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.

—from Luther College 1861–1961, pp. 113–114, by David T. Nelson

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.
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 2.00 (C) or higher. Only four (combined) one-credit HP 100/ES 110 courses will be applied toward the 128 semester hours of credit. The 128 hours must include the following:

- At least 80 credit hours outside the student’s major discipline. (Refer to specific majors for variances to this policy).
- 64 credit hours completed in residence.
- 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.
- All-college requirements, as articulated:

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: HP 100 and ES 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.

1. 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.

2. 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:

1. 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.

2. 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.

3. 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.

4. 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 health and wellness, and the second to developing a physical/athletic skill. NOTE: Only four (combined) HP 100/ES 110 credits will be applied toward the 128 hours required for the BA degree.

1. Lifetime Health and Wellness course (HP 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.

2. Physical Skills (ES 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.

1. **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.

2. **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.

3. **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 semesters 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, Norskkor, 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:

1. By enrolling in a single Paideia 450 course team-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 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.

1. 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.
2. 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.

3. 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.

4. 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:

1. Writing: Instruction and practice through Paideia 111/112, Paideia 450, and a designated writing course within the major (W). All writing courses will seek to accomplish these goals:
   - students will learn to craft a piece of writing for an anticipated audience with the appropriate organization, tone, style, and vocabulary;
   - students will develop skills in asking questions, finding and evaluating sources, constructing an argument, using evidence, and documenting sources;
   - students will develop a self-critical approach to writing and an understanding of revision as a means of questioning and of more adequately developing and effectively presenting initial ideas;
   - students will incorporate faculty feedback into at least one piece of writing either through revision or through application to a new assignment;
   - students will develop skills in the mechanics of writing, editing, and proof-reading.

2. Speaking: Instruction and practice through the first-year J-term seminar, the major, and the senior project.

3. Research: Instruction, practice, and application through Paideia 111/112, the major, and the senior project.
All-College Requirements: Legend

Common Ground

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<th>Code</th>
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<tr>
<td>BL</td>
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<td>Paid</td>
<td>Paideia 111/112</td>
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<td>Rel</td>
<td>Religion</td>
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<td>Skl</td>
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<td>Wel</td>
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Fields of Inquiry

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<tr>
<td>NWL</td>
<td>Natural World—Lab</td>
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<td>NWNL</td>
<td>Natural World—Nonlab</td>
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<td>HB</td>
<td>Human Behavior</td>
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<td>HBSSM</td>
<td>Human Behavior—Social Science Methods</td>
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<td>HE</td>
<td>Human Expression</td>
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<td>HEPT</td>
<td>Human Expression—Primary Texts</td>
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Integrative Understanding

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<th>Code</th>
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<td>Paid</td>
<td>Paideia 450</td>
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Perspectives and Skills

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<td>Speaking and Public Presentation</td>
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<td>W</td>
<td>Writing</td>
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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 engage in two J-Term experiences:

1) a 4-credit first-year seminar course (offered on many different topics each January under the course number 185; engages beginning students in significant responsibility for course presentation and interaction with their peers); and

2) 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 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:

   1. **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.

   2. **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.

   3. **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.

   4. 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.

Students can complete a registration form for directed or independent study or research.

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 (185) course.
- **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.
Majors and Minors

Majors

Luther College’s liberal education balances the breadth symbolized in the general requirements with the depth possible in an individual major. Each major incorporates a body of knowledge, a methodology, applications, and ethical concerns. Each student must complete one major according to catalog specifications, earning a C average (2.00) or better in the number of hours required in the major. The specific requirements for the various majors are listed 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 College.

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

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

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

In addition, IIM proposals should meet the following criteria:

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

2. CREDITS. An IIM proposal should have between 30 and 40 credit hours. At least 16 credits in the proposed IIM must be in courses numbered 300 and above. The IIM must designate a Writing course and specify a suitable Senior Project (1-4 credits) unless a Senior Project is completed with another major. Careful consideration should be given to the number of credits fulfilled through independent study or directed readings.

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

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

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

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

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

Minors

Students may designate a minor field of specialization, although minors are not required for graduation. The requirements for these academic minors are described in the catalog: Africana studies, anthropology, applied leadership studies, art, art history, biology, chemistry, Chinese studies, classics, classical studies, communication studies, computer science, dance, data science, economics, English, English writing, environmental science, environmental studies, exercise science, French, German, health promotion, history, identity studies, international business, international studies, journalism, linguistics, management, mathematics, museum studies, music, musical theatre, Nordic studies, philosophy, physics, psychology, religion, secondary education, social welfare, sociology, Spanish, theatre, and visual communication. Students must have a C (2.00) average in the number of hours required for the minor.
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 require formal writing and all senior projects will include a formal presentation. 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 on the Scholars program website, and requires the signatures of a faculty supervisor, the department head, the scholars program director, and the registrar. Interdisciplinary projects require the signatures of two faculty supervisors. 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.
3. The deadlines to drop the Senior Project without record and with a W differ from regular courses and are published on the academic calendar. Extra hours charges incurred as a result of registering for the senior project will not be remitted after the fourth week of the semester.
4. Departments will establish submission deadlines and locations. Students are expected to comply with any additional guidelines concerning the senior project that are specified by particular departments.

Residence

To qualify for the bachelor of arts degree from Luther College, a student must earn a minimum of 64 credit hours in full-time residence at the college. Credit hours earned on study abroad programs associated with Luther College are included in these 64 hours. The registrar and Curriculum Committee will review requests for exemptions from the 64-credit hour residency requirement. 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 at the end of the junior year and offer the last 32 hours for graduation from work in the professional school.

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.

Second Teaching Areas

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

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- Registration of Full-Time Students
- Registration of Part-Time Students
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- Class Attendance
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- Changes in Registration
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- Itinerant Status
- Withdrawal
- Administrative Withdrawal
- Student Presence on Campus While Separated from the College
- Readmission Requirements after Withdrawal

Calendar

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

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

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

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

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 charge 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 Financial Services office. 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 (four 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 semester, or more than 4 hours during the January term or summer sessions, must first secure permission from the registrar.

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

The minimum class load for full-time students is 12 semester hours. Under special circumstances, with the permission of the 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 Center for Academic Enrichment (CAE).

Academic Transcript

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

Changes in Registration

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

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

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

Auditing Courses

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

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

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

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 in each department (specific requirements may vary by department). Types of independent study include:

285: Directed Study. An opportunity to pursue individualized or experiential learning with a faculty member in the January term, at the sophomore level, either within or outside the major.
Sophomore: Students are classified according to the number of semester hours and grade points they have earned as follows:

Student Classification

**Sophomore:** 27 semester hours, 54 grade points

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

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

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

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

**Course by Arrangement.** Method of taking a regular curricular offering (same course number, description, and credits as listed in the catalog) by special arrangement or under special conditions outside the typical classroom setting. Note: Course by arrangement does not satisfy the J-Term II requirement.

The J-term II requirement can be completed with a 285, 375, 389, or 395 for 2 or 4 credits ONLY when completed in January. Can be graded CR/NC.

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

**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.

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

**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.

**Student Classification**

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

**Sophomore:** 27 semester hours, 54 grade points
Junior: 60 semester hours, 120 grade points

Senior: 94 semester hours, 188 grade points

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

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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Cr For courses taken on a credit/no credit basis (refer to regulations concerning registration on a credit/no credit basis) in which the student earns no less than a C- grade.

No Cr For courses taken on a credit/no credit basis in which a student earns less than a C- grade.

W For courses from which a student withdraws after the last day to add a course for the respective semester, term, or session, and before the last day to withdraw from a course for the respective semester, term, or session, as published on the academic calendar. Also for courses from which a student withdraws as part of a withdrawal from the college after the eighth week of the semester with the approval of the Student Life Office and the Dean’s Office. Discontinuing a course without an approved withdrawal results in a grade of F.

WR For courses from which a student withdraws within the first four weeks of the semester.

I An Incomplete grade is meant for students who are doing passing work or better but fail to complete the remaining course requirements due to circumstances beyond their control (e.g., illness). It is NOT meant for giving a failing student an opportunity to redo unsatisfactory work or to allow more time to complete the work when the reasons for the delay have been within the student’s control. In cases where an incomplete is appropriate, the instructor, in conversation with the student, establishes the deadline for completed work to be submitted (typically before the end of the subsequent semester; if the deadline needs to extend beyond that, the instructor should communicate with the Registrar). An instructor may recommend to the registrar an extension of this deadline in cases of special hardship. If no grade is submitted, an Incomplete grade will be replaced by an F at the conclusion of the subsequent semester.

Grade Point Average

1. All courses for which a grade of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, or F is recorded are computed in the grade point average.
2. The grade point average is determined by dividing the total number of grade points a student has earned in courses graded with A, A-, B+, B, B-, C+, C, C-, D+, D, D-, or F by the number of semester hours of work for which he or she received such grades.
3. Credits and grade points for work transferred from other schools are not counted in determining the Luther College grade point average.

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.”

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

Financial Aid and Academic Progress

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

Academic Warning, Probation, and Dismissal

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

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

**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 Center for Academic Enrichment to develop an academic success plan. First Year students who are placed on academic probation as a result of their fall semester GPA are required to enroll in GS 110 in the spring semester of their first year, even if the January term course grade results in removal 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.

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

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

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

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

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 who wish to apply for readmission begin the process by contacting the Registrar’s office and Center for Academic Enrichment. Applications for readmission are reviewed twice a year, in January and June. Students should contact college offices at least one month in advance to begin the process.

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. Please see “Readmission Requirements after Withdrawal” for additional information.

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.

Student Presence on Campus While Separated from the College

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

Readmission Requirements after Withdrawal

Students who wish to return to Luther must reapply for admission by contacting the Student Life Office. Reaplication 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. Applications for readmission are reviewed twice a year, in January and June. Other students who wish to return to the college will be reviewed by the Student Life Office and the Dean’s Office.
Curriculum

Course Organization

For convenience of reference the courses are listed alphabetically by discipline. When applicable, the current department head and/or program director name is included with each discipline listing. Information on general education requirements can be found on the related legend and detailed description pages.

Course Numbers

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

Special Topics

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

Divisional Structure

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

Division of Mathematics, Science, and Health

Biology, Chemistry, Computer Science, Health Promotion and Exercise Science, 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
The accounting major prepares students for career opportunities in public accounting, corporate finance, manufacturing, government service, healthcare, 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; MGT 150 or MATH 115 or an equivalent statistics course; ACCTG 150; MGT 250; MATH 141 or higher. Courses in which grades below C- are earned will not count toward fulfilling the foundation requirements and students must achieve at least a C average (2.0 GPA) in these courses. Ideally, these foundation requirements should be completed by the end of the sophomore year.

Also required are ACCTG 250, 353, 354, 358, 368, 465, 467, 490. The ACCTG 490: Senior Project 4 credit course is required to complete an accounting major. This course is intended to be a capstone for the major and includes a research component and presentation. The writing requirement is completed with ACCTG 467. (Accounting courses numbered above 300 are intended for students with junior standing.)

Students majoring in this area are encouraged to consider the following courses as electives: ECON 247, 248, MGT 353, COMS 132, SOC 101, POLS 130, PSYC 130, Data Science and Computer Science offerings.

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

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 (or other professional certifications) should consult with an accounting faculty member to plan their program of study.

