 hours
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. No prerequisite. (HE)

MUS 237 Worship and Music in the Life of the Church
2 hours
This course will familiarize students with the role that music plays in liturgical and nonliturgical 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. Alternate years. No prerequisite.

MUS 238 Composition Workshop
1 hour
A workshop for students interested in exploring composition and improvisation. No prior composition experience necessary, but facility on an instrument or voice is helpful. Students also participate in a weekly composition seminar and interact with guest composers. Class culminates in a concert of new works. Prerequisite: MUS 332 or consent of instructor.
MUS 245 Choral Singing in Namibia and South Africa
4 hours
This 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 during January Term. Prerequisite: consent of instructor. (Int'l)

MUS 247 History of Jazz
4 hours
A survey of the history and development of jazz, from the 1890's 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) (HEPT, Hist, Intcl)

MUS 248 World Music Cultures
4 hours
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. This 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). Students who have this preparation but have not completed the prerequisite are encouraged to speak to the instructor to determine if the course will be a good fit for their interests. Prerequisite: MUS 121L or MUS 111 or consent of instructor. (HE, Int'l)

MUS 249 Listening Live in London
4 hours
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. Prerequisite: consent of instructor. (HE, Int'l)

MUS 250 Introduction to Conducting
2 hours
A study of the fundamental gesture, technique, and score preparation. Additional focus is given to oral communication and writing related to the art of conducting and self-evaluation. Prerequisites: MUS 332, 332L.

MUS 265 Diction for Singers I: Italian and German
2 hours
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.

MUS 266 Diction for Singers II: French and English
2 hours
Use of the 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.

MUS 267 Vocal Literature I: Italian/Spanish and German
2 hours
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.

MUS 268 Vocal Literature II: French and British/American
2 hours
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.

MUS 272 Symphonic Music
2 hours
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. No prerequisite.
**MUS 273 Chamber Music**  
1 hour  
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.

**MUS 285/295 Directed Study**  
2, 4 hours  
An opportunity to pursue individualized or experiential learning with a faculty member, at the sophomore level or above, either within or outside the major. MUS 285 can be taken only during January Term, MUS 295 can be taken during the fall, spring, or summer terms.

**MUS 322 Theory IV**  
3 hours  
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. Prerequisites: MUS 231, 231L. Co-requisite: MUS 332L.

**MUS 322L Ear Training IV**  
1 hour  
A continuation of MUS 231L. Normally taken concurrently with MUS 332. Prerequisites: MUS 231, 231L.

**MUS 338 Composition: Private Lesson**  
1–2 hours  
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. Prerequisite: MUS 238 or consent of instructor.

**MUS 341 History of Music: Antiquity through 1750**  
4 hours  
A survey of musical life and literature from Ancient Greece through the Baroque Era: the Greek theoretical legacy; sacred and secular developments of the Middle Ages and Renaissance; invention of opera and growth of idiomatic instrumental styles; life and works of Bach and Handel; American topics: early psalters and hymnals. Prerequisites: MUS 122, 122L (Hist, R, W)

**MUS 342 History of Music: The Classical Period**  
2 hours  
A survey of musical life and literature from 1730 to 1825: origins and development of the divertimento, symphony, string quartet, piano concerto, and related genres; developments in opera and sacred vocal forms; life and works of Haydn, Mozart, and Beethoven; American topics: early instruction books and singing schools, shape-notes, the Moravians, William Billings. Prerequisites: MUS 122, 122L.

**MUS 343 History of Music: The Romantic Era**  
2 hours  
A survey of musical life and literature in the 19th century: the Lied and song cycle, romantic opera, concert overture, symphonic poem, program symphony, virtuoso violin and piano schools; survey of the life and works of Schubert, Schumann, Mendelssohn, Chopin, Berlioz, Liszt, Brahms, Wagner, Verdi, Bruckner, Mahler, and Richard Strauss; American topics: the Negro spiritual, minstrel shows, Lowell Mason, Louis Moreau Gottschalk, Stephen Foster. Prerequisites: MUS 122, 122L.

**MUS 344 History of Music: Contemporary**  
4 hours  
A survey of musical life and literature from the late-19th century to the present: tonality in its luxuriant-chromatic phase; the fin-de-siècle in Europe and America; jazz, atonality and serialism; midcentury symphonic music; popular music, concert music, and performance art since 1945. Prerequisites: MUS 332, 332L. (HEPT, Hist, R, W)

**MUS 351 Advanced Conducting: Choral**  
2 hours  
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. Prerequisite: MUS 250.

**MUS 353 Conducting: Instrumental**  
2 hours  
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. Prerequisite: MUS 250.

**MUS 356 Electro-Acoustic Music**  
2 hours  
An introductory course in electro-acoustic music in which students: 1) listen to music that 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. Prerequisite: consent of instructor.

**MUS 362 Opera Workshop: Scenes**
1, 2, or 4 hours
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. Prerequisites: MUS 130 (Private Voice Instruction) and consent of voice teacher.

**MUS 363 Opera Workshop: Production**
1, 2, or 4 hours
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. Prerequisites: MUS 130 (Private Voice Instruction) and consent of voice instructor.

**MUS 371 Orchestration**
2 hours
A study of the fundamentals and practices of arranging and composing for large ensembles. Course culminates with readings of student arrangements and/or compositions. Alternate years. Prerequisite: MUS 332 or consent of instructor.

**MUS 375 Directed Readings**
2 hours
Students who develop an interest in a specialized area of the discipline for which course offerings are limited may follow a prescribed reading list under the direction of a member of the faculty with expertise in that area.

**MUS 376 Vocal and Instrumental Accompanying**
2 hours
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. Prerequisite: consent of instructor. (S)

**MUS 395 Independent Study**
1, 2, or 4 hours

**MUS 445 Performance Practices of the Renaissance and Baroque Periods**
2 hours
Historical study of the interpretation of music based on reading from the letters, diaries, essays, critical reviews, and performance treaties of the period. Seminar format with a substantial performance project. Open to music majors, or by consent of instructor. Offered alternate years.

**MUS 446 Performance Practices of the Classical and Early Romantic Periods**
2 hours
Historical study of the interpretation of music based on reading from the letters, diaries, essays, critical reviews, and performance treaties of the period. Seminar format with a substantial performance project. Open to music majors, or by consent of instructor. Offered alternate years.

**MUS 454 16th Century Counterpoint**
2 hours
A study of the 16th century modal counterpoint style of Palestrina. Written exercises lead to the composition and performance of a mass movement. Prerequisite: MUS 332.

**MUS 455 Analytical Studies**
2 hours
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. Prerequisite: MUS 332.

**MUS 469 Advanced Ear Training**
1 hour
A continuation of MUS 332L. Offered alternate years. Prerequisites: MUS 332, 332L

**MUS 485 Seminar**
Credit arr.

**MUS 490 Senior Project**
1 hour

**MUS 493 Senior Honors Project**
4 hours
A yearlong 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 department.

**MUS 495 Independent Study**
1, 2, or 4 hours

**MUS 498 Senior Project**
1 hour

**MUS 499 Senior Honors Project**
4 hours
A yearlong 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. (R, S)

**Applied Music**

One credit is given for one half-hour lesson per week for a full semester. Attendance at class seminars may be expected. Final semester examinations before a faculty jury will be held for most students taking private lessons.

**MUS 115 Class Instruction—Piano, Voice, or Guitar**
1 hour
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.

**MUS 116 Class Instruction—Piano or Voice**
1 hour
Continuation of MUS 115. For majors and nonmajors who have had some piano or voice. Emphasis is on developing good reading and practicing skills. Additional fees will be assessed for this course. Prerequisite: MUS 115 or equivalent.

**MUS 117 Class Instruction—Piano**
1 hour
For music majors only. Emphasis is on developing the skills required on the piano proficiency test. Additional fees will be assessed for this course. Prerequisite: MUS 116 or piano placement recommendation.

**MUS 118 Preparation for Piano Proficiency Test**
0 hours
For first-semester music majors with significant background in piano. Two one-hour sessions will help these students prepare for the Piano Proficiency Test. Prerequisite: piano placement recommendation.

**MUS 130 Private Instruction**
1 hour
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. Prerequisite: music major or music minor with two semesters of MUS 130 (Private Instruction).

**MUS 300 Music Ensembles**
no credit
Brass Choir, Cantorei, Cathedral Choir, Chamber Orchestra, Collegiate Chorale, Collegium Musicum, Concert Band, Jazz Orchestra, Jazz Band, Nordic Choir, Norsemen, Aurora, Philharmonia, Symphony Orchestra, Varsity Band, Wind and Percussion Ensemble.

**MUS 330 Private Instruction**
1 hour
For music majors in their third year of study. Nonmajors and music majors in their secondary areas may register for this course with consent of instructor. Studio seminars may be required. Additional fees will be assessed for this course. Prerequisite: music major or music minor with two semesters of MUS 230 (Private Instruction).

**MUS 360 Vocal Coaching**
1–2 hours
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. Prerequisites: upper level (MUS 330) voice and consent of instructor.

**MUS 430 Private Instruction**
1 hour
For music majors in their fourth year of study. Non-majors and music majors in their secondary areas may register for this course with consent of instructor. Additional fees will be assessed for this course.

**Nordic Studies**

David Thompson (department head), Laurie Ludin-Nelson (program director)

Required for a major: 32 hours including SCST 101, 102, 201, 202, plus 16 additional credits in approved courses, 8 credits of which must be at the 300 level or above; a language immersion experience. Approved study abroad courses can be used to fulfill the requirements for the major. Writing requirement completed with SCST 345, 361, 363, FCU 361, 363; or other approved writing courses in the Nordic Studies program. Double majors may elect to complete their senior project in another discipline.

Required for a minor: 24 hours including SCST 101, 102, 201, plus 12 additional credits in approved courses. Approved study abroad courses can be used to fulfill the requirements for the minor. A student may not apply the same elective courses in a Nordic Studies major/minor towards a major/minor in International Studies. Students who wish to substitute a Nordic language, other
than Norwegian, for the language core should consult with the Nordic studies director.

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

- ART 115, 149
- FcUl 185, 250, 251, 339 (Russia and Scandinavia), 339 (Peace and Reconciliation), 361, 363
- HIST 256, 348, 352, 485 (when topic concerns Nordic countries)
- PAiD 450 (Green Germany), 450 (Islam in Europe)
- SCST 101, 102, 201, 202, 250, 251, 339 (Russia and Scandinavia), 339 (Peace and Reconciliation), 345, 346, 348, 352, 361, 363

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

Language immersion experience: For majors, a minimum of one semester of academic study in a Nordic country. For minors, a term of study abroad is strongly recommended, but not required. 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, Literatures, and Linguistics has a Language Learning Center in Main Building. Language students have access to computerized language learning materials, to computers with audio and video editing software, and to video study rooms where they may view prerecorded foreign language videos and DVDs or watch live international TV. The Languages 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.

Nursing

LaDonna McGohan (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 at the end of the fall semester. Luther offers a direct entry program into the nursing major for high school seniors. See the Admission Information section of the catalog for details.

Minimum criteria for admission to the nursing major include:

1. A minimum cumulative grade point average (GPA) for college courses taken at Luther College of 2.75.
2. A minimum grade of C in all courses required for the nursing major.
3. Repetition of any single course required for the major no more than once.
4. 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 nursing courses 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. Nursing courses in
the junior year are taken off campus in Rochester, MN.

Required for a major: NURS 234, 235, 236, 237, 370, 371, 372, 373, 375, 376, 377, 378, 382, 384, 386, 388, 390, 420, 421, 425, 480, 490. Students completing more than one major may elect to complete the senior project in a major other than nursing. Writing requirement completed with NSG 382 and 384.

Correlative requirements: BIO 115, 116, 152, 243; HLTH 125; SCI 240, 250; PSYC 130, 240. A course in statistics is recommended for nursing majors who intend to do graduate work.

**Nursing Courses**

**NURS 138 Human Sexuality**

4 hours
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 WGST 138) (HB)

**NURS 139, 239, 339, 439 Special Topics**
Credit arr.

**NURS 185 First-Year Seminar**

4 hours
A variety of seminars for first-year students offered each January Term.

**NURS 234 Pathways to Practice I**

2 hours
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 acquisition of knowledge for the liberal arts, sciences and nursing as the foundation of professional nursing practice. Prerequisites: admission to nursing major; BIO 115, 116, 152, HLTH 125. Co-requisites: BIO 243, NURS 235, PSYC 130, SCI 240.

**NURS 235 Pathways to Practice I Clinical**

2 hours
First of two clinical courses focusing on the development of communication and assessment skills and selective application of cognitive and psychomotor skills for the safe care of adult patients in long term care settings. Prerequisites: admission to nursing major; BIO 115, 116, 152, HLTH 125. Co-requisites: BIO 243, NURS 234, PSYC 130, SCI 240.

**NURS 236 Pathways to Practice II**

2 hours
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. Prerequisites: NURS 234, 235. Co-requisites: NURS 237, PSYC 240, SCI 250.

**NURS 237 Pathways to Practice II Clinical**

2 hours
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. Prerequisites: NURS 234, 235. Co-requisites: NURS 236, PSYC 240, SCI 250.

**NURS 285/295 Directed Study**

2, 4 hours
An opportunity to pursue individualized or experiential learning with a faculty member, at the sophomore level or above, either within or outside the major. NURS 285 can be taken only during January Term, NURS 295 can be taken during the fall, spring, or summer terms.

Note: Prerequisites for courses numbered 370 and above are: NURS 234, 235, 236, 237; BIO 115, 116, 152, 243; HLTH 125; PSYC 130, 240; SCI 240, 250. Co-requisites: NURS 371, 375, 377, 376 or 378, 390.

**NURS 370 Health and Healing I**

2 hours
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.

**NURS 371 Health and Healing I Clinical**

2 hours
This clinical course is meant to apply the knowledge and skills learned previously, with emphasis on developing clinical decision-making abilities. Students will practice in an adult, acute-care setting and with regular opportunity to reflect on values and experiences in order to make meaning of health and healing.
null
incorporates ethical aspects of the research process and research history. Integration of multiple sources of evidence to guide nursing practice is analyzed. Offered concurrently with: NURS 372, 373, 376 or 378, 382, 384, 386.

**NURS 390 Nursing Leadership in Health Care**  
2 hours  
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 influences. 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. Offered concurrently with: NURS 370, 371, 375, 377, 376 or 378.

**NURS 395 Independent Study**  
1, 2, or 4 hours  
Notes: Prerequisites for courses numbered 420 and above are: NURS 370, 371, 372, 373, 375, 376, 377, 378, 382, 384, 386, 388, and 390.

**NURS 420 Population Based Care**  
2 hours  
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.

**NURS 421 Population Based Care Clinical**  
2 hours  
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, lifestyle factors, and disease prevention that facilitate the development of healthy populations, communities, families, and individuals. Corequisite: NURS 420.

**NURS 425 Synthesis of Clinical Practice Across the Lifespan**  
2 hours  
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.

**NURS 480 Senior Leadership Capstone**  
4 hours  
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.

**NURS 490 Senior Project**  
1 hour  
A student completing a senior project in another major is not required to complete a senior project in nursing. Prerequisite: NURS 384.

**NURS 493 Senior Honors Project**  
4 hours  
A yearlong 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.
Paideia

Rebecca Sullivan (program director)

"Paideia" (pronounced pie-DAY-uh) is a classical Greek term meaning "education." 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, Paideia is a signature Luther 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 (Paideia 111 and 112), and a series of one-semester courses for juniors and seniors (Paideia 450).

Paideia 111/112: Enduring Questions are two first-year sequential semester courses taught by faculty from every academic division. Students in these courses study works drawn from across the disciplines. The course provides a base of skills you will use throughout your college experience. Enduring Questions is a course that every Luther student takes. 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. Enduring Questions sections allow face-to-face learning, with no more than 19 students per section. Each work in Enduring Questions begins with a large-format lecture in which a faculty member provides an overview. In addition, the author of the summer reading text often 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, often in an area key to their major or intended profession, students use the critical reading, thinking, and writing 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 Courses

Paideia 111, 112 Enduring Questions
4, 4 hours

A two-semester common course for all first-year students that addresses questions central to the human condition. It develops students' ability to read, write, analyze, discuss, and research by engaging with works from across the disciplines, drawn from different time periods and parts of the globe. As a signature course and a foundation for liberal learning, "Enduring Questions" is taught by faculty from all divisions of the college. Students may not withdraw from Paideia 111 or 112. If they fail the course, they must retake it in the next semester it is offered.

Paideia 450 Ethical Choices
4 hours

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. Students may satisfy Paideia 450 in one of four ways:

1. By enrolling in a single Paideia 450 course taught by faculty from two or more disciplines
2. By co-enrolling in an interdisciplinary cluster of two paired courses specially designed by participating faculty
3. By enrolling in a specially designed sequence of two courses taught by two different faculty members in the same academic year
4. Through the completion of an interdisciplinary minor with a designated Paideia 450 component

Paideia 450 courses recently offered:

A. Thinking Through the Ethics of Art
This course explores the relationship between practices and theories of art through the lenses of philosophy and art history. It takes a thematic approach, focusing on ethical issues in the arts, such as art and censorship, recent deaccessioning controversies, use of animals in art, eco-criticism, and problems related to the representation of women, ethnic and racial groups, and children. It is particularly concerned with the way that artists across time and cultures have engaged these ethical issues.
B. Making Decisions for U.S. Schools
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 as those values related to ethnicity, race, class and gender. 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.

C. Green Germany: Advanced Models of Sustainability
This course will survey social structures that have historically supported and promoted environmental pollution and destruction, particularly in Europe, and will draw on similarities between the German and American situations. Students will study and visit environmentally sustainable projects and engage with political parties and local citizen organizations in Germany, Iceland, and Denmark. Central to the course are ethical issues in the development of environmentally sustainable projects, including both the immediate impacts and long term implications on the local populations. The group will be based in Husum, northern Germany, a major wind energy center, and will visit Hamburg, Berlin, Denmark, and Iceland.

D. Ethics and Technology
Technologies pervade modern life. They buzz in our pockets, heat our food, transport us across vast distances, but also change the atmosphere of the planet. Are they merely means that contribute to our fulfillment of the good life? Or do some technologies and the mindset that accompanies them diminish what it means to be human? How should we assess technologies ethically? To what extent do technologies illumine, exacerbate, create, or resolve moral problems? This course explores questions like these as they arise in the areas of globalization, economics, and human rights; computers, robotics, and information technology; biotechnology and genetic engineering; and population, energy, and the environment.

E. Here on Earth: Vocation in a Sustainable Global Community
This course explores texts, including films that reveal the interdependence between people and communities as we strive to nurture well-being on our planet Earth. Discussion will be framed by the concept of vocation and will draw on the experiences of local individuals who are committed to some form of “social” sustainability in their life’s work. This exploration will lead to the question, “How can educated, morally serious people discern their roles in a global community?”

Philosophy
Matthew Simpson (department head)

Philosophy means the love of wisdom. More specifically, philosophy is the systematic, rational inquiry into the most profound questions about nature and human life. The philosophy program is designed to help students think about these issues in a thorough and rigorous way, by acquainting them with historical and contemporary work in philosophy and by developing their skills in critical analysis and expository writing. The program offers a number of gateway courses that are open to all students, as well as more advanced and intensive courses for students interested in deepening their knowledge of philosophy and building their skills in analysis and writing. The major and minor in philosophy offer a sequence of historical and topical courses that allow students to engage deeply with an array of philosophical problems and approaches. Because of the breadth and depth of these offerings, as well as the analytical rigor that they require, a major or minor in philosophy is excellent preparation for all kinds of graduate study and public service. Many of our majors go on to graduate school in philosophy, theology, and law.

Required for a major: A minimum of nine courses (not including the senior project) in philosophy, including PHIL 110, 120 or PHIL 320, 200, 220, 485, and at least two additional courses numbered 300 or above. Writing requirement completed with PHIL 485.

Required for a minor: A minimum of five courses in philosophy, including PHIL 200, 220, 485, and at least one additional course numbered 200 or above.

Honors 210, 220, 310 and 320 may be used in place of philosophy courses to satisfy prerequisites for advanced philosophy offerings. In addition, consent of instructor to enroll can be obtained with advisor’s assistance by students lacking formal prerequisites, given appropriate academic experience and interest.

Philosophy Courses

PHIL 100 Introduction to Philosophy
4 hours
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. (HEPT)

PHIL 110 Logic
4 hours
A study of reasoning and argumentation, introducing formal symbol systems, including propositional and predicate logic, with attention to informal logic and fallacies. (Quant)

PHIL 120 Ethics
4 hours
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. (HEPT)

PHIL 130 Philosophy of Religion
4 hours
A study of attempts to bring rational justification and clarification to religious beliefs and practice, focusing primarily on the concepts of Christian theology. Topics may include: the existence and attributes of God, faith and reason, death and immortality, miracles and revelation, the problem of evil, and religious pluralism. (Same as REL 230) (HEPT)

PHIL 139, 239, 339, 439 Special Topics
Credit arr.

PHIL 140 Environmental Philosophy
4 hours
A study of the philosophical response to the environmental crisis. The course begins with a survey of environmental problems and a brief history of the environmental movement. It then examines various philosophical attempts to reevaluate human attitudes and responsibilities toward the nonhuman environment. (HEPT)

PHIL 150 Social and Political Philosophy
4 hours
An introduction to major social and political theories with focus on such concepts as obligation, law, authority, freedom, rights, justice, individual, community, ideology, and oppression. (HEPT)

PHIL 185 First-Year Seminar
4 hours
A variety of seminars for first-year students offered each January Term.

PHIL 200 Ancient Philosophy
4 hours
An examination of the development of philosophy among the Greek-speaking peoples and the civilizations they influenced. Primary focus will be on the thought of Plato and Aristotle as the major founders of western philosophical thought, with a brief review of subsequent developments in Hellenistic and Roman philosophy. Prerequisite: one course in philosophy. (HEPT)

PHIL 220 Early Modern Philosophy
4 hours
An examination of the development of modern European philosophy. Primary focus will be on the formation of scientific philosophies in the seventeenth and eighteenth centuries and upon the synthesis of these views in Kant's philosophy. Prerequisite: one course in philosophy. (HEPT)

PHIL 230 Philosophy of Science
4 hours
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. Prerequisite: one course in philosophy, or two courses in natural science. Offered alternate years. (HEPT, NWNL)

PHIL 240 Philosophy of Art
4 hours
A study of the nature of art and its relationship to the human condition. Issues covered include definitions of art, the relationship between art and the community, the nature of aesthetic experience, and standards of taste. Prerequisite: one course in philosophy, or two courses in fine arts. Offered alternate years. (HEPT)

PHIL 260 Feminist Philosophy
4 hours
Examination of feminist philosophies, including issues in epistemology, ethics, social philosophy, political philosophy, philosophy of religion and historical interpretation. Focus on the challenges which feminist theory presents to traditional philosophical assumptions in the Western tradition. This course counts as theory requirement for the WGST major. Prerequisite: one course in philosophy, or two courses in women's and gender studies. Offered alternate fall semesters. (Same as WGST 260) (HEPT, W)

PHIL 285/295 Directed Study
2, 4 hours
An opportunity to pursue individualized or experiential learning with a faculty member, at the sophomore level or above, either within or outside the major. PHIL 285 can be taken only during January Term. PHIL 295 can be taken during the fall, spring, or summer terms.
PHIL 300 19th and 20th Century Philosophy
4 hours
A study of philosophical movements that developed in response to German idealism, including existentialism, phenomenology, pragmatism, analytic and postmodern philosophy. Prerequisites: two courses in philosophy. Offered alternate years. (HEPT)

PHIL 310 Metaphysics and Epistemology
4 hours
A comparative and critical study of major theories about being and knowing. Metaphysical issues focus on the nature of reality, including the relationship between mind and matter, substance and attribute, time, space, causation, change, modality, and identity. Epistemological topics concern the possibility, origins, nature, and extent of human knowledge. The course includes classical as well as contemporary readings, covering a wide range of philosophical theories and their interaction. Prerequisite: two courses in philosophy. Offered alternate years. (HEPT)

PHIL 320 Topics in Value Theory
4 hours
Study of particular theories, movements, issues, major philosophers in value theory. Examples include major works in virtue ethics, utilitarian theory, deontological ethics. Prerequisite: two courses in philosophy. Offered alternate years. (HEPT)

PHIL 330 Philosophy of Mind
4 hours
An investigation of historical and contemporary attempts to address a wide range of questions concerning 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? Is evolutionary theory relevant to our understanding of the mind? Prerequisites: two courses in philosophy, or at least one course in psychology numbered 300 and above. Offered alternate years. (HEPT)

PHIL 375 Directed Readings
Credit arr.

PHIL 395 Independent Study
1, 2, or 4 hours

PHIL 400 Advanced Topics in Philosophy
4 hours
Designed for students with significant interest and experience in philosophy. Prerequisite: Three courses in philosophy. Offered alternate years.

PHIL 485 Seminar
4 hours
In-depth study of specific topics or philosophers in seminar format, designed for students with significant experience in philosophy. Prerequisite: three courses in philosophy. (W)

PHIL 490 Senior Project
1, 2, or 4 hours

PHIL 493 Senior Honors Project
4 hours
A yearlong 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.

Physical Education
Jacki Wright (department head)

Required Physical Education
A seven-week physical education skills activity (PE 110) and a seven week Fitness and Wellness class (PE 100) are required for graduation. Each is offered for one hour of credit. The skills requirement may also be completed with PE 180. The physical skills requirement (PE 110) will be waived for students who have participated in varsity athletics at Luther for at least two traditional seasons in the same sport. A student may apply a maximum of four credit hours of physical education skills (PE 100 and PE 110 classes) toward the 128 hours required for graduation. Additional classes may be completed, but may not be counted toward the 128 hours. A student may audit skills classes by following the college procedures for auditing. Any student may register for physical education skills classes on a credit/no credit basis.

Subsequent to a medical examination or review of documentation, a student’s program in physical education may be modified to follow the limitations suggested by the college physician or disabilities coordinator.

Physical Education Major/Minor
The physical education major is designed to prepare students to serve as professionals in the field of physical education. Our graduates are
knowledgeable in physical education and are well prepared to serve as teachers, researchers, or practitioners in physical education. Students may select a teaching or non-teaching major.

Required for a major:

Plan I (teaching): PE 100, PE 110 (dance), PE 110 (selected from the courses titled “racquet sports,” “individual and dual sports,” or “team sports”), PE 190, 221, 247, 250, 251, 260, 261, 342, 343, 344, 345, 346, 365, 366, 456, 490. Writing requirement completed with PE 342. See education department for requirements specific to the K–12 physical education teaching minor.

Plan II (exercise physiology): PE 223, 224, 247, 261, 342, 365, 366, 490; BIO 151, 152, 255; CHEM 141 or 151; PHYS 151; one selected from MATH 115, BIO 256, or PSYC 350. Writing requirement completed with PE 342. Recommended electives: BIO 243 and 362.

Required for a minor: PE 100, 190, 247, 261, 342, 366; two selected from PE 223, 224, 248, 250, 251, or PE 260.

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

Coaching

Required for coaching endorsement (men and women):

PE 190, 250, 251, 261, 342, 366, PAID 450. Recommended: PE 244.

Physical Education Courses

PE 100 Personal Fitness and Wellness

1 hour

This course will focus on the knowledge and skills necessary for developing and maintaining a healthy, physically active lifestyle throughout one’s lifespan. General topics include major health issues such as physical fitness, nutrition, stress management, substance abuse and disease prevention. Students will participate in both lecture and activity during each week. (Wel)

PE 110 Skills Classes

1 hour

Activities available may include: aerobics, archery, badminton, basketball, biking, bowling, conditioning, cross-country skiing, fly fishing, golf, individual and dual sports; orienteering, personal fitness and wellness, pickleball, pilates, racquet sports, racquetball, scuba diving, social dance, swimming (including lifeguarding and W.S.I.), team sports, tennis, volleyball, weight training, and yoga. (Skl)

PE 130 Experiential Leadership

2 hours

This course will examine current and historical leadership theories and practices that have effectively instilled change in education and society. Students will explore personal leadership styles through experiential application and example. A personal leadership profile will be completed. This course is specifically designed to follow the National Outdoor Leadership School (NOLS) curriculum.

PE 139, 239, 339, 439 Special Topics

Credit arr.

PE 180 Wellness and Fitness Abroad

4 hours

This physical education 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 the health and physical education general education skills requirement. Consent of instructor. (Skl)

PE 185 First-Year Seminar

4 hours

A variety of seminars for first-year students offered each January Term.

PE 190 First Aid

1 hour

Instruction, preparation, and practice in first aid techniques, principles, and procedures necessary in providing emergency care. The test for First Aid and CPR certification from either the American Red Cross or the American Heart Association will be administered to students enrolled in this course. Students successfully meeting the minimum standards set by the appropriate agency will be certified.

PE 221 Lifetime Skills and Activities

2 hours

This course will provide students with instruction and participation in selected physical activities and lifetime skills. In addition, students will receive specialized instruction that focuses on preparation and implementation of these activities in education, corporate, or commercial settings where exercise programming is a primary focus. Activity selections will vary depending upon societal or industry trends.

PE 223 Principles of Strength Training and Conditioning

2 hours

The course will be taught in accordance with the principles recommended by the National Strength and Conditioning Association. Course content will
include: facility organization and management; equipment purchase and maintenance; program design and organization; theory of strength training and conditioning; and experiential learning in weight training and conditioning.

**PE 224 Principles of Fitness Assessment and Exercise Prescription**
2 hours
Theories of fitness training, review of clinical and diagnostic cardiovascular information, and program design and evaluation will be discussed. Areas of emphasis will be population characteristics, participant screening and referral process, and fitness planning and prescription.

**PE 226 Ropes/Challenge Course Programming: Theory and Practice**
2 hours
In this course students will study the integration of ropes/challenge course programming in physical education. This course prepares students to use and implement ropes/challenge course curriculum in elementary and secondary physical education. Students who successfully complete the course will test for Level 1 Challenge Course Certification endorsed by the ACCT (Association of Challenge Course Technology). Students may become aware of and understand the use of adventure activities and ropes/challenge course programming for various purposes and various populations. Prerequisite: PE 110: Ropes Course suggested.

**PE 229 Elementary Physical Education, Health, and Wellness: Methods and Materials**
2 hours
Required for elementary (K-8) majors, this course provides students with a strong foundation in elementary physical education content, basic health concepts, and methods, with an emphasis on developmentally appropriate physical education. Designed to introduce elementary education majors to the dynamic and rapidly changing field of elementary physical education, this course will: 1) familiarize students with current terminology and trends; 2) explore various activities, materials, units, teaching techniques, and methods of instruction; and 3) integrate elementary physical education with basic health, fitness, and wellness concepts. Practical teaching experiences are included with emphasis on unit and lesson planning, and implementation. Prerequisite: EDUC 185/215 or consent of instructor.

**PE 231 Psychological Skills Training**
2 hours
This course is designed to teach skills and techniques that can be used to enhance performance and personal growth in sport and exercise. Managing competitive stress, emotion management, improving confidence, controlling concentration, performance preparation, and increasing communication skills will be emphasized. Offered alternate years during January Term.

**PE 243 Sport and Society**
4 hours
Students will examine how sport has influenced their lives and their perspectives and take a broader look at how sport has been influential in American society (e.g., family, gender, race, education, media, and politics). Offered alternate years.

**PE 244 Psychology of Coaching**
2 hours
Intended to familiarize prospective coaches with the area of sport psychology, this course focuses on the coach’s role and influence on the psychological well-being of athletes, coaching philosophy, coaching styles, team building, and other topics. Offered alternate years.

**PE 247 Foundations of Physical Education**
2 hours
An introductory course involving historical, philosophical, and sociological foundations of physical education, exercise science, and sport. An overview of the field, as well as contemporary issues concerning physical education and the related areas of exercise science and sport, are examined. Emphasis is placed upon career opportunities in this multifaceted profession. Prerequisite: first-year or sophomore status recommended.

**PE 248 Foundations of Sport Psychology**
4 hours
This course examines psychological theories and research related to sport and exercise behavior. The course is designed to introduce students to the field of sport and exercise psychology by providing a broad overview of the major topics in the discipline. Offered alternate years.

**PE 250 Coaching of Sports**
2 hours
Theory and technique of coaching baseball, basketball, football, golf, soccer, softball, swimming, tennis, track and field, volleyball, wrestling. Taught in 2 credit hour units. A maximum of 4 such credit hours may be counted toward the 128 required for graduation. Some sports are offered alternate years.

**PE 251 Care and Prevention of Athletic Injuries**
2 hours
Instruction and practice in the recognition and initial care of injuries to physically active individuals. Instruction and practice in preventative measures and first aid techniques relating primarily to settings in physical education and athletics.
PE 260 Adaptive Physical Education
4 hours
A study of the nature of neuromuscular and skeletal-muscular limitations of an atypical student and the methods of adapting physical and recreational activities to fit the student's needs and abilities. The primary emphasis is on experiential learning. Luther students work individually with young students (ages 3-18) from local and area school districts to adopt activities to their special needs.

PE 261 Applied Human Anatomy
2 hours
A study of the essential features of anatomy with special reference to the principles of structure in the human body. Applications of human anatomy to health, athletic injury, movement and principles of sports skills will be made. (NWNL when combined with PE 365)

PE 285/295 Directed Study
2, 4 hours
An opportunity to pursue individualized or experiential learning with a faculty member, at the sophomore level or above, either within or outside the major. PE 285 can be taken only during January term, PE 295 can be taken during the fall, spring, or summer terms.

PE 343 Elementary School Physical Education Content, Methods and Assessment I
2 hours
This course is an examination of the nature of neuromuscular and skeletal-muscular limitations of an atypical student and the methods of adapting physical and recreational activities to fit the student's needs and abilities. The primary emphasis is on experiential learning. Luther students work individually with young students (ages 3-18) from local and area school districts to adopt activities to their special needs.

PE 344 Elementary School Physical Education Content, Methods, and Assessment II
2 hours
This course is designed to study the dynamic and rapidly changing field of elementary physical education (grades K-6), while acknowledging that the motor domain is integral to the complete education process. Current trends, assessment techniques, components of the elementary physical education program, core content, and NASPE standards will be discussed. Emphasis is placed upon developmentally appropriate physical education content: movement experiences and body mechanics; fundamental locomotor, non-locomotor and manipulative skills; fitness activities; rhythmic activities; stunts and tumbling; simple games and relays; sport skills and activities. Prerequisites: admission to the Teacher Education Program (TEP), PE 343 and EDUC 366.

PE 345 Middle/Secondary School Physical Education Content, Methods and Assessment I
2 hours
This course provides the knowledge, theory and practical application of physical education within the middle and secondary school setting, according to NASPE standards. Students will explore various teaching techniques, class and behavior management strategies, and methods used to teach and evaluated middle and high school students. Students will: 1) design and implement course unit and lesson plans; 2) develop appropriate skill practice sessions; 3) evaluate activities and cognitive knowledge appropriate for middle and secondary students; and 4) discuss the importance of becoming a reflective practitioner. Prerequisites: admission to the Teacher Education Program (TEP) and PE 343.

PE 346 Middle/Secondary School Physical Education Content, Methods and Assessment II
2 hours
This course will provide students with the knowledge and understanding required to develop quality middle and high school physical education programs, according to NASPE standards. Applications of fundamental movements in traditional sports and games, adventure activities, and lifetime or leisure-oriented activities will be examined. Students will: 1) develop a conceptual and practical understanding of health-related fitness, as well as an awareness of the vital role that physical education plays in assisting students in maintaining health-related fitness levels; 2) refine the skills and knowledge needed to select physical activities that are appropriate for middle and high school students; and 3) develop knowledge of assessment, evaluation, and grading procedures appropriate for the content presented. Prerequisites: admission to the
Teacher Education Program (TEP), PE 345 and EDUC 366.

**PE 365 Kinesiology**  
2 hours  
Designed to introduce students to the study of human movement. It will include the identification of planes of motion and the movements possible at the various joints. It will focus on the primary muscles that accomplish each movement and those which serve to assist and stabilize. It will also include the analysis of basic movement patterns such as walking, running, jumping, throwing, and striking. The class will meet twice a week. Pre- / corequisite: PE 261. (NWL when combined with PE 261)

**PE 366 Physiology of Exercise**  
4 hours  
Designed to provide scientific background and laboratory experience essential for understanding the nervous, muscular, cardiovascular, and respiratory system responses and adaptation to physical stress. Prerequisite: BIO 115, 151, 152, or PE 261, or consent of instructor. (NWL)

**PE 370 Personal Trainer Practicum**  
1–2 hours  
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 a personal trainer for members of the campus community, provide physical assessments, prescribe appropriate exercise, provide proper instruction on equipment usage, and develop and retain a client base. Prerequisites: PE 223, 224.

**PE 380 Internship**  
Credit arr.  
Supervised on- or off-campus work situations in public or private organizations.

**PE 395 Independent Study**  
1, 2, or 4 hours

**PE 456 Administration and Curriculum in Physical Education**  
2 hours  
Administrative and curricular issues in physical education will be explored. Current topics and trends involving physical education and athletic programs will be examined. Students will also explore curriculum models and be afforded practical work in projects involving the elementary or secondary physical education setting. Prerequisite: PE 247.

**PE 485 Seminar**  
Credit arr.

**PE 490 Senior Project**  
1, 2, or 4 hours

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**Physics**

James A. Perez (department head)

The student majoring in physics will gain a solid background in our current understanding of the physical universe. Learning how that understanding evolves through the interplay between theory and experiment is equally important. The department maintains a computer-based instructional laboratory, a planetarium and an astronomical observing facility for use with classes. Research facilities include computer labs for theoretical research, modern experimental labs and astronomical observatories both on and off campus. Students are encouraged to participate in collaborative research with members of the physics faculty.

Required for a major: The program is determined for each student on an individual basis with the approval of his or her major advisor from the physics faculty. The major consists of PHYS 181, 182, 281, 282, 311, 312 and three additional full courses numbered above 300. Two of these additional courses must be chosen from PHYS 361, 364 and PHYS 411. In addition, coursework equivalent to MATH 151, 152, 240 and MATH 351 is required. Students beginning the math sequence above MATH 151 need not receive credit for the courses skipped, only to complete coursework through the MATH 351 level. Writing requirement completed with PHYS 281 and 282. Further supporting courses in mathematics, computer science, and other sciences are desirable. Each program 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. Programs with emphasis in applied physics, engineering, astrophysics, biophysics, energy resources and
environmental sciences, geophysics, history of science, teacher preparation, business-science, 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 minor: Eighteen hours in courses numbered above PHYS 150, excluding PHYS 185.

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.

Advanced Placement Credit: Students with exceptional preparation in physics (a thorough calculus-based course) may begin in PHYS 182 or PHYS 281 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 181 and (when appropriate) PHYS 182.

Physics Courses

PHYS 112 Energy and the Physical World
4 hours
The unifying theme of energy molds the study of the physical concepts of motion, gravitation, electromagnetism, heat, radiation, and nuclear physics. Solar, wind, nuclear, tidal, hydroelectric, and thermal electric energy conversion processes are also included. This course is intended for the general student with no special background in mathematics or science. (Same as ENVS and SCI 112) (NWL)

PHYS 114 Physics of Sound and Musical Acoustics
4 hours
The course explores the physical basis for sound, its production and detection, with applications to speech, hearing, music, and acoustics of musical instruments and buildings. Intended for the student who has special interest in the acoustical phenomena associated with music and human speech. No special background in mathematics is assumed, but basic mathematics will be an important tool used throughout the semester. A basic knowledge of music theory is recommended but not required. (NWL)

PHYS 139, 239, 339, 439 Special Topics
Credit on.

PHYS 151 General Physics I
4 hours
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 noncalculus 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 both PHYS 151 and PHYS 181. (NWL, Quant)

PHYS 152 General Physics II
4 hours
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. Prerequisite: PHYS 151 or PHYS 181 or consent of instructor. A student may not receive credit for both PHYS 152 and PHYS 182. (NWL, Quant)

PHYS 181 Classical Physics I
4 hours
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. Physics 181 is the first of a four-semester sequence of courses designed for physics and pre-engineering students. Physics 181 and 182 are also appropriate for students majoring in other physical sciences. Pre-/corequisite: MATH 151. (NWL)

PHYS 182 Classical Physics II
4 hours
This course continues the discussion of physical ideas begun in Physics 181. Topics include optics, electricity and magnetism, electromagnetic waves, and electric circuits. The laboratory work focuses on measurement and observation to enhance conceptual understanding of the material. Prerequisite: 181 or 151. Pre-/corequisite: MATH 152. (NWL)

PHYS 185 First-Year Seminar
4 hours
A variety of seminars for first-year students offered each January Term.

PHYS 238 Statics
4 hours
Analysis of static equilibrium problems for engineering structures. Involves vectors and scalar treatment of coplanar and noncoplanar force systems. Particle and rigid body equilibrium, area and mass moments of inertia, equivalent force systems, distributed forces,
friction, internal forces. Offered alternate years. Prerequisites: PHYS 151 or PHYS 181, MATH 151.

**PHYS 281 Modern Physics I**
4 hours
An introduction to thermodynamics and statistical physics, special relativity as well as elementary topics in quantum physics. The history and development of experimental and theoretical work in the physics of the 20th century will be strongly emphasized. The laboratory work emphasizes experimental technique, problem solving and data analysis, and is integral to the curriculum. Topics of investigation in the laboratory will include a number of important experiments drawn from the history and development of modern physics. Students are encouraged to alter or extend many of the experiments and engage in projects. Prerequisites: PHYS 182 or PHYS 152 and MATH 152. (NWL, W)

**PHYS 282 Modern Physics II**
4 hours
A continuation of Modern Physics I with applications of quantum physics to nuclear, atomic, solid state, 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. Prerequisite: PHYS 281. (W)

**PHYS 285/295 Directed Study**
2, 4 hours
An opportunity to pursue individualized or experiential learning with a faculty member, at the sophomore level or above, either within or outside the major. PHYS 285 can be taken only during January term, PHYS 295 can be taken during the fall, spring, or summer terms.

**PHYS 311 Advanced Laboratory I**
2 hours
An introduction to linear circuits, including transistors and other solid state devices, techniques of electrical measurement, and application of electrical measurement techniques in experiments in modern physics. Prerequisite: PHYS 282.

**PHYS 312 Advanced Laboratory II**
2 hours
The emphasis of this course is the laboratory study of the principles of experimental design, procedures and analysis. Students design and perform a number of experiments from several branches of physics. The course includes instruction in scientific writing. Students write experimental reports and deliver oral presentations of their results. Prerequisite: PHYS 311.

**PHYS 352 Mechanics of Materials**
4 hours
Application of Newtonian mechanics to deformable solids, development of equations of elasticity in rectangular and curvilinear coordinates. Stress and strain, torsion, determinate and indeterminate problems, bending and deflection of beams, two-dimensional problems, variational methods and energy principles, fracture, fatigue. Recommended for students considering future study in mechanical engineering, civil engineering, engineering mechanics, or materials science. Offered every three years. Prerequisite: PHYS 281. Pre-/corequisite: MATH 351.

**PHYS 354 Astrophysics**
4 hours
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. Offered every three years. Prerequisite: PHYS 281.

**PHYS 359 Thermal Physics**
4 hours
Concepts of entropy, temperature and thermodynamics. An emphasis on classical and quantum statistics with applications to a wide variety of physical systems. Offered every three years. Prerequisite: PHYS 181.

**PHYS 361 Classical Mechanics**
4 hours
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. Offered alternate years. Prerequisite: PHYS 281. Pre-/corequisite: MATH 240.

**PHYS 364 Electricity and Magnetism**
4 hours
A study of electric 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, scalar potentials, vector potentials, electrodynamics and electromagnetic waves. Offered alternate years in spring. Prerequisite: PHYS 281. Pre-/corequisite: MATH 351.
PHYS 369 Numerical Physics
4 hours
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. Prerequisite: PHYS 281. Pre-/corequisite: MATH 240.

PHYS 380 Internship
1, 2, or 4 hours
On-the-job learning experience relating to fields of physics or engineering. The plan must be presented for departmental approval before the experience begins. Normally 12 hours of physics above 150 will be required.

PHYS 389 Directed Research
1, 2, or 4 hours
Directed research involves students in research projects under the supervision of department faculty. Recommended for students who expect to attend graduate school in physics or engineering. With the approval of the department, students may register for more than one semester (cumulative total may not exceed 4 semester hours). Prerequisites: approval of the research director and the department head. Normally 12 hours of physics above 150 will be required.

PHYS 395 Independent Study
1, 2, or 4 hours

PHYS 401 Particle and Nuclear Physics
4 hours
This course is intended to introduce students to the properties and interactions of nuclei and elementary particles. Attention will be paid both to the historical experimental development of these related fields as well as their theoretical aspects. Students will be introduced to nuclear properties including stability, structure and reactions, radioactivity and applications of fission and fusion. Among topics in particle physics that will be addressed are the quark model of hadrons, charged-lepton and neutrino physics, the strong and weak interactions, symmetries and conservations laws, and experimental methods in particle physics. Offered every three years. Prerequisite: PHYS 282. Pre-/corequisite: MATH 351.

PHYS 411 Quantum Mechanics
4 hours
This course provides an introduction to the theory of nonrelativistic quantum mechanics. Both the conceptual and formal structure of the theory are discussed. A brief review of the experimental basis for quantization motivates the development of the Schrödinger wave equation. The principles of wave mechanics are then 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. Prerequisite: PHYS 282. Pre-/corequisite: MATH 351.

PHYS 490 Senior Project
1 hour
Students will design and implement a project under the supervision of the faculty. Prerequisite: senior standing.

PHYS 491 Senior Project
2 hours
Students will write a research paper reporting the nature, outcomes and significance of the project undertaken in PHYS 490. Prerequisite: PHYS 490

PHYS 493 Senior Honors Project
4 hours
A yearlong 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.

Political Science
John Moeller (department head)

Political science is, in one sense, an ancient discipline. From the beginnings of human society, people have made observations about the nature of their government, the personalities of their leaders, and the consequences of governmental action. Plato, Aristotle, and a long line of great political thinkers have pondered the questions of politics and political institutions. On the other hand, political science as it is taught today is a very new discipline, which has been developed primarily in the United States in the past 100 years. During this period, scholars have attempted to move from mere observations about politics to scientific observations about politics. The goal has been to describe and explain
political phenomena with greater accuracy. Political phenomena are studied at various levels—individual, group, local government, national government and international.

Required for a major:

Plan I. Thirty-two hours in the department, including POLS 130, 132; two courses in the POLS 300-370 range; POLS 485. Students will fulfill the writing and speaking requirements by completing POLS 485 and the research requirement by completing POLS 485 and a senior project. The senior project does not have to be completed in political science. 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 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.

**Political Science Courses**

**POLS 130 American Politics**
4 hours
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. (HBSSM, Hist)

**POLS 132 Global Politics**
4 hours
This course will introduce students to (1) global issues, with examination of themes like globalization, economic development and poverty, global warming, ethnic conflict, democratization and war, and (2) global governance, with an emphasis on the role of states, nonstate actors and multilateral institutions. (HBSSM, Intcl)

**POLS 139, 239, 339, 439 Special Topics**
Credit arr.
These courses offer student and faculty the opportunity to explore an area of mutual interest. Topics have included Vietnam and Its Legacy; Political Novels and Films; Regional International Conflict; Courts in American Society.

**POLS 171 Mock Trial**
0 hours
This course involves preparation by students for the annual National Intercollegiate Mock Trial Tournament. The class will meet one to three times a week, September through early April. Students will work closely with a faculty sponsor and local attorneys who will guide them in preparing the case. Course may be repeated.

**POLS 185 First-Year Seminar**
4 hours
A variety of seminars for first-year students offered each January Term.

**POLS 237 Politics of the Middle East**
4 hours
This course examines the political problems of this vital region of the world, with a focus on the Arab-Israeli conflict, the politics of oil, and other resource issues, the role of religion in politics, and the question of democratization. Offered alternate years. (HB, Hist, Intcl)

**POLS 242 Comparative Political Analysis**
4 hours
An introduction to the theories and concepts of comparative politics. Case studies cover major political systems around the world. The course will emphasize performance as well as historical, cultural and ideological bases of these diverse political systems. (HBSSM, Hist, Intcl)

**POLS 243 Law and the Quest for Justice**
4 hours
This course will explore the relation between law and justice, with special emphasis on the American legal system. Students will read both imaginative literature and classical and modern legal thinkers and explore the way criminal, civil, and human rights operate both in the United States and globally. (HB)

**POLS 247 Social Policy**
4 hours
By focusing on current governmental efforts to reduce poverty, this course will investigate the influence of race, gender, class, ideology, demography, organized interests, and a market economy on how social policy is made in America. (HBSSM, Hist, Intcl)
forces and political pressures that influence the economy, the balance between state and market forces and political pressures that influence economic policies. Offered alternate years. (HB)

POL 258 Environmental Politics and Policy
4 hours
In this course, students will identify and examine environmental issues confronting the United States, as well as the larger world. Students will identify and evaluate both current and proposed policies for addressing those issues. We will pay particular attention to the range of actors involved in the making of environmental policy and will emphasize the relationship among politics, economics, ethics, and science in the making of environmental policies in the United States and internationally. (HBSSM)

POL 285/295 Directed Study
2, 4 hours
An opportunity to pursue individualized or experiential learning with a faculty member, at the sophomore level or above, either within or outside the major. POLS 285 can be taken only during January Term, POLS 295 can be taken during the fall, spring, or summer terms.

POL 335 Terrorism and Democracy
4 hours
This course will use works of social science, fiction and film to explore the following issues: the sources of modern terrorism, the political nature of terrorism and the tensions inherent in democracies between civil liberties and national security. A variety of terrorist organizations and countries will be investigated, with special attention to how the United States and other democracies have responded to terrorist attacks. (HBSSM, Hist)

POL 350 Economic Policy
4 hours
This course will examine the role of the state in the economy in democratic societies. Topics covered will include international trade policy, the government’s capacity to manage the economy, the balance between state and market forces and political pressures that influence economic policies. Offered alternate years. (HB)

POL 352 Politics and Religion
4 hours
This course will focus on both the history of the relationship between politics and religion in America and current political issues that are difficult to separate from a very religious and a religiously diverse nation. We will devote significant attention to how religious beliefs influence the way citizens think and act politically and about how government decisions influence religious practices. (Students may use this course to fulfill either the second Religion requirement or the Human Behavior requirement, but not both). (Rel, HB, Hist)

POL 353 Political Parties and Interest Groups
4 hours
An examination of the function of political parties and interest groups as links between voters and government. What has been the impact of third parties, new campaign techniques, party reforms, single issue and public interest groups, and campaign finance rules? Will American political parties decline as interest groups build strength, or will there be a new party alignment? (HBSSM, Hist)

POL 355 Constitutional Law
4 hours
Relying primarily on Supreme Court opinion, the course emphasizes how the Supreme Court has and should interpret the Constitution. The course examines the role of the Supreme Court and the allocation of governmental powers within the American constitutional/political system. (HEPT, HB)

POL 356 Civil Rights and Liberties
4 hours
A study of the relationships between the individual and the state, emphasizing the limitations of government and the civil and political rights of individuals. Both Supreme Court cases and theoretical writings will be used. Offered alternate years. (HEPT, HB)

POL 357 Congress and the Presidency
4 hours
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. (HBSSM, Hist)

POL 358 Environmental Politics and Policy
4 hours
In this course, students will identify and examine environmental issues confronting the United States, as well as the larger world. Students will identify and evaluate both current and proposed policies for addressing those issues. We will pay particular attention to the range of actors involved in the making of environmental policy and will emphasize the relationship among politics, economics, ethics, and science in the making of environmental policies in the United States and internationally. (HBSSM)

POL 359 International Relations
4 hours
An examination of theories and contemporary issues in international relations and international political economy. (HB, Hist)

POL 364 United States Foreign Policy
4 hours
The first segment of the course examines the evolution of American foreign policy from 19th century isolationism to global power in the 20th and 21st centuries. The second segment explores the making of foreign policy today, with focus on the alternative strategies available to decision makers. (HBSSM, Hist)

POL 365 American Political Thought
4 hours
An examination of how American political thinkers, leaders, and contemporary commentators have dealt with the issues of
power, equality, sovereignty, and representation. The course also focuses on the relations in American political thinking between abstract political concepts and practical politics. Offered alternate years. (HBSSM, HE)

**POLS 366 Political Thought**
4 hours
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. (HB, HEPT)

**POLS 367 Political Leadership**
4 hours
Political leadership is different than other forms of leadership because politics is a unique activity. We will use biography, fiction, classical political theory, speeches, and contemporary social science writings to study the nature of political leadership. The course will pay special attention to the tension between being a good person and a good leader and will explore the idea of politics as a vocation. (HB, HEPT)

**POLS 375 Directed Readings**
1, 2, or 4 hours
Individual or group directed reading programs on specific topics under the direction of a member of the department of political science. Weekly conferences required.

**POLS 380 Internship**
2-8 hours
Supervised off-campus work situations in public or private organizations.

**POLS 389 Directed Research**
1, 2, or 4 hours
Directed research involves students in research projects conducted under the supervision of departmental faculty.

**POLS 395 Independent Study**
1, 2, or 4 hours

**POLS 485 Seminar**
4 hours
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. (W)

**POLS 490 Senior Project**
1, 2, or 4 hours

**POLS 493 Senior Honors Project**
4 hours
A yearlong 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.

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**Psychology**

David Njus (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, two 200 level courses, PSYC 349, 350, two courses numbered between PSYC 351 and PSYC 359, one 400 level course and one 4-credit elective (the elective is chosen from: courses numbering between 239 and 249; between 352
and 358; 381; or between 461 and 468). If a statistics course judged comparable to PSYC 350 is taken in another department, substitute an additional 4-credit elective course in psychology for PSYC 350. These psychology courses must be supported by MATH 140 (or above), two Natural World lab courses chosen from: BIO 115 (or above), PHYS 151 (or above), CHEM 141 (or above), ENVS 133 (or above), or SCI 121 (or above). Finally, majors must take either an additional Natural World course (outside of psychology) OR an additional Human Behavior course (outside of psychology). Writing requirement completed with PSYC 352, 353, 354, 356, or PSYC 358.

Required for a minor: The following psychology courses are required for a minor: PSYC 130, 349, 350; one course numbered between PSYC 351 and PSYC 359, and two 4-credit psychology electives (see listing under requirements for the major). If a statistics course judged comparable to PSYC 350 is taken in another department, substitute an additional 4-credit elective course in psychology for 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.

**Psychology Courses**

**PSYC 130 General Psychology**
4 hours
An introduction to the field of psychology intended for both majors and nonmajors. 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. (HBSSM)

**PSYC 139, 239, 339, 439 Special Topics**
Credit arr.

**PSYC 185 First-Year Seminar**
4 hours
A variety of seminars for first-year students offered each January Term.

**PSYC 240 Developmental Psychology**
4 hours
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. Prerequisite: PSYC 130. (HB)

**PSYC 241 Psychology of Health and Illness**
4 hours
This course deals with the scientific and professional contributions of the discipline of psychology to the promotion and maintenance of health; the prevention and treatment of illness; and the identification of etiologic and diagnostic correlates of health, illness, and related dysfunctions. Prerequisite: PSYC 130. (HB)

**PSYC 242 Evolutionary Psychology**
4 hours
Evolutionary psychology applies the principles of Darwinian natural and sexual selection to the study of the human mind and behavior. The central assumption of the field is that the mind evolved to solve recurrent survival and reproduction problems in the ancestral environment. Selected topics within evolutionary psychology will be examined and critically evaluated. Prerequisite: PSYC 130. (HB)

**PSYC 243 Personality and Individual Differences**
4 hours
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. Prerequisite: PSYC 130. (HB)

**PSYC 244 Animal Cognition**
4 hours
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 the evolution of intelligence, cognition as adaptation, animal consciousness, and language in apes. An emphasis on comparing animal cognitive processes to human cognition will be part of the course. Prerequisite: PSYC 130. (NWNL)

**PSYC 248 Psychology of Religion**
4 hours
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. Prerequisite: PSYC 130. (HB)

**PSYC 249 Brain and Behavior**
4 hours
This course explores 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.

Prerequisite: PSYC 130. (NWNL. HB)

PSYC 270 Psychology and Aging
4 hours
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 lectures, 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. Prerequisite: PSYC 130. (Same as WGST 270) (HB)

PSYC 285/295 Directed Study
2, 4 hours
An opportunity to pursue individualized or experiential learning with a faculty member, at the sophomore level or above, either within or outside the major. PSYC 285 can be taken only during January Term, PSYC 295 can be taken during the fall, spring, or summer terms.