View program learning goals for an explanation of learning outcomes in Accounting.

### 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.

**ACCTG 150 Fundamentals of Accounting**
- 4 hours

Prerequisites: ACCTG 110

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. The prerequisite may be satisfied with a high school accounting/bookkeeping course.

**ACCTG 250 Managerial Cost Accounting I**
- 4 hours

Prerequisites: ACCTG 150

This course examines the central role of managerial and cost accounting in the decision-making process of an organization. Topics include cost-volume-profit analysis, job costing, activity-based costing, flexible budgeting, variance analysis, inventory valuation, and cost behavior.

**ACCTG 353 Intermediate Accounting I**
- 4 hours

Prerequisites: ACCTG 250 and junior standing

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

**ACCTG 354 Intermediate Accounting II**
- 4 hours

Prerequisites: ACCTG 353
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.

**ACCTG 357 Accounting for Government and Nonprofit Entities**

- 2 hours
- Prerequisites: ACCTG 150 and junior standing

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

**ACCTG 358 Managerial Cost Accounting II**

- 4 hours
- Prerequisites: ACCTG 250

Advanced course in managerial and cost accounting concepts and practice. Topics include profitability analysis, cost allocation methods, cost management, process costing, inventory management, capital budgeting, transfer pricing, and performance measurement.

**ACCTG 368 Federal Income Taxation**

- 4 hours
- Prerequisites: ACCTG 150 and junior standing.

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

**ACCTG 465 Advanced Accounting**

- 4 hours
- Prerequisites: ACCTG 354

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

**ACCTG 467 Auditing and Assurance Services**

- 4 hours
- Prerequisites: ACCTG 354 and senior standing

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

**ACCTG 485 Seminar**

- 1, 2, or 4 hours

**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.
Africana Studies

Char Kunkel (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 minor:** IDS/AFRS 135, plus four other courses in IDS/AFRS.

View program learning goals for an explanation of learning outcomes in Africana Studies.

Africana Studies Courses

**AFRS 135 African-American History**

- **4 hours**
- Fulfills: Human Behavior, Historical, Intercultural

This course is a survey of African-American history from the 15th century to the present. Eras and topics include the trans-Atlantic slave trade, slavery in the Americas, the Civil War and Emancipation, segregation, the Great Migration, the Great Depression and World War II, the modern black freedom struggle, and the post-civil rights era. The class emphasizes how African Americans constructed individual and collective selves, created livelihoods, formed families, communities, and institutions, fashioned cultures, defined citizenship, and consistently defied notions of a monolithic “black community.” Centering African Americans’ words, actions, and artistic creations and the ways they interacted with other cultures and peoples within the Americas and abroad, this course investigates how African Americans shaped and were shaped by the many worlds they traversed. (Same as HIST 135 and IDS 135)

**AFRS 147 Literature of the African Peoples**

- **4 hours**
- Fulfills: Human Expression—Primary Texts, Historical, Intercultural
- Prerequisites: PAID 111 or transfer equivalent

Modern African writers are some of the most dynamic and innovative writers as they draw from and respond to different literary traditions, such as their own oral and written traditions, as well as European models. This course serves as an introduction to the various themes and styles of written literature of the 20th century. Central to discussion will be an analysis of gender within various African cultural contexts. Understanding constructions of masculinity and femininity, dominant female and male roles in society, and the ways in which the works challenge traditional norms of gender will be priorities within applied theoretical approaches. (Same as ENG 147 and IDS 147)

**AFRS 171 History of Africa to 1880**

- **4 hours**
- Fulfills: Human Behavior, Historical

Survey of African history from the earliest times to roughly about 1880. The course begins with the historical development of Africa’s still-vital cultural, linguistic, social and economic systems and moves on to examine the Islamic and Christian impact on these systems through the era of Atlantic slave trade. The course concludes by discussing the ways in which early European colonialism affected the African past. (Same as HIST 171 and IDS 171)

**AFRS 172 History of Modern Africa**

- **4 hours**
- Fulfills: Human Behavior, Historical, Intercultural

This course surveys the history of sub-Saharan Africa from the 1880s to the present. The course examines African life under European colonial domination (from about 1880 to about 1960) and under independent states which succeeded colonial governments after 1960. A primary aim of this course is to explore the diversity of human experience in Africa during the colonial and post-colonial periods. The course makes use of several primary documents to portray ways in which men and women have dealt with the challenges of living in 20th- and 21st-century Africa. (Same as HIST 172 and IDS 172)

**AFRS 221 Anthropology in East Africa: Forces of Culture Change Among the Massai**

- **4 hours**
- Fulfills: Human Behavior—Social Science Methods, Intercultural

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,
AFRS 235 The Long Civil Rights Era: Black Nationalism to Black Power

4 hours
Fulfills: Human Behavior, Historical

Adopting a “Long Civil Rights Movement” framework, we will examine how African Americans adopted various strategies to bring effective meaning to their citizenship status and expand the boundaries of American democracy. Instead of limiting our study to the “classical phase” of the movement between 1954 and the early 1970s, we will begin in the 1930s and end with contemporary activism such as the Black Lives Matter movement. Through an extended periodization of what is traditionally considered the Civil Rights Movement, the class reveals how the struggle for civil rights was not a singular moment in the mid 20th century, by a sustained, multidimensional, ideologically diverse movement that continues to the present. Using a range of primary and secondary sources, we will pay particular attention to the regional dynamics of African American civil rights movements and the role of gender in these movements. (Same as HIST 235 and IDS 235)

AFRS 240 Africana Women’s Writing

4 hours
Fulfills: Human Expression—Primary Texts, Intercultural
Prerequisites: PAID 111 or transfer equivalent

A study of writing by selected Africana women writers from Africa, the Caribbean, the United States and elsewhere in the African diaspora. Topics may vary by geographic region or theme. (Same as ENG 240 and IDS 240)

AFRS 247 History of Jazz

4 hours
Fulfills: Human Expression—Primary Texts, Historical, Intercultural

A survey of the history and development of jazz, from the 1890s to the present. Includes origins and early jazz through the modern jazz era. Listening activities focus on the major figures of each historical period. Offered alternate years. (Same as MUS 247 and IDS 247)

AFRS 251 African-American Literature

4 hours
Fulfills: Human Expression—Primary Texts, Intercultural
Prerequisites: PAID 111 or transfer equivalent

A survey of African-American literature with special attention to the intersection of race, class, and gender as writers engage with the struggle to achieve the democratic promises of freedom, justice and equality. Primary emphasis will be on literature written since 1920 when the Harlem Renaissance began. Includes authors such as Frederick Douglass, Harriet Jacobs, Langston Hughes, Richard Wright, Zora Neale Hurston, Ralph Ellison, James Baldwin, Alice Walker, and Toni Morrison. (Same as ENG 251 and IDS 251)

AFRS 271 African Diaspora

4 hours
Fulfills: Human Behavior—Social Science Methods, Historical, Intercultural

This course explores the global experiences of people of African descent. Students will study the human experiences of Africans in the Indian Ocean world, the trans-Saharan trade and the Trans-Atlantic slave trade. Geographical areas include Asia, the Caribbean, and Latin America. Particular attention will be given to the web of interrelated histories, social dynamics, political, and economic processes affecting and reflecting world cultures and histories. (Same as HIST 271 and IDS 271)

AFRS 331 Topics in African American History

4 hours
Fulfills: Human Behavior—Social Science Methods, Historical
Prerequisites: PAID 112 or transfer equivalent

In-depth study of a selected topic in African American history. Instruction in this course will require students to read and access monographs written by prominent historians related to the topic. This course will require intensive engagement with primary and secondary sources in writing. Topics may include but are not limited to: Black Family History; Black Urban History; The Hip Hop Generation, 1975-2015.

AFRS 345 Constructs of Race and Racialization

4 hours
Fulfills: Human Behavior—Social Science Methods, Intercultural
This course examines the social construction of race as a concept and the racialization of US society. An assessment of how racialization has changed over time and has created various interactions between groups from Whites and enslaved Africans, Mexicans and Native Americans to present day race relations. We also examine how racialization both determines and impacts social structures and the attainment of societal honors, rewards and power in modern society. (Same as SOC 345 and IDS 345)

AFRS 371 Topics in African History

- Prerequisites: SOC 101

In-depth study of a selected topic in African history. Instruction in this course will require students to read and assess monographs by African historians on the topic. Topics may include but are not limited to apartheid in South Africa and Zimbabwe, decolonization, nationalism, environmental history of sub-Saharan Africa. (Same as HIST 371 and IDS 371)

AFRS 391 Topics in Africana History

- Prerequisites: PAID 112 or transfer equivalent

In-depth study of a selected topic in Africana history, emphasizing links between the African continent and the African diaspora. Instruction in the course will require students to read and assess monographs written by prominent historians related to the topic. This course will require intensive engagement with primary and secondary sources in writing. AFRS 391/HIST 391 explores how people of African descent on the continent and in the diaspora interacted with each other and with European colonial powers. The course explores interactions across empire and national boundaries as well as between different cultural groups. Topics may include but are not limited to: Comparative Slavery, Pan-Africanism, Black Internationalism.
Allied Health Sciences

Brian Solberg (department head)

Allied health professions refer to occupations that support, aid, and increase the efficiency of the physician, dentist, or primary healthcare specialist. The allied health sciences major is designed to expose students to the biological, chemical, and physical sciences in preparation to pursue an advanced degree. Coursework emphasizes the anatomical structure and physiological function from the cellular to systemic level. Courses incorporate rigorous academic study along with laboratory learning and hands-on techniques that aim to prepare students to meet the needs of their chosen profession. Successful completion of this major allows students to pursue graduate education in the allied health science fields including physical therapy, occupational therapy, athletic training and others. It is recommended that students discuss the correlative requirements for the graduate degree of their choice with their advisor to assure the student’s viability as a graduate school candidate.

**Required for an Allied Health Sciences major:** ES 261 or BIO 115, ES 264, 343, 366, 490; BIO 151, 152; BIO 116 or 255; CHEM 141 (or 151 or 201); PHYS 151; MATH 115 or BIO 256. Writing requirement completed with ES 343. Students majoring in Allied Health Sciences and Biology may only use 3 courses to satisfy requirements for both majors.

**Recommended Correlatives:** PSYC 130, 240, 465; PHYS 152, CHEM 152, SCI 110, ANTH 102 or 208. Students are encouraged to consult their adviser regarding course requirements for graduate school.

View program learning goals for an explanation of learning outcomes in Allied Health Sciences.
Anthropology

Maryna (Bazylevych) Nading (department head and 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, archaeological anthropology, 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; ANTH 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.

View program learning goals for an explanation of learning outcomes in Anthropology.

**Anthropology Courses**

**ANTH 101 Cultural Anthropology**

- 4 hours
- Fulfills: Human Behavior—Social Science Methods, Intercultural

A study in what it means to be human, this course uses the concept of culture to account for the tremendous variety of practices and beliefs throughout the world. Students will also examine patterns in human behavior, addressing cultural similarities as well as cultural differences. Course content provides insight into how cultural anthropologists do what they do - what methods they use to study culture and what ethical issues they may encounter while doing so. Students will be expected to engage some of these anthropological methods by completing a series of ethnographic exercises. Through the study of anthropological works and practice with ethnographic methods, the course will prepare students to apply the anthropological approach as they navigate an increasingly diverse and globalized world.