PSYC 349 Research Methods in Psychology
2 hours
This course provides an introduction to the ways in which the scientific method is applied to psychology. Attention is given to the methods used by psychologists to describe, predict, and explain psychological phenomena. Students will learn the nature of observational, quasi-experimental, and experimental methods, with a specific focus on issues of reliability and validity. Required for PSYC 352, 353, 354, 356, and PSYC 358. Prerequisite: PSYC 130. (E)

PSYC 350 Behavioral Statistics
4 hours
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. Required for PSYC 352, 353, 354, 356, and PSYC 358. Prerequisites: PSYC 130; MATH 110 or MATH 115 or MATH 140 (preferred) or above.

PSYC 352 Cognitive Processes
4 hours
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. Prerequisites: PSYC 130, 349, 350. (R,S,W)

PSYC 353 Social Psychology
4 hours
Social psychology is the scientific study of how people think about, influence, and relate to one another. Some major topic areas include attitude formation and change, aggression, attraction, conformity, person perception, and group processes. Lectures, discussions, and weekly laboratories will be held. Students will be involved in original research. Prerequisites: PSYC 130, 349, 350. (R,S,W)

PSYC 354 Learning and Behavior
4 hours
A study of the basic theories, methodology, and findings in the areas of classical and operant conditioning and learning for both humans and animals. Applications, including behavioral modification, will be emphasized throughout the course. Lecture, discussion, and weekly laboratories. Prerequisites: PSYC 130, 349, 350. (R, W)

PSYC 356 Stress, Coping, and Well-Being
4 hours
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 will the role of appraisal 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. Prerequisites: PSYC 130, 349, 350. (R, S, W)

PSYC 358 Psychology of the Workplace
4 hours
This course focuses on the major research areas involved in the field of Industrial-Organizational
Psychology, the scientific study of people at work. Some major topic areas include job analysis, employee selection, work stress, job attitudes, motivation, and work-life balance. Lectures, discussions, and weekly laboratories will be held. Students will be involved in original research. Prerequisites: PSYC 130, 349, 350. (R, W, S)

**PSYC 380 Internship**
Credit arr.
Course graded credit/no credit.

**PSYC 381 Internship**
Credit arr.
Supervised learning experience in a psychological work setting. Interested students should discuss internship well in advance of placement with the psychology internship advisor. Prerequisites: 130, overall GPA of 2.5 or higher, and consent of the instructor. Students may not receive credit for more than four hours while at Luther. Course graded A–F.

**PSYC 389 Directed Research**
1, 2, or 4 hours
Directed research involves students in research projects conducted under the supervision of departmental faculty. Encouraged for those students with expectations of graduate study. With the approval of the department, students may register for more than one semester. Prerequisites: two semesters of psychology, approval of the research director and the department head.

**PSYC 395 Independent Study**
1, 2, or 4 hours

**PSYC 465 Abnormal Psychology**
4 hours
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. Prerequisites: PSYC 130 and a 200-level course, junior status.

**PSYC 466 Psychological Tests and Measurement**
4 hours
This course is designed to acquaint the student with psychological measurement, in general, and psychological tests, in particular. The course will survey the measurement of aptitude, personality, interest, and adjustment using objective tests, projective tests, rating scales, and interviews. The validity, reliability, and application of these measurement techniques will be emphasized. Prerequisites: PSYC 130, 350.

**PSYC 468 Introduction to Counselling**
4 hours
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. Prerequisites: PSYC 130 and 465, or consent of instructor.

**PSYC 485 Seminar**
Credit arr.

**PSYC 490 Senior Project**
1, 2, or 4 hours

**PSYC 493 Senior Honors Project**
4 hours
A yearlong 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, and 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 (S, R).

**Religion**

Sean Burke (department head)

How can people on both sides of a conflict claim that God is on their side? Why do some faith communities affirm women in leadership positions while others do not? How can someone claim faith in a particular religious tradition while also valuing the traditions of another? Through questions like these, courses in the study of religion prepare students for lives of deep reflection and civic engagement by inviting them to think critically about the role that religious ideas, literatures, rituals, institutions, and values play in shaping individuals and societies both historically and in the contemporary world.

The study of religion at Luther College seeks to be interdisciplinary, intercultural, and transformative. It is interdisciplinary in that religion courses draw on a wide array of perspectives from fields such as history, literature, the social sciences, and philosophy to
make sense of the role religion plays in the world, helping students to integrate and synthesize learning from their other courses. It is intercultural in that students engage religious faith and practice in a global context, empowering them to move beyond a concern for immediate interests into a greater awareness of their place in a complex and ever-changing world. It is transformative by raising critical questions about fundamental aspects of religious faith and practice in order to expand students’ understandings of both self and others, leading to a life of purposeful service in the world.

The study of religion provides a strong complement to programs of study in business, international studies, law, library science, literature, medicine, music, political science, and psychology, while also forming a foundation for careers in ordained and lay ministry, social service, volunteer service, and social advocacy. Many of our majors and minors pursue graduate study in theology and religious studies.

Because the academic study of religion provides a strong foundation for the liberal arts, all Luther students take two religion courses as part of the common ground experience of the general education program. The first of these is a course in biblical literature, where students develop the skills of close reading, analysis, and critical inquiry necessary for further study in religion and the liberal arts. The second course may be drawn from the full array of religion course offerings. Course offerings at the 200 level provide students broad surveys of religious traditions and topics. Courses at the 300 level (excluding REL 380 and 381) provide students the opportunity to study particular religious traditions and topics in greater depth and require more intensive writing and research.

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; preseminary students should also consult with campus pastors.

Required for a major: Nine 4-credit courses, distributed as follows: one introductory course (REL 101, 111, 112); two core courses from the Christian tradition (REL 221, 232, 241); two core courses from at least one additional religious tradition (REL 251, 256, 261, 262, 263); one seminar (REL 485); and three electives from departmental offerings in religion, two of which must be courses numbered between 300 and 374 or 485. One of the three electives may be chosen from biblical languages (GRK 201, 375; HEB 101, 102, 201) and one may consist of a 4-credit REL 395. Writing requirement completed with REL 485.

Ethical perspective: Because ethics is an important sub-discipline in the study of religion, religion majors will engage in the study of ethical perspectives in most of their courses. Religion majors, therefore, will fulfill this general education requirement by completing the major. Students interested in a special focus on ethics are encouraged to take one or more of the following courses: REL 233, 241, 242, 243.

Writing: Because critical thinking and communication depend on this skill, most religion courses require writing. Departmental offerings in religion numbered 300 and higher (excluding REL 380 and 381) involve intensive writing. Religion majors, therefore, will fulfill this general requirement by completing the major.

Required for a minor: Five 4-credit courses, distributed as follows: one introductory course (REL 101, 111, 112); one core course from the Christian tradition (REL 221, 232, 241); one core course from at least one additional religious tradition (REL 251, 256, 261, 262, 263); one seminar (REL 485); and one elective course numbered between 300 and 374 or 485 from departmental offerings in religion.

Note: Each student must take one introductory course (REL 101, 111, or 112) as a prerequisite to all other religion courses and as partial fulfillment of the general graduation requirements. These courses focus on the academic study of biblical literature and may be taken during the first or second year.

Religion Courses

REL 101 Introduction to Biblical Studies
4 hours
An introduction to the academic study of biblical literature with an emphasis on selected writings, themes, and methods of interpretation. Students will also become familiar with extra-biblical sources (textual and archaeological) which contribute to understanding the Bible in its historical, socio-economic, theological, and literary contexts. Students who earn credit for REL 101 may not earn credit for REL 111 or REL 112. (BL, Rel)

REL 111 Introduction to Hebrew Bible Studies
4 hours
An introduction to the academic study of the literature of the Hebrew Bible and Apocrypha/Deutero-canon with an emphasis on selected writings, themes, and methods of interpretation. Students will also become familiar with extra-biblical sources (textual and archaeological) which contribute to understanding the Hebrew Bible and Apocrypha/Deutero-canon in their historical, socio-economic, theological, and literary contexts. Students who earn credit for REL 111 may earn credit for REL 112 but not for REL 101. (BL, Rel)
REL 112 Introduction to New Testament Studies
4 hours
An introduction to the academic study of the literature of the New Testament with an emphasis on selected writings, themes, and methods of interpretation. Students will also become familiar with extra-biblical sources (textual and archaeological) which contribute to understanding the New Testament in its historical, socio-economic, theological, and literary contexts. Students who earn credit for REL 112 may earn credit for REL 111 but not for REL 101. (BL, Rel)

REL 139, 239, 339, 439 Special Topics
Credit arr.

REL 185 First-Year Seminar
4 hours
A variety of seminars for first-year students offered each January Term.

REL 211 Bible and Christian Faith
4 hours
The Bible, commonly called the “Word of God,” has always been more than “a book” for Christians. Contemporary forms of biblical criticism, however, have posed challenges for many Christians who look to the Bible as a resource for Christian faith and practice. In general, this course will wrestle with two fundamental questions: 1) What is the Bible? and 2) What is faith? In particular, it will examine possible relationships between the Bible and Christian faith. Attention will be given to the “battle for the Bible” between so-called “conservatives” and “liberals.” The issues considered in this course will be analyzed within the context of examining the ways in which the relationship between the Bible and one’s faith influences how one thinks about and lives in the world and with others. Prerequisite: one of REL 101, 111, or 112. (Rel, HEPT)

REL 212 Sex in Religious Texts
4 hours
This course will explore constructions of gender and sexuality in the texts of two or more religious traditions. Students will be introduced to contemporary theories of gender and sexuality that they will use to analyze primary texts in relation to their sociopolitical and religious contexts. Specific topics may include competing representations of men and women, different constructions of marriage, the use of marriage as a metaphor, the role of sexuality in mystical traditions and spiritual manuals, and representations of homeroticism and bisexuality in religious texts. Prerequisite: one of REL 101, 111, or 112. (Same as WGST 212) (Rel, HEPT)

REL 213 Archaeology and the Bible
4 hours
This course will explore the role of archaeology in biblical studies as well as studies of the history of ancient Israel. The course will consist of an examination of the methods and techniques used in Palestinian archaeology; an overview of the role that archaeology has played in biblical studies from the nineteenth century to the present; and an examination of specific archaeological sites and artifacts and their relation to biblical texts. Prerequisite: one of REL 101, 111, or 112. Offered alternate years. (Rel, Hist)

REL 214 Lost Scriptures
4 hours
This course will examine writings which were considered sacred by some Jewish and Christian groups but which were not included in the orthodox canons of the Hebrew Bible or the New Testament. Students will analyze selected texts in their social, historical, ideological, and religious contexts, and they will use these texts to identify and to analyze diverse ancient forms of Judaism and Christianity. The sources of texts include the Old Testament Pseudepigrapha, the Dead Sea Scrolls, the New Testament Apocrypha, and the Nag Hammadi Library. Prerequisite: one of REL 101, 111, or 112. (Rel, HEPT)

REL 221 History of Christian Thought
4 hours
A survey of central events, ideas, and figures in the history of Christianity from the early church to the present. The course will focus on primary texts, and attention will be given to the ways that Christian theology has developed over the centuries within a variety of cultures. Prerequisite: one of REL 101, 111, or 112. (Rel, HEPT, Hist)

REL 222 Religion in America
4 hours
A historical survey of the role of religion in American life, focusing on the interaction between religion and culture in the United States. The course will examine the development of religious pluralism in the U.S. and explore selected issues that have arisen and continue to affect American culture, such as religious liberty, revivalism, utopianism, immigration and ethnicity, slavery, fundamentalism, and the contributions of women and minorities. Prerequisite: one of REL 101, 111, or 112. (Rel, HEPT, Hist)

REL 223 Christianity and Its Modern Critics
4 hours
A survey of the more prominent critics and criticisms of Western Christianity from the Enlightenment to the present. Students will engage critics from a variety of spheres, including
philosophy, theology, politics, science, literature, journalism, and popular culture. Criticisms of traditional Christian beliefs in the existence of God, the afterlife, and the possibility of miracles, among others, will be addressed, as will accusations of Christianity’s detrimental influence on constructions of race, gender, and sexuality. Prerequisite: one of REL 101, 111, or 112. (Rel, HEPT, Hist)

REL 227 Luther and Lutheranism
4 hours
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. Prerequisite: one of REL 101, 111, or 112. (Rel, HEPT, Hist)

REL 230 Philosophy of Religion
4 hours
A study of attempts to bring rational justification and clarification to religious beliefs and practice, focusing primarily on the concepts of Christian theology. Topics will include: the existence and attributes of God, faith and reason, death and immortality, miracles and revelation, the problem of evil, and religious pluralism. Prerequisite: one of REL 101, 111, or 112 (Same as PHIL 130) (Rel, HEPT)

REL 231 Psychology and Religion
4 hours
This course explores the intersections between psychology and religion. It examines how psychological theories can illuminate religious practices and rituals and what religious texts and beliefs can contribute to the understanding of the human mind. In particular, the course focuses on similarities between the trajectory of spiritual progress as proposed in selected religious texts and Analytical Psychology, the use of meditation techniques and rituals in therapy, and the recent dialogue between Buddhist psychology and Cognitive Science. In its analysis of religious rituals, texts, and practices, the course focuses predominantly on spiritual guides, ritual manuals, and meditation theory from Buddhism, Christianity, and Daoism. Prerequisite: one of REL 101, 111, or 112. (Rel, HEPT)

REL 232 Christian Theology
4 hours
A study of teachings basic to the Christian faith using classical and contemporary sources from both the Protestant and Catholic traditions, such as those about God, relations among religions, Jesus, the Church, and creation and its interpretations for today in light of their biblical and historical foundations. Prerequisite: one of REL 101, 111, or 112. (Rel, HEPT, Intel)

REL 233 God and Gender
4 hours
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. Offered alternate years. Prerequisite: one of REL 101, 111, or 112. (Same as WGST 337) (Rel, HE, Intel)

REL 234 Science and Religion
4 hours
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 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. Prerequisite: one of REL 101, 111, or 112. (Rel)

REL 241 Christian Ethics
4 hours
An introduction to the biblical and theological sources of Christian ethics, types of moral theories, and methods of moral deliberation. Students develop a moral framework for a response to a variety of issues related to human sexuality, ecology, business, medicine, and war. Prerequisite: one of REL 101, 111, or 112. (Rel, HEPT)

REL 242 Dietrich Bonhoeffer
4 hours
An introduction to the life and thought of Dietrich Bonhoeffer, a Lutheran theologian executed for his participation in a conspiracy to assassinate Adolf Hitler. His theological ethics are examined in their historical context through three major primary texts: The Cost of Discipleship, Ethics, and Letters and Papers from Prison. Attention is given to the significance of Bonhoeffer’s work for today. Offered alternate years. Prerequisite: one of REL 101, 111, or 112. (Rel, HEPT)
REL 243 Environmental Ethics
4 hours
A critical examination of issues in environmental ethics from diverse Christian perspectives. The course examines root causes of environmental problems, philosophical and theological assumptions about nature, and resources for response in Christian traditions. Particular attention is given to demographic and economic factors at the global level as well as personal consumption decisions at the local level. Case studies ground reflection in concrete situations. Typically offered during alternate years at Holden Village, a Lutheran retreat center in the Cascade Mountains of Washington state. Prerequisite: one of REL 101, 111, or 112. Offered alternate years. (Rel, HEPT)

REL 250 Living Religions
4 hours
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 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. Prerequisite: one of Rel 101, 111 or 112. (Rel, Intel, HE)

REL 251 Judaism
4 hours
The course will provide a basic introduction to the development of Judaism as a religious culture from its beginnings to the present day. By reading primary texts from the biblical, rabbinic, medieval, and modern periods, students will examine religious experiences, worldviews, beliefs, behaviors, and symbols of the Jewish tradition, and the historical forces—cultural, political, social, and economic—that have shaped Judaism. Throughout the course we will address issues raised by the history of Judaism that are particularly relevant today—imperialism, genocide, post-Holocaust theology, the State of Israel, gender, and so on. Prerequisite: one of REL 101, 111, or 112. (Rel, HEPT, Hist, Intel)

REL 256 Islam
4 hours
This course will introduce students to the history, development, and theological traditions of Islam. Special attention will be given to Muhammad and the founding of the Muslim community; the Quran, and Sunnah (the way of the Prophet) and their roles as sources for Muslim religious traditions; and the various expressions of Islam in the contemporary world, especially revivalism and modernism. The relationship between Islam and Christianity will also be a topic of consideration. Prerequisite: one of REL 101, 111, or 112. (Rel, HEPT, Intel)

REL 257 Contemporary Islamic Movements
4 hours
This course explores the development and influence of a variety of Islamic movements that are growing in the contemporary world. After an overview of the basic structure of Islamic thought and of the Islamic Revivalist and Modernist movements of the nineteenth and twentieth centuries, attention will be given to contemporary expressions of these larger trends such as Islamic Democracy, Islamic Economics, Islamic Feminism, and Progressive Islam. Special attention will be given to the role of Islamic thought in the post-9/11 world. Prerequisite: one of REL 101, 111, or 112. (Rel, HEPT, Intel)

REL 261 Religions of South Asia
4 hours
This course will introduce the religious and philosophical traditions of South Asia. Particularly, it will focus on the 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. Prerequisite: one of REL 101, 111, or 112. (Rel, HEPT, Intel)

REL 262 Religions of East Asia
4 hours
This course will introduce the religious and philosophical traditions of China, Korea, and Japan. Particularly, it will focus on the historical, textual, and doctrinal foundations of Buddhism, Confucianism, Daoism, and Shintoism. 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. Prerequisite: one of REL 101, 111, or 112. (Rel, HEPT, Intel)

REL 263 Experiencing Mahayana Buddhism
4 hours
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 China and/or Japan, have instructions by an abbot, participate in the monastic life, will meet scholars of Buddhism, visit holy sites, and participate in Buddhist
writings. 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. Prerequisite: one of REL 101, 111, or 112. (HEPT, Rel, Intcl)

REL 270 Religious Identity and Interfaith Engagement
4 hours
This course explores issues of religious identity and interfaith engagement in a pluralistic world. Through a variety of methods, including textual study, theoretical reflection and a case study approach, we will discuss questions such as: what is religious identity, is it possible to identify with more than one religious tradition, can one remain committed to a single religious tradition in a pluralistic world, and how can people of different faiths build relationships with each other and work together for the common good? In addition, this course will examine interreligious encounters in a variety of contexts (in the United States and globally), and analyze responses to religious pluralism from a number of different religious perspectives. Prerequisite: Rel 101, 111 or 112. (Rel, HE, Intcl)

REL 285/295 Directed Study
2-4 hours
An opportunity to pursue individualized or experiential learning with a faculty member, at the sophomore level or above, either within or outside the major. REL 285 can be taken only during January term, REL 295 can be taken during the fall, spring, or summer terms.

REL 312 The World of the Bible
4 hours
Using archaeological, literary, and artistic sources together with the Bible, this course examines the environment within which the biblical books were written. Both Old and New Testaments are examined in the light of outside sources. Prerequisite: one of REL 101, 111, or 112. (Rel)

REL 314 Teaching the Bible
4 hours
In this course, students will apply interpretive methods to biblical texts in order to develop an understanding of the context and significance of these texts, then develop educational programs for use in a congregational setting that reflect this analysis. The entirety of the course will consist of collaborative work in groups. Class time will consist of four weekdays and Sunday mornings; a significant amount of the course will consist of
to reflect more critically on our own questions about and commitments to religion. This course will introduce students to the larger theological issues involved in interreligious dialogue and learning, a field known as comparative theology. Incorporating thinkers from at least three religious traditions and putting them into conversation with one another, the course will explore the following questions from a theological perspective: How does globalism and the fact of religious diversity influence my beliefs? What are various ways of thinking about god, the world, and our place in it? What is the significance of my neighbor’s faith for my own? How might an engagement with other religious traditions shape and transform my own religious identity? Prerequisite: one of REL 101, 111, or 112 (Rel, HEPT, Intcl)

**REL 380 Internship**
1, 2, or 4 hours
A supervised internship program integrating study and practical experience. Internships may be designed to fit with a student’s particular interests in the field of religion. Sites are chosen and programs are approved in consultation with the religion department’s internship coordinator and career center. Credit is granted on a credit/no credit basis for participation in assigned activities and the writing of a reflection journal. Prerequisite: religion major or minor and completion of the religion general education requirement.

**REL 381 Internship**
1, 2, or 4 hours
A more extensive internship program integrating study and practical experience. Internships may be designed to fit with a student’s particular interests in the field of religion. Sites are chosen and programs are approved in consultation with the religion department’s internship coordinator and career center. A letter grade (A–F) is awarded based on participation in assigned activities, the writing of a reflection journal, and completion of additional academic activities such as reading and writing assignments developed in consultation with the religion department internship coordinator. Prerequisite: religion major or minor, junior standing, GPA of at least 3.0 in the major.

**REL 395 Independent Study**
1, 2, or 4 hours

**REL 485 Seminar**
4 hours
Prerequisite: three courses in religion, or consent of instructor. (W)

**REL 490 Senior Project**
1–2 hours

**REL 493 Senior Honors Project**
4 hours
A yearlong 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.

**Russian Studies**

David Thompson (department head), Laurie Iudin-Nelson (section leader, program director)

The Russian studies major is intended to provide students with sufficient background in Russian language and culture to permit consideration of graduate work in related fields. It is also intended to prepare students in such diverse fields as economics, business, political science, history, anthropology, international relations, the sciences, medicine, law, social work, and education to enter their vocation prepared to contribute to decisions and issues which relate to Russian-American interactions.

The Russian studies minor may be taken in conjunction with any major of the student’s choice. Students should consult with the appropriate department for details regarding those majors. Courses normally do not count for both a major and a minor. Russian language study is a central component of both the major and the minor in Russian studies.

The following courses are approved as electives for the Russian studies major and minor:

- List A: FCUL/RUS 241, 341, HIST 354
- List B: FCUL/RUS/WGST 243, FCUL/RUS 350

Requirements for a major: 36 hours including RUS 201, 202, and RUS 345; three elective courses from the preceding list of approved courses in Russian studies, including one course from list A and one course from list B; a language immersion experience; a senior project. Writing requirement completed with FCUL/RUS/WGST 243, FCUL/RUS 350, or RUS 345. Russian Studies majors who choose to complete a senior project
in a second major are not required to complete the senior project in Russian Studies.

Requirements for a minor: A minimum of 20 hours including RUS 201, 202, and at least three courses selected from the preceding list of approved courses in Russian studies.

Appropriate special topics courses, Paideia 450 courses, and study-abroad courses are reviewed by the Russian Studies Board and may be approved for the Russian Studies major and minor. Students may petition the Russian Studies Board to have relevant courses meet degree requirements.

Language immersion experience: For majors, a minimum of a semester of academic study (minimum of 12 credits) in a country where Russian is an official language. For minors, a language immersion experience is strongly recommended, but not required. 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, Literatures, and Linguistics has a Language Learning Center in Main Building. Language students have access to computerized language learning materials, to computers with audio and video editing software, and to video study rooms where they may view prerecorded foreign language videos and DVDs or watch live international TV. The Languages 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 Russian literature and culture courses in English translation, see foreign culture.

Russian Studies Courses

RUS 101, 102 Beginning Russian I, II
4, 4 hours
Introduction to Russian grammar through reading, writing, listening, and speaking in Russian. The course will focus upon developing speaking and listening comprehension skills with a framework of practical vocabulary and grammatical structures. The student will also gain an appreciation of Russian culture and contemporary life through music and audiovisual materials. Prerequisite for RUS 102: RUS 101 or equivalent.

RUS 139, 239, 339, 439 Special Topics
Credit arr.

RUS 185 First-Year Seminar
4 hours
A variety of seminars for first-year students offered each January Term.

RUS 201, 202 Intermediate Russian
4, 4 hours
A continuation of the study of Russian grammar. Speaking proficiency will be developed through active class participation. Emphasis will be placed on developing writing skills in Russian and in reading authentic texts. Students will continue developing listening comprehension skills through use of music and audiovisual materials. Prerequisite for RUS 201: RUS 102. Prerequisite for RUS 202: RUS 201 or equivalent.

RUS 241 Russian Culture Through Film
4 hours
This course will cover 20th-century Russian/Soviet culture and history through the medium of film. We will begin with classics of early Soviet film (including Eisenstein, Vertov, Pudovkin) and then view and discuss classic films of the Stalinist era and WWII (1930s–50s). We will continue with classic films and comedies of the 1960s and ’70s (including Ryzanov, Gaidai, Tarkovsky). The later 1980s–90s (glasnost, perestroika, and the post-Soviet era) witnessed the emergence of films that revealed difficult social and historical themes (for example: Little Vera; Burnt by the Sun; Prisoner of the Caucasus; Brother I). The course will conclude with discussion of film and society in present-day Russia. Films are in Russian (with English subtitles). Readings and discussion are in English but certain assignments will be completed in Russian. Students without background in Russian language should enroll in FCUL 241. Offered on a rotating basis. Prerequisite: RUS 202 or consent of instructor. (HEPT, Hist, IntCl)

RUS 243 Time of Stalin: Literature and Memoirs
4 hours
This course, through the medium of literature and memoirs, focuses on Russia/Soviet Union in the early years after the Bolshevik Revolution (1917) until Gorbachev’s glasnost and perestroika. Students will learn about the rise of Stalin, the time of terror and purges at the height of Stalin’s regime (mid-1930s), WWII, the “Thaw” after Stalin’s death in 1953, and the implications Stalinism has on present-day Russia. We will seek answers to the questions of how Stalin was allowed to rise to power, retain political control, and instigate policies that caused the deaths of approximately 20 million Soviet citizens—many
of whom were Bolsheviks and loyal members of the Communist Party. Literary readings include memoirs, poetry, and novels. A significant part of the course concerns the role of women in the Bolshevik Revolution and their fate under Stalinism. This course fulfills requirements of international studies, women's studies, and Russian studies. Readings and discussion are in English but certain assignments will be completed in Russian. Students without a background in Russian language should enroll in FCUL 243/WGST 243. Offered on a rotating basis. Prerequisite: RUS 202 or consent of the instructor. (HEPT, Hist, Intl, E, W)

RUS 285/295 Directed Study
2, 4 hours
An opportunity to pursue individualized or experiential learning with a faculty member, at the sophomore level or above, either within or outside the major. RUS 285 can be taken only during January term, RUS 295 can be taken during the fall, spring, or summer terms.

RUS 341 Russian Life and Culture
4 hours
A study of the cultural, political, and social institutions that have shaped Russia from the time of Kievan Rus' to the present period. Key historical and philosophical themes will be discussed in reference to art, literature, architecture, music, and Russian Orthodoxy. The course is taught in English and readings are in English, but students will complete certain assignments in Russian. Students without a background in Russian language should enroll in FCUL 341. Offered on a rotating basis. Prerequisite: RUS 202, or consent of instructor. (HE, Hist, Intl)

RUS 345 Conversation and Composition
4 hours
Emphasis on the development of written and oral expression and mastery of grammar. Reading and listening comprehension will be developed through use of authentic texts (literary and popular press), films, video (news and popular media), and song texts. Speaking and writing skills will be developed within this context of authentic materials. Prerequisite: RUS 202. (L, W)

RUS 350 Topics in Russian/Soviet Literature
4 hours
This course will offer reading and discussion of literature of various genres, authors and time periods of Russia and the USSR. Topics will change annually and rotate. Students may enroll in the course multiple times for credit (and count towards the major/minor in Russian Studies), provided that the topic is new. The course is taught in English and readings and writing assignments are in English. Russian language students who have completed the prerequisite of RUS 202 may elect to enroll in this course, rather than FCUL 350, for supplementary assignments in Russian. Offered alternate years. Prerequisite: RUS 202. (HEPT, W)

RUS 375 Directed Readings
1, 2, or 4 hours
RUS 395 Independent Study
1, 2, or 4 hours
RUS 490 Senior Project
1, 2, or 4 hours
RUS 493 Senior Honors Project
4 hours
A yearlong 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.

Scandinavian Studies

David Thompson (department head)

For a major or minor in Scandinavian Studies, see Nordic Studies under the curriculum section. For Scandinavian Studies courses in English, see art, foreign culture, history, Paideia 450, and other related disciplines.

Scandinavian Studies Courses

SCST 101, 102 Elementary Norwegian I, II
4 hours
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. Prerequisite for SCST 102: SCST 101, or consent of instructor.

SCST 139, 239, 339, 439 Special Topics credit arr.
SCST 185 First-Year Seminar
4 hours
A variety of seminars for first-year students offered each January Term.

SCST 201, 202 Intermediate Norwegian
4 hours
With the aim of developing the students’ ability to communicate in the language and to increase their knowledge of the country, the course combines readings, recent Norwegian feature films, oral discussions, dramatization, and written compositions with a general review of grammar and pronunciation. Prerequisite: SCST 102 or equivalent.