**ANTH 102 Biological Anthropology**

- 4 hours
- Fulfills: Human Behavior—Social Science Methods

Biological anthropology focuses primarily on the physical development of the human species. This course serves as an introduction to the various lines of inquiry that comprise this sub-field of anthropology. Primary topics include a survey of human biological and cultural evolution, genetics and the mechanics of evolution, non-human primates, and forensic anthropology.

**ANTH 103 Linguistic Anthropology**

- 4 hours
- Fulfills: Human Behavior—Social Science Methods, Intercultural

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.
ANTH 104 Archaeology

- 4 hours
- Fulfills: Human Behavior—Social Science Methods, Historical

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.

ANTH 110 Going Global: Preparing to Study Abroad

- 1 hour

This course will prepare you to travel to another country and immerse yourself in another culture. Successful study abroad involves ethical, culturally sensitive, active engagement with your host culture and requires developing habits of purposeful self-reflection. Together we will critically examine our motivations and goals for studying abroad, explore visible and invisible dimensions of culture, enhance our understanding of cultural self-identity, and raise awareness of the lens through which we view others and others view us. Ultimately you will learn important skills that will empower you to become a culturally sensitive and self-reflective traveler in life rather than just a tourist.

ANTH 203 Environmental Anthropology

- 4 hours
- Fulfills: Human Behavior, Intercultural

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.

ANTH 204 Migration and Borders in a Global Age

- 4 hours
- Fulfills: Intercultural, Human Behavior—Social Science Methods

This course captures the broadest possible spectrum of the migration experience, from the violence and suffering caused by the practices of social, economic, political, and cultural exclusion, to the sympathy, solidarity, and respect expressed in practices of social inclusion. Students will engage in critical reading of contemporary ethnographies of migration to explore: (1) how global migration flows are shaping the lives of persons who move across national borders, and (2) how these people are affected by the practices of social exclusion or invisible borders. The case studies will mainly focus on undocumented migration between Latin America and the United States, but other world areas will also be considered.

ANTH 205 Religion and Culture

- 4 hours
- Fulfills: Religion, Human Behavior, Intercultural

What is religion? When and how did it develop? Is religion a human universal? What features, if any, are common to all religions? How and why do religions change, and what happens when different systems of religious belief and practice come into contact? This introduction to the anthropology of religion explores these questions and others through in-depth case studies from the ethnographic literature, comparisons made across cultures, and the theoretical works of anthropologists and other scholars. Though some attention is given to the world’s major religions, the course emphasizes the religious traditions of indigenous peoples around the globe. (Students may use this course to fulfill either the second Religion requirement or the Human Behavior requirement, but not both.)

ANTH 208 Medical Anthropology

- 4 hours
- Fulfills: Human Behavior, Intercultural

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 economics 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.

ANTH 209 Born to Run

- 4 hours
- Fulfills: Human Behavior

Humans possess a capacity for endurance running that is virtually unmatched in the natural world. Understanding this capacity requires
consideration of its biological and cultural dimensions. The physiology of long distance running can only be understood by studying the larger environmental and behavioral conditions under which it evolved. Similarly, ethnographic accounts from diverse cultural groups provide essential insights for understanding the meanings of and reasons for running among modern humans. This course uses each perspective to provide insight into the "how" and "why" of this phenomenon and will examine associated topics such as barefoot running, optimal running speed, and the relationship between genetics, gender, and running performance.

ANTH 210 Qualitative Research Methods in Anthropology

- 4 hours
- Fulfills: Human Behavior—Social Science Methods
- Prerequisites: ANTH 101

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.

ANTH 211 Quantitative Research Methods in Anthropology

- 4 hours
- Fulfills: Human Behavior—Social Science Methods
- Prerequisites: ANTH 102 OR ANTH 104

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.

ANTH 221 Anthropology in East Africa: Culture Change Among the Maasai

- 4 hours
- Fulfills: Human Behavior—Social Science Methods, Intercultural

The Maasai pastoralists of Tanzania and Kenya are experiencing rapid culture change in response to global, national, and local forces. In this course we will study "traditional" Maasai culture and examine the ways in which the Maasai of northern Tanzania are adapting to changing social, political, economic, and environmental conditions. Topics to be explored include the shift from herding to agropastoralism; the tension between traditional and formal modes of education; the adoption of Christianity in place of or alongside traditional religion; changes in coming-of-age rituals; cultural dimensions of health, illness and healing; challenges to traditional gender ideology; the Maasai relationship to their environment; and the impacts of ecotourism, cultural tourism, and wildlife conservation programs on the pastoral way of life. From bases near the city of Arusha and the small town of Monduli students will interact with Maasai people in urban and rural marketplaces; in schools, medical facilities, and places of worship; and at Maasai bomas (family compounds) in the bush. We will also visit the Ngorongoro Crater Conservation area and the Oldoinyo Lengai volcano and pilgrimage routes in in order to explore the tension between pastoralism, wildlife conservation programs, and tourism. Offered January term. (Same as AFRS 221 and IDS 221)

ANTH 264 Pre-Columbian and Native American Art

- 4 hours
- Fulfills: Human Expression—Primary Texts, Intercultural

This course will examine the diverse artistic traditions of the Americas from the pre-contact period to the present day. Emphasis will be placed on situating artistic production within its cultural context and examining how pre-contact practices continue to inform contemporary artistic production. (Same as ART 264)

ANTH 301 Experimental Archaeology

- 4 hours
- Prerequisites: ANTH 104

The anthropological study of material culture and technology provides a wealth of information about human behavior. This course will use ethnographic analogy and experimental archaeology as tools for reconstructing a specific example of prehistoric technology. We will search for and analyze relevant ethnographic data, design and implement replicative experiments based on this data, and evaluate the effectiveness of the results for interpreting the archaeological record. In the process of recreating past technology we will explore how the analysis of material culture and technology can be used to understand topics such as cognition, social boundaries, gender, and symbolism.

ANTH 302 Field Methods in Archaeology

- 6 hours
- Fulfills: Human Behavior—Social Science Methods
- Prerequisites: ANTH 104

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).

**ANTH 303 Consumerism and Sustainability: An Anthropological Perspective**

- 4 hours
- Fulfill: Intercultural, Human Behavior—Social Science Methods
- Prerequisites: ANTH 101

Consumerism and Sustainability: An Anthropological Perspective. The world is in the midst of unprecedented social and cultural changes. One important dimension of this global change is the dramatic increase in the consumption of goods manufactured, designed and/or marketed by corporations based mainly in Europe and North America. The consumption of ‘northern’ goods of all kinds threatens the stability and diversity of the natural environment in many ways. Some also argue that, at the local level, consumption constitutes the greatest contemporary threat to the continued existence of local traditions, local cultures and local economic autonomy. In this course, we will pay special attention to some of the linkages between consumer culture and environmental problems, tracing the chains of cause and effect that connect particular kinds of consumption to specific places, resources, people, and interests. At the end of the course, we will discuss about the anti-consumption, sustainable consumption and other activist strategies for changing the direction of consumer society, possibly including a field visit to an off-the-grid farm in the Decorah area.

**ANTH 305 Remote Sensing in Archaeology**

- 4 hours
- Fulfill: Natural World—Nonlab
- Prerequisites: ANTH 104

The use of technology to remotely detect and investigate archaeological data in a noninvasive manner is an increasingly important component of modern archaeological research. This class examines the history, theory, and application of various remote sensing methods, with an emphasis on near surface geophysical and aerial photography methods. Students will apply this knowledge to design and implement a remote sensing investigation of a local archaeological site and learn how to analyze, interpret, and present the resulting data.

**ANTH 306 Sugar, Strawberries and Pills: Anthropology of Commodity Chains**

- 4 hours
- Fulfill: Intercultural, Human Behavior

Our class will embark on an exploration of social histories of commodity chains, such as sugar, oil, diamonds, coffee, strawberries, pharmaceuticals, and others. We will explore the ways in which commodity flows connect people, places, images, ideologies, and capital around the globe in multidirectional, hierarchical, and uneven exchange. We will contextualize the large-scale political, economic, and cultural processes in the everyday realities of particular societies and everyday experiences of regular people. In other words, this course will study globalization from below. We will address questions such as: how do men and women around the world engage with various commodities? How is globalization implicated in people’s wellbeing, occupations, family lives, intimacies, futures? Our class will challenge you to think about the interactions between the issues of social justice, human rights, and the anthropological dedication to cultural rights. Ultimately, we will consider what the commodity chains mean to stability and prosperity of various communities around the world, as well as challenge us to see where we are positioned in the flow of certain commodities.

**ANTH 401 Anthropological Theory**

- 4 hours
- Prerequisites: ANTH 101, 104 and junior standing

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.

**ANTH 490 Senior Project**

- 1, 2, or 4 hours
Applied Leadership Studies

Brian Solberg (department head)

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

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

**Applied Leadership Studies Minor:** A minimum of 18 credits including LS 130, LS 132, LS 225 or 226, LS 380, LS 420, LS 450; COMS 130; one elective from LS 375, SCI 140, COMS 132, COMS 239, COMS 236, REL 234, MGT 240, ENG 214, approved January term electives.

View program learning goals for an explanation of learning outcomes in Applied Leadership Studies.

**Applied Leadership Studies Courses**

**LS 130 Foundations of Experiential Leadership**

- **2 hours**

  This course examines contemporary and historical leadership theories and practices that have effectively instilled change in education, behavior, and societal perspective. Students will explore personal leadership styles through an experiential philosophy that identifies avenues for critical analysis by exploring necessary conditions and considerations in modeling effective leadership strategy and decision making processes. All students will complete a personal leadership profile referencing course discussions, lectures, readings, guest speakers, and case studies covered in the class. This course is designed to provide an introductory overview of measurable principles that relate to purpose and action of effective leadership. Previously PE 130. Students may not earn credit for both PE 130 and LS 130.

**LS 132 Principles of Team Dynamics**

- **2 hours**

  This course is designed to examine leadership dynamics related to team engagement, oversight, development, and influence. Students in this course will explore how both leader and team member awareness of competency levels (perceived and actual) directly relate to individual performance and team contribution. Through class dialogue, readings, research, and numerous case study analyses of well-known leaders, this class takes an in-depth look at leadership effectiveness and evaluation considerations for determining team leader effectiveness. Topics including relational skill development, varying leadership models, diversity, the educational art of teaching, ethical principles, collaboration, and styles of communication will be discussed from the perspective of improving the performance of a team.

**LS 225 Organizational Leadership: Change Theory and Practice**

- **2 hours**
  - Fulfills: Skills

  This course will examine how an adventure education discipline can enhance thoughtful leadership practice that influences learning, teaching, goal setting, interpersonal dynamics, success, failure, and risk benefit factors. Through scholarly literature and experience-based referencing, the evolution of adventure education will be explored and evaluated to compare and contrast how action-based learning models develop leadership styles, life-skills, and perceived competency. Students in this course will utilize adventure disciplines that include initiative games, outdoor activities, and a variety of interactional experiences to enhance course discussion with application to program design, technical skills, and liability for “ground level” adventure education programming. Students who complete this course will be prepared to facilitate experiential challenge and play activities in compliance with ACCT (Association of Challenge Course Technology) standards. No climbing to height is required in this class.