SCST 250 Topics in Nordic Literature
4 hours
This course will offer reading and discussion of literature of various genres, authors and time periods of Norway and other Nordic countries. Topics will change annually and rotate. Students may enroll in the course multiple times for credit (and count towards the major/minor in Scandinavian Studies), provided that the topic is new. The course is taught in English and readings are in English. Students who have completed a prerequisite of SCST 202 may elect to enroll in this course for extra assignments in Norwegian. Prerequisite: SCST 202. (HEPT)

SCST 251 Topics in Nordic Film
4 hours
This course will offer viewing and discussion of films of various genres, directors and time periods of Norway and other Nordic countries. Students may enroll in the course multiple times for credit (and count towards the major/minor in Scandinavian Studies), provided that the topic is new. The course is taught in English, readings are in English, and films are subtitled in English. Students who have completed a prerequisite of SCST 202 may elect to enroll in this course for extra assignments in Norwegian. Prerequisite: SCST 202. (HEPT)

SCST 285/295 Directed Study
2–4 hours
An opportunity to pursue individualized or experiential learning with a faculty member, at the sophomore level or above, either within or outside the major. SCST 285 can be taken only during January Term, SCST 295 can be taken during the fall, spring, or summer terms.

SCST 345 Composition, Conversation, and Advanced Grammar
4 hours
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. Prerequisite: SCST 202 or consent of instructor. (S, W)

SCST 346 Scandinavian Immigration History
4 hours
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. Students taking the course for credit in Scandinavian studies will be required to do some of the reading in a Scandinavian language and meet one day a week in which the class is conducted in Norwegian. Prerequisite: SCST 202, or consent of instructor. (HB, Hist)

SCST 348 Vikings in History
4 hours
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 348. Prerequisite: PAID 112 or equivalent.

SCST 352 Scandinavia and the Baltic
4 hours
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 as current political and economic issues in Scandinavia. Students must submit papers written in Norwegian, Danish, or Swedish. Students without a background in Scandinavian studies should enroll in HIST 352. Offered alternate years. (HB, Hist)

SCST 395 Independent Study
1, 2, or 4 hours

SCST 361 Henrik Ibsen
4 hours
Norway’s preeminent playwright, Henrik Ibsen, lived most of his life outside of his homeland,
which he nevertheless observed with unmatched acuity. The course follows Ibsen’s development as a dramatist while also exploring the cultural context of his time. The course includes recent film productions of selected plays and an opportunity to experience an Ibsen play as performed by the Commonweal Theater in Lanesboro, MN. All readings and discussions are in English. Students who have completed SCST 202 may elect to enroll in this course for additional coursework in Norwegian. Offered alternate years. Prerequisites: PAID 112, SCST 202. (HEPT, R, W)

SCST 363 Norway’s Nobel Prize-Winning Authors
4 hours
Through the lives and literature of Nobel Prize-winning authors, Bjørnstjerne Bjørnson, 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 elect to enroll in this course for additional coursework in Norwegian. Offered alternate years. Prerequisites: PAID 112, SCST 202. (HEPT, R, W)

SCST 490 Senior Project
1, 2, or 4 hours

SCST 493 Senior Honors Project
4 hours
A yearlong 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.

Science
Science Division staff

Science Courses

SCI 110 Medical Terminology
1 hour
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.

SCI 111 Physical Science
4 hours
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. (NWL)

SCI 112 Energy and the Physical World
4 hours
The unifying theme of energy molds the physical concepts of motion, gravitation, electromagnetism, heat, radiation, and nuclear physics. Solar, wind, nuclear, tidal, hydroelectric, and thermal electric energy conversion processes are also included. This course is intended for the general student with no special background in mathematics or science. (Same as ENVS 112 and PHYS 112) (NWL)

SCI 121 Introduction to Astronomy
4 hours
A course designed to develop an understanding and appreciation of our larger environment, the physical universe itself: planets, stars, galaxies, and space. Instruments and methods used in astronomical investigations. The Spitz planetarium is used throughout the course. Occasional evening observation periods using both the naked eye and the telescope. (NWL)

SCI 123 Introduction to Meteorology
4 hours
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. Prerequisite: MATH 140 or higher, or consent of instructor. (NWNL)

SCI 125 Great Ideas in Natural Science
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, 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. (NWNL)

SCI 127 The Science of Science Fiction
4 hours
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. (NWNL)

SCI 139, 239, 339, 439 Special Topics
Credit arr.

SCI 185 First-Year Seminar
4 hours
A variety of seminars for first-year students offered each January Term.

SCI 240 Pathophysiology
4 hours
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. Prerequisites: BIO 115, 116, 152. Co-requisites: BIO 243; NURS 234, 235.

SCI 250 Clinical Pharmacology
4 hours
This course provides a basic understanding of pharmacology as a foundation for clinical education in the appropriate and safe use of medications. Fundamental concepts including pharmacokinetics, pharmacodynamics and pharmacogenetics will be covered along with an in-depth analysis of important medication classifications. The laboratory component of the course will provide opportunities to apply pharmaceutical knowledge in a context that realistically models patient care. Prerequisites: BIO 152, 243; NURS 234, 235; SCI 240. Co-requisites: NURS 236, 237. (Quant)

SCI 340 Science Communication Seminar
1 hour
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. Prerequisites: Consent of instructor. Intended for students participating in the Howard Hughes Medical Institute (HHMI) Trio program. Offered as credit/no credit.

Social Work
Britt Rhodes (department head), Craig Mosher (program director)
The social work major aims to prepare undergraduate students for beginning level generalist social work practice while a secondary objective is to prepare students for graduate (MSW) study. Skills and knowledge for lifelong learning and active citizenship are included.

Graduates of the social work program find professional employment in child welfare, family counseling, chemical dependency, mental health, developmental disabilities, community action, aging, medical settings, churches, environmental organizations, schools, corrections, and other areas of social services.

The social work major 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.

The program has two internship requirements. The first is SW 102, which involves a three-week experience shadowing a social worker. Then, one 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, human diversity, social and economic 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, 401, 402, 403; correlative courses consisting of BIO 115 or equivalent, and POLS 247. The first social work field experience (SW 102) is recommended before the junior year. Three correlative courses: SOC 101, PSYC 130, and ECON 130 are recommended but students may select others if they better meet their needs. Recommended for students considering graduate study in social work: SOC 350 (social statistics), or PSYC 350 (behavioral statistics), or MATH 115 (introduction to statistics). 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. Choose a social work faculty member as their advisor and utilize this person in future planning.
2. Earn a C or better in all social work practice courses (SW 201, 301, 401, 402, and SW 403).
3. Maintain a minimum cumulative grade point average (GPA) in the major and for college courses taken at Luther College of 2.00.
4. Continue to demonstrate their suitability to enter the profession of social work.

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.

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; BIO 115 or equivalent; 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.

Social Work Courses

SW 101 Introduction to Social Work and Social Welfare
4 hours
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 on 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. (HB, E)

SW 102 Social Work Field Experience
4 hours
Full time supervised field experience as a participant-observer in a social service agency.

SW 110 Mental Health First Aid
1 hour
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.
SW 139, 239, 339, 439 Special Topics
Credit arr.
Courses offered under this title are intended to introduce students in a formal way to the variety of issues, methods, and settings in social work practice. Topics may include: mental health, child welfare, aging, chemical dependency, and rural social work.

SW 185 First-Year Seminar
4 hours
A variety of seminars for first-year students offered each January Term.

SW 201 Fundamentals of Social Work Practice I
4 hours
An introduction to the generalist method of social work practice that includes the study of 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. Prerequisite: SW 101 or SW 102, declared social work major, or consent of instructor.

SW 204 Human Behavior in the Social Environment I
4 hours
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. Prerequisite: SW 101, or consent of instructor. (HB)

SW 285/295 Directed Study
2, 4 hours
An opportunity to pursue individualized or experiential learning with a faculty member, at the sophomore level or above, either within or outside the major. SW 285 can be taken only during January Term, SW 295 can be taken during the fall, spring, or summer terms.

SW 301 Social Work Practice II
4 hours
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. Prerequisites: SW 101, 102, and 201.

SW 303 Human Behavior in the Social Environment II
4 hours
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. Prerequisite: SW 101, or consent of instructor. (HB)

SW 304 Social Welfare Policies, Programs, and Issues
4 hours
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. Prerequisites: SW 101, 102, 201, 204 (which may be taken concurrently); POLS 247, or consent of the instructor. (S)

SW 305 Research Methods for Social Work
4 hours
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. Prerequisite: SW 101, junior standing or consent of instructor. SDC 301 may be substituted with consent. (HBSSM, R, W)

SW 395 Independent Study
1, 2, or 4 hours

SW 401 Social Work Practice III
4 hours
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. Prerequisite: SW 301, or consent of instructor.

SW 402 Field Instruction in Social Work Practice
6 hours
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. Prerequisites: all courses required for the major and consent of instructor.

**SW 403 Professional Seminar**
4 hours
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. Prerequisites: all courses required for the major and consent of instructor. (HBSSM)

**SW 485 Seminar**
Credit arr.

**SW 490 Senior Project**
1, 2, or 4 hours
A continuation of learning from SW 304 and 305. Students write a paper on policy analysis, or the research they have conducted, relevant to social work practice. Prerequisites: SW 304, 305.

**SW 492 Senior Honors Project**
4 hours
A yearlong 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. (R)

**Sociology**
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, 350, and five additional courses in the discipline, one of which must be a 400-level seminar. It a statistics course judged comparable to SOC 350 (ie: 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 should complete SOC 276. Writing requirement completed with SOC 301. Students interested in teaching should see education department for secondary education minor requirements.

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

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.

**Sociology Courses**

**SOC 101 Introduction to Sociology**
4 hours
Introduction to theoretical perspectives and foundational principles of “thinking sociologically.” Key concepts include: culture, inequality/poverty, deviance/crime, gender, social construction of reality, social change, and social structure. (HBSSM)

**SOC 139, 239, 339, 439 Special Topics**
Credit arr.

**SOC 185 First-Year Seminar**
4 hours
A variety of seminars for first-year students offered each January Term.

**SOC 242 Sociology of Gender**
4 hours
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. Prerequisite: SOC 101. (Same as WGST 242) (HBSSM)

**SOC 253 Crime and Deviance**
4 hours
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 analysis of the extent, distribution, and character of crime and delinquency. Prerequisite: SOC 101. (HBSSM)
Prerequisite: SOC 101.

Well as the relationship between educational own experience within educational education. Students will better understand their horizontal and vertical stratification of higher education. Students will better understand the negative social impacts of conflict will be considered for each level of conflict. Prerequisite: SOC 101. Offered alternate years. (HBSSM)

SOC 273 Crime and Media
4 hours
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. Prerequisite: SOC 101 or COMS 133. (HBSSM)

SOC 276 Social Theory and Praxis
4 hours
This course gives students knowledge of and experience with the classical and contemporary perspectives on human social behavior. Students will study the original works of theorists, critically analyze their ideas, and apply these perspectives to current events, media artifacts, and sociological topics. This course is highly recommended for students considering further study in graduate school. Prerequisite: SOC 101. (HBSSM)

SOC 283 Sociology of Education
4 hours
This course provides a broad overview of the field of sociology of education and its goal is to understand the relationship between education and society. This course reviews a variety of theoretical perspectives and empirical research to examine the role and structure of schooling in contemporary life. Topics include social mobility and stratification; social reproduction and meritocracy; social and cultural capital; the dynamics of race, class, and gender in American higher education; the social processes and factors affecting students’ academic achievement; horizontal and vertical stratification of higher education. Students will better understand their own experience within educational system, as well as the relationship between educational system and inequality in American society. Prerequisite: SOC 101. (HBSSM)

SOC 285/295 Directed Study
2, 4 hours
An opportunity to pursue individualized or experiential learning with a faculty member at the sophomore level or above, either within or outside the major. SOC 285 can be taken only during January Term, SOC 295 can be taken during the fall, spring, or summer terms.

SOC 290 Visual Sociology
4 hours
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). Note: If taken during the January Term, this course would meet the January II general graduation requirement. (HBSSM)

SOC 301 Research Methodology
4 hours
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. Prerequisite: SOC 101 and junior standing. (HBSSM, W)

SOC 345 Race, Class, and Gender in Contemporary Society
4 hours
An assessment of how race, class, and gender influence the attainment of societal honors, rewards, and power in the United States today. Similarities and differences in social structures and ideologies of modern society are emphasized for race, class, and gender. Prerequisite: SOC 101. (HBSSM, Intcl)

SOC 347 Sociology of the Family
4 hours
Consideration of the historical and cultural foundations of the institution of marriage and the family. Emphasis on cross-cultural trends as they relate to the family, including socialization practices, changing status of women, and dating patterns. Prerequisite: SOC 101. (HBSSM)

SOC 350 Social Statistics
4 hours
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. Prerequisites: SOC 101, MATH 110 or above. (HBSSM)

SOC 351 Gender and Crime
4 hours
Examines how gender affects individuals' experiences as both victims and perpetrators of crime and deviance. Analyzes the history and theory of gender and crime in the U.S. and internationally, the social construction of victimization, and the impact of culture, structure, and inequality on criminal behavior. Prerequisite: SOC 101. (Same as WGST 351) (HBSSM)

SOC 356 Environmental Sociology
4 hours
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. Prerequisite: SOC 101. (HBSSM)

SOC 358 Social Psychology
4 hours
A study of the relationship between the individual and society and the interactions produced. Emphasis on research in the areas of self, identity, symbolic interaction, and social movements. Prerequisite: SOC 101. (HBSSM)

SOC 380 Internship
1, 2, or 4 hours
Course graded credit/no credit.

SOC 381 Internship
1, 2, or 4 hours
Course graded A-F.

SOC 395 Independent Study
1, 2, or 4 hours

SOC 453 Seminar: Law and Human Rights
4 hours
Examines the construction and application of law by various societies, with a particular focus on international and human rights law. Studies the people and groups who create law, the development of human rights, the effects of race, class, gender and nationality on legal standards, and the impact of globalization on international law. Prerequisite: SOC 101. (HBSSM, Intcl)

SOC 461 Seminar: Contemporary Issues of Immigration
4 hours
This upper-division undergraduate seminar will provide an overview of issues related to international immigration to the United States. This class involves the sociological analysis of immigration, particularly with respect to intercultural dynamics between the sending and the receiving countries, race and ethnicity, social structure, social inequality, and social policy. Students will learn about sociological theories of immigrant incorporation as well as specific issues related to the second-generation children of immigrants including their educational, labor-market and transnational experiences. They will also learn about the history of immigration and immigration policy along with other various aspects of migration such as transnationalism, enculturation, marginalization, globalization, gendered migration, immigrant labor market, second generation and segmented assimilation. Prerequisite: SOC 101. (HBSSM, Intcl)

SOC 468 Seminar: Gender, Globalization, and Development
4 hours
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? Prerequisite: SOC 101. (Same as WGST 468) (HBSSM, Intcl)

SOC 472 Seminar: Social Institutions
4 hours
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. Prerequisite: SOC 101. (HBSSM)

SOC 475 Seminar: Social Movements
4 hours
Explores theoretical issues related to social movements—why they emerge, how they evolve, how they are organized, why people join them, what factors determine their success—while learning about various historical and contemporary social movements such as the Black civil rights, environmental, religious right, and gay rights movements. Prerequisite: SOC 101. Offered alternate years. (HBSSM)

SOC 490 Senior Project
1, 2, or 4 hours
Spanish

David Thompson (department head), Alfredo Alonso Estenoz (section head)

Required for a major: Nine courses (36 hours), starting at SPAN 201 or above. Required courses are SPAN 303 and SPAN 346; either SPAN 450 or SPAN 460; plus additional hours above 300; language immersion experience. Writing requirement completed with SPAN 303. Students interested in teaching should see the education department for secondary minor requirements.

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

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

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.

Language immersion experience: For majors, a minimum of 12 weeks of academic study in a country where Spanish is an official language. For minors, at least three weeks of academic study or one January Term of study in such a country, although a semester is strongly recommended. Homestay is required for both majors and minors. Those preparing to teach must complete at least 12 weeks of academic study in such a country. 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, Literatures, and Linguistics has a Language Learning Center in Main Building. Language students have access to computerized language learning materials, to computers with audio and video editing software, and to video study rooms where they may view prerecorded foreign language videos and DVDs or watch live international TV. 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.

Spanish Courses

SPAN 101, 102 Elementary Spanish I, II
4, 4 hours
Introduction to the basic skills needed for communicating in Spanish. Stress on both oral and written forms. Intended for those with no previous Spanish study. Prerequisite for SPAN 102: 101, or consent of instructor.

SPAN 139, 239, 339, 439 Special Topics
Credit arr.

SPAN 185 First-Year Seminar
4 hours
A variety of seminars for first-year students offered each January Term.

SPAN 201 Intermediate Spanish
4 hours
This course is for students who have successfully completed at least one year of college-level Spanish or the equivalent. Prerequisite: SPAN 102 or equivalent.

SPAN 285/295 Directed Study
2, 4 hours
An opportunity to pursue individualized or experiential learning with a faculty member, at the sophomore level or above, either within or outside the major. SPAN 285 can be taken only during January Term, SPAN 295 can be taken during the fall, spring, or summer terms.
SPAN 302 Conversation and Listening Comprehension 4 hours
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 oral comprehension skills, increasing proficiency in extended narration and dialogue and developing knowledge of Spanish-speaking cultures. Prerequisite: SPAN 201 or consent of instructor. (S)

SPAN 303 Written Expression 4 hours
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. The course culminates in a research project. Prerequisite: SPAN 201 or consent of instructor. (R, S, W)

SPAN 304 Advanced Grammar and Translation 4 hours
This course is for students who have completed Spanish 201 or the equivalent and who require more practice with advanced grammar structures. This course is especially recommended for those who plan to teach Spanish. Focus on advanced grammar functions and correcting common mistakes. Translation exercises reinforce grammar fundamentals. It is recommended to take this course after Spanish 302 and Spanish 303. Prerequisite: SPAN 201 or consent of instructor.

SPAN 340 Language and Culture in the Spanish-Speaking World 4 hours
This January Term study abroad course will introduce students to the culture of a Spanish-speaking country first-hand. Course locations may include Perú, 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. Prerequisite: SPAN 302 strongly recommended, consent of instructor. (Intcl)

SPAN 341 Spanish for Medical Professionals 4 hours
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, 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. Prerequisite: SPAN 302 strongly recommended, consent of instructor. (Intcl)

SPAN 346 Introduction to the Study of Hispanic Literature 4 hours
An introduction to the basic dramatic, narrative, and poetic forms of Hispanic literature utilizing representative works of Spanish and Spanish-American authors. The course will focus on critical approaches to literature, introduce bibliographic resources, and continue development of writing proficiency. Prerequisite: SPAN 303 or consent of instructor. (HEPT, S)

SPAN 350 Practical and Professional Uses of Spanish 4 hours
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. May satisfy the language requirement for students who arrive with advanced proficiency. Prerequisite: Span 301, 302 or 303. (Intcl, S)

SPAN 395 Independent Study 1, 2, or 4 hours

SPAN 450 Seminar in Spanish Peninsular Literature and Culture 4 hours
A seminar with rotating topics on Spanish peninsular literature and culture. Topics may include the Spanish Civil War, literature by Spanish women writers, the history of Spanish film, Golden Age Spanish literature, and others. Significant writing practice, including a research project. Assessment of speaking proficiency. May be repeated for credit up to three times under three different topics. Prerequisite: SPAN 346 or consent of instructor. (HE, Intcl, S, R)
SPAN 460 Seminar in Latin American Literature and Culture
4 hours
A seminar with rotating topics on Latin American literature and culture. Topics may include the short story in Latin America, Latin American poetry, memory and political violence, Latin American women writers and the representation of Latin America in literature and film. Significant practice in writing, including a research project. Formal assessment of speaking skills. May be repeated up to three times for credit under three different topics. Prerequisite: SPAN 346 or consent of instructor. (HE, Int'l S, R)

SPAN 465 Latino Literature of the United States
4 hours
This course, offered in Spanish, explores the cultural history and current situation of U.S. Latinos and Hispanics. Students read and analyze short stories, novel, autobiographies, and poetry representative of Cuban-American, Puertorican, Mexican-American, Dominican-American, and other Latino authors with special emphasis on bilingualism, ethnicity, and gender in identity formation. Prerequisite: SPAN 346 or above. (HE, Int'l S, R)

SPAN 470 Issues in Film: Spain and Latin America
4 hours
This course will present important social and historical issues as portrayed in the Spanish and Portuguese-speaking film industry. Issues will include race and slavery, gender, dictatorship, and economic inequalities. In addition, students will compare film theories and techniques from the United States, Spain, and Latin America. Prerequisite: SPAN 346, 450, 460 or 465. (HE, Int'l S, R)

SPAN 490 Senior Project
2 hours
A seminar with rotating topics on Latin American literature and culture. Topics may include the short story in Latin America, Latin American poetry, memory and political violence, Latin American women writers and the representation of Latin America in literature and film. Significant practice in writing, including a research project. Formal assessment of speaking skills. May be repeated up to three times for credit under three different topics. Prerequisite: SPAN 346 or consent of instructor. (HE, Int'l S, R)

Theatre
Lisa Lantz (department head)
Art and performance 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 for K-12, movement for actors, performance, and performance art.

Required for a major: 33 hours including THE/DAN 100 (6 times), THE 105, 127, 300, 351, 352; one from THE 103 or 104; two 200 level courses; one 300 level course. Writing requirement completed with THE 352.

Correlative requirements: one course from DAN 101, 105, 130, or DAN 264.

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 leading toward their senior project.

Required for a minor: THE/DAN 100 (three times); THE 103 or 104; THE 105, 127, THE/DAN 300, and one 4-credit elective selected from courses in theatre or dance.

Theatre Management Concentration: To complete the theatre management concentration a student is required to complete a major in theatre and a minor in management, or a major in management and a minor in theatre.
Theatre Courses

THE 100 Production Practicum
0 hours
An intensive experiential research ensemble devoted to crafting, creating, developing, performing 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. (Same as DAN 100)

THE 102 Creative Processes
4 hours
This studio course is directed toward the development of conceptual skills through a deep understanding of the relationship of creative thinking to critical thinking and an investigation of the role of creative thinking in conceptualization, brainstorming, and image making. No prerequisite. (Same as ART 102) (HE) (S)

THE 103 Art of Illusion: Costuming and Makeup
4 hours
This course is designed to introduce students to the craft and skills used in creating costumes and applying wigs and makeup 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/craftperson. Through field trips, readings, and experiential lab work, students will develop, design, create and practice the art and craft of costume and wig and makeup skills. A field trip to a theatre production and an art museum will be a part of this course. (HE)

THE 105 Acting I: Text in Performance
4 hours
An introduction to performance concepts and skills utilizing text as a beginning point for the performance experience. The course will include analysis and performance of diverse texts through solo and group work, incorporating elements of movement, spoken text, and music. Letters, novels, poems, plays, biographies, journals, and newspapers are examples of potential performance texts. No experience in any performing area is assumed. (HE, S)

THE 127 Design I: Visual Principles
4 hours
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. (HE, R)

THE 130 Theatre Improvisation
4 hours
Improvisational work in the theatre takes many forms ranging from theatre games to comedy sports to rehearsal exploration. The class will examine and experience the fundamentals of improvisational training. Readings from improvisational theorists and practitioners like Viola Spolin and Keith Johnstone will supplement the in-class investigation and participation in improvisational technique. No prerequisite. (HE)

THE 139, 239, 339, 439 Special Topics
Credit arr.

THE 185 First-Year Seminar
4 hours
A variety of seminars for first-year students offered each January Term.

THE 200 Stagecraft Practicum
1 hour
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 work in areas of scenery, properties, costuming, makeup, lighting, and sound. Offered every semester on a credit/no credit basis. May be repeated. No prerequisite.

THE 203 Costume History
4 hours
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. No prerequisite. (HE, Hist, R)

THE 204 Lighting Design
4 hours
A study of lighting for the performing arts and an introduction to and practice in theatrical stage lighting. Coursework will cover the function of light in design; lighting equipment and terminology; communication graphics through practical laboratory explorations. Application of principles for performance events and contemporary lighting problems will be studied through extensive hands-on applications. (HE, R)

THE 205 Acting II: Body, Voice, and Vulnerability
4 hours
This course explores fundamental skills and concepts related to acting in the theatre. The focus includes developing the capacity to be open, vulnerable, and responsive in a group setting (ensemble); establishing a strong connection with a partner (talking and listening); understanding the pursuit of an objective and the use of tactics; and beginning work in the analysis and personalization of dramatic text. Basic vocal and physical exploration is an important part of the course. Prerequisite: THE 105 or consent of instructor. (HE)

THE 206 Graphic Design
4 hours
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 2-D design concepts and the cognitive processes of software learning. No prerequisite. (Same as ART 206) (HE)

THE 207 Contemporary Plays
4 hours
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. No prerequisite. (HE, R)

THE 261 Shakespeare Performed
4 hours
The study of representative Shakespeare plays, with special emphasis on the close analysis and public performance of one play. All students will do analytical writing and will be involved in some aspect of the performance. English 260 and 261 have common goals and both fulfill the departmental "Shakespeare" requirement, but because of the two courses' differing emphases, students may earn credit for both courses. Although students with previous experience in Shakespeare or acting are welcomed, the course is open to all students sophomore and above. Prerequisites: PAID 111, 112 or transfer equivalents. (Same as ENG 261) (HEPT)

THE 285/295 Directed Study
2-4 hours
An opportunity to pursue individualized or experiential learning with a faculty member, at the sophomore level or above, either within or outside the major. THE 285 can be taken only during January Term, THE 295 can be taken during the fall, spring, or summer terms.

THE 300 Production Studio
1 hour
An experiential collaborative component for the theatre/dance major. Set within a faculty directed project or production, the student participates in research, dialogue and the underpinnings of producing work. Prerequisite: junior/senior status or consent of instructor. (Same as DAN 300)

THE 305 Acting III: Vocabulary and Sensibility
4 hours
This course builds on the concepts introduced in Acting II, investigating more fully some of the specific acting challenges present in any performance situation. A more intensive study of the text and character is accomplished through increased scene work. Vocal and physical explorations continue as central elements in the course. Prerequisite: THE 205. (HE, R)

THE 306 Intermedia Arts
4 hours
This studio art course introduces students to the use of video and time-based media as art-making tools. Students will engage the essential skills of digital video art, including: production pipeline, shooting and non-linear editing. Students will additionally explore the ways film, digital video, performance art, installation, and other time-based media may interact. (Same as ART 306 and DAN 306)

THE 327 Design II: Scenography
4 hours
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
students. Students enrolled will have bi-weekly portfolio meetings for an exchange of ideas in the field of design for live performance. Lab hours arranged. Prerequisite: THE 127 or consent of instructor. (HE, R)

THE 351 Theatre History I
4 hours
A study of major developments in the theatre—playwriting, acting, staging, architecture—from their roots through the 1850s, 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. No prerequisite. (HEPT, Hist, R)

THE 352 Theatre History II
4 hours
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. No prerequisite. (HEPT, Hist, W)

THE 360 Directing
4 hours
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. (HE)

THE 380 Internship
2-8 hours
Supervised on- or off-campus work experience related to professional demands and expectations of persons and organizations involved in theatre and/or dance. Internship credits do not apply toward the major. Prerequisite: 12 hours in theatre.

THE 389 Directed Research
1, 2, or 4 hours
THE 395 Independent Study
1, 2, or 4 hours
THE 490 Senior Seminar
2 hours
An intensive, collaborative 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. (S,R)

THE 491 Senior Project
2 hours
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. Double majors may petition the department to accept another department’s senior project in lieu of the theatre senior project requirement. Acceptable substitutes should reflect the department’s mission and goals for student learning. Prerequisite: THE 490 and senior standing. (S, R)

THE 493 Senior Honors Project
4 hours
A yearlong 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. (S, R)

Women and Gender Studies
Charlotte Kunkel (program chair)

The Women and Gender Studies (WGST) program is an interdisciplinary academic program devoted to the critical analysis of gender. The program offers courses that investigate the intersections of sex, gender, sexuality, race, age, ability, and class across the disciplines and are taught by faculty in a variety of departments. Women and Gender Studies prepare students to be critical advocates, activists, scholars, and educators for social justice in a variety of professions.

Requirements for a major: 10 courses plus senior project.

The major is comprised of four core courses: WGST 130, 381, 485, and a theory course that is satisfied by WGST 260, 331, 342, or a special topic course designated to fulfill this requirement. Other major requirements include
three 4-credit courses (two of which must be at the 300-level or above) and three area courses (one from each of the areas listed below). Writing requirement completed with WGST 260, 331, 342, or 485.