**LS 226 Challenge Course Programming: Theory and Practice**

- **2 hours**
  - Fulfills: Skills

  This course will examine how an adventure education discipline can enhance thoughtful leadership practices that influence learning, teaching, goal setting, interpersonal dynamics, success, failure, and risk benefit factors. Through scholarly literature and experience-based referencing, the evolution of adventure education will be explored and evaluated to compare and contrast how action-based learning models develop leadership styles, life-skills, and perceived competency. Students in this course will utilize the adventure discipline of ropes/challenge course training and experience to facilitate course discussion with application to program design, technical skills, and liability. Students who complete this course will be prepared to pursue entry level testing for ACCT (Association of Challenge Course Technology) challenge course certification. Previously PE 226. Students may not earn credit for both PE 226 and LS 226.
LS 380 Internship

1, 8 hours

LS 420 Practicum I: Leadership in Action

1 hour

Prerequisites: COMS 130, LS 130, LS 225 or 226, and LS 380 (2 credit minimum).

This practicum provides students with an opportunity to gain hands-on experience in a working environment of their choice. Students will be encouraged to pursue a primary internship experience (prerequisite or co-requisite) in a professionally focused opportunity that directly complements their major discipline of study. The blending of life-skills with discipline-specific knowledge is a fundamental learning objective of this practicum. Details regarding scheduling, assignments, and final paper requirements directly relating leadership theory and analysis to the internship experience will be provided to students by the faculty supervisor.

LS 450 Practicum II: Action Based Research: Leadership Capstone

1 hour

Prerequisites: COMS 130, LS 130, LS 225 or LS 226, and LS 380 (minimum of 2 credits).

This practicum provides students with an opportunity to evaluate the execution of leadership principles, planning, and action at a working environment of their choice. Students will be encouraged to pursue a second internship experience in a professionally focused environment that directly complements their major discipline of study. Students in this internship will have the opportunity to design and implement a leadership-focused action research study. As a capstone experience, this practicum incorporates an instructional method where site and faculty supervisors guide the student through an inquiry process where potential for improvement is identified, a plan or project is designed and implemented, final evaluation is analyzed, and a summative research paper on the process is written. A final presentation is required. The same internship may be used for this second practicum as the first.
Art

Jeff Dintaman (department head)

The art program at Luther College encourages student artists to engage in a visual language within a liberal arts community. Studio work complements the language of other disciplines, which in turn nurtures, enriches and strengthens 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: 30 credit hours, including ART 103, 108, 111, and 320; 16 additional credit hours in art at the 200-level or higher, of which at least 4 of these credits must be a 4-credit course at the 300-level or higher. Writing requirement fulfilled with ART 320.

Correlative Requirement: In addition to the above 30 credit hours, 8 credits in Art History are required (ARTH 252 and one additional 4-credit course selected from art history at the 200-level or higher).

Professional Development: Majors are required to attend a minimum of 12 art colloquia. Art colloquia events occur approximately 10 times during the academic year, and include lectures, discussions, and workshops led by visiting scholars, faculty, and student researchers. Students should plan on attending colloquia events regularly over their four years at Luther. Declared art majors are expected to attend as often as possible.

Required for a (Studio) Art minor: ART 103; ART 108 or 111; and four additional 4-credit courses in Art, at least two of which must be at the 200 level, and at least one of which must be at the 300-level.

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 or art history.

View program learning goals for an explanation of learning outcomes in Art.

Art Courses

ART 101 Art Matters

- 4 hours
- Fulfills: Human Expression—Primary Texts

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.

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.

ART 104 Foundations: Visual Thinking

- 4 hours
- Fulfills: Human Expression

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.

ART 108 Foundations: Drawing

- 4 hours
- Fulfills: Human Expression

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.

ART 111 Foundations: Sculpture
Contemporary sculpture encompasses a wide spectrum of ideas, forms and materials. In this course students will explore a variety of readily available materials along with found objects to explore some prominent considerations and themes in sculpture. The primary goals of the course are to explore and question how objects, materials, structures, and spaces are implicated in relation the maker and their audience in the creation of sculptural experiences.

ART 114 Sequential Art, Animation and the Graphic Novel

- 4 hours
- Fulfills: Human Expression

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.

ART 121 World Pottery

- 4 hours
- Fulfills: Human Expression

Geared primarily toward non-majors, 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.

ART 200 Painting I

- 4 hours
- Fulfills: Human Expression
- Prerequisites: ART 108

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.

ART 205 Art and Technology

- 4 hours
- Fulfills: Quantitative

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.

ART 206 Graphic Design I

- 4 hours
- Fulfills: Human Expression

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.

ART 207 3D Modeling and Animation

- 4 hours
- Fulfills: Human Expression

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.

ART 208 Life Drawing

- 4 hours
- Fulfills: Human Expression
- Prerequisites: ART 108

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.

ART 209 2D Studio I

- 4 hours
- Fulfills: Human Expression
- Prerequisites: ART 108

This studio course broadens the approach of 2-D work through the intersection of painting, drawing, collage, and printmaking. Technical methods and design problems will be investigated through the combination of multiple media. Color theory and design practice will be employed to explore conceptual problems.
ART 210 Ceramics I

- 4 hours
- Fulfills: Human Expression
- Prerequisites: Recommended 100 level Art course, ART III preferred.

This course is designed as survey of ceramic methods focusing on handbuilding processes, the basic mechanics of the potter’s wheel, and a variety of surfacing and glazing techniques. Aspects of ceramic history and contemporary practices will also be explored. Assignments will focus on technical applications while engaging specific problems and ideas engendered in the material of clay and ceramic objects.

ART 216 Printmaking I

- 4 hours
- Fulfills: Human Expression
- Prerequisites: ART 108

An introduction to the aesthetic and technical considerations of the printed image through exploration of a variety of basic printmaking processes.

ART 217 Wheel Throwing

- 2 hours

This is a technical pottery course introducing and continuing the functions of the potter’s wheel in production of utilitarian pottery forms. Students will explore beginning wheel techniques in the making of cups and bowls. Student’s taking this course with some familiarity with the potter’s wheel and functional ceramics will be encouraged to continue their advancement beyond beginning techniques.

ART 218 Photography I

- 4 hours
- Fulfills: Human Expression

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. Students will examine why photography is important in today’s art world. A personal DSLR camera is highly recommended.

ART 231 4D Art Lab I

- 4 hours
- Fulfills: Human Expression

This studio course introduces students to time-based media in the production of contemporary art. Focusing on the way time engages and transforms Art production, students will explore digital video, performance art, and socially engaging art in a way that encourages disciplinary intersections.

ART 290 Art in Cultural Perspective

- 4 hours
- Fulfills: Human Expression—Primary Texts, Intercultural

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.

ART 300 Painting II

- 4 hours
- Prerequisites: ART 200

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.

ART 306 Graphic Design II

- 4 hours
- Prerequisites: ART or THE 206

Through a combination of digital and analog media, students will create applied design projects integrating multimedia tools to convey ideas and to generate original content. The course emphasizes image-based concept development, interactive design, planning for print and digital media, and the development of art direction skills.

ART 307 3D Modeling and Animation II

- 4 hours
This course expands on computer based 3-D animation with emphasis on asset creation for specific platforms such as animation, game development, or 3D design. Students will be expected to design fully realized and useable assets for their chosen platform. Offered alternative years.

**ART 309 2D Studio II**

- 4 hours
- Prerequisites: ART 200, 206, 208, 209, 216 or 218

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 art. Intersections between painting, drawing, printmaking, collage, and photographic processes will be explored as well as the installation of media in space.

**ART 310 Ceramics II**

- 4 hours
- Fulfills: Human Expression
- Prerequisites: ART 110 or ART 210

This course expands the vocabulary of ceramic materials and techniques. Processes and techniques will be directed in individual and group projects questioning design, function and the expanding potential of sculptural outcomes. Greater emphasis will be placed on developing individual ideas by directing the ceramic process to address concepts in contemporary art and ceramics. This course will also delve deeper into topics of ceramic history and contemporary ceramic practices questioning the role of ceramic objects and our relationships with and to them.

**ART 311 Installation**

- 4 hours
- Prerequisites: ART 111 and any 200-level Studio Art Course

This course is designed to encourage interdisciplinary practices in the creation of art installation through individual and collaborative investigations. Projects, readings and discussions will center around how materials, objects, and space inform and direct an installation experience.

**ART 316 Printmaking II**

- 4 hours
- Prerequisites: ART 216

This course focuses on expanding and enriching practices related to the creation of original prints, including the exploration of alternative printmaking processes and the development of multi-colored images.

**ART 318 Photography II**

- 4 hours
- Prerequisites: ART 218

This studio course will be a further exploration of photography. Assignments will become more self-directed. Exploration of new techniques and materials, such as film based work or alternative printing methods, will be stressed in the course. Connections to photographers of note, both current and historically relevant, will be made through the work created by the students.

**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.

**ART 331 4D Art Lab II**

- 4 hours
- Prerequisites: ART 231

This course focuses on the artifact of time in 4D works. This studio art course moves students beyond the use of video and time-based media as art-making tools and asks them to consider the ways film, digital video, performance art, installation, and other time-based media impact our understanding of art and experience.

**ART 384 Studio Projects**

- 4 hours
- Prerequisites: ART 216
ART 400 Painting III

2 hours
Prerequisites: ART 300

The course is designed to allow Art Majors and Minors interested in painting to continue to pursue studio work and conversations in the field of painting. Students at this level will be responsible for individualized work and will dialog and critique with Painting II students.

ART 406 Graphic Design III

2 hours
Prerequisites: ART 306

This course is designed to allow Art Majors and Minors interested in painting to continue to pursue studio work and conversations in the field of graphic design. Students at this level will be responsible for individualized work and will dialog and critique with Graphic Design II students.

ART 409 2D Studio III

2 hours
Prerequisites: ART 309

This course is designed to allow Art Majors and Minors interested in painting to continue to pursue studio work and conversations in the field of 2-Dimensional practices. Students at this level will be responsible for individualized work and will dialog and critique with 2D Studio II students.

ART 410 Ceramics III

2 hours
Prerequisites: ART 310

This course is designed to allow Art Majors and Minors interested in ceramics to continue to pursue ceramic works and conversations in the field of ceramics. Students at this level will be responsible for individualized work and will dialog and critique with Ceramics II students.

ART 416 Printmaking III

2 hours
Prerequisites: ART 316

This course is designed to allow Art Majors and Minors interested in painting to continue to pursue studio work and conversations in the field of printmaking. Students at this level will be responsible for individualized work and will dialog and critique with Printmaking II students.

ART 418 Photography III

2 hours
Prerequisites: ART 318

This course is designed to allow Art Majors and Minors interested in painting to continue to pursue studio work and conversations in the field of photography. Students at this level will be responsible for individualized work and will dialog and critique with Photography II students.

ART 487 Art Colloquium

0 hours

Art colloquia events occur approximately 10 times during the academic year, and include lectures, discussions, and workshops led by visiting scholars, faculty, and student researchers. Students should plan on attending colloquia events regularly over their four years at Luther. Declared art majors are expected to attend as often as possible.

ART 490 Senior Project: Research

2 hours

An intensive seminar that will focus on contemporary conversations in art and art practices. The course format will center on student-led discussions and critiques of student work. Students will conduct individual investigations into their practice by both making work and through the development of contextual research, culminating in the preparation of the exhibition proposal. To complete the all college senior project requirement, a student must also complete Art 491.