Culture and Society Area: WGST 131, 138, 195, 242, 260, 290, 331, 335, 351, 368, FREN 460, SOC 345, 347

Global Studies Area: WGST 320, 337, 350, 468, SOC 453, and approved J-term study-abroad courses.

Literature Area: WGST 147, 212, 240, 243, 245, 251, 361.

Requirements for a minor: All students take WGST 130 and 485 as required for introduction and capstone experiences, as well as four other courses from at least two of three designated areas. One of those four courses must number 200 or above. Relevant special topics courses may count.

Women and Gender Studies Courses

WGST 130 Introduction to Women and Gender Studies 4 hours
The course combines a cross-cultural survey of gender diversity with a history of gender studies, emphasizing the key theories; case studies; and social, economic, and political climates. Students will explore variations in gender systems, focusing on other cultures to better understand their own. The primary goal is to develop a set of scholarly tools that render gender a useful category of social analysis. Designed as an introduction to women and gender studies; required for the WGST major and minor. No prerequisite. (HB)

WGST 131 Contact Improvisation 4 hours
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, pathways into the floor and air; and focusing attention on the details of sensation. Students will engage in egalitarian practices for building skills of trust, receptivity, and responsiveness, as well as tolerance for waiting in the unknown. (Same as DAN 130) (HB, HE)

WGST 138 Human Sexuality 4 hours
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 NURS 138) (HB)

WGST 139, 239, 339, 439 Special Topics
Credit arr.

WGST 147 Literature of the African Peoples 4 hours
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. Prerequisite: PAID 111. (Same as AFRS 147 and ENG 147) (BEPT, Hist, Intl)

WGST 185 First-Year Seminar 4 hours
A variety of seminars for first-year students offered each January Term.

WGST 195 Biology of Race and Sex 4 hours
This course will introduce students to basic concepts of inheritance and expression of genotypes into phenotypes, using the inheritance of sex and race-associated traits as case studies. These complex traits are useful examples of the influence of individual genes, genomes, and the physical environment on phenotypes. Prerequisite: junior/senior standing, or consent of instructor. Not intended for biology majors. (Same as BIO 195) (NWNL)

WGST 212 Sex in Religious Texts 4 hours
This course will explore constructions of gender and sexuality in the texts of two or more religious traditions. Students will be introduced to contemporary theories of gender and sexuality that they will use to analyze primary texts in relation to their sociopolitical and religious contexts. Specific topics may include competing representations of men and women, different constructions of marriage, the use of marriage as a metaphor, the role of sexuality in mystical
traditions and spiritual manuals, and representations of homoeroticism and bisexuality in religious texts. Prerequisite: one of REL 101, 111, or 112. (Same as REL 212) (Rel, HEPT)

**WGST 240 Africana Women’s Writing**

4 hours
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. Prerequisite: PAID 111 or transfer equivalent. (Same as AFRS 240 and ENG 240) (HEPT, Intcl)

**WGST 242 Sociology of Gender**

4 hours
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. Prerequisite: SOC 101. (Same as SOC 242.) (HBSSM)

**WGST 243 Time of Stalin: Literature and Memoirs**

4 hours
This course, through the medium of literature and memoirs, focuses on Russia/Soviet Union in the early years after the Bolshevik Revolution (1917) until Gorbachev’s glasnost and perestroika. Students will learn about the rise of Stalin, the time of terror and purges at the height of Stalin’s regime (mid 1930s), WWII, the “thaw” after Stalin’s death in 1953, and the implications Stalinism has on present-day Russia. We will seek answers to the questions of how Stalin was allowed to rise to power, retain political control, and instigate policies that caused the deaths of approximately 20 million Soviet citizens—many of whom were Bolsheviks and loyal members of the Communist Party. Literary readings include memoirs, poetry, and novels. A significant part of the course concerns the role of women in the Bolshevik Revolution and their fate under Stalinism. This course fulfills requirements of international studies, women’s and gender studies, and Russian studies. The course is taught in English and readings are in English. Offered alternate years. No prerequisite. (Same as FCUL 243) (HEPT, Hist, Intcl, W)

**WGST 245 Literature by Women**

4 hours
A study of how women writers from different historical periods use poems, stories, essays, and plays to address gender issues in the private and the 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 women and men. Readings include such writers as Mary Wollstonecraft, Charlotte Bronte, Emily Dickinson, Toni Morrison, Gloria Anzaldua, and Octavia Butler. Prerequisite: PAID 111 or transfer equivalent. (Same as ENG 245) (HEPT)

**WGST 251 African-American Literature**

4 hours
A survey of African-American literature. Primary emphasis will be on literature written since 1920 when the Harlem Renaissance began. Includes authors such as Langston Hughes, Richard Wright, Zora Neale Hurston, Ralph Ellison, James Baldwin, Alice Walker, and Toni Morrison and gives attention to theories of race and culture formation. Prerequisite: PAID 111 or transfer equivalent. (Same as AFRS 251 and ENG 251) (HEPT, Intcl, E, W)

**WGST 260 Feminist Philosophy**

4 hours
Examination of feminist philosophies, including issues in epistemology, ethics, social philosophy, political philosophy, philosophy of religion and historical interpretation. Focus on the challenges which feminist theory presents to traditional philosophical assumptions in the Western tradition. This course counts as theory requirement for the WGST major. Prerequisite: one course in philosophy, or two courses in women and gender studies. Offered alternate fall semesters. (Same as PHIL 260) (HEPT, W)

**WGST 270 Psychology and Aging**

4 hours
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 lectures, 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. Prerequisite: PSYC 130. (Same as PSYC 270) (HB)

**WGST 285/295 Directed Study**

2, 4 hours
An opportunity to pursue individualized or experiential learning with a faculty member, at the sophomore level or above, either within or outside the major. WGST 285 can be taken only during January Term, WGST 295 can be taken during the fall, spring, or summer terms.
WGST 290 Gender and Women’s History
4 hours
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 historians 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) (HBSSM, Hst)

WGST 320 Women and Gender in the Classical World
4 hours
This course explores the constructions and representations of women and gender in ancient Greece and Rome through an examination of textual, art historical, and archaeological evidence. The course also addresses the intersections of women’s and gender issues with issues of legal status, class, and ethnicity, and pays close attention to current scholarly methodologies and approaches to the subject. Offered alternate years. Prerequisite: PAID 112 or equivalent. (Same as CLAS 320) (HEPT)

WGST 331 Gender and Reproduction
4 hours
This course will delve into interdisciplinary research that looks at society through the lens of biological reproduction. We will explore human reproductive behaviors cross-culturally, which will challenge us to understand tenacious assumptions that underline our reproductive decision-making and gender constructions. Topics will include: beginnings of life and meaningful personhood; “successful” and “failed” reproduction; new reproductive technologies; fertility control and regulation; sexual behaviors; broadened understanding of family and kinship; pregnancy, birth, consumption and authoritative knowledge; parenthood and infant care practices. This course counts as theory requirement for the WGST major. Offered alternate spring semesters. (HB, W)

WGST 335 Masculinity in Film
4 hours
This course takes a feminist perspective to analyze portrayals of sex and gender in film with a particular emphasis on how men and masculinity can be represented. 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. Offered alternate years. Prerequisite: COMS 133 or WGST 130. (Same as COMS 335) (HE)

WGST 337 God and Gender
4 hours
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. Offered alternate years. Prerequisite: one of REL 101, 111, or 112. (Same as REL 233) (Rel, HE, Intel)

WGST 342 Feminist Rhetorical Theories
4 hours
This course is a study of feminist rhetorical theories and expression. The class reads texts by feminist rhetorical theorists and rhetors. Special emphasis is placed on the intersection between social, cultural, and economic contexts, political influences, and rhetorical strategies of women rhetors challenging Western patriarchy. This course counts as theory requirement for the WGST major. Offered alternate years. Prerequisite: WGST 130 or COMS 132. (Same as COMS 342) (HBSSM, HE, Hist, W, S)

WGST 350 Gendered Activism in a Global Context
4 hours
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. (HB, Intel)

WGST 351 Gender and Crime
4 hours
Examines how gender affects individuals’ experiences as both victims and perpetrators of crime and deviance. Analyzes the history and theory of gender and crime in the U.S., and internationally, the social construction of victimization, and the impact of culture, structure, and inequality on criminal behavior. Prerequisite: SOC 101. (Same as SOC 351) (HBSSM)

WGST 361 Chaucer and Medieval Literature
4 hours
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 of sex in trees and greedy friars dividing a fart. We will read Beowulf, narrative poems about love and adventure by Marie de France, the tale of Sir Gawain and the Green Knight, and much more, with in-depth attention to Chaucer's Canterbury Tales. Prerequisite: junior standing. (Same as ENG 361) (HEPT)

WGST 368 Gender in Art
4 hours
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. Prerequisite: ART 252, or WGST 130, or consent of instructor. (Same as ART 368) (HEPT, R, S)

WGST 381 Internship
2 hours
Required for the WGST major. Each WGST major will complete a 2-credit-hour internship. Students must have had at least two WGST courses before completing an internship. Internship opportunities will be approved for credit by the WGST Board. Internships will be administered through the Career Center, with each intern having a faculty advisor chosen from the WGST Board or WGST faculty. Summer/Fall internship deadline is April 1. January/Spring internship deadline is November 1. Internships will be graded A–F. Contact WGST program chair for information.

WGST 395 Independent Study
1, 2, or 4 hours

WGST 468 Seminar: Gender, Globalization, and Development
4 hours
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? Prerequisite: SOC 101. (Same as SOC 468) (HBSSM, Intcl)

WGST 485 Seminar: Topics in Women and Gender Studies
4 hours
An interdisciplinary seminar on women's social action and social change as it is understood and guided by feminist theories. The conflicts and contradictions among feminisms will be discussed and critically examined in terms of implications for the future of gender relations. Students will develop projects related to course materials. Offered alternate spring semesters. Prerequisite: WGST 130 and junior standing. (W)

WGST 490 Senior Project
1, 2, or 4 hours

WGST 493 Senior Honors Project
4 hours
A yearlong 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 all-college senior project requirement.
Admission Information

Financial Policies
Admission

General Admission

Luther College invites men and women with promise of success in college to apply for admission. 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. Students may enroll at Luther beginning with the fall, January, or spring term. Those who enroll at midyear are encouraged to begin with the January Term. Applications should be received well in advance of the appropriate term.

To be considered for admission, the applicant should be within two semesters of graduation from an accredited high school and should complete the following college preparatory coursework: four years of English, which may include one year of speech, communications, or journalism; three years of mathematics; three years of social science; two years of natural science, including one year of laboratory science; and two years of foreign language study are recommended. Applicants who do not meet these standards will be considered for admission if they submit above-average ACT or SAT scores.

A completed application consists of:
1. The application for admission form completed by the applicant.
2. Official high school transcript.
3. Scores from the American College Testing Program (ACT) or the College Board's Scholastic Aptitude Test (SAT).
4. A reference form completed by the applicant's guidance counselor or teacher.
5. Official academic transcripts from all colleges attended (transfer students).

When all materials are on file in the admissions office, the application will be considered by the admissions committee of the faculty and the applicants will be notified. If offered admission, the student must submit a $250 nonrefundable enrollment deposit.

Early Admission

Early admission is reserved for superior students whose intellectual, social, and emotional maturity indicate they are ready for college at the end of their junior year of high school. Students applying for early admission must also take the ACT or SAT.
Direct Entry Program into Nursing Major

High-achieving high school students have the opportunity as first-year students to be directly admitted into the Luther College nursing major. For the direct entry program, the department of nursing will admit up to 10 students for the fall semester each year.

Criteria:
Direct entry admission is competitive and meeting the minimum requirements does not guarantee admission.

- Minimum 27 composite on ACT or, SAT critical reasoning and mathematics combined score of 1220
- Minimum GPA of 3.80
- Minimum science reasoning score of 25 on the ACT or a minimum 570 mathematics score on the SAT
- No deficiencies in the minimum high school course requirements of:
  - four years of English
  - three years of mathematics
  - three years of social science
  - two years of natural science (including one year of laboratory science)

Deadline and Notification:
To be considered for direct entry your application must be received in the Admissions Office by January 2.

Notification of acceptance of direct entry into the nursing major will be mailed out during the first week of February. Qualified students not offered one of the 10 direct entry positions will be placed on a wait list by the Admissions Office. Should space become available, offers will be extended to wait-listed students.

NOTE: Students not offered one of the direct entry positions can still apply to the nursing major during the fall of their first year at Luther College.

Additional Requirements:
Students admitted to the nursing major through the direct entry option must:

- Maintain a cumulative GPA of 2.75 for courses taken at Luther
- Receive a minimum grade of C in all required courses for the major
- Repetition of course required for the major no more than once
- Repetition of a total of no more than two courses required for the major

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

Homeschooled Students

Students who have been homeschooled at any point during their high school years should pay special attention to the following guidelines.

Each homeschooled student must complete: (1) the application for admission, including the personal statement; (2) the homeschooled student information form; (3) a reference form letter from a tutor or teacher who can comment on the applicant’s ability to be successful academically in
Each homeschool applicant must also provide a transcript, or other documentation in lieu of the transcript, as noted below.

If the homeschooled applicant has completed high school under the auspices of a diploma-granting organization, the applicant must provide to Luther College an official transcript from the diploma-granting organization.

If the homeschooled applicant has completed the high school experience independent of any diploma-granting organization, Luther College requires evidence of the applicant’s preparation for college. The applicant must provide at least two items from the following list: (1) a homeschool transcript listing all courses, including English, mathematics, science, social science, and foreign language courses, (2) a detailed portfolio of work completed in high school to demonstrate preparation for college-level work, (3) a bibliography of the major books read, along with a brief essay on one of the selected works, (4) an additional reference letter completed by an educator assessing the applicant’s academic preparation, (5) scores from any AP exams, which are administered independently of schools, and/or (6) GED test results.

**Transfer Students**

College work done at other accredited institutions may be applied toward a degree at Luther. Students who transfer from other colleges are required to follow the regular admission procedure and to submit an official transcript from each college attended as well as a final high school transcript. If applicable, an athletic release form, music release form, and/or GED final record may also be required. Full credit (in semester hours) is given for college work from an accredited institution, provided the grades are C or better and are in fields of study offered at Luther College. A preliminary evaluation of credits will be done upon acceptance; a final evaluation will be completed upon enrollment.

Under the same provisions, up to 64 semester hours of work done in recognized community/junior colleges will be accepted for advanced standing. (See residence requirement for additional information).

The grades earned at other institutions are entered on the student’s record. Transferred credits and grade points are not included in the computation of the grade point average at Luther. The credit for such work is provisional, subject to satisfactory completion of the student’s first semester at Luther College. (See the Academic Progress and Probation sections.)

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 under each department 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.

**Part-Time Students**

A student enrolled for one to 11 semester hours who has not been formally admitted to Luther College is considered to be a part-time student and will be billed for each hour of credit registered. (See part-time fees under Costs and Financial Policies; registration procedures under Part-Time Students).

Any student seeking a degree from or finishing a major at Luther College may apply for admission at any time but must apply when total semester hours reach 64. Admission requirements can be
found under the Admission Information section of the catalog. Upon acceptance for admission, all previous college coursework will be evaluated by the registrar with respect to general requirements and by the appropriate department head for major requirements. The student may continue to take courses on a part-time basis, and will be allowed to register on the official registration days scheduled on the college calendar, along with all degree-seeking students, provided the enrollment deposit has been paid. In this case, priority will be given to academic classification (seniors receiving top priority) rather than full- or part-time status. Part-time, degree-seeking students who need financial assistance should contact the financial aid office well in advance of registration.

**Admission with Credit**

Students may earn college-level credit through a variety of programs while still in high school: AP (Advanced Placement), CLEP (College-Level Examination Program), IB (International Baccalaureate), A-Level (Advanced Level Examinations), and post-secondary enrollment options. The specific programs are described below. The applicant should meet the recommended preparatory coursework described under “Requirements for Admission.” Credits earned in such programs may fulfill Luther College distribution requirements, by approval of the registrar, and may fulfill requirements for a major, subject to approval of the appropriate department. Students transferring in credits in this manner should still plan to take Paideia 111 and 112 (a two-semester integrated course in English and history required of all first-year students). Petitions for exceptions to any of the following prescribed guidelines should be directed to the faculty committee on Admissions, Financial Assistance, and Academic Progress.

**Post-Secondary Enrollment Options Act**

Credits earned at an accredited post-secondary institution may be considered for transfer and may be applied toward a degree at Luther. Full credit is given for college work provided the grades are C or better and are in fields of study offered at Luther College.

**Advanced Placement**

Luther College participates in the Advanced Placement Program of the College Entrance Examination Board. Through enrollment in special courses in a participating high school, a qualified high school senior or junior may take achievement examinations in one or more academic subjects at the college level. Scores of 4 or 5 are accepted for credit. Four semester hours of credit are awarded for each exam.

**CLEP**

A student may also obtain credit through the College-Level Examination Program (CLEP) Subject Examinations based on a review by the appropriate academic department. Luther College does not accept credit based on the CLEP General Examination. The subject examinations provide a method by which Luther can evaluate education gained outside the formal class structure and grant college credit for satisfactory work as demonstrated in test performance. Normally, four semester hours of credit may be earned for each CLEP Subject Examination computer-based test with a score of 60 or higher. The examinations must be taken before the beginning of the sophomore year in college and before beginning a college course in the discipline of the test.

**International Baccalaureate**

Luther College will grant up to four semester hours of credit for scores of 4 or above on the Higher Level examinations of the International Baccalaureate Program. Exams taken at the subsidiary level will not be considered for credit.
A-Levles

International students who successfully complete Advanced Level Examinations (such as the GCE Oxford or Cambridge exam) should submit these credits for evaluation and acceptability for transfer. A maximum of 32 semester hours of credit will be allowed for A-Levles. Normally, each subject exam with a D or higher will receive 8 semester hours of credit. Students with A-Levles should plan to take Paideia I, the integrated course in English and history required of all first-year students, unless A-Levles are presented in both English and history.
Costs and Financial Policies

No student pays the entire cost of an education at Luther College. Endowment funds, gifts from individuals, corporations and foundations, and annual contributions from the Evangelical Lutheran Church in America provide the additional income for instructional and operating costs.

Every attempt has been made by the college to include the essential fees in one comprehensive fee, which consists of tuition, room, and board. The tuition charge, in addition to coursework and instruction, includes: subscription to student publications, admission to college supported athletic and forensic events, some concerts, lectures, and a health service program, as well as many other college services listed in the catalog. Additional fees that may be applicable are indicated in the table of fees which follows.

Student receivable is defined as the account where your charges and credits (financial aid, payments) are recorded. Your statement of account lists your student receivable transactions in detail, as well as providing a summary of your monthly payment plan and work credit plan payments, if applicable.

Table of 2014–15 Fees

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<thead>
<tr>
<th>Fee Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Admission Deposit</td>
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<tr>
<td>Continuing Enrollment Deposit—Returning Full-time Students</td>
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<td>Continuing Enrollment Deposit—Returning Part-time Students</td>
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<td>Commuter*(tuition only)</td>
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<td>Single Room</td>
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<td>Baker Village—6 bedroom</td>
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<tr>
<td>Norby House—Double†</td>
<td>3,720.00</td>
</tr>
<tr>
<td>Norby House—Single†</td>
<td>4,570.00</td>
</tr>
</tbody>
</table>
### Costs and Financial Policies

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apartment with kitchen[^5]</td>
<td>4,050.00</td>
</tr>
<tr>
<td>Apartment without kitchen[^5]</td>
<td>3,140.00</td>
</tr>
<tr>
<td>Technology Fee[^7]</td>
<td>200.00</td>
</tr>
<tr>
<td>Co-Curricular Activities Fee (optional)[^8]</td>
<td>205.00</td>
</tr>
<tr>
<td>Rochester Year Fee, Nursing (junior year only)[^9]</td>
<td>475.00</td>
</tr>
<tr>
<td>Extra Hours Fee[^10]</td>
<td>682.00/hour</td>
</tr>
<tr>
<td><strong>Part-Time Fees (11 semester hours or less)</strong></td>
<td></td>
</tr>
<tr>
<td>Regular (for degree seeking students)</td>
<td>1,364.00/hour</td>
</tr>
<tr>
<td>Reduced rate (on space available basis only) for:</td>
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</tr>
<tr>
<td>Decorah area residents not seeking a degree (limited to one course per term)</td>
<td>682.00/hour</td>
</tr>
<tr>
<td>Graduates (baccalaureate degree or higher)</td>
<td>682.00/hour</td>
</tr>
<tr>
<td>Audit fee (per course; limited to one course per term)</td>
<td>100.00</td>
</tr>
<tr>
<td><strong>Music Lesson Fees (per semester)[^11]</strong></td>
<td></td>
</tr>
<tr>
<td>Private Lesson, 1/2 hour per week</td>
<td>425.00</td>
</tr>
<tr>
<td>Group Lessons</td>
<td>170.00</td>
</tr>
<tr>
<td>Special Examination Fee</td>
<td>50.00</td>
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<tr>
<td>Late Charge Per Month[^12]</td>
<td>100.00</td>
</tr>
<tr>
<td>Lifetime Academic Transcript Fee[^13]</td>
<td>50.00</td>
</tr>
<tr>
<td>Special Arrangement Fee, per program[^14]</td>
<td>350.00</td>
</tr>
<tr>
<td>Special Course Fee[^15]</td>
<td>varies</td>
</tr>
<tr>
<td>Parking Permit Fee</td>
<td>160.00</td>
</tr>
</tbody>
</table>

### Explanation of Fees

[^1]: Admission Deposit—a nonrefundable enrollment deposit required of accepted applicants. The deposit will be held as the student deposit and used to pay for damage to college property or for any unpaid fees. At the end of the school year, returning students will receive credit on their student receivable for any unused student deposit balance. This credit will be applied toward the costs of the following year. Graduates and other nonreturning students will be refunded the unused student deposit balance by check during the month of June.

[^2]: Continuing Enrollment Deposit—required by April 1, from all full- or part-time, degree-seeking students intending to return for the fall semester. This deposit is not refundable after July 1. A request for a refund must be made in writing to the student life office before July 1. Students participating in off-campus Luther programs may be asked to pay an additional deposit specific to the program. The continuing enrollment deposit will be held as the student deposit and used to pay for damage to college property or for any unpaid fees. At the end of the school year, returning students will receive credit on their student receivable for any unused student deposit balance. This credit will be applied toward the costs of the following year. Graduates and other nonreturning students will be refunded the unused student deposit balance by check during the month of June.
Comprehensive Fee—students are billed for one-half of the comprehensive fee prior to the beginning of first semester and one-half prior to the beginning of second semester. January Term is a tuition, room, and board fee term. There is no charge for January Term tuition as long as a student is a full-time, degree-seeking student paying the full-time tuition charge either fall semester or spring semester. There is no charge for January Term room as long as the student lives in the residence hall for the entire fall or spring semester. There is no charge for January Term board as long as the student participates in a full board plan for the entire fall or spring semester.

Commuters—students not living in residence halls, Baker Village, Prairie Houses, Sustainability Houses, or Norby House. Commuters are charged tuition. Partial board plans are available for an additional charge.

Board is required—students living in these residence halls are charged tuition, room, and board.

No board is required—students living in these residence halls are charged only tuition and room. Partial board plans are available for an additional charge.

Technology Fee—provides and enhances access to a wide variety of technologies supporting curricular and residential life for all Luther students. Access to Internet bandwidth, web-based resources, academic computing labs and software, multimedia equipment, and services to support these technologies are all supported through this fee. All students enrolled in 6 or more credit hours will be charged the technology fee, except for itinerant students and high school students enrolled under the postsecondary options act.

Cocurricular Activities Fee (CAF)—charged to all full-time students, including those registered for off-campus programs. Payment of this fee entitles students to free or reduced admission to events sponsored by the Student Activities Council and by the Campus Programming Office. Students not wishing to participate in this program must complete a CAF decline form (available on the OFS website) and return it to the Office for Financial Services by August 10, in order to have this fee canceled.

Rochester Nursing Fee—used to cover additional costs of the on-site nursing program such as: background checks for the student, additional classroom and office space, Luther faculty traveling back and forth to the program, and Rochester nursing faculty costs.

Extra Hours Fee—charged for each hour in excess of 36 credit 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 the fall, January, and spring terms. Credit hours for courses dropped without record are excluded from this calculation. (Note: The last day to drop a course without record differs depending on whether the course is a semester-long, J-term, or seven week course.) Also excluded from the extra-hours calculation are credit hours for private music lessons, class music lessons, vocal coaching, first-year honors (1-credit-hour courses), Physical Education 100 (Wellness), and the first Physical Education 110 skills course. The extra credit-hours calculation does, however, include courses that receive a withdrawal ("W"), incomplete ("I"), or credit/no credit ("CR/NC") grade, with the exception of senior projects. Senior projects are included in the extra credit-hour calculation only if that course receives an A-F, incomplete ("I"), or credit/no credit ("CR/NC") grade. The transfer credits earned in the following off-campus study programs are included in the extra credit hours calculation: Earth and Environment in Italy, Malta and the Mediterranean, Nottingham program, Lutheran College Consortium in Tanzania, Lutheran Colleges China Consortium in Hangzhou, and ACM programs.

Music Lessons—Sophomores, juniors, and seniors who are classified by the music department as full-time music majors, will be awarded one music lesson grant per semester to cover the cost of a music lesson, up to a maximum of seven semesters. This maximum will be reduced by the number of music lesson scholarships awarded during the first year. For students majoring in elementary education with an academic endorsement in music, a maximum of four music lesson fees (one per semester) will be covered by a music lesson grant. This policy does not apply to piano or voice labs (music 115, 116, 117).
Late Charge—students need to keep abreast of payment due dates on their statement of account (student receivable) and keep us informed about pending financial aid, including loans. Those who have an outstanding student receivable balance due or pending financial aid may be assessed a late charge. Students may review their current statement of account on http://my.luther.edu.

On the 10th of each month, a $100 late charge will be assessed on student receivables with an outstanding balance due or with pending financial aid.* To determine if you will be assessed a late charge, add your pending financial aid* and any unbilled tuition, room, board, and fees** to the “Amount to Pay” on your statement of account. If the calculated amount is greater than $1,000, you will be assessed a $100 late charge each month until it is paid.

*Pending Financial Aid: Please refer to the missing documents on http://my.luther.edu or contact the Financial Aid Office to determine what you need to do so that your aid can be finalized and credited to your student receivable. See below for additional notes about pending financial aid.

**Tuition, Room, Board and Fees: If you have paid an admissions deposit or continuing enrollment deposit and have not yet registered for classes or been assigned a residence hall room, you are responsible for increasing your “Amount to Pay” on your statement of account to include tuition, room, board, the technology fee, and co-curricular activity fee. Calculate the total and remit your payment by the due date to avoid a late charge. After you register for classes and are assigned a room and board plan, your statement will be updated to reflect these charges. (Note: A delay in registering for classes does not delay your responsibility for paying your Luther bill by the due date.)

*Pending Aid in August: Fall semester financial aid as well as private loans in application status will not be credited to student receivable until the end of August. As such, no late charge will be assessed on August 10, unless the “Amount to Pay” apart from loans and financial aid is greater than $1,000.

*Pending Aid in September: No late charge will be assessed on September 10, unless the “Amount to Pay” apart from loans and financial aid is greater than $1,000.

*Pending Aid in January: Spring semester financial aid as well as private loans in application status will not be credited to student receivable until the end of January. As such, no late charge will be assessed on January 10 for your spring semester invoice unless the “Amount to Pay” apart from loans and financial aid is greater than $1,000. You can be assessed a late charge for any fall semester financial aid and private loans that have not yet been credited to your student receivable. Please keep in touch with the Financial Aid Office to determine what needs to be done to avoid these late charges.

*Anticipated Outside Scholarships and EPIC & Founding Congregation Grants (Luther’s share and the church’s share): These grants and scholarships will be considered exceptions and no late charge will be assessed if they haven’t been credited to your student receivable. However, it is important that you work with the organization or church to ensure the funds are sent to Luther College in a timely manner.

*Pending Vocational Rehabilitation Grants, Military Benefits, Davis United World Scholarships, and SOS Kinderdorf Sponsorships: These grants and scholarships will be considered exceptions and no late charge will be assessed if they haven’t been credited to your student receivable. Luther College will work with these organizations to ensure your funds are collected in a timely manner.

Lifetime Transcript Fee—allows for lifetime academic transcripts at no additional charge.