ART 491 Senior Project: Exhibition

2 hours
Prerequisites: ART 490

A self-directed project that fulfills the all-college senior project requirement. Students will focus on creating a new body of work for exhibition. This project also includes: a research statement, an artist statement, CV, and a Visual Portfolio of works. Students will orally defend their project exhibition.
Art History

Jeff Dintaman (department head)

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

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

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

**Required for a minor:** Six courses (22 credits) are required. This includes the art history core: ARTH 251, 252, 379, plus one course selected from the following ARTH 362, 364, 368, and two of the following ARTH 262, 264, 266, 362, 364, 368; CLAS 270, 275, 330; DAN 264; FREN 220; ART 320; HIST 226; IDS 260, 264; PHIL 240, 300. Other courses may count towards the minor upon department approval.

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

View program learning goals for an explanation of learning outcomes in Art History.

Art History Courses

**ARTH 251 Survey of Western Art I**

- 4 hours
- Fulfills: Human Expression—Primary Texts, Historical

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.

**ARTH 252 Survey of Western Art II**

- 4 hours
- Fulfills: Human Expression—Primary Texts, Historical

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.

**ARTH 262 American Art**

- 4 hours
- Fulfills: Human Expression—Primary Texts, Historical

This course will survey the history of art in the United States from the colonial period through the 20th century. The class will address the meaning of and controversy surrounding the idea of a strictly “American” art. We will discuss ways in which our relatively new country sought to define itself through visual media.

**ARTH 264 Pre-Columbian and Native American Art**

- 4 hours
- Fulfills: Human Expression—Primary Texts, Intercultural

This course will examine the diverse artistic traditions of the Americas from the pre-contact period to the present day. Emphasis will be placed on situating artistic production within its cultural context and examining how pre-contact practices continue to inform contemporary artistic production. (Same as ANTH 264)

**ARTH 266 The Photograph and Photographic Image**

- 4 hours
From photography's invention in 1839, artists have both celebrated the medium and feared its effect on their craft. This class will trace the development of photography throughout the twentieth century from its artistic beginnings in America with the Photo-Secession movement, to the mid-century adoption of a 'straight' aesthetic, to the ascendancy of photography in a post-painting art world.

**ARTH 362 19th Century Art**

- 4 hours
- Fulfills: Human Expression—Primary Texts, Historical
- Prerequisites: ARTH 252

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.

**ARTH 364 20th Century Art**

- 4 hours
- Fulfills: Human Expression—Primary Texts, Historical
- Prerequisites: ARTH 252

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.

**ARTH 368 Gender in Art**

- 4 hours
- Fulfills: Human Expression—Primary Texts
- Prerequisites: ARTH 252 or IDS 101

Taking Linda Nochlin's seminal essay, "Why Have There Been No Great Women Artists?" as our starting point, this course will explore the place of gender in the history of art. We will explore both images of men and images of women, as well as the differing roles afforded to male and female artists across time. We will examine assumptions we and others make about women, gender, art, culture, queer theory, and feminism. (Same as IDS 368)

**ARTH 379 Art History Methods**

- 2 hours
- Prerequisites: ARTH 252

This course will offer advanced students the opportunity to explore methods of art historical research and analysis, as well as historiography.
Biblical Languages

Dan Davis (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.

View program learning goals for an explanation of learning outcomes in Biblical Languages.
Biology

Kirk Larsen (department head)

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

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

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

Plan 1 (non-teaching): Minimum of 32 hours in biology, including BIO 151, BIO 152, BIO 201, and BIO 490; 20 hours in biology numbered above 201 including at least one W course, one R course, 16 hours in biology lab courses and 4 hours in a biology course numbered 340-370; CHEM 151 and CHEM 152, or CHEM 201; MATH 141 (or higher) or BIO 256 or PSYCH 350 (note: if BIO 256 is used to fulfill this quantitative/statistics requirement within the major, it does not count towards the 20 hours in biology numbered above 201). No courses numbered 185 may be used to fulfill the major. No more than 4 hours from biology 371-399 can be applied toward the major. Transfer students must complete at least four biology courses (four hours each) at Luther.

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

- ecology or evolution (BIO 354 or 365, 354 is recommended)
- microbiology or physiology (BIO 243, 255, or 262)
- botany or zoology (BIO 251, 252, 253, or 258)

(W) Writing requirement for either major plan is completed with one of BIO 250, 251, 253, 258, 260, 262, 354, 356, 358, 359, 363, 364, 365, 367, or selected special topics courses in biology.

(R) Research requirement for either major plan is completed with one of BIO 240, 247, 249, 250, 251, 253, 258, 260, 262, 354, 356, 358, 363, 364, 365, or selected special topics courses in biology.

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

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

View program learning goals for an explanation of learning outcomes in Biology.

Biology Courses

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

4 hours

Fulfills: Natural World—Lab

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.

**BIO 113 Human Biology in Context**

4 hours

Fulfills: Natural World—Nonlab

This course will provide an introduction to the human body as it functions independently and within broader environmental, cultural, and economic contexts. The course will explore the scientific method and human body systems to build a biological framework for understanding ethical and practical issues related to development, aging, and disease. This course is intended for students who wish to study human biology but do not expect
to major in the discipline of biology. Students may not earn credits for both Bio 113 and Bio 114.

**BIO 114 Introduction to Human Biology**
- 4 hours
- Fulfills: Natural World—Lab

This course will provide an introduction to human biology through the study of organ systems’ structure and function. This course is intended for students who wish to study human biology but do not expect to major in the discipline of biology. Lectures and laboratory. No prerequisites.

**BIO 115 Human Anatomy**
- 4 hours
- Fulfills: Natural World—Lab

A basic gross anatomy course including dissection of the cat with reference and comparison made to human organ systems. For non-biology majors. Lectures and laboratory.

**BIO 116 Intro to Human Physiology**
- 4 hours
- Fulfills: Natural World—Lab

A survey of physiological systems and principles with specific reference to the human body. This course is intended for non-biology majors. Lectures and laboratory.

**BIO 125 Genetics and Society**
- 4 hours
- Fulfills: Natural World—Lab

Genetics plays an ever increasing role in our society, and a basic understanding of this field is vital for making informed decisions on issues that impact our health, safety, and environment. This course aims to connect the concepts and approaches of genetics to societal issues relating to health, diversity, forensics, and evolution. The course will provide basic coverage of the science of genetics, including the structure, expression, and transmission of heritable information and the evolution of populations. Methods and techniques, such as gene cloning and DNA fingerprinting, will be covered to provide information on how scientists use genetic technology to answer questions. Also included will be discussion of some of the ethical and social questions surrounding issues as diverse as screening human embryos for genetic traits, evaluating the genetic basis of aggressive behavior, and creating genetically modified organisms. Lecture and laboratory.

**BIO 140 Introduction to Ecology of the Southwest**
- 4 hours
- Fulfills: Natural World—Lab

Field study 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 which 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 Political Science 258 in the following term. Offered alternate years during January term.

**BIO 149 Introduction to Winter Biology**
- 4 hours
- Fulfills: Natural World—Lab
- Prerequisites: Sophomore standing

A field study of the natural history of the southern boreal forest ecosystem in northern Minnesota, including the physiological and behavioral adaptations of organisms to extreme cold. Course activities will include skiing and snowshoeing excursions in remote natural areas, assigned readings, observations of natural history, and research projects. Students who earn credit for BIO 149 may not earn credit for BIO 249. Requires sophomore standing.

**BIO 151 Principles of Biology: Ecology, Evolution and Biodiversity**
- 4 hours
- Fulfills: Natural World—Lab

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.

**BIO 152 Principles of Biology: Molecules and Cells**
Cells serve as the building blocks of all biological systems, so understanding cellular biology is critical to comprehension of life systems. This course examines the structural and chemical composition of cells, processes related to cellular metabolism and homeostatic control. Laboratory methods reinforce concepts and increase students’ ability to design experiments, analyze data, and communicate results in written form. Designed as an introduction to biology, required for biology major and minor. Lectures and laboratory.

**BIO 190 Clinical Microbiology**

- 4 hours
- Prerequisites: BIO 115 and 116

An introduction to the study of microorganisms with a focus on pathogens and infectious disease. Bacterial, eukaryotic, and viral diversity, structures, metabolism, and replication strategies are covered. Additional topics include principles of disease, mechanisms of pathogenicity, immunology, and control of microbe growth. Lecture and laboratory. Students may not earn credit for both Bio 190 and Bio 243.

**BIO 195 Biology of Race And Sex**

- 4 hours
- Fulfills: Natural World—Nonlab
- Prerequisites: Junior standing

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. Not intended for biology majors. (Same as IDS 195)

**BIO 201 Genetics**

- 4 hours
- Prerequisites: BIO 151 and 152

A study of Mendelian genetics, gene structure, mechanisms of gene expression, mutagenesis, evolutionary genetics, and genomics. Lectures and laboratory.

**BIO 231 Microscopy**

- 2 hours
- Prerequisites: BIO 151 or 152

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.

**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.

**BIO 240 Ecology of the Southwest**

- 4 hours
- Fulfills: Natural World—Lab
- Prerequisites: BIO 151

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. Fulfills Paideia 450 when students with junior or senior standing enroll in POLS 258 in the following term. Fulfills (R) research requirement in the biology major. Offered alternate years during January term.

**BIO 241 Radioisotopes in Science**

- 2 hours
- Prerequisites: BIO 152, CHEM 152 and CHEM 201 or PHYS 152

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.
BIO 242 Animal Behavior

4 hours
Prerequisites: BIO 151 and 152

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.

BIO 243 Microbiology

4 hours
Prerequisites: BIO 151 and 152

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.

BIO 245 Ecology of Ecuador

4 hours
Prerequisites: BIO 151 and 152

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.

BIO 246 Ornithology

2 hours
Prerequisites: BIO 151 and 152

An introduction to the biology and diversity of birds. Structure, function, classification, behavior, and ecology are covered. Laboratory emphasizes field identification of local species. Lectures and laboratory/field trips. Meets the second half of spring semester. Offered alternate years.

BIO 247 Subtropical and Marine Biology

4 hours
Prerequisites: BIO 151 and 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. Fulfills (R) research requirement in the biology major. Usually offered every other year.

BIO 249 Winter Biology

4 hours
Prerequisites: BIO 151 and 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 will include skiing and snowshoeing excursions in remote natural areas, assigned readings, observations of natural history, and research projects. Fulfills (R) research requirement in the biology major. Students who earn credit for 249 may not earn credit for 149.

BIO 250 Restoration and Conservation Biology

4 hours
Prerequisites: BIO 151 and sophomore standing

This course is an introduction to restoration ecology and conservation biology, with a primary focus on ecological principles used in restoring human-altered landscapes and conserving natural habitats. Secondarily, it considers basic policy and non-governmental avenues for the protection of biodiversity. Class is a combination of lecture, discussion, and lab. Discussion includes scientific literature and case-studies. In lab, students put theory into practice to develop restoration and conservation plans for local sites in a semester-long project. Requires sophomore standing or above. Fulfills both (W) writing and (R) research requirement in the biology major.