Special Arrangement Fee—charged to students participating in off-campus programs not conducted by Luther College. The fee is $350.00 per academic program (semester or yearlong).

Special Course Fee—a limited number of courses charge an additional fee. For specific courses and amounts see the schedule of course offerings published for each term.
The college reserves the right to increase with due notice its student charges should economic conditions necessitate an additional charge. The college also reserves the right to withhold transcript of record, certification of graduation, and/or certification of credits until all college obligations have been fully settled.

**Payments**

The college expects students to accept the responsibility for making the necessary arrangements to have their bills paid on a timely basis. Consequently, communications concerning outstanding balances are sent to students, not to parents.

Admission Deposit and Continuing Enrollment Deposit. The college must engage its faculty and assign residence hall space in advance of each semester in accordance with the number of students who have signified their intent to enroll. Therefore, a deposit is required and is nonrefundable after certain designated dates.

Semester Fees. Prior to the start of each semester a statement of account showing basic charges and credits designated by the financial aid office is sent to the student from the office for financial services. This statement will be mailed early enough for plans to be made for the school year. Students may select from the following methods for handling the balance on their accounts:

1. **Annual Payments**—due August 10 as billed.
2. **Semester Payments**—due August 10 and January 10 as billed.
3. **Luther College Monthly Payment Plan**—a method of paying the comprehensive fee with no interest charges in eight monthly payments. Applications are available on our website at [http://financialservices.luther.edu](http://financialservices.luther.edu).
4. **Work Credit Plan**—a plan which gives you an advance credit of your estimated work study earnings toward your student receivable. Applications are available on our website at [http://financialservices.luther.edu](http://financialservices.luther.edu).
5. **Private Loans**—contact the financial aid office for options.

**Student Banking and NordiCash**

For safekeeping, students may leave their cash in the office for financial services and withdraw it as needed. There is no charge for this service. Also, an automatic teller machine (ATM) in Dahl Centennial Union provides access to the regional banking network, SHAZAM, and to the national banking networks, Cirrus, Plus, American Express, VISA, Discover, Decorah Bank and Trust, MasterCard, Maestro, and Quest. Students are encouraged to keep accounts at their local bank and to use this ATM for their banking needs.

NordiCash is a declining cash balance account that allows students to use their college ID as a debit card. By predepositing money in their account, students may make “cashless” purchases at several campus locations. Accounts may be opened in the office for financial services. There is no charge for this service. See the financial services website for more information ([http://financialservices.luther.edu](http://financialservices.luther.edu)).

**Refunds**

Tuition adjustments for students who reduce the number of enrolled credits, but still remain enrolled at Luther:
If a change in enrollment is made on or before the last day to add/change registration, the calculated tuition charge will be based on the actual enrollment on the last day to add/change registration.

If a class is dropped after the last day to add/change registration but the student remains enrolled in other classes, no adjustments will be made to the tuition charge.

Refunds for students who withdraw from all courses:

When a student withdraws from all classes during the first 60 percent of the semester, the comprehensive fee charged to that student and the financial assistance given to that student will be adjusted proportionately according to the percentage of the semester completed. This adjustment will be made to the actual tuition, room, and board charges assessed for the semester minus a $100 administrative fee. Students withdrawing on the first day of the semester will receive a full refund for that semester.

The college’s policy for calculating this reduction in costs and financial aid is consistent with the requirements of the federal government’s regulations. Refunds of charges and of financial aid programs will be calculated through the following dates. There will be no adjustment to comprehensive fee or financial aid if withdrawal occurs after these dates.

- **Fall Semester**—November 4, 2014
- **Spring Semester**—April 11, 2015

Withdrawal forms for official notification of withdrawal from the college are available in the student life office. If the student is unable to complete the official withdrawal process, it is important that they notify the student life office of their intent to withdraw.

Students are required to complete two January terms while enrolled at Luther. Students who enroll for the fall semester or the year but who elect to omit the January Term are not entitled to a refund of room, board, or tuition charges for the January Term.

A student who marries during the academic year is not exempted from the original housing agreement. The above refund schedule will apply for the semester unless arrangements for temporary housing were made with the residence life office prior to the beginning of the semester.

A student who withdraws from a private music lesson after the semester begins will be billed at the rate of $38.00 for each week registered as per departmental policy. After a designated time, the full fee for the semester will apply. No refund in fees will be made for absences from private lessons, except on account of illness of more than two weeks’ duration.

If the college requests a student to withdraw because of unsatisfactory academic progress or infraction of college regulations, the student receives refunds as determined by the administration.

For more information on the refund policy, contact the Financial Aid Office.

**Insurance**

The college does not carry insurance on personal property of faculty members, students, or staff and is not responsible for the loss or damage of such property.
Financial Assistance

An education at Luther College represents an intellectual and financial investment for both the Luther student and his or her family. Luther, as a college committed to Christian liberal arts education, recognizes a responsibility to provide students not only with a quality intellectual environment, but also with financial assistance when needed.

Luther believes that persons qualifying for admission should not be denied the privilege of attending this college because of limited financial resources. The college has, therefore, developed a program of financial planning and assistance to help students meet the cost of their education.

Who Qualifies for Financial Assistance?

Luther offers assistance primarily to degree seeking students of academic promise who demonstrate need. Students who have completed their degree and come to Luther for additional course work will not qualify for any grant assistance. These students who require assistance with their costs should contact the Financial Aid Office to determine if they have eligibility for one of the loan programs.

The college expects that all Luther students and their families will pay their fair share of college costs as determined by an independent and objective evaluation. The amount of assistance a student needs is determined with the help of the Free Application for Federal Student Aid (FAFSA). This analysis estimates the amount a student's family can provide for college expenses, taking into account such family financial factors as current income, assets, number of dependents, other educational expenses, debts, and special considerations.

How is Financial Assistance Determined and Awarded?

After a careful study of the information on the financial assistance application, the student’s academic record, test scores, and recommendations, the Financial Aid Office determines the amount and kind of aid available to each applicant.

All financial assistance is awarded to students under guidelines established by the faculty committee on Admissions, Advising, and Academic Progress, and in compliance with established federal and state regulations.

Kinds of Assistance

A student applying for assistance from Luther applies in general rather than for specific scholarships or grants; it is not necessary, therefore, for an applicant to apply for a specific kind of assistance from Luther. The various forms of assistance available are listed here for information only.
There are also forms of assistance which are not administered by Luther College. Students may refer to the Financial Aid section of the Luther College website, www.luther.edu, for details on the kinds of assistance available.

Luther’s financial assistance program includes scholarships, grants, loans, and part-time work on campus. Scholarships and grants are gift assistance and do not require repayment. Loans require repayment once the student is no longer attending college. Campus work wages may be credited to the student’s account through the Work Credit Plan.

Twelve credits constitutes a full-time load for federal and state assistance.

**Scholarships**

Luther Merit Scholarships. These scholarships, funded by Luther College, are awarded to selected National Merit Scholars who have indicated Luther as their choice of college.

Honor Scholarships. In order to recognize outstanding academic achievement in high school, the college awards honor scholarships. These scholarships are outlined on the Financial Aid website. The scholarships are renewable for the four consecutive years a student is enrolled full-time at Luther and may be applied to tuition only. Renewal of these scholarships is contingent on the recipient maintaining academic progress with the college. Scholarship selection is made by a faculty committee and the scholarship is awarded at the time of admission to the college. Initial selection and annual renewal are based solely on academic performance. However, if a scholarship winner is also a recipient of a need-based financial assistance award, the scholarship will become a part of the financial assistance package. Transfer students are eligible for consideration based on their high school and college records.

EPIC (Education Partners in Covenant). A cooperative venture between congregations of the Evangelical Lutheran Church in America and their colleges, EPIC is a voluntary program for the congregations of the ELCA. A covenant is formed in one of two ways: if the congregation is a member of the ELCA in Iowa, then an enrollment card is filed with the respective synod office; all other congregations, in Iowa and other states, file their enrollment forms directly with Luther College. Luther College will match congregational gifts to students up to $750. The congregations must notify Luther by August 1 of their intent to participate in the program to receive the college match.

State Scholarships/Grants. The following states have state scholarship programs which can be used at Luther: Iowa, Massachusetts, Michigan, Pennsylvania, Rhode Island, and Vermont. Residents of these states should contact high school counselors or state agencies for information on these programs.

Scholarships and awards for Luther students. A number of scholarships and awards for students have been made available by special gifts in direct support of Luther’s program of financial assistance. A completed application for admission and a filed FAFSA are the necessary documents for scholarship consideration.

**Grants**

Luther Grants are granted to students demonstrating financial need. These funds are provided by the college and are underwritten by gifts from Luther alumni to help ensure that current students receive the same kind of financial support and positive educational experience as the alumni. Awards vary and are based on ability, need, and fund availability. Recipients must be enrolled full-time (12 hours) at Luther College and be in good academic standing.

Federal Pell Grants provide assistance to the most needy college students. Recipients must be U.S. citizens, or eligible non-citizens, and be in good academic standing at Luther. Grants range from $602 to $5,730 per year. Renewal is based on continued eligibility as determined by a federal eligibility formula and maintenance of satisfactory academic standing.
Supplemental Educational Opportunity Grant provides assistance to needy college students. Recipients must be U.S. citizens, or eligible non-citizens, enrolled at least half-time (6 hours) per semester at Luther and in good academic standing. Grants range from $100 to $1,500 per year. Renewal is based on continued eligibility as determined by a federal eligibility formula and maintenance of satisfactory academic standing.

Iowa Tuition Grants are available to residents of Iowa attending Luther who qualify on the basis of financial need. These grants are designed to help equalize the tuition difference between public and private schools in Iowa. Recipients receive up to $4,550 each year for a maximum of eight semesters. Students must be enrolled in good academic standing, full-time (12 hours per semester) for a full grant or part-time (3 hours per semester) for a partial grant. Renewal is based on satisfactory academic performance and continued financial need, as determined by the Iowa College Aid Commission.

**Loans**

Carl D. Perkins Loans are available to U.S. citizens and eligible noncitizens. Funding for this loan is provided by both the federal government and Luther with the college acting as the lender. Perkins funds are limited and therefore reserved for students with high financial need. The amounts vary, but cannot exceed $4,000 per year for undergraduate study. These loans are interest free until repayment begins nine months after the borrower ceases to be enrolled. The interest rate during repayment is 5 percent per year. The minimum repayment is $40 a month plus interest, and the student has up to 10 years to repay. No deferments will be made for academic leaves. Recipients must demonstrate need, be enrolled full time, and be in good academic standing. Application must be made each year by completing a FAFSA and indicating that a copy be sent to Luther College.

Subsidized Federal Direct Loan Program is available to U.S. citizens or eligible noncitizens. These loans are based on need and eligibility as determined by analysis of the FAFSA. The interest rate is fixed and set on an annual basis. Interest does not accrue while the student is enrolled at least half-time (6 hours) at Luther.

Unsubsidized Federal Direct Student Loans have similar terms as the subsidized Federal Direct Student Loans except the interest rate accrues while the student is in college. The student may defer the interest payments while in school; however, the interest will accrue during the deferment period and will be capitalized at graduation.

The student may borrow during the same year under both the subsidized and unsubsidized Federal Direct Student Loan program; however, the total borrowed may not be more than the annual grade level limit—freshman $5,500, sophomore $6,500, junior and senior $7,500.

**Campus Work**

Each year Luther College offers work opportunities to students who need financial assistance. Part-time work provided by the college is considered to be financial assistance, just as scholarships, loans, and grants.

Federal College Work-Study Program. The federal government supplies funds on a matching basis with the college to provide some part-time work opportunities. Students from low income families are given priority for participation in this program. Eligibility is based on the analysis of financial need as determined by the FAFSA.

Luther College Work-Study Program. Luther offers work-study opportunities to students who do not qualify for need-based work on a funds available basis.

Academic-Administrative Assistantship (AAA). Luther College sponsors student assistantships for college juniors and seniors who are eligible for work-study assistance. The assistantships are under the supervision of faculty or senior administrators and encourage research and/or the
acquisition of professional skills in the student’s major field of study. Eligibility is based on the analysis of academic abilities.

**Other Sources of Assistance**

Students are urged to investigate the possibility of scholarships, grants, and loans that might be available to them in their own communities or states. It could be worthwhile to consult churches, the company or business employing parents, high schools, service clubs, and fraternal organizations for information on scholarships, grants, and loans available to those students meeting their requirements. Luther College provides access to several free scholarship search programs through the Financial Assistance section of our website.

**How and When to Apply for Assistance**

**New Students**

Students entering Luther as freshmen or transferring to Luther from other colleges who wish to apply for financial assistance must:

Apply for admission to Luther College. A student’s application for admission must be complete and he or she must be accepted by the Admissions Committee of the Luther faculty before any financial assistance notification is made.

Submit the Free Application for Federal Student Aid (FAFSA) to the appropriate agency listed on the form as soon as possible after January 1 each year. Priority consideration is given to those applications mailed on or before March 1. Luther will still accept applications made after March 1, although late applicants may find fewer assistance options available. The sooner this form is filed, the better the possibilities for a student to receive financial assistance.

**Policies Governing Continuance of Assistance**

Financial assistance for all degree candidates is limited to 10 semesters of full-time course work. Federally funded programs define a full-time course load as 12 credit hours per semester.

Assignments of financial assistance are normally reviewed at the end of each year by the Financial Aid Office. However, the financial assistance packages of those students who fail to achieve satisfactory academic progress are reviewed at the end of each semester by the faculty Committee on Academic Progress. Satisfactory academic progress must be maintained by the student according to the policy established by the Luther College faculty. Students failing to do so can have their financial assistance canceled. See the Consumer Information section of the financial aid website to review the entire Satisfactory Academic Progress Policy for Financial Aid.

Scholarships, grants, and loans assigned for a specific year are payable in two equal installments, one for each semester.

Employment may be terminated at any time the student fails to satisfactorily perform the work assigned.
Life at Luther
Luther College is a community of faith and learning in which creative scholarship, personal growth, worship, and social relationships are interwoven. Students, faculty, and staff work together for the development of the kind of living/learning environment which encourages caring relationships and an understanding of the wholeness of life.

The Student Life Division, as part of this Luther College community of faith and learning, has developed the following mission and vision statements:

Our mission is to empower and support students by promoting responsibility and learning, community and personal well-being, mutual respect, and safety.

Our vision is a resilient, sustainable learning community where students continue their vocational journey through transformational experiences.

In addition to the mission and vision statements, we have outlined our aims related to our work and the principles that guide it.

Aims:

Our aim is to create an emotionally and physically safe environment where students can succeed in their academic, cocurricular, and social lives.

Our aim is to facilitate the development of culturally competent students by embracing and celebrating different life experiences of our community.

Our aim is to promote authentic and ethical living through our direct work with students.

Our aim is to engage students and ensure that opportunities for learning and reflection occur.

Our aim is to help students discover their personal and collective voices, develop the confidence and capacity to express themselves, and listen to others respectfully.

Our aim is to help students build resilience and life skills.

Guiding Principles:

We continuously seek opportunities to learn and to expand our effectiveness as student life professionals.

We humbly accept our responsibility as educators and seek opportunities to collaborate with campus colleagues and external partners.

We work to be good stewards of college resources.

We believe all students have the capacity to develop effective leadership and life skills and enhance their personal strengths.

We believe faith and wisdom actively inform our practice.
We prepare for the future by reviewing and assessing our work to improve professional practices.

The Student Life website provides information about the services which are provided by the college. All new students receive information about where the student handbook can be found on the Luther website, along with a reference guide to important aspects of that handbook. The handbook explains student governance and leadership, outlines the Student Code of Conduct and associated college regulations, and provides other information helpful to students.

**Religious Life**

The Center for Faith and Life (CFL), a central gathering place on Luther’s campus, is home to the Office for College Ministries. College Ministries serves the Luther College community, congregations, and ministries of the church through telling the story of God’s active presence in the world, building relationships of spiritual formation and mutual service, and embracing the creative tension of faith and learning. We seek at once to celebrate Luther’s rich Christian-Lutheran heritage and to affirm the rich spiritual diversity of the Luther community and the world.

Our common ministry grows out of our commitment to community worship. Students, faculty, staff, and visitors may participate in chapel Monday, Wednesday, and Friday at 10:30 a.m. in the CFL. Chapel brings the community together for worship, prayer, renewal, and dialogue. The Luther Congregation is open to all interested students with weekly worship on Sunday mornings at 10 a.m., Sunday evenings at 9:00 p.m. (Focus), and Wednesday Holden Evening Prayer at 9:00 p.m. College Ministries supports students of diverse faith traditions seeking opportunities for spiritual growth through offerings such as silent meditation in the Zen Buddhist tradition and Friday prayers.

College Ministries’ staff includes a team of three campus pastors and one administrative assistant. Partnership with St. Benedict Catholic Church in Decorah provides support for a Roman Catholic Chaplain to help lead the Catholic Student Community. Other groups supported through College Ministries include t.r.e.c., a group for people exploring God’s calls in their lives; Journey Conversations interfaith dialogue groups; the Fellowship of Christian Athletes (FCA); and Lutheran Student Fellowship (LCMS).

The Luther Congregation sponsors service, learning, and fellowship, Bible studies, Global Concerns groups that focus on peace and justice issues and Outreach Teams that serve area congregations. Students carry significant roles through worship, small group leadership, music ministry, work-study, elected leaders for the Luther Congregation Council, and volunteer leaders for a wide range of ministries. Responding to God’s reconciling work, the Luther College Student Congregation is a Reconciling in Christ congregation, affirming our welcome to people of all sexual orientations and identities to participate fully in our ministry.

Groups advocating for peace and justice include Habitat for Humanity, ECO, and Aynah. College Ministries works with the Luther College Diversity Center to support a variety of events and groups, including the Muslim Student Association and Allies, People’s Rights for Inclusion, Diversity, and Expression (PRIDE), and the Interfaith Student Association. For more information about ministry opportunities at Luther, call 387-1040 or visit [http://ministry.luther.edu](http://ministry.luther.edu).

**Residence Life**

While a great deal of a student’s education takes place in the classroom, every area of the educational community contributes to the learning process. The Luther College residence life program is an integral part of the college’s learning community. The purpose of the residence life program at Luther College is to provide a living-learning environment that enhances student
growth and development by providing opportunities for students to integrate the academic mission of the college with out-of-class experiences. The residence life program at Luther College strives to promote a wellness-centered environment in which education takes place through an emphasis on providing cultural, recreational, social, educational, occupational, and spiritual opportunities for student growth.

**Counseling Service**

The Counseling Service provides:

- confidential individual and group counseling related to personal issues
- crisis intervention
- referral to off campus providers for more intensive, longer term, or more specialized treatment
- consultation with faculty, staff, parents, or friends who are concerned about a student
- education and training with residence life staff and other campus groups
- outreach and prevention activities related to student mental health

Services are available at no additional charge to any currently enrolled student. Any personal concern is appropriate to bring to Counseling. Please see the Counseling website at [http://www.luther.edu/counseling](http://www.luther.edu/counseling) for more information.

**Wellness Education and Alcohol-Abuse Prevention**

Luther is committed to a living-learning environment that encourages caring relationships and an understanding of the wholeness of life. The use of alcohol and other drugs affects all our lives, whether or not we choose to use them. Irresponsible, unsafe, or abusive health behaviors/practices, including the high-risk or inappropriate use of alcohol or other drugs, can seriously impair or interfere with an individual's ability to live and learn in the college community. The Lifetime Wellness program provides a number of alcohol prevention and education programs. The Personal Fitness and Wellness class is a required first-year class that provides an online alcohol program called Alcohol Edu. Residence Life and Wellness also work very closely to offer alternative activities, education, and environmental strategies that promote abstinence from drinking. Together these efforts attempt to provide a healthy living and learning environment.

**Career Center**

The mission of the Career Center is to assist students and alumni as they acquire skills, make decisions, and develop commitments related to meaningful work. Services include individual career counseling and interest assessment; help with selecting a major, designing an internship, and acquiring a volunteer or summer position; graduate and professional school resources and advice; and extensive job hunting assistance, including résumé writing, mock interviews, career fairs, and on-campus interviews. The staff in the Career Center works in partnership with faculty and other staff members on campus. Through these combined efforts they assist students in becoming self-sufficient in the career planning process and successful in the acquisition of meaningful and satisfying work. For more information, please visit the Career Center (Union, second floor) or check out the Career Center homepage at [http://www.luther.edu/careers](http://www.luther.edu/careers).
**Health Service**

Luther College maintains a student health center that offers walk-in and routine out-patient clinic services. The Health Service is staffed full-time by registered nurses who provide health education and screening for illnesses and injuries. Nurse practitioner and physician exams are available on campus by appointment.

The college requires each student to submit, before registering for the first time, record of a pre-entrance physical examination and documentation of required vaccines. Registration for the next semester's classes will be blocked if this requirement is not met.

The Luther College Health Service benefits and exclusions are available online at [http://www.health.luther.edu](http://www.health.luther.edu).

**Luther College Diversity Center**

The Luther College Diversity Center (LDC) provides voice, visibility, and leadership to individuals and groups committed to strengthening campus diversity. It provides advocacy and support for international students, multicultural students, and American students from historically underrepresented groups. The center's mission is to promote a deeper appreciation and a greater understanding of the diversity of the individuals that make up our campus. It also strengthens efforts to include multicultural perspectives as part of the tradition of a liberal arts education and advocates for policies that promote inclusion and participation of all members of the community.

The Diversity Council, whose role is to monitor and evaluate diversity initiatives and recommend improvements, assists the Diversity Center in achieving its mission.

The Diversity Center offers support and advice to many student organizations, which are open to all Luther students. The list of student organizations can be found on our website at [http://www.luther.edu/diversity](http://www.luther.edu/diversity).

The center envisions a campus strongly committed to access and excellence for all students regardless of race, ethnicity, gender and gender identity, socio-economic status, nationality, citizenship status, religion, sexual orientation, ability, or age.

In the classroom, the center envisions active engagement in learning about difference through effective teaching that allows students to grow in their sense of social responsibility and cultural appreciation.

Beyond the classroom, the center envisions a campus community in which people from diverse backgrounds can develop their unique contributions to teaching, learning, and service in a climate where all feel valued, respected, and safe.

**Dining Facilities**

Dining Services is pleased to provide all students and their guests balanced meals at a reasonable cost. Dining facilities include:

- Cafeteria, located on the lower level of Dahl Centennial Union is open daily with continuous service, featuring freshly prepared meals made with fresh ingredients.
- Marty's, located on the lower level of Dahl Centennial Union, is a great place to hang out and study with friends, as well as enjoy live entertainment. The Marty's menu features made-to-order grill items.
- Oneota Market, located on the main level of Dahl Centennial Union, offers a variety of menu items including a daily special, sandwiches, quesadillas, as well as items for those on the run.
Luther's C-Store, located on the lower level of Dahl Centennial Union, offers a vast array of local ice cream treats, candy, beverages, chips, and sundries.

Sunnyside Café, located in the Center for the Arts, is known for freshly baked cinnamon rolls, grab-and-go items and signature espresso drinks.

Nordic Brew, located on the lower level of Dahl Centennial Union, offers locally roasted coffee products, pastry perfection, and hard serve ice cream.

Caf Grab n Go, located on the lower level of Dahl Centennial Union, is a quick and easy dining option for those who need to grab a meal on the go.

Peace Dining Room, located on the upper level of Dahl Centennial Union, is a gracious dining facility serving brunch on selected Sundays during the academic year.

Students may choose from a number of board plans, most of which contain Dining Dollars. These debit accounts allow students to make cashless purchases using their campus I.D. card.

**Campus Organizations, Activities, Ensembles**

**Music**

A wide variety of music department ensembles are available to students interested in participating in music. These include Concert Band, Nordic Choir, Symphony Orchestra, Jazz Orchestra, Varsity Band, Jazz Band, Wind and Percussion Ensemble, Collegiate Chorale, Cathedral Choir, Aurora, Norsemen, Cantorei, Collegium Musicum, Chamber Orchestra, Philharmonia, and chamber music groups including Luther Ringers, Vocal Jazz Ensemble, and Brass Choirs.

**Athletics**

Intercollegiate athletics are designed to be a meaningful and integrated part of the educational program. There are men’s varsity teams in baseball, basketball, cross country, football, golf, soccer, swimming and diving, tennis, track and field, and wrestling. Women have intercollegiate competition in basketball, cross country, golf, soccer, softball, swimming and diving, tennis, track and field, and volleyball.

**Theatre and Dance**

Numerous opportunities exist for students to engage in and experience all aspects of the collaborative process involved in creating theatre and dance performances. Regardless of major, students are welcome to get involved in dance concerts, theatre productions, workshops, and studio projects. A typical theatre and dance season includes three to four faculty directed shows, a variety of student initiated studio projects, events produced for special occasions, and residencies by visiting guest artists. Information about auditions and the season’s schedule is posted in the Center for the Arts.

**Communication**

Radio station KWLC-AM, which broadcasts over the air and streams online, is staffed by students and offers opportunities in on-air programming, management, and recording. Founded in 1926, KWLC is one of the oldest continuously operating student stations in the country.

**Student Activities Council (SAC)**

The Student Activities Council offers a variety of cultural, educational, social, and recreational activities for all students. An executive board, consisting of a president, vice-president, historian,
and the 20 SAC committee chairpersons, has the responsibility for maintaining a sense of purpose and excellence in the program provided by the council. The committees are:

Concerts — selects and organizes special concert performances
Special Events — Soda Shoppe, and Christmas in the Union
Cinema — sponsors newly released and more recent movies on campus
Spotlight — diverse entertainment from music to comedy
Flamingo Ball — plans the formal homecoming dance
Homecoming — one week of a variety of activities including open microphone and jazz nights, and a parade
Publicity — helps promote SAC activities utilizing social media throughout the year
Leadership — sponsors and organizes an array of events focusing on leadership development
Service — Christmas gift giving, food drive, seasonal giving opportunities

Recreational Services
This all-encompassing department services many areas. The intramural program provides opportunities to participate in team sports such as softball, basketball, broom hockey, volleyball, ultimate frisbee, and flag football as well as individual sports that include badminton, pickleball, racquetball, and tennis. Club sports include rugby, ultimate frisbee, and women’s lacrosse. The outdoor recreation area includes use of canoes, kayaks, tents, sleeping bags, day trips for fly fishing or skiing and hiking in the area. The fitness area will give the student the use of the 10,000 square foot Legends fitness center as well as free kickboxing, yoga, or Zumba classes.

Publications
*College Chips*. Managed, written, edited, and produced by students, the weekly campus newspaper *Chips* keeps the student body informed of news of campus interest, provides entertainment and stimulation through features and editorials, provides a public record for the college, and gives its staff valuable experience in journalism, media, and management.

*The Oneota Review* literary magazine annually publishes works of art, prose, and poetry in the spring of the school year. Students are invited to participate as contributors, editors, and staff members.

Social Organizations
Upperclass students may choose to be members of one of Luther’s six active local social organizations. These organizations provide students with an opportunity to join a group in which they may grow socially and to be of service to the Luther community as a whole.

There is also one national coed service fraternity named Alpha Phi Omega.

Departmental Organizations
Departmental clubs encourage socialization among students with similar interest and present programs and guest speakers on special topics. A listing of recognized student organizations may be found at [http://www.luther.edu/studentlife/activities/recognized](http://www.luther.edu/studentlife/activities/recognized).

Honor Societies
Phi Beta Kappa and the discipline-based national honor societies are described in the Scholars Program section of the catalog.
College Governance and Regulations

Governance

Students share in the governance of the college. They participate in social and cultural programming and a great variety of college activities; they have full membership on some college committees and nonvoting representation to the board of regents.

The Luther College Student Senate conducts student government and serves as a forum for student concerns, issues, and problems. Its membership reflects the student community broadly and includes representation of the Student Activities Council, Luther College Congregation, Inter-Greek Council, Diversity Center, multiple special interest groups, and class representatives.

Leadership

Luther has many leadership opportunities available. While there are many definitions of leadership, we believe strongly in two key principles: 1) any act of leadership should, by definition, include the element of service, either to the campus or broader world community; and 2) any act of service is leadership.

Regulations

Luther College students enjoy the rights and privileges indicated in the above paragraph on governance. With these rights and privileges, they assume duties and responsibilities. Regulations of the college concerning student welfare are determined through discussion by the Campus Life Committee and Student Senate with the final approval of the president of the college, subject to review by the board of regents. In order that the rights of the whole student community may be protected, students must respect those regulations which have been designed for that purpose.

The regulations of the college pertaining to campus life and student conduct are included in the Student Handbook and other official publications and documents, such as the housing lease. It is the responsibility of each student to be informed about these regulations and to use them as a guide for conduct.