BIO 251 Entomology

4 hours
Prerequisites: BIO 151 and 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. Fulfills both (W) writing and (R) research requirement in the biology major.
BIO 252 Botany

4 hours
Prerequisites: BIO 151 and 152

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

BIO 253 Invertebrate Zoology

4 hours
Prerequisites: BIO 151 and 152

A study of the morphology, physiology, taxonomy, and ecology of the major phyla of invertebrate animals from marine, freshwater, and terrestrial environments. Fulfills both (W) writing and (R) research requirement in the biology major. Offered alternate years.

BIO 255 Human Physiology

4 hours
Prerequisites: BIO 151 and 152

An in-depth exploration of physiological systems in the human body, beginning at the cellular level and proceeding to physiological systems and their role in homeostatic control. Students may not earn credit for BIO 255 and BIO 262. Lectures and laboratory.

BIO 256 Biostatistics

4 hours
Prerequisites: BIO 151 and MATH 140 or above

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.

BIO 258 Vertebrate Natural History

4 hours
Prerequisites: BIO 151 and 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. Fulfills both (W) writing and (R) research requirement in the biology major. Offered alternate years.

BIO 260 Experimental Neuroscience

4 hours
Prerequisites: BIO 151 and 152

This course will use a variety of experimental techniques and model systems commonly used in neuroscience research to explore concepts fundamental to the development and systems organization of the human nervous system. Students will be exposed to immunohistochemistry, structural analysis, behavioral assays, neuroanatomy, and electrophysiology. Concepts such as experimental design, data analysis, and research ethics will also be discussed. Fulfills both (W) writing and (R) research requirement in the biology major.

BIO 261 Developmental Biology

4 hours
Prerequisites: BIO 151 and 152

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.

BIO 262 Environmental Animal Physiology

4 hours
Prerequisites: BIO 151 and 152

This course will examine the homeostatic control mechanisms of organ systems across species lines. Additionally, the course will focus on the molecular, cellular and systems adaptations that allow animals to live in particular environments. Lectures and laboratory. Students may not earn credit for BIO 262 and BIO 285. Fulfills (W) writing requirement in the biology major. Offered alternate years.

BIO 264 Advanced Topics in Biology
This is a reading-intensive course designed to provide an in-depth examination of a topic in biology. The topic may vary, but will cut across several scales of biological organization, from cells to ecosystems. The goals are to learn about the diversity of approaches used to investigate the biological world and to identify and explore questions that remain open to scientific inquiry.

**BIO 301 Human Dissection and Anatomy**

- **4 hours**
- Prerequisites: BIO 151 and 152 or NURS 372, and junior standing

An in-depth gross anatomy course that includes dissection of a human cadaver. Skeletal, muscular, nervous, digestive, cardiovascular, respiratory, and urogenital systems will be covered. Lectures and laboratory. Requires junior or senior standing.

**BIO 303 Bioethics**

- **2 hours**
- Prerequisites: 8 hours in biology at the 200-level or above and junior standing

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. Requires junior or senior standing.

**BIO 354 Evolutionary Biology**

- **4 hours**
- Prerequisites: BIO 151, 152 and 201

An exploration of current questions in evolutionary biology through lecture, lab, and discussion of the primary literature. Topics include the role of natural selection and drift in human evolution; inferring the origins of new diseases; the effects of genomic conflict on speciation; and the challenges that hybridization poses to understanding the tree of life. Fulfills both (W) writing and (R) research requirement in the biology major.

**BIO 356 Genomics**

- **4 hours**
- Prerequisites: BIO 151, 152 and 201

An introduction to the principles of genome science and the application of genomic data in diverse biological fields. We explore topics such as high-throughput sequencing technologies, genome projects, genome structure and function, genome expression and the transcriptome, and evolution and genome change. We also discuss social impacts and ethical implications of the increased use of genomic data, with topics ranging from direct-to-consumer personal genomics to paleogenomics. Students gain hands-on experience with some of the popular tools and databases available for bioinformatics analysis, as well as basic Unix and R coding. Students complete a semester-long research project to generate, analyze, visualize, and interpret high-throughput sequence data. Fulfills both (W) writing and (R) research requirement in the biology major. Lectures and laboratory.

**BIO 357 Immunology**

- **4 hours**
- Prerequisites: One of BIO 201, 243, 255 or 262

This course examines how the cells and molecules of the human immune system develop and how they work together in providing defenses against invading microorganisms. A portion of the course will emphasize reading, evaluation, and presentation of primary and secondary immunological literature. A non-lab course.

**BIO 358 Toxicology**

- **4 hours**
- Prerequisites: BIO 151, 152 and BIO 255 or 262 or CHEM 241

This course covers the principles of toxicology, the study of poisons. Topics include molecular and cellular sites of toxicant action, physiological effects of toxicants in mammalian systems and ecological systems, and the application of toxicology to public health and policy. Central toxicology concepts such as dose-response, mixtures, gene-environment interaction, and endocrine/reproductive toxicity will be explored in the laboratory culminating in student-designed research projects and scientific papers. It is recommended that students have completed CHEM 152 or 201 before enrolling in this course. Fulfills both (W) writing and (R) research requirement in the biology major. Lectures and laboratory.

**BIO 359 Virology**

- **4 hours**
- Prerequisites: BIO 201 or 243

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. Fulfills (W) writing requirement in the biology major.
BIO 362 Neuroscience

4 hours
Prerequisites: BIO 151, 152 and BIO 255 or 262

The course explores the means by which neurons function and how they form circuitry related to sensory input, motor control and higher cognitive functions. A second component of the course is devoted to the role of primary literature within the field of neuroscience, including how hypotheses are formulated, tested and the results conveyed to the scientific community. A non-lab course.

BIO 363 Molecular Biology

4 hours
Prerequisites: BIO 151, 152 and 201

This course examines molecular functions, gene expression, and regulation from an evolutionary perspective emphasizing structure-function relationships. Laboratory emphasis. Lectures and laboratory. Fulfills both (W) writing and (R) research requirement in the biology major.

BIO 364 Cell Biology

4 hours
Prerequisites: BIO 151, 152 and 201

A study of the biochemical and structural basis of cell activity. Close attention is given to protein structure and function as well as organelle activity. The laboratory stresses the use of biochemical and cytological techniques to study living systems at the cellular and molecular levels of organization. Lectures and laboratory. Fulfills both (W) writing and (R) research requirement in the biology major.

BIO 365 Ecology

4 hours
Prerequisites: BIO 151, 152 and a 200 level (4 credit) BIO class

A study of the complex patterns and processes in the natural world. We examine questions about the distribution and abundance of species and communities, the transfer of matter and energy in ecosystems, and how these relate to biodiversity. Lectures and laboratory. Laboratory includes field trips requiring hiking and directed research projects. Fulfills both (W) writing and (R) research requirement in the biology major.

BIO 367 Endocrinology

4 hours
Prerequisites: BIO 151, 152 and 255 or 262

This course will emphasize the role of hormones in maintaining homeostasis. We will examine the chemical messengers most relevant to human biology, and explore the structure, sites of synthesis and the mechanisms by which hormones exert their effects. Finally, through laboratory exercises, students will directly utilize current research methodologies to examine the role of hormones in physiologic control systems. Fulfills (W) writing requirement in the biology major. Offered alternate years.

BIO 380 Internship

1, 2 hours
Prerequisites: BIO 151, 152, 12 hours in biology and consent of instructor.

Registration in the following internships only by permission of the biology department and the cooperating institution. At least 40 interning hours are required for one credit during the semester or summer. To earn two J2 credits during January term, the internship must be full-time for a minimum of three weeks. Students keep a journal and submit reflective essays and an academic paper to earn credit. A. Environmental Biology Internship: A work-study program in soils, conservation, forestry, fisheries, wildlife, or outdoor education. Field work to be completed in cooperation with conservation agencies, zoos, nature centers, and other environmental agencies. B. Health Career Internship: A work-study program in the various health professions in cooperation with area health care delivery institutions. C. Research Internship: A work-study program at a major research institution or in an industrial setting. This would usually include participation in a specific research project.

BIO 475 Med Tech Program

16 hours

BIO 490 Senior Project

2 hours
Prerequisites: BIO 151, 152, 201 and senior standing.
The program of instruction offered by the chemistry department is approved by the American Chemical Society Committee on Professional Training.

Required for a major:

**Plan 1:** CHEM 201 (or 151 and 152); CHEM 202, 241, 242, 361, 365, and 490; 4 credits in CHEM 301 or 372; 2 credits in CHEM 344 or 345; 2 credits in CHEM 362 or 363, and 2 credits in CHEM 349, 366, or 379. One year of calculus (MATH 151 and 152) and one year of physics (PHYS 151 and 152, or PHYS 181 and 182). Writing requirement completed with CHEM 365.

**Plan 2 (ACS Certified):** CHEM 201 (or 151 and 152); CHEM 202, 241, 242, 301, 344, 345, 361, 362, 363, 365, 372 and 490; 2 credits in two of CHEM 348, 366, or 379. One year of calculus (MATH 151 and 152) and one year of physics (PHYS 151 and 152, or PHYS 181 and 182). Writing requirement completed with CHEM 365.

**Plan 3 (Biochemistry Emphasis):** CHEM 201 (or 151 and 152); CHEM 202, 241, 242, 301, 349, 361, 362, 363, 365, 372, 373, or 379; BIO 151, 152, and 201; and 4 credits in BIO 243, 261, 356, 359, 363, or 364. One year of calculus (MATH 151 and 152) and one year of physics (PHYS 151 and 152, or PHYS 181 and 182). Writing requirement completed with CHEM 365.

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

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

View program learning goals for an explanation of learning outcomes in Chemistry.

**Chemistry Courses**

**CHEM 114 The Environment: A Chemical Perspective**
- 4 hours
- Fulfills: Natural World—Lab

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. (Students who earn credit for CHEM 114 may not earn credit for CHEM 116).

**CHEM 141 Essentials of Chemistry**
- 4 hours
- Fulfills: Natural World—Lab, Quantitative

A one-semester general chemistry class for students who require or wish to take just one semester of college chemistry with a laboratory component. Topics will be chosen from the Chemical Principles sequence (Chemistry 151-152) 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. Algebra skills are assumed. (Students who earn credit for CHEM 141 may not earn credit for CHEM 114, 116, 151 or 152).

**CHEM 151 Chemical Principles I**
- 4 hours
- Fulfills: Natural World—Lab, Quantitative

General course with laboratory intended primarily for students concentrating in the science area. Algebra skills are assumed. (Students who earn credit for CHEM 151 may not earn credit for CHEM 114, 116, or 141).

**CHEM 152 Chemical Principles II**
- 4 hours
- Fulfills: Natural World—Lab, Quantitative
- Prerequisites: CHEM 151

General course intended primarily for students concentrating in the science area. Algebra skills are assumed.
A faster paced introduction to Chemistry than CHEM 151 and 152. Material from both CHEM 151 and 152 will be included, but basic chemical knowledge and competence in algebra will be assumed. Lab will emphasize an introduction to several instruments and to data-handling with spreadsheets. Prerequisite: a good high school chemistry course and testing into at least MATH 151 on mathematics placement test. In order to have a full year of chemistry as required by many professional schools students must take CHEM 202 in addition to this course. (Students who earn credit for 201 may not earn credit for CHEM 114 or 116).

**CHEM 202 Analytical Chemistry**

- 4 hours
- Fulfills: Natural World—Lab
- Prerequisites: CHEM 152 or 201

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.

**CHEM 241 Organic Chemistry I**

- 4 hours
- Fulfills: Natural World—Lab
- Prerequisites: CHEM 152 or 201

The first of a two-course sequence that examines the structure and reactivity of compounds containing carbon. Topics include bonding nomenclature, conformations, stereochemistry, and organic acid/base chemistry. An introduction to reaction mechanism and reaction pathways is achieved through the study of the reactivity of aliphatic hydrocarbons. Spectroscopic identification of organic molecules by IR and NMR spectroscopy is also examined in detail. Three lectures per week, one three-hour lab a week.

**CHEM 242 Organic Chemistry II**

- 4 hours
- Prerequisites: CHEM 241

The second of a two-course sequence that examines the structure and reactivity of compounds containing carbon. Topics include the reactivity of aromatic hydrocarbons and molecules containing the carbonyl functional group; parallels between the behavior of these compounds and biomolecules are illustrated. Emphasis is placed on reaction mechanisms and the design of multi-step organic syntheses. Three lectures per week, one three-hour lab per week.

**CHEM 301 Biochemistry**

- 4 hours
- Prerequisites: CHEM 241 and 242

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.

**CHEM 302 Biophysical Chemistry**

- 2 hours
- Prerequisites: CHEM 301

Biophysical Chemistry covers the physical chemistry of biological macromolecules and the experimental techniques used to study them. The course will build on prerequisite topics in thermodynamics and kinetics; and apply these principles to the stabilities and interactions of biomolecular structures. Topics covered will include: the hydrodynamics of macromolecules and protein folding; mass spectrometry and proteomics; membrane dynamics and hormone-receptor binding; imaging; and DNA-protein interactions. The course is designed for students of life sciences, but is open to those interested in related fields.

**CHEM 344 Spectroscopy**

- 2 hours
- Prerequisites: CHEM 241

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.

**CHEM 345 Separations**

- 2 hours
- Prerequisites: CHEM 241 and 202

A detailed look at methods of separation and electroanalytical techniques including GC, HPLC, MS, SFC, potentiometry, amperometry, and
 CHEM 349 Biochemistry Laboratory

2 hours
Prerequisites: CHEM 241 and one of the following: CHEM 301, BIO 201, 243, 363 or 364. CHEM 202 and 365 recommended

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.

CHEM 351 Chemical Kinetics

2 hours
Prerequisites: CHEM 241 and MATH 152

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.

CHEM 361 Physical Chemistry

4 hours
Prerequisites: CHEM 152 or 201, MATH 152, PHYS 152 or 182.

This course is an introduction to the topics in physical chemistry, including classical thermodynamics, chemical kinetics, atomic and molecular structure and energetics, and quantum mechanics.

CHEM 362 Statistical Thermodynamics and Kinetics

2 hours
Prerequisites: CHEM 361 (Physical Chemistry)

A study of thermodynamics of systems in equilibrium and of change from a statistical perspective, kinetic-molecular theory of gases, and theories of reactions rates.

CHEM 363 Quantum Chemistry

2 hours
Prerequisites: CHEM 361 (Physical Chemistry)

In this course, quantum mechanical models will be applied to study chemical structures using spectroscopy, approximation methods, and computational chemistry.

CHEM 365 Instrumental Methods Laboratory

2 hours
Prerequisites: CHEM 202 and 242

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.

CHEM 366 Physical Chemistry Laboratory

2 hours
Prerequisites: CHEM 202, 242, and MATH 152

A laboratory introduction to the study of the energetics and rates of chemical reactions.

CHEM 371 Polymer Chemistry

2 hours
Prerequisites: CHEM 242

An introduction to polymer science that examines the synthesis, characterization, and properties of macromolecules. Emphasis is placed upon mechanisms of polymerization, the stereochemistry of monomer enchainment, the determination of molar mass distributions, and the thermal properties of bulk polymers. Offered alternate years.

CHEM 372 Inorganic Chemistry

4 hours
Prerequisites: CHEM 242

A course including molecular and solid-state bonding and structure, molecular symmetry, and coordination and organometallic chemistry.
CHEM 373 Solid State Chemistry

- 2 hours
- Prerequisites: CHEM 372

An examination of the synthesis and characterization of solids, especially those with crystalline structures. Emphasis is placed upon the electrochemical, magnetic, optical, and conductive properties of these materials, as well as their applications in batteries, semiconductors, superconductors, and light-emitting devices. Materials of interest include zeolites, metal-organic frameworks, and nanotubes. Offered alternate years.

CHEM 376 Advanced Organic Chemistry

- 2 hours
- Prerequisites: CHEM 242

An advanced course in organic chemistry that further develops an understanding of the mechanisms and stereochemistry of organic reactions. Particular attention is paid to the identity and fate of reactive intermediates, as well as the use of frontier molecular orbital theory to predict the structure of reaction products. Reactions of interest include photochemical reactions, electrocyclic reactions, cycloadditions, cycloreversions, and sigmatropic reactions.

CHEM 379 Inorganic Synthesis Laboratory

- 2 hours
- Prerequisites: CHEM 202 and 242

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.

CHEM 474 Physical Inorganic Chemistry

- 2 hours
- Prerequisites: CHEM 361

An introduction to the use of symmetry for qualitative predictions of energy levels, molecular orbitals, and spectra of molecules. Offered alternate years.

CHEM 490 Senior Project

- 2 hours
- Prerequisites: CHEM 365 and 4 additional hours of chemistry numbered above 300

Each student will write a research paper reporting the results and significance of the project completed to satisfy the Chemistry 490L requirement. In addition, the seminar meets weekly for lectures and discussions led by students, faculty, and visiting scholars. Students who have not completed the prerequisites before the fall semester of their senior year must complete the prerequisites and register for this course in January.

CHEM 490L Senior Project Lab

- 2 hours
- Prerequisites: CHEM 365

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. This course is grade credit/no credit.
Chinese

Elizabeth Steding (department head), Hongmei Yu (Chinese 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 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.

Chinese Courses

CHIN 101 Beginning Chinese

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 102 Beginning Chinese

4 hours

Prerequisites: CHIN 101

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 201 Intermediate Chinese

4 hours

Prerequisites: CHIN 102

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.

CHIN 202 Intermediate Chinese

4 hours

Prerequisites: CHIN 201

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.

CHIN 242 Chinese Cinema and Chinese Modernity

4 hours

Fulfills: Human Expression—Primary Texts, Intercultural

From the fall of the Celestial Empire to the rise of China’s economy today, Chinese cinema has witnessed many social changes in the modern era. This course will focus on the interaction between Chinese cinema and the process of modernization. By examining how Chinese films dialogue with Hollywood, it will explore Chinese people’s experiences of semi-colonial modernity, socialist modernity and postsocialist/global modernity. Students will watch select films made in mainland China, Hong Kong and Taiwan. Along with reading and writing assignments, students will be required to do oral presentations. All films have English subtitles. All readings are in English. Students with Chinese language background can choose to complete CHIN 242 with additional assignments in Chinese.
Chinese Studies

Elizabeth Steding (department head), Hongmei Yu (program director)

Chinese Studies is an interdisciplinary field that studies the language, history and culture of Chinese speaking communities. Linguistic, cultural, political, and historical knowledge of China is increasingly valuable to those who pursue degrees in anthropology, economics and business, history, language and literature, philosophy, political science, religion, and sociology, among other fields. The Chinese Studies minor can help prepare students for a wide range of careers in academics, business, government, and nongovernmental organizations. It helps students understand and appreciate another culture, and equips them with analytical abilities needed to thrive in an increasingly complex and diverse world.

**Required for a minor:** 25 hours including CHIN 101, 102, and 201; three additional courses from at least two different disciplines (other than CHIN) from the below course list approved by the Chinese Studies Board; and CHST 350, which serves as the capstone course. A student may use no more than two courses from another major or minor to satisfy the requirements for the Chinese Studies minor. Students may not minor in Chinese Studies and also major or minor in International Studies with an East Asian regional focus.

**Approved courses:** CHIN 202, CHIN 242/FCUL 242, HIST 161, HIST 361, REL 220, REL 228 Religion and Philosophy in China, REL 236, REL 255, PAID 450 Love and Gender in China, PAID 450 How China and the U.S. Shape Each Other and the World, PAID 450 Women in the Pacific War.

View program learning goals for an explanation of learning outcomes in Chinese Studies.

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.

Chinese Studies Courses

**CHST 350 Chinese Studies Minor Capstone**

1 hour

Prerequisites: Junior or Senior standing

A directed research project that serves as a capstone course for the Chinese Studies minor and that is designed to allow students to apply the knowledge gained in the minor to their major field of study.
Classics

Dan Davis (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 can also include the study of Biblical Greek and Hebrew.

At Luther, students may earn a major in classics 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 in many areas, including education, business, computer science, music, foreign language, theology, law, and medicine. Some of our graduates go on to pursue graduate studies in classics or archaeology.

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 on a variety of key topics.

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, MUS 341, PHIL 200, and a senior project (unless completed in another major). 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, and a senior project (unless completed in another major). An additional 300-level classical studies course is required. The remaining courses can be completed in classical studies or can be selected from ART 251, HIST 241 or 242, MUS 341, or PHIL 200. Other non-language courses may apply with the permission of the department head. Writing requirement completed with CLAS 300.

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, 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, 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.

View program learning goals for an explanation of learning outcomes in Classics.

Classical Studies Courses

CLAS 240 Classical Mythology

- 4 hours
- Fulfills: Human Expression—Primary Texts

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.

CLAS 250 The Ancient World: Greece

- 4 hours
- Fulfills: Human Expression—Primary Texts

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.

CLAS 255 The Ancient World: Rome

- 4 hours
- Fulfills: Human Expression—Primary Texts

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 theater, religion, and slavery. Offered alternate years.

**CLAS 265 Greek and Rome on Film**

- 4 hours
- Fulfills: Human Expression—Primary Texts
- 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 valuable, continuing engagement with their original sources? Offered alternate years.

**CLAS 270 Archaeology of Ancient Greece**

- 4 hours
- Fulfills: Human Expression—Primary Texts, Historical
- An in-depth study of the archaeology of ancient Greece, with a focus on the high points of Greek civilization and material culture during the Classical and Hellenistic periods. We will examine archaeological methods along with developments in technology, architecture, sculpture, painting, and the minor arts. We will also consider the nature of archaeological evidence, the relationship between classical archaeology and history, and the legacy of Athens and the classical world in modern culture. Offered alternate years.

**CLAS 275 Archaeology of Ancient Rome**

- 4 hours
- Fulfills: Human Expression—Primary Texts, Historical
- This course explores the archaeology of ancient Rome from its early beginnings to its rapid growth into one of the world's largest empires. As we examine Roman technology, architecture, burial practices, sculpture, painting, and the minor arts, we will also consider the nature of archaeological evidence, the relationship between history and archaeology, and the legacy of ancient Rome in the modern world. Offered alternate years.

**CLAS 299 Study Abroad-Classics**

- 4 hours
- Fulfills: Historical
- In-depth study of selected topics in the Greco-Roman world taught during January term as part of Luther's study abroad offerings. Topics will vary according to faculty member and location. Possible topics may include the Ancient Empires of the Mediterranean, Age of Pericles, the World of Alexander, Caesar's Rome, and Roman Britain. Consent of instructor required.