Honor System

The student-initiated honor system, administered by the Student Honor Council, is recognized and approved by the faculty as an integral part of the regulations under which students function as members of the college community. This system presumes that students accept the duties and responsibilities for maintaining the principles of honorable conduct. Please see the Academic Information section under Honor System.

Automobiles

Every full- or part-time student, including commuters, who owns or operates any motor vehicle within the Decorah regional area at any time must register such vehicle(s) with Luther College. This is to be done at the Welcome Center Information Desk in Dahl Centennial Union within 24 hours of the initial operation of the vehicle in the Decorah area. Temporary registrations are available. The vehicle regulation manual is available online.

Housing

All students are required to live in college-owned housing unless married, of nontraditional age (23 or older), or commuting from their legal guardians’ homes. Off-campus living is permitted for other students only when there is a shortage of rooms in college residence halls. Students who desire to live off campus must be approved for off campus living.
Returning students arrange for housing prior to the end of the spring semester. Those returning for fall semester are eligible to participate in the room draw provided they registered for the fall semester. Those students returning in January or for spring semester (and not fall semester) should contact the residence life office to make arrangements for housing. These students must also pay the $300 continuing enrollment deposit.

During Christmas and Spring break, the college residence halls and dining hall are closed. The hours for their opening and closing are announced separately for each vacation. Students who are unable to leave or return at the designated closing and opening times must make arrangements with the residence life office.

The personal property of students is not covered by insurance, and the college assumes no responsibility for damage or loss of such property. You should consider covering your personal items on your homeowner’s insurance policy.
## Faculty/Administration for 2014–15

*The year in parentheses after each name indicates beginning of service with the college.  
2On leave first semester, 2014–15  
4Director, Nottingtom Foreign Program, 2014–15.  
5Director, Malta Semester Program, spring semester 2015

### Emeriti

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree Details</th>
<th>Institution</th>
<th>Years</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>H. George Anderson</td>
<td>President Emeritus, 1996– . B.A., Yale University; M.A., Ph.D., University of Pennsylvania; B.D., S.T.M., Lutheran Theological Seminary; D.D., Roanoke College; Litt.D., Lenoir Rhyne College; L.H.D., Columbia College; L.H.D., Newberry College; D.D., Luther College.</td>
<td></td>
<td>1982</td>
<td></td>
</tr>
<tr>
<td>Elwin D. Farwell</td>
<td>President Emeritus, 1984–. B.S., M.S., Michigan State University; B.D., Pacific Lutheran Theological Seminary; Ed.D., University of California, Berkeley. LL.D., Loras College; LL.D., Valparaiso University; L.H.D., St. John’s University; L.H.D., St. Olaf College; LL.D., Luther College; L.H.D., Dana College; L.H.D., California Lutheran University.</td>
<td></td>
<td>1963</td>
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</tr>
<tr>
<td>Roger W. Anderson</td>
<td>Professor Emeritus of Education, 1989–. B.A., Luther College; M.A., Montana State University; Ph.D., University of Iowa.</td>
<td></td>
<td>1958</td>
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<tr>
<td>John C. Bale</td>
<td>Professor Emeritus of English, 1990–. B.A., Concordia College; M.A., Ph.D., University of Illinois.</td>
<td></td>
<td>1953</td>
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</tr>
<tr>
<td>Dennis E. Barnaal</td>
<td>Professor Emeritus of Physics, January 2000–. B.S., M.S., Ph.D., University of Minnesota.</td>
<td></td>
<td>1964</td>
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</tr>
<tr>
<td>Wilfred F. Bunge</td>
<td>Professor Emeritus of Religion and Classics, 1999–. B.A., Luther College; M.A., University of Iowa; B.Th., Luther Theological Seminary; Th.D., Harvard University.</td>
<td></td>
<td>1956-57, 1962</td>
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</tr>
<tr>
<td>John R. Christianson</td>
<td>Professor Emeritus of History, 1996–. B.A., Mankato State University; M.A., Ph.D., University of Minnesota.</td>
<td></td>
<td>1967</td>
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<tr>
<td>Richard G. Cole</td>
<td>Professor Emeritus of History, 2005–. B.A., Eastern New Mexico University; M.A., University of Iowa; Ph.D., Ohio State University.</td>
<td></td>
<td>1964</td>
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</tr>
<tr>
<td>Dennis L. Darling</td>
<td>Professor Emeritus of Education, 2010–. B.A., Augustana College, Sioux Falls; M.A., University of Iowa; Ed.D., University of Illinois.</td>
<td></td>
<td>1974</td>
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<tr>
<td>Madison Dengler</td>
<td>Professor Emeritus of Psychology, 1998–. B.A., Southern Methodist University; M.A., Ph.D., University of Denver.</td>
<td></td>
<td>1970</td>
<td></td>
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<tr>
<td>James W. Eckblad</td>
<td>Professor Emeritus of Biology, 2007–. B.S., University of Minnesota; M.S., Virginia State College; Ph.D., Cornell University.</td>
<td></td>
<td>1971</td>
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</tr>
<tr>
<td>Douglas Eckheart</td>
<td>Professor Emeritus of Art, 2009–. B.A., Concordia College; M.F.A., Bowling Green University.</td>
<td></td>
<td>1968</td>
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</tr>
<tr>
<td>Nanette J. Eklund</td>
<td>Professor Emerita of Education 1996–. B.S., Dana College; M.S., Kansas State University; Ph.D., University of Iowa.</td>
<td></td>
<td>1977</td>
<td></td>
</tr>
<tr>
<td>Clifford J. English</td>
<td>Professor Emeritus of Sociology, 2005–. B.S., M.A., Eastern Michigan University; Ph.D., University of Michigan.</td>
<td></td>
<td>1971</td>
<td></td>
</tr>
</tbody>
</table>
B.A., M.A., University of Northern Iowa, Ed.D., George Peabody College for Teachers.

Duane Fenstermann

Kenton E. Finanger
(1956). Professor Emeritus of Health and Physical Education, 1996–. B.A., Luther College; M.S., University of Wisconsin–Madison; Ph.D., University of Iowa.

Betty Ann Hof
(1961). Professor Emerita of Health and Physical Education, 2004–. B.A., Luther College; M.S., MacMurray College; Ph.D., University of Oregon.

Patricia Johnson
(1975). Associate Professor Emerita of Social Work, 2001–. B.A., Oberlin College; M.S.W., University of Michigan.

David Judisch

Sheryl June

Edward Anthony Kaschins

Elizabeth W. Kaschins
(1970). Professor and Reference Librarian Emerita, 2004–. B.S., Northwestern University; M.A., University of Iowa.

Richard Kellogg
(1971). Professor Emeritus of Physics, 2001–. B.S., M.S., Ph.D., Michigan State University.

Jane Kemp

Harvey L. Klevar

Roger M. Knutson
(1964). Professor Emeritus of Biology, 1995–. B.A., St. Olaf College; M.S., Ph.D., Michigan State University.

A. Thomas Kraabel
(1983). Quailey Professor of Classics Emeritus, 2000–. B.A., Luther College; B.D., Luther Theological Seminary; M.A., University of Iowa; Th.D., Harvard University.

William B. Kuhlman

William C. Kurth
(1967). Professor Emeritus of Classics, 1998–. B.A., University of Northern Iowa; M.A., University of Texas; Ph.D., University of North Carolina.

Robert J. Larson

Reginald D. Laursen
(1970). Professor Emeritus of Mathematics,
2009. B.S., Pacific Lutheran University; Ph.D., Washington State University.


Peter Liermann (1981). Associate Professor Emeritus of German, 2004– . Erstes Juristisches Staatsexamen, University of Erlangen, Germany; M.A., University of Colorado; Ph.D., University of Iowa.


Nancy Maloney (1978). Professor Emerita of Nursing, 2000– . B.S.N., Vanderbilt University; M.A., Memphis State University; M.P.H., University of Minnesota; Ph.D., Walden University.


Curtis Reiso

Phillip J. Reitan
(1962). Professor Emeritus of Biology, 1993–. Professor B.A., Concordia College; M.S., Ph.D., University of Wisconsin–Madison.

James Rhodes

Kenneth Root
(1970). Professor Emeritus of Sociology, 1996–. B.A., St. Olaf College; M.A., Ph.D., University of Iowa; M.S.S.W., University of Wisconsin–Madison.

David J. Rodien
(1965). Vice President Emeritus for College Advancement, 2000–. B.A., Luther College; M.S., Ph.D., Iowa State University.

Conrad Raycund

Uwe Jens Rudolf

Loyal D. Rue

Russell R. Rulon
(1963). Professor Emeritus of Biology, 2000–. B.A., Luther College; M.S., Ph.D., University of Iowa.

Diane G. Scholl

Peter A. Scholl

John H. Sieber
(1965). Professor Emeritus of Religion, 2000–. B.A., Luther College; B.D., Luther Theological Seminary; Ph.D., Claremont Graduate School and University Center.

Kent Cooper Simmonds

Marvin G. Slind

Paul Solberg

Wendy M. Stevens
(1971). Assistant Professor Emerita of Biology, 2013–. B.A., Luther College; M.S., University of Wisconsin–Madison.

Kathleen M. Stokker

John Tjostem

George N. Trytten
(1972). Professor Emeritus of Mathematics, 1993–. B.A., Luther College; M.A., University of Wisconsin–Madison; Ph.D., University of Maryland.

Barbara Welgos

Walter E. S. Will

Lawrence Williams

Bruce Willis

Richard S. Ylvisaker

Lee Zook
(1985). Associate Professor Emeritus of Social Work, 2009–. B.A., Eastern Mennonite School; M.S.W., University of Michigan; Ph.D., Case Western Reserve University.
Full-Time Faculty

Alfredo Alonso Estenoz
(2006). Associate Professor of Spanish. 1992–. B.A., University of Havana, Cuba; M.A., Ph.D., University of Iowa.

Edwin Andereck

Lauren Anderson
(2012). Assistant Professor of Africana Studies and History. B.A., Arizona State University; Ph.D., Michigan State University.

Heather M. Armstrong

Eric J. Baack
(2007). Associate Professor of Biology, 2013–. B.A., Carleton College; M.A., Lewis and Clark College; Ph.D., University of California–Davis.

Storm M. Bailey

Daniel F. Baldwin

Nancy Barry

Maryna Bazylevych
(2010). Assistant Professor of Anthropology and Women and Gender Studies, 2015–. B.A., Technological University of Podilia, Ukraine; M.A., Ph.D., State University of New York–Albany.

Andrea L. Beckendorf
(1998). Associate Professor, Research and Instruction Librarian, 2007–. B.A., Luther College; M.A., University of Iowa, 1995, 1996; D.M.A., University of Iowa.

Joyce Becker

Ruth Berger
(1993). Associate Professor of Mathematics, 1997–. Vordiplom, Universität des Saarlandes, Germany; M.S., Ph.D., Louisiana State University.

Richard A. Bernatz
(January 1982–85, 1991). Professor of Mathematics, 2002–. B.A., Luther College; M.S., Iowa State University; Ph.D., University of Iowa.

Golin M. Betts

David Bishop
(1986). Professor of Psychology. 2002–. B.S., University of Wisconsin–Platteville; B.A., Rutgers–The State University of New Jersey; M.S., University of Idaho; Ph.D., Illinois Institute of Technology.

Barbara Bobach
(1992). Associate Professor of Education, 2010–. B.S., Viterbo College; M.A., Ph.D., University of Northern Iowa.

Elaine Bossard
(2014). Visiting Assistant Professor of Psychology. B.S., ABD, University of Iowa.

Joseph L. Breitenstein
(1996). Associate Professor of Psychology, 2001–. B.S., University of Wisconsin–Stevens Point; M.A., Mankato State University; Ph.D., West Virginia University.

Jason Britton
(2007). Assistant Professor of Music, 2008–. B.M., University of Arizona; M.A., Ph.D., University of Oregon.

Rachel Brummel
(2014). Assistant Professor of Environmental Studies. B.A., Grinnell College; Ph.D., University of Minnesota.

Odette Bruneau
(1995). Professor of Education, 2010–. B.S., University of Minnesota; M.A., University of St. Thomas; Ph.D., Texas Woman’s University.

Sean D. Burke

Ruth L. Caldwell
(1971). Professor of French, 1985–. A.B., University of Southern California; M.A., Ph.D., University of Chicago.

Corine Kay Carlson
(1995). Associate Professor of Nursing, 2009–. B.A., Luther College; M.S., University of North Dakota.

Scott H. Carlson
(2000). Professor of Biology, 2013–. A.S., American River Junior College; B.S., M.S., University of California–Davis; Ph.D., University of Minnesota.

Anita Carrasco
(2011). Assistant Professor of Anthropology. B.A., Universidad Academia de Humanismo Cristiano, Chile; M.A., Ph.D., The University of Arizona.
Brian P. Caton (2003). Associate Professor of History, 2010–. B.A., College of William and Mary; M.A., Ph.D., University of Pennsylvania.


Charles W. Christianson (1980). Professor of Accounting and Management, 2006–. B.A., Dakota State College; M.B.A., University of South Dakota; C.P.A.


John T. Cord (2013). Assistant Professor of Music. B.M., University of Iowa; M.M.A., Yale University; D.M.A., University of North Texas.

Dan Davis (2011). Assistant Professor of Classics. B.A., University of Iowa; M.A., Texas A&M University; Ph.D., University of Texas–Austin.

Francesca De Santis (2011). Assistant Professor of Spanish and Italian. B.A. and M.A. (equivalent), University of Rome, Italy; Ph.D., University of Pisa, Italy.

Joan deAlbuquerque (2011). Director of Bands and Associate Professor of Music. B.M., M.M., Michigan State University; D.M.A., University of North Texas.

Wanda Deifelt (2004). Professor of Religion, 2010–. B.A., Faculdade de Teologia da Escola Superior de Teologia, Brazil; M.T.S., Garrett-Evangelical Theological Seminary; Ph.D., Garrett-Evangelical Theological Seminary and Northwestern University; Th.D. (honorary), University of Oslo.


Pedro dos Santos (2012). Assistant Professor of Political Science. B.A., Baker University; M.A., Ph.D., University of Kansas.


Xiaolin Duan (2014). Visiting Assistant Professor of History. B.A., Peking University; M.A., ABD, University of Washington.

Janna Edrington (2006). Assistant Professor of Nursing. B.A., Iowa State University; B.S.N., Mercy Hospital Medical Center School of Nursing; B.S.N., Graceland College; M.S., University of Phoenix.

Mark R. Eichinger (2002). Associate Professor of Biology. B.S., Northland College; Ph.D., University of Hawaii.

Kate Elliott (2010). Assistant Professor of Art History. B.A., St. Olaf College; M.A., Ph.D., University of Iowa.


Anne-Marine Fest (2006). Assistant Professor of French. 2010–. B.A., M.A., Université de Bretagne Occidentale, France; Ph.D., University of Bordeaux, France.

Kyle Fey (2011). Assistant Professor of Mathematics. B.A., Dordt College; M.A., Ph.D., University of Nebraska–Lincoln.

Erin E. Flater (2006). Associate Professor of Physics. 2012–. B.A., Luther College; M.S., Ph.D., University of Wisconsin–Madison.

Stephanie Fretham (2013). Assistant Professor of Biology. B.A., Luther College; Ph.D., University of Minnesota.

Paul Gardner (1985). Professor of Political Science, 1999–. B.A., St. Ambrose College; M.A., Iowa State University; Ph.D., University of Kentucky.


Elizabeth Golvatski (2011). Visiting Assistant Professor of Physics. B.S., St. Ambrose University; Ph.D., University of Iowa.

Nicholas Gomersall (1991). Associate Professor of Economics, 1997–. B.A., M.A., Oxford University; Ph.D., Cornell University; C.G.A.


James C. Griesheimer (1991). Associate Professor of Music, 1997–. B.S., B.M., Ohio State University; M.M., Arizona State University; Ph.D., Indiana University.


Andrew Hageman (2011). Assistant Professor of English, 2012–. B.A., St. Olaf College; M.A., Western Washington University; Ph.D., University of California–Davis.


Allen Hightower (2010). Director of Choral Activities and Professor of Music. B.M., Sam Houston State University; M.M., Baylor University; D.M.A., University of California.

Steven J. Holland (2005). Associate Professor of Economics, 2011–. B.A., St. Olaf College; J.D., Georgetown University; Ph.D., University of Minnesota.


Steve Hubbard (1973). Professor of Mathematics and Computer Science, 1985–. B.A., Luther College; Ph.D., University of Iowa.


Sharon Jacob (2013). Visiting Assistant Professor in Religion. Bachelor of Commerce, Bangalore University (India); M.Div., Lancaster Theological Seminary; Master of Sacred Theology, Yale Divinity School; M.Phil., Ph.D., Drew University.


Jon F. Jensen (2002). Associate Professor of Philosophy and Environmental Studies, 2007–. B.A., Luther College; M.A., Ph.D., University of Colorado.

Mark D. Johns (1999). Associate Professor of Communication Studies, 2006–. B.A, Midland Lutheran College; M.Div., Northwestern Lutheran Theological Seminary; M.A., University of Northern Iowa; Ph.D., University of Iowa.

Maren A. Johnson (2014). Assistant Professor of Scandinavian Studies. B.A, Pacific Lutheran University; M.A., Ph.D., University of Washington.

Michael Johnson (2010). Assistant Professor of Mathematics. B.S., University of the Pacific; M.A., Pennsylvania State University; Ph.D. Northwestern University.
Thomas Johnson  
(2011). Assistant Professor of Communication Studies, 2013–. B.A., Saint John’s University; M.A., Ph.D., University of Minnesota.

Donald Jones  
(2009). Assistant Professor of Management. B.S., Iowa State University; M.B.A., Regis University.

William Brooke Joyce  
(2005). Associate Professor of Music and Composer-in-Residence, 2011–. B.M., Lawrence University; M.M., Cleveland Institute of Music; Ph.D., Princeton University.

Marian M. Kaehler  

Karen J. Kanakis  
(2004). Associate Professor of Music, 2010–. B.A., Southwest Missouri State University; M.M., Stephen F. Austin State University. D.M.A., University of North Texas.

Ruth Kath  
(1979). Professor of German, 1993–. B.A., Syracuse University; M.A., University of Connecticut; M.A., Loras College; Ph.D., University of Iowa.

Lisa Kildegaard  

Martin P. Klammer  

Douglas E. Knick  
(2006). Associate Professor of Education. B.A., Gustavus Adolphus College; B.S., Mankato State University; M.Div., Luther Northwestern Theological Seminary; Ed.D., University of St. Thomas.

Gereon Kopf  

Kevin Kraus  
(1989). Vice President for Academic Affairs and Dean of the College, 2011–. Professor of Biology, 2001–. Associate Dean of the College, 2001–07. B.S., Loras College; Ph.D., Iowa State University.

Donna Kubesh  
(1982). Associate Professor of Nursing, 1995–. B.S., Winona State University; M.S., University of Minnesota; Ph.D., University of Iowa.

Angela Kueny  
(2010). Assistant Professor of Nursing, 2011–. B.A., Luther College; M.S.N., Ph.D., University of Iowa.

Charlotte A. Kunkel  

Eric A. Kutz  

James P. Langholz  
(1999). Associate Professor of Education, 2006–. B.A., Luther College; M.A., University of Northern Iowa; Ed.D., University of Minnesota.

Lisa L. Lantz  

Kirk Larsen  
(1993). Professor of Biology, 2007–. B.S., Calvin College; M.S., Michigan State University; Ph.D., Ohio State University.

Robin K. Larson  

Jacob Lasseter  

Andrew Last  
(2012). Assistant Professor of Music. B.A., Luther College; M.M., Northern Arizona University; D.M.A., University of Nebraska-Lincoln.

Kent Lee  
(1996). Professor of Computer Science, 2012–. B.A., Luther College; M.S., Ph.D., University of Iowa.

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(2001). Associate Professor of Biology. B.S., Trent University; Ph.D., University of Minnesota.

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(February 2002). Associate Professor of Music, 2007–. B.M., Butler University; M.M., Wichita State University; D.M.A., University of Minnesota.

James Martin-Schramm  
(1993). Professor of Religion, 2006–. B.A., Pacific Lutheran University; M.Div., Luther Northwestern Seminary; Ph.D., Union Theological Seminary.
LaDonna McGohan  
(2013). Associate Professor of Nursing. B.A., Luther College; M.S.N., Winona State University; D.N.P., Minnesota State University.

Richard K. Merritt  

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(1990). Associate Professor of Chemistry, 2000–. B.A., Carthage College; Ph.D., University of Wisconsin–Madison.

Jodi Meyer-Mork  

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Bradley N. Miller  
(2003). Associate Professor of Computer Science, 2009–. B.A., Luther College; M.S., Ph.D., University of Minnesota.

John Moeller  

Benjamin Moore  
(Jan. 2006, 2008). Assistant Professor of Art. B.A., Luther College; M.A., M.F.A., University of Iowa.

Holly Moore  
(2010). Assistant Professor of Philosophy. B.A., Pennsylvania State University; M.A., Villanova University; Ph.D., DePaul University.

Craig R. Mosher  
(2006). Associate Professor of Social Work, Director of the Luther College Social Work Program. B.A., Antioch College; M.A., Columbia University; M.S.W., University of Iowa; Ph.D., Union Institute and University.

Carolyn Mottley  

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(2005). Associate Professor of Africana Studies and History, 2013–. B.A., M.A., University of Zimbabwe; Ph.D., University of Iowa.

Tony Mutsune  

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Guy D. Nave, Jr.  

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(2000). Associate Professor of Nursing, 2007–. B.A., Luther College; M.S., University of Wisconsin–Madison.

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(1990). Professor of Accounting and Management, 1996–. B.A., Luther College; M.B.T., University of Minnesota, C.P.A.

David M. Njus  

Deborah Norland  
(1990). Professor of Education, 2002–. B.A., Luther College; M.A., New Mexico State University; Ph.D., University of Minnesota.

Gregory Patton  
(2013). Associate Professor of Management. B.A., Northwestern College; M.B.A., University of South Dakota; Ph.D., University of Iowa.

Jessica Paul  

Todd K. Pedlar  
(2003). Associate Professor of Physics, 2010–. B.A., Whitman College; Ph.D., Northwestern University.

James A. Perez  
(2000). Associate Professor of Physics, 2006–. A.A.S., Lewis and Clark Community College; B.S., M.S., Ph.D., University of Missouri–Rolla.

Anna M. Peterson  
(2013). Assistant Professor of History. B.A., Concordia College; M.A., University of North Dakota; Ph.D., Ohio State University.

Gregory M. Peterson  
(2005). Associate Professor of Music and College Organist, 2010–. B.A., Luther College; M.M., Yale Institute of Sacred Music; D.M.A., University of Iowa.

Laura Peterson  
(2008). Associate Professor of Environmental Studies, 2014–. B.A., Carleton College; M.S., Ph.D., Brown University.
Jeannette N. Pillsbury
(2004). Associate Professor of Education and Assessment Coordinator, 2010-. A.B., Sweet Briar College; M.Ed., Ph.D., University of Virginia.

Kimberly A. Powell
(1992). Professor of Communication Studies, 2004-. B.S., Berry College; M.A., Northern Illinois University; Ph.D., University of Georgia.

Nicholas E. Preus

David Ranum
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Beth A. Ray Westlund
(2001). Associate Professor of Music, 2007-. B.A., Luther College; M.M., D.M.A., University of Texas.

Dawn Reding
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Kathryn Reed

Britt E. Rhodes

Olga Rinco
(2003). Associate Professor of Chemistry, 2010-. B.S., McMaster University, Ontario, Canada; Ph.D., University of Victoria, British Columbia, Canada.

Jennaya Robison
(2013). Assistant Professor of Music. B.A, Luther College; M.M., University of Arizona.

April Rowe Neal
(2007). Assistant Professor of Nursing, 2008-. B.A., Luther College; M.S.N., University of Minnesota.

Lindsey Row-Heyveld
(2013). Assistant Professor of English. B.A., Greenville College; M.A., Ph.D., University of Iowa.

Paul R. Savariappan
(2007). Associate Professor of Mathematics, 2012-. B.S., M.S., Ph.D., University of Madras, India. M.S., Marquette University.

Gokhan Savas
(2013). Assistant Professor of Sociology. B.S., Hacettepe University (Turkey); M.A., C.A.S., Ph.D., Syracuse University.

Timothy Schweizer

Robert G. Shedinger

S. Brookhart Shields
(2011). Visiting Assistant Professor of Biology. B.A., Winona State University; Ph.D., University of Iowa.

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(February 1997). Associate Professor of Economics, 2006-. B.A., Luther College; J.D., Washington University School of Law; M.A., Ph.D., University of Iowa.

Matthew C. Simpson
(2001). Associate Professor of Philosophy, 2009-. B.A., Trinity College; Ph.D., Boston University.

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(2013). Visiting Assistant Professor of English. B.A., St. Olaf College; M.A., Ph.D., University of Wisconsin-Madison.

Michael K. Smith
(2001). Associate Professor of Music, 2007-. B.M., Stephen F. Austin State University; M.M.Ed., McNeese State University; D.M.A., University of Illinois.

Brian P. Solberg
(1991). Associate Professor of Health and Physical Education; Program Director of Athletic Training, 2010-. B.A., Luther College; M.A., University of Iowa.

Tex A. Sordahl
(1980). Professor of Biology, 1993-. B.A., Luther College; M.S., Ph.D., Utah State University.

Terry Sparkes
(1990). Associate Dean and Director of Curriculum Development and College Honors, 2008-. Associate Professor of Religion, 1999-. B.A., Denison University; M.Div., Colgate Rochester Divinity School; Ph.D., University of Chicago Divinity School.

Justin Sprung
(2013). Assistant Professor of Psychology. B.A., University of Northern Iowa; M.A., Ph.D., Bowling Green State University.

Lori A. Stanley
(January 1984). Professor of Anthropology, 2003-. Associate Dean and Director of Faculty Development, 2007-2011. B.A., Luther College; M.A., Northern Illinois University; Ph.D., University of Missouri-Columbia.
Elizabeth K. Steding
(2005). Associate Professor of German. B.A., Alma College; M.A., University of California-Santa Barbara; Ph.D., Michigan State University.

Sören A. Steding
(2004). Associate Professor of German, 2010–. Staatsexamen: University of Regensburg, Germany; M.A., Vanderbilt University; Ph.D., University of Regensburg, Germany.

John F. Strauss
(1975). Professor of Music, 1986–. B.A., Oberlin College; M.M., State University of New York; D.M.A., University of Texas–Austin.

Virginia F. Strauss
(1975). Professor of Music, 1993–. B.A., University of California; M.M., State University of New York; D.M.A., University of Texas–Austin.

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(2013). Visiting Assistant Professor of Spanish. B.A., Gustavus Adolphus College; M.A., Universidad de las Americas-Puebla (Mexico); Ph.D., University of Minnesota.

Rebecca Sullivan
(1988). Academic Technology Librarian and Associate Professor, 2014–. B.A., Luther College; M.A., University of Minnesota; M.S., University of Illinois, Urbana–Champaign.

Karla R. Suomala
(2001). Professor of Religion, 2014–. B.A., University of Michigan; M.A., Lutheran School of Theology at Chicago; M.Phil., Ph.D., Hebrew Union College.

Kristin A. Swanson
(1999). Professor of Religion, 2014–. B.A., California Lutheran University; M.Th., Trinity Lutheran Seminary; Ph.D., Vanderbilt University.

Derek R. Sweet

Edward H. Tebbenhoff
(1994). Associate Professor of History, 2000–. B.A., M.A., Duquesne University; Ph.D., University of Minnesota.

Rita M. Tejada
(1996). Associate Professor of Spanish, 2008–. B.A., Universidad Catolica Madre y Maestra, Dominican Republic; M.A., Emory University; Ph.D., Florida State University.

David R. Thompson

Joseph Thompson
(1995). Associate Professor of Health and Physical Education, 1996–. Athletic Director

1995–. B.A., Augustana College, Rock Island; Ph.D., University of Wisconsin–Madison.

Loren Toussaint
(2004). Associate Professor of Psychology, 2009–. B.A., Southwest State University; M.S., Ph.D., University of Wisconsin–Milwaukee.

Stephanie V. Travers
(2006). Associate Professor of Psychology, 2012–. B.A., University of Massachusetts–Dartmouth; M.A., Ph.D., Stony Brook University–SUNY.

Tarn Travers

Dean Vesperman
(2014). Visiting Assistant Professor of Education. B.S., University of Wisconsin-Oshkosh; M.Ed., Cardinal Stritch University; ABD, Indiana University.

Robert Vrtis
(2013). Assistant Professor of Theatre. B.F.A., Longwood University; M.A., Ph.D., University of Oregon.

Robert Wafula

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(2001). Associate Professor of Mathematics, 2005–. B.A., St. Olaf College; M.A., Ph.D., University of Wisconsin–Madison.

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(1985). Assistant Professor of Health and Physical Education, 1996–. B.A., Luther College; M.A., University of Iowa.

Marjorie Wharton
(1979). Associate Professor of Music, 2005–. B.A., Luther College; M.A., Tulane University; M.D.A., University of Iowa.

Alexandra White
(2013). Assistant Professor of Management. B.A., University of Virginia; M.S., Portland State University.

Andrew D. Whitfield
(2003). Associate Professor of Music, 2011–. B.M., Butler University; M.M., Wichita State University; D.M.A., Louisiana State University.
Novian Whitsitt  

Sarah Wilder  
(2012) Assistant Professor of Communication Studies, B.A., Buena Vista University; M.S., Illinois State University; Ph.D., University Nebraska-Lincoln.

Jeffrey Willerson  
(1997). Associate Dean and Director of Faculty Development, 2012–. Professor of Physics, 2012–. B.S., Indiana University; M.S., Ph.D., University of California–Berkeley.

Jacqueline Wilkie  

Jill Wilson  
(2014). Assistant Professor of Education and Coordinator for Music Education. B.M., St. Olaf College; M.M.E., University of Northern Iowa; D.M.A., Boston University.

Alisa Winsauer  
(2013). Instructor in Chemistry. B.S., Michigan Technological University; M.S., North Dakota State University.

Jacquelyn Wright  
(1985). Associate Professor of Health and Physical Education, 2000–. B.A., Luther College; M.A., University of Northern Iowa; Ph.D., University of Kansas.

Hongmei Yu  
(2008). Associate Professor of Chinese, 2014–. B.A., Renmin University of China, Beijing, China; M.A., Peking University, Beijing, China; Ph.D., University of Oregon.

Joan Zapitev  
(2014). Instructor in Chemistry. B.A., University of the Philippines Los Baños; M.S., Virginia Polytechnic Institute and State University.

Laurie A. Zaring  
(2006). Associate Professor of Linguistics and French, 2011–. B.A., College of Wooster; M.A., University of Texas–Austin; Ph.D., Cornell University.

### Part-Time Faculty

Jonathan Alabouini  

Eric Ashcraft  

Ann Benjamin  

Julien Bertrand  

Andrea Bie  

Matthew Bills  
(Feb. 2014). Management. B.A., St. Olaf College; J.D., Loyola University.

Teresa Bissen  
(Feb. 2012). Nursing. B.S.N., University of Iowa; M.P.A., Baruch College.

Jeff Boeke  

Laura Bouska  

Margaret Britton  
(2013). Music. B.A., Luther College; M.M., University of Texas–Austin.

Anne Bulliung  

Joy Conrad  

Andrew Ellingsen  
(2011). Education. B.A., Luther College; M.A., University of St. Thomas.

Rachel Faldet  

Robert Fitton  

Mary Gallant  

Michael Geary  

Karla Gilbert  

Kari Gronningsaeter  

James Hall  


Roger Jaeger (March 2014). Health and Physical Education. B.S., University of Wisconsin–Madison; M.S., University of Illinois–Urbana


Lea Lovelace (February 2012). Art. B.A., Luther College; M.A., School of the Art Institute of Chicago.


Molly McNicol (2010). Biology. B.S., University of Wisconsin–Madison; M.S., Ph.D, University of Illinois Urbana-Champaign.

Birgitta R. Meade (February 2005). Education. B.A., Luther College; M.S., Montana State University.


Kristin Peterson (Feb. 2010). Education. B.A., Luther College; M.A., University of Iowa.


Mark Rhodes (2012). History. B.A., Luther College; M.A., University of Northern Iowa.

Peter Russella (2014). French. B.A., Luther College; Master 1, Master 2, Universite de Bretagne Occidentale.


Jessica Spier (2013). Nursing. B.S.N., University of Iowa.

Guinevere Strand (2011). Biology. B.A., Luther College; M.S., University of Iowa.


Helen Westcott (2013). Education. B.A., University of Iowa; M.A., University of Northern Iowa.


Formal Affiliations for Medical Technology, Cytotechnology, and Nuclear Medicine Technology

(Additional programs available by contacting the biology department).

Cytotechnology Programs*

Mayo Foundation Program in Cytotechnology
Rochester, MN 55905
Diva R. Salomao, M.D., Medical Director
Kara Hansing, M.Ed., CT(ASCP), Educational Director

Wisconsin State Laboratory of Hygiene School of Cytotechnology
465 Henry Mall
Madison, WI 53706
S.I. Inhorn, M.D., Medical Director
John Shalkham, M.A., SCT(ASCP), Program Director

Clinical Laboratory Science and Technology Programs*

Mercy College of Health Sciences Clinical Laboratory Science Program
Des Moines, IA 50314
Kyla Dippold, MS, MLS(ASCP)SM, Program Chair
Theresa A. Smith, Associate Dean of Allied Health

St. Luke’s Methodist Hospital Medical Laboratory Science Program
Cedar Rapids, IA 52402
Lileah F. Harris, M.D., Medical Director
Lindsey Mullenbach, M.P.H., MLS, (ASCP)SM, Program Director

Nuclear Medicine Technology Programs*

Foedert Memorial Lutheran Hospital Nuclear Medicine Technology Program
Milwaukee, WI
Frank G. Steffel, CNMT, Program Director

Mayo Foundation Program in Nuclear Medicine Technology
Rochester, MN 55905
Brian P. Mullan, M.D., Medical Director
Kimberly Chandler, CNMT, Program Director

*The Financial Aid office works to assist students in funding the final year through federal, state, and private grant and loan sources. Luther gift sources do not apply to the clinical year of study.

Administration

Paula J. Carlson
Ph.D. (2014), President

Keith J. Christensen
B.A., C.F.P. (2000), Vice President for Development

Kevin Kraus
Ph.D. (1989), Vice President of Academic Affairs and Dean of Faculty

Corey Landstrom
M.S. (2012), Vice President and Dean for Student Life

Robin K. Larson
M.B.A. (2003), Vice President for Communications and Marketing

Scott Schaeffer
B.S., M.S. (2007), Vice President for Enrollment

Diane Tacke
B.S., C.P.A. (1997), Vice President for Finance and Administration

College Development

Sherry Alcock
B.A. (1990), Executive Director of Alumni Relations and Development Services

Michael Anderson
B.A. (2014), Director of Summer Conferences/Special Projects

Susan Drilling
B.A. (1990), Director of Special Programs
Nathan Ersig  
B.A. (2013), Gift Planning Officer

Chris Frana  
J.D. (1993), Director of Development Research

Tanya Gertz  
B.A. (2005), Director of Campus Programming

Kirk E. Johnson  
B.A. (1984), Associate Director of Alumni Relations

Bethany Krepela  
M.A. (2007), Leadership Gift Officer

Jeff Leschensky  
M.A. (2013), Gift Planning Officer

Jeanine Lovell  
M.A. (1993), Director of Corporate and Foundation Relations and Campaign Co-Director

Douglas Nelson  
B.A. (1986), Senior Gift Planning Officer

Chantel Olufsen-Lepa  
M.E. (2013), Reunion Giving Officer

Bradley Phillips  
B.S. (1996), Campus Programming Assistant/Box Office Manager

Maria Smith  
B.A. (2000), Director of Annual Giving

Anne Sponberg Peterson  
M.M. (2005), Director of Development, Principal Gifts

Rachel Vsetecka  
B.A. (2005), Assistant Director of Annual Giving

**Communications and Marketing**

Michael Bartels  
B.F.A. (2004), Graphic Designer

Kristin Bjerke  
B.A. (2008), Web Content Coordinator

David Blanchard  
M.A. (1992), Director of Sports Information

Eric Ellingsen  
B.A. (2011), Coordinator for Music Organizations and Marketing

Kate Frentzel  
M.A. (2012), Magazine Managing Editor and Writer

Anna Tabita Green  
B.A. (2013), Director of Web Content

Katherine Haller  
M.M. (2013), Assistant Coordinator for Music Organizations and Marketing

Travis Huinker  
B.A. (2012), Web Content Coordinator

Brian Jones  
M.S. (2004), Web Technology Coordinator

Aaron Lurth  
M.F.A. (2012), Coordinator of Visual Media

Ellen Modersohn  
B.A. (2012), Director of Publications and Design

Teri Olson  
B.A. (2008), Coordinator of Social Media

Julie Shockey  
B.A. (2001), Coordinator of Campus News

**Dean’s Office**

Bruce Arendt  
M.A. (2009), Academic Specialist

Thomas J. Berger  

Jennifer Cantine  
M.A. (1987), General Manager of KWLC

Jon Christy  
Ph.D. (2003), Director of Assessment/Institutional Research

Destiny Crider  
Ph.D. (2012), Anthropology Lab and Collections Manager

Jenna Eichberger  
M.S. (2011), Coordinator of Tutoring Services, Student Academic Support Services

Elizabeth Finanger  
B.A. (2011), Off-Campus Programs Advisor

Robert Fitton  
B.S. (1977), Director of Projects and Laboratories in Biology

Stratis Giannakouros  
(2013), Assistant Director of Center for Sustainable Communities

Kristi Haindfield  
B.S. (1986), Associate Registrar

Nan Hibbs  
M.A. (2007), Research Analyst, Assessment and Institutional Research

Sally Hovden Mallam  
M.S. (2011), Coordinator of Disability Accommodations and Academic Support

Tammy Hove  
M.B.A. (2008), Director of Student Support Services

David Kamm  
M.F.A. (1989), Gallery Coordinator
Faculty/Administration for 2014–15

Douglas Koschmieder
M.A. (2007), Registrar

Jon Lund
M.A. (1995), Executive Director, Center for Global Learning and International Admissions

Chivonne Marlow
B.A. (2010), Advisor and Tutoring Coordinator, Student Support Services

LuAnn Meeker-Gast
B.A. (1999), Chemistry Stockroom Manager

Chelle Meyer
B.A. (1990), Program Director for Off-Campus J-Terms

Emily Neal
M.A. (2005), School Outreach Coordinator (Wellness, Sustainability and the Environment)

Jennifer Ohlisen
B.A. (1997), Teacher Certification Officer and Student Records Manager

Arleen Orvis
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B.A. (2009), Off-Campus Programs Advisor

Jessica Raabe
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Terry Sparkes
Ph.D. (1990), Associate Dean and Director of Curriculum Development and College Honors

Maren Stumme-Diers
B.A. (2010), Sustainable Foods Educator

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M.S. (2004), Director of Student Academic Support Center

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M.A. (2012), Field Placement Officer

Cheryl Wieseler
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Jeff Wilkerson
Ph.D. (1997), Associate Dean and Director of Faculty Development

Finance and Administration

Steve Arneson
B.A. (1990), Assistant Director of Facilities Services, Skilled Services

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B.A. (2008), Senior Accountant

Gary Brickman
B.A. (1994), Assistant Director of Facilities Services, Environmental Services

Deanna Casterton
B.A. (1991), Director of Bookshop

Peggy Lensing

Abby Switzer
B.A. (2013), Admissions Counselor

Enrollment

Marty Berg
(2001), Supervisor of Campus Visits

Janice Cordell
B.S. (1997), Director of Financial Aid

Catherine Dyer
B.A. (2013), CRM Coordinator

Greg Eide
B.A. (1988), Assistant Director of Admissions

Michael Elliott
B.A. (2008), Admissions Counselor, Chicago

Mark Faldet
B.A. (1986), Assistant Director of Admissions

Derek Hartl
M.S. (2002), Director of Admissions

Kathleen Kerber
B.A. (1982), Financial Aid Counselor

Keith Lesmeister
B.A. (2002), Coordinator of Diversity Recruitment

Kirk Neubauer
B.A. (1977), Senior Associate Director of Admissions

Amy Noel
B.A. (1981), Senior Associate Director of Admissions

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Carolyn Schwendeman
(1989), Financial Aid Counselor

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Alex Smith
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Sharon Rossing
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Diane Narum  
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Charles Riha  
B.A. (2008), Accounting Manager

Jan Schnitzler  
B.A. (1995), Manager of Student Accounts

Jay Uthoff  
A.A. (1994), Director of Facilities Services

Marcia Wenthold  
B.S. (1989), Associate Director of Human Resources

Amy Wrightsman  
B.A. (2002), Director of Budgeting and Internal Control

President’s Office

Kris Agena  
M.S. (2004), Clinical Education Coordinator

Amanda Bailey  
M.A. (2008), Head Women’s Basketball Coach

Caleb Barnes  
M.S. (2013), Assistant Football Coach

Matthew Baumann  
B.S. (2008), User Services Multimedia Lead

Steven Beckman  
B.A. (2012), Assistant Baseball Coach

Michael Blair  
M. Div. (1991), Campus Pastor

Jeff Boeke  
Ph.D. (2010), Ropes Course Coordinator

Carsten Earl  
B.A. (2012), User Services Help Desk Lead

Robert Erickson  
M.A. (2001), User Services Classroom and Meeting Space Technology Lead

Scott Fjelstul  
B.A. (1988), Head Men’s Golf Coach

Jennifer Flynn  
M.A. (2014), Athletic Trainer

David Foley  
M.A. (2012), Assistant Women’s Basketball Coach

Adam Forsyth  
B.A. (1999), Director of Network and Systems

Mark Franzen  
M.A. (2006), Head Men’s Basketball Coach, Assistant Athletic Director for Research Development

Christopher Garcia-Prats  
M.A. (2008), Head Men’s Soccer Coach and Director of Athletic Department Marketing and Promotions

Ryan Gjerde  
M.A. (2001), Head of Library Operations and Digital Initiatives Librarian

Cindy Goede  
A.A. (1989), Programmer Analyst

Diane Gossman  
B.A. (1992), Director of User Services

Sasha Griffin  
B.A. (2010), Interim Archivist

Marcia Gullickson  
B.S. (1990), Director of Software Development

Aaron Hafner  
B.S. (2013), Head Football Coach/Health and Physical Education Instructor

Matt Hammen  
B.A. (2008), User Services Workstation Support Systems Administrator

Isaac Hammerly  
M.B.L. (2013), Assistant Football Coach/Strength Coach Assistant/Health And Physical Education Instructor

Renae Hartl  
M.A. (2001), Head Softball Coach, Assistant Volleyball Coach, Senior Woman Administrator/Health and Physical Education Instructor

Payton Haynes  
B.A. (2013), Assistant Football Coach, Spring Events Coordinator/Health and Physical Education Instructor

Paul Hoffman  
M.A. (2011), Assistant Football Coach/Health and Physical Fitness Instructor

Lance Huber  
M.S. (2001), Head Men’s and Women’s Swim Coach and Health and Physical Education Instructor

Billy Huebner  
M.A. (2009), Assistant Wrestling Coach

Matt Hughes  
B.A. (2004), Work Station Support Communications Administrator

David Huinker  
A.A. (2008), Systems Administrator

Eric Karius  
(2011), Head Women’s Golf Coach

Dave Keller  
B.A. (2011), Assistant Men’s Soccer Coach

Danielle Kohut  
M.A. (2011), Head Volleyball Coach
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M.Div. (2005), Campus Pastor

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B.A. (1996), Executive Assistant to the President

Paul Mattson
M.S. (2012), Executive Director of Library and Information Services

David Mitchell
M.S. (1995), Head Wrestling Coach

Bethany Nicoll
B.A. (2013), Assistant Men’s and Women’s Swim Coach/Assistant Aquatics Director

David O’Connor
(2008), Strength Coach

Jeff O’Gara
B.A. (1996), Equipment Room Manager, Assistant Wrestling Coach

Teri Olson
B.A. (2008), Assistant Softball Coach

Steve Pasche
M.S. (1999), Head Men’s and Women’s Cross-Country Coach/Assistant Track-and-Field Coach/Instructor in Health and Physical Education

Yarrow Pasche
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Nathan Porath
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(2003), Web Programmer Analyst

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Ph.D. (2003), Executive Director of the Luther Diversity Center

Michael Reiter
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Jean Ryan
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Russell Schouweiler
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B.A. (2011), Head Men’s and Women’s Tennis Coach

Germán Streese
M.L.I.S. (2005), First Year Experience Librarian

Chris Stuckman
B.A. (1998), Systems Administrator

Amber Suckow
M.S. (2012), Assistant Athletic Trainer

Vaughn Tackman
B.A. (2013), Assistant Men’s and Women’s Track and Field Coach

Joe Thompson
Ph.D. (1995), Director of Intercollegiate Athletics

David Vásquez
Ph.D. (2001), Campus Pastor

Jeff Wettach
M.A. (1985), Head Men’s and Women’s Track and Field Coach, Assistant Professor of Health and Physical Education

Benjamin Wilbur
B.A. (2009), Programmer Analyst and Database Manager

Jacki Wright
Ph.D. (1985), Associate Professor of Health and Physical Education

Student Life Office

Ann Blocker
M.S. (2004), Nutrition Consultant

Kelsey Boyce
B.A. (2013), Farwell Hall Director

Jordan Burkhart
B.A. (2014), Towers Area Coordinator

David Foley
M.A. (2009), Dieseth Hall Director

Kris Franzen
M.A. (2006), Assistant Dean for Student Life and Director of Residence Life

Robert Harri
M.A. (2009), Director of Campus Safety and Security
Jane Hildebrand  
M.A. (1982), Assistant Dean for Student Life  
Janet Hunter  
M.A. (2007), Health Resources Advocate and Assistant Dean for Student Life  
Vicky Jaeger  
B.S. (1990), Coordinator of Legends Fitness for Life Center/Recreational Services  
Carol Johnston  
M.S. (1986), Assistant Director of Career Development  
Stuart Johnston  
M.S. (1986), Counselor  
Nicholas Lauer  
M.A. (2014), Brandt Hall Director  
Greg Lonning  
Ph.D. (2001), Director, Nena Amundson Lifetime Wellness Program  
Dan Marlow  
M.A. (1999), Assistant Director of Experiential Learning  
Anna Murray  
B.A. (2012), Olson/Larson Area Coordinator  
Patricia Neubauer  
B.S. (1981), Coordinator for Student Activities and the Union  
Drew Pellett  
M.D. (1978), College Physician  
Brenda Ranum  
M.S. (2013), Director of Career Center  
Tim Schuring  
M.S. (2006), Wellness Educator, Student Conduct Coordinator  
Martha Steele  
M.S. (1988), Counselor  
Wintlett L. Taylor-Browne  
M.S. (1999), Director of Student Services, Diversity Center  
Pam Torresdal  
Ph.D. (1985), Director of the Counseling Service  
Amy Webber  
M.A. (1995), International Student Coordinator  
Kevin Wenger  
B.A. (2013), Ylvisaker Hall Director  

**Alumni Council**

**Officers**

Kathryn Gregersen ‘81  
B.A. (joined AC 1997, Co-president 2012)  
Co-president, Des Moines, Iowa  
Kristopher Gregersen ’82  
B.A. (joined AC 1997, Co-president 2012)  
Co-president, Des Moines, Iowa  
Lisa Strube ‘87  
B.A. (joined AC 1997, Vice President 2014)  
Vice President, Lombard, Illinois  
James Kowitz ’03  
Recording Secretary, Minneapolis, Minn.

**Advisor**

Gregg Luther ’90  
B.A. (joined AC 1994, advisor 2012)  
Aurora, Co.
## Luther College Board of Regents

### Officers

- **Paul Torgerson**, Chairperson
- **Sandy Lee**, Vice Chairperson
- **Jon Stellmacher**, Secretary
- **Paula J. Carlson**, President of the College
- **Diane Tacke**, Treasurer

### Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Title/Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steven Barnes</td>
<td>2015</td>
<td>(Semi-retired, Equity and Real Estate Investor Shareholder, privately-held Capital Group Companies, Niwot, Colo.)</td>
</tr>
<tr>
<td>Ann Bentdahl</td>
<td>2017</td>
<td>Retired, President and CEO, Minneapolis Heart Institute Foundation, Edina, Minn.</td>
</tr>
<tr>
<td>Michael Burk</td>
<td>2017</td>
<td>Bishop, Southeastern Iowa Synod, ELCA, Iowa City, Iowa</td>
</tr>
<tr>
<td>Wendy Davidson</td>
<td>2015</td>
<td>President, U.S. Specialty Channels Division, Kellogg Co., Chicago, Ill.</td>
</tr>
<tr>
<td>Peggy Ettestad</td>
<td>2016</td>
<td>Managing Director, Red Canoe Management Consulting LLC, Eden Prairie, Minn.</td>
</tr>
<tr>
<td>Gregory D. Fields</td>
<td>2017</td>
<td>(Human Resources Analyst, Metropolitan Water Reclamation District of Greater Chicago, Chicago, Ill.)</td>
</tr>
<tr>
<td>Dennis Flatness</td>
<td>2016</td>
<td>President and CEO, USI Midwest (formerly WFL), St. Louis, Mo.</td>
</tr>
<tr>
<td>Ronald Have</td>
<td>2018</td>
<td>(Founder and President, Freightmasters, Inc., Eagan, Minn.)</td>
</tr>
<tr>
<td>Katherine Johnson-Becklin</td>
<td>2017</td>
<td>Educational Consultant, Gifted and Talented Specialist, Middleton, Wis.</td>
</tr>
<tr>
<td>George D. Kuh</td>
<td>2016</td>
<td>(Adjunct Professor, University of Illinois, and Director, National Institute for Learning Outcomes Assessment, Bloomington, Ind.)</td>
</tr>
<tr>
<td>Sandy Lee</td>
<td>2017</td>
<td>(Owner/Executive Vice President, Plus Relocation Services, Inc, Minneapolis, Minn.)</td>
</tr>
<tr>
<td>David Meyer</td>
<td>2017</td>
<td>(Orthodontist and owner of Meyer Orthodontics, Brookings, S. Dak.)</td>
</tr>
<tr>
<td>Steven L. Overholt</td>
<td>2015</td>
<td>(Retired Staff Physician, Gundersen Lutheran Department of Otolaryngology, La Crosse, Wis.)</td>
</tr>
<tr>
<td>J. Robert Paulson, Jr.</td>
<td>2017</td>
<td>(President, CEO, and a Director, NxThera, Inc., Maple Grove, Minn.)</td>
</tr>
<tr>
<td>Connie Phaehn</td>
<td>2018</td>
<td>(Retired, Managing Director, JPMorgan Asset Management, New York, N.Y.)</td>
</tr>
<tr>
<td>Marti Tomson Rodamaker</td>
<td>2015</td>
<td>(President, CEO, and Chairman, First Citizens National Bank, Mason City, Iowa)</td>
</tr>
<tr>
<td>Steven B. Schaver</td>
<td>2015</td>
<td>(President, Echostar International Corp., Madrid, Spain)</td>
</tr>
<tr>
<td>Arne Sorensen</td>
<td>2016</td>
<td>(President, Chief Executive Officer, Marriott International, Washington, D.C.)</td>
</tr>
<tr>
<td>Susan K. Sorelien</td>
<td>2018</td>
<td>(Retired, President, Dealer Store Division, Sears Corporation, Bonita Springs, Fla.)</td>
</tr>
<tr>
<td>Jon M. Stellmacher</td>
<td>2015</td>
<td>(Retired, Senior Vice President, Chief of Staff and Administration, Thrivent Financial for Lutherans, Appleton, Wis.)</td>
</tr>
<tr>
<td>Richard F. Theiler</td>
<td>2016</td>
<td>(Retired, Senior Vice President, Research and Development, Henkel Consumer Goods, Paradise Valley, Ariz.)</td>
</tr>
<tr>
<td>James A. Thomsen</td>
<td>2017</td>
<td>(Senior Vice President and Chief Marketing Officer, Thrivent Financial for Lutherans, Minneapolis, Minn.)</td>
</tr>
<tr>
<td>Diane Thomodsgard</td>
<td>2018</td>
<td>(Retired, Vice Chairman, Wealth Management &amp; Securities Services, U.S. Bancorp, Bonita Springs, Fla.)</td>
</tr>
<tr>
<td>Paul M. Torgerson</td>
<td>2015</td>
<td>(Senior Vice President, Chief Administrative Officer, and General Counsel, HealthEast Care System, St. Paul, Minn.)</td>
</tr>
<tr>
<td>Chinyere Ukabiala</td>
<td>2016</td>
<td>(College Ombudsperson, Grinnell College, Urbandale, Iowa)</td>
</tr>
</tbody>
</table>
Lance Vander Linden (2016)
Chairman, National Bankruptcy Services; Of Counsel, Brice, Vander Linden & Wernick, P.C.,
Dallas, Texas

Judy Vijums (2015)
Managing Director, HCI Equity Partners,
Minneapolis, Minn.

Enwei Xie (2018)
Senior Vice President, Greater China Region;
General Manager, XBox, Microsoft Corporation,
Beijing, China

The year in parentheses after each name indicates the expiration year of that Regent’s current four-year term. Those with an asterisk are in their third and final term.
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## Academic Calendar 2014-15

### Fall Semester 2014

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<tr>
<th>Month</th>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>25 Monday–29 Friday</td>
<td>Orientation of new international students</td>
</tr>
<tr>
<td></td>
<td>28 Thursday–29 Friday</td>
<td>Faculty days</td>
</tr>
<tr>
<td></td>
<td>30 Saturday</td>
<td>First-year students arrive</td>
</tr>
<tr>
<td></td>
<td>30 Saturday–Sept 2 Tuesday</td>
<td>Orientation of new students</td>
</tr>
<tr>
<td></td>
<td>31 Sunday</td>
<td>Returning students arrive</td>
</tr>
<tr>
<td>September</td>
<td>3 Wednesday</td>
<td>First semester classes begin</td>
</tr>
<tr>
<td></td>
<td>12 Friday</td>
<td>Last day to add or change full semester classes.</td>
</tr>
<tr>
<td></td>
<td>19 Friday–21 Sunday</td>
<td>Family Weekend</td>
</tr>
<tr>
<td></td>
<td>30 Tuesday</td>
<td>Last day to withdraw from full semester class without record</td>
</tr>
<tr>
<td>October</td>
<td>10 Friday–12 Sunday</td>
<td>Homecoming</td>
</tr>
<tr>
<td></td>
<td>17 Friday</td>
<td>End of first half of semester</td>
</tr>
<tr>
<td></td>
<td>18 Saturday–22 Wednesday</td>
<td>Fall vacation</td>
</tr>
<tr>
<td></td>
<td>31 Friday</td>
<td>Last day to withdraw from full semester classes with W grade</td>
</tr>
<tr>
<td>November</td>
<td>25 Tuesday</td>
<td>Senior projects due by 5 p.m.</td>
</tr>
<tr>
<td>December</td>
<td>4 Thursday–7 Sunday</td>
<td>Thanksgiving vacation</td>
</tr>
<tr>
<td></td>
<td>12 Friday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td></td>
<td>13 Saturday</td>
<td>Reading day</td>
</tr>
<tr>
<td></td>
<td>15 Monday–18 Thursday</td>
<td>Final Examinations</td>
</tr>
</tbody>
</table>

### January Term 2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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</thead>
<tbody>
<tr>
<td>5 Monday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>28 Wednesday</td>
<td>End of term</td>
</tr>
</tbody>
</table>
Spring Semester 2015

| February       | 4 Wednesday  | Second semester classes begin |
|               | 13 Friday    | Last day to add or change full semester classes |
|               | 13 Friday    | Due date of incomplete grades from previous semester. |
| March          | 3 Tuesday    | Last day to withdraw from full semester class without record |
|               | 14 Saturday–22 Sunday | Spring Vacation |
|               | 27 Friday    | End of First half of semester |
| April          | 3 Friday–6 Monday | Easter Vacation |
|               | 7 Tuesday    | Last day to withdraw from full semester class with W grade |
|               | 29 Wednesday | Senior projects due by 5 p.m. |
| May            | 8 Friday     | Student research symposium |
|               | 12 Tuesday   | Senior recognition convocation |
|               | 15 Friday    | Last day of classes |
|               | 16 Saturday  | Last day to cancel CR/NO CREDIT authorization |
|               | 18 Monday–21 Thursday | Reading day |
|               | 24 Sunday    | Final examinations |
|               | 24 Sunday    | Commencement |

Summer 2015

| June           | 1 Monday–26 Friday | Summer session I |
|               | 29 Monday–July 24 Friday | Summer session II |

Calendar subject to change with due notice. Modification of the calendar does not entitle the student to a refund on tuition, fees, room, or board.