**CLAS 300 Classics and Culture**

- 4 hours
- Fulfills: Human Expression—Primary Texts
- Prerequisites: PAID 112 or equivalent
- Using texts in translation, this course explores select aspects or themes from the cultures of ancient Greece and Rome. Topics range from consideration of a particular literary genre to the in-depth study of a particular place and time, and its broader explorations of Greco-Roman culture in comparison with other cultures. This course is writing intensive and fulfills the writing requirements for all majors in the classics department. Offered alternate years.

**CLAS 310 Ancient Science**

- 4 hours
- Fulfills: Natural World—Nonlab
- Prerequisites: PAID 112 or equivalent
- 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.

**CLAS 330 Pompeii: Life and Death in a Roman City**

- 4 hours
- Fulfills: Historical, Human Expression—Primary Texts
- Prerequisites: PAID 112 or transfer equivalent
- This course examines the ancient city of Pompeii in order to understand its development from a prehistoric village to the Roman city buried by Vesuvius in A.D. 79. From its preserved loaves of bread to houses filled with mosaics, paintings, and art collections, Pompeii provides us with unique and spectacularly detailed insights into social, political, and commercial life in the ancient Roman world. We explore the streets, homes, shops and
sanctuaries of Pompeii, along with those of neighboring cities and settlements buried by the eruption. Through ancient accounts of the city, urban life and eruption, and through the things the Pompeians left behind, we will learn about everyday life, and untimely death, in the ancient world.

**CLAS 490 Senior Project**

- 4 hours
- Prerequisites: CLAS 300

The senior project is a required capstone project for all classics majors in the classical studies track. Students will work with a professor from the Classics department to develop an appropriate research project and produce a substantial research paper on their findings.
Communication Studies

Thomas C. Johnson (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 356 or COMS 362; one applied human communication course of COMS 236, 330, or COMS 350; one advanced oral communication course of COMS 255 or COMS 353; one media analysis course of COMS 258 or 347 or designated COMS 239 or 339 courses; plus eight additional credit hours in the department. Writing requirement completed with 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 minor in journalism:** See requirements listed under Journalism in the Curriculum section of the catalog.

**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.

View program learning goals for an explanation of learning outcomes in Communication Studies.

Communication Studies Courses

**COMS 130 Interpersonal Communication**

- 4 hours
- Fulfills: Human Behavior

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.

**COMS 132 Public Address**

- 4 hours
- Fulfills: Human Expression

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.

**COMS 133 Mass Media and Popular Culture**

- 4 hours
- Fulfills: Human Behavior—Social Science Methods

To gain an understanding of the relationship between media, popular culture, and society—as well as the historical, political, and social significance thereof—students engage, analyze, and critique a wide variety of mediated texts.

**COMS 233 Rhetoric of Spirituality**

- 4 hours
- Fulfills: Human Expression, Religion

Engaging a variety of traditions (e.g. Christianity, Judaism, Islam, Buddhism, Taoism, Wicca, New Ageism), Rhetoric of Spirituality explores the relationship between communication, U.S. American popular culture, and spiritual practice. Utilizing the fundamentals of rhetorical analysis—close textual reading, thematic interpretation, and critical judgment—the course examines the role of religion and spirituality in public dialogue. Throughout the course, students study how popular spiritual texts like political speeches, feature films, television shows, and written works...
contribute to the communicative creation, maintenance, and reconceptualization of self, other, and spiritual ideologies.

**COMS 234 Rhetoric of Everyday Life**

- 4 hours
- Fulfills: Human Expression

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.

**COMS 236 Small Group Communication**

- 4 hours
- Fulfills: Human Behavior

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 dimensions of groups. Each student participates in several groups.

**COMS 250 Contemporary Journalism**

- 4 hours

This course studies the rapidly evolving state of journalistic practice. Topics include the rise of new media, the disintegration of traditional editorial controls, the splintering of audiences, as well as personal journalism and state-influenced journalism. As they study its modern forms, students create works of journalism.

**COMS 255 Advanced Public Address**

- 4 hours
- Fulfills: Human Expression—Primary Texts
- Prerequisites: COMS 132

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. Offered alternate years.

**COMS 258 Concepts of Media Production**

- 4 hours

A project-based course which 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.

**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 320 Urban America and Serial Television: Critically Analyzing "The Wire"**

- 4 hours
- Fulfills: Human Expression—Primary Texts

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.

**COMS 330 Family Communication**

- 4 hours
- Fulfills: Human Behavior
- Prerequisites: COMS 130

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.

COMS 335 Masculinity in Film

4 hours
✓ Fulfills: Human Expression
Prerequisites: COMS 133 or IDS 101

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. (Same as IDS 335)

COMS 347 Critical Television Studies

4 hours
✓ Fulfills: Human Expression
Prerequisites: COMS 133

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.

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 non-commercial 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.

COMS 350 Intercultural Communication

4 hours
✓ Fulfills: Human Behavior—Social Science Methods, Intercultural
Prerequisites: COMS 130

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.

COMS 353 Argumentation

4 hours
✓ Fulfills: Human Expression
Prerequisites: COMS 132

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.

COMS 354 Persuasion and Social Influence

4 hours
✓ Fulfills: Human Behavior
Prerequisites: COMS 130, 132 and 133

This course looks at the cognitive, social, and rhetorical dimensions of social change considering how persuasive messages affect the thoughts and behaviors of individuals. To understand these elements, students will study social movements and political campaigns in a variety of contexts.

COMS 356 Rhetorical Theories

4 hours
✓ Fulfills: Human Behavior, Historical
Prerequisites: COMS 130, 132 and 133
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.

**COMS 357 Research Methods**

- 4 hours
- Fulfills: Human Behavior—Social Science Methods
- Prerequisites: COMS 130, 132 and 133

Students are introduced to communication and rhetorical methods including design of experimental, survey, textual, rhetorical, and ethnographic research.

**COMS 358 Concepts of Media Production II: The Documentary**

- 4 hours
- Prerequisites: COMS 258

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.

**COMS 362 Communication Theories**

- 4 hours
- Fulfills: Human Behavior
- Prerequisites: COMS 130, 132 and 133

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.

**COMS 370 The Dark Side of Interpersonal Communication**

- 4 hours
- Fulfills: Human Behavior
- Prerequisites: COMS 130

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.

**COMS 463 Public Relations and Corporate Communication**

- 4 hours
- Fulfills: Human Behavior
- Prerequisites: Junior standing

This course examines concepts of public relations and corporate communication within and outside of an organization. Students will study cases, write communication strategies, press releases, inter-departmental communication, and study corporate responsibility and conduct.

**COMS 490 Senior Project**

- 2 hours
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.

**Development Tools (DT) proficiency:** A number of courses within the computer science curriculum require the student to first complete an online module to demonstrate proficiency in using certain software development tools. The online module introduces students to these tools and includes a test to demonstrate proficiency. Students can enroll in DT Proficiency module on KATIE at https://katie.luther.edu/course/view.php?id=15244. In this proficiency module, students are introduced to tools for software development including shell programming, use of the Linux operating system, redirection of input and output, piping, file management, processes, and system security.

**Required for a major:** CS 130, 140, 150, 160, DT proficiency, 252, 260, 296, 330, 360, 370; two from DS 420, CS 430, 440, 450. The year-long senior project (CS 490 and CS 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 220 as well.

**Required for a minor:** CS 130, 140, 150, 160, DT proficiency, 252, 330.

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

View program learning goals for an explanation of learning outcomes in Computer Science.

### Computer Science Courses

**CS 130 Fundamentals of Web Programming**

- **2, 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 websites 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.

**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.

**CS 150 Introduction to Computer Science**

- **4 hours**
  - Fulfills: Quantitative

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 stimulation. Topics include algorithm design and object oriented programming.

**CS 160 Algorithms and Data Structures**

- **4 hours**
  - Prerequisites: CS 150

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.

CS 252 Object-Oriented Programming With Java

- 4 hours
- Prerequisites: CS 160 and DT Proficiency

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 built-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.

CS 253 Object-Oriented Programming With C++

- 2 hours
- Prerequisites: CS 252

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.

CS 260 Computational Models

- 4 hours
- Prerequisites: CS 160 and DT Proficiency

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.

CS 296 Writing in the Major Lab

- 1 hour

A companion to any of CS 330, 352, 353, 360, 370, 430, 440, 450, DS 320, or 420. Students wishing to delve deeper into a subject in one of the companion courses may register for this lab with consent of instructor. A student taking this lab will be required to write a technical paper in the style typical of a computer science journal or conference proceedings, on a topic agreed to by the companion course instructor. Feedback will be provided on writing style and content with the paper going through multiple revisions. Students receiving a C or better on their paper will fulfill the writing in the major requirement. Students may register for this as a seven week lab anytime prior to the middle of the semester in which the companion course is taught. Requires consent of instructor.

CS 330 Internet Programming

- 4 hours
- Prerequisites: CS 130, CS 140, CS 160, and DT Proficiency

This course covers the three-tier architecture of Internet applications, including user interface, server-side logic, and data storage. Modern programming languages, libraries, frameworks, and application programming interfaces are used to develop and deploy web applications. Current development principles and practices are discussed and used in this project driven course.

CS 352 Embedded Android Programming

- 4 hours
- Prerequisites: CS 252

Study Android development with attention to HCI. Taught alternating years.

CS 353 Embedded iOS Programming

- 4 hours
- Prerequisites: CS 252

Study iOS development with attention to HCI. Taught alternating years.

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.
CS 370 Programming Languages

4 hours
Prerequisites: CS 252 and 260

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.

CS 385 Understanding Entrepreneurship in Silicon Valley

4 hours
Prerequisites: Junior standing

Internet technology has fundamentally changed marketing, communications and the operations of every business in our society. Silicon Valley is home to the people, places and power sources that drive this machine. Students in this J-Term trip will gain both theoretical and tactical understanding of business strategies utilized in the Valley and also have the opportunity to speak with industry leaders and the companies they represent. We will visit companies and key people including entrepreneurs, venture capitalists, engineers and marketing professionals. (Same as MGT 385)

CS 386 The Digital Transformation of Central Europe

4 hours
Prerequisites: Junior standing

Over the last 25 years, Central Europe became an important IT hub, hosting many startups and multinational corporations. Students in this course will travel to Germany, Czech Republic, Hungary, and Bulgaria to visit companies and universities to gain an understanding of the ingredients and environment in which this transformation is occurring. We will explore challenges and opportunities of doing business in a growing economy, study markets served by the successful companies, and compare Computer Science curriculum taught in the U.S. and at Luther to that taught in these European countries.

CS 430 Computer Networks

4 hours
Prerequisites: CS 252 and 260

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.

CS 440 Database Management Systems

4 hours
Prerequisites: CS 140, 252 and 260

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.

CS 450 Operating Systems and Architecture

4 hours
Prerequisites: CS 252 and 260

A study of computer architecture and operating systems structures and algorithms emphasizing multiple-user systems. Topics include binary number systems, digital logic circuits, machine architecture and assembly language, process management, CPU scheduling, concurrency and multi-tasking computing concepts including communication and synchronization issues, storage management, and protection and security.

CS 460 Information Assurance and Security

4 hours
Prerequisites: CS 252, 260 and 330

This course covers the fundamental concepts, principles, and best practices of information security with a holistic view and applied approach. Topics include: cryptography, cryptanalysis, authentication, authorization, security protocols, software vulnerabilities, and professional ethics.

CS 490 Senior Project

2 hours

Senior computer science majors participate in a substantial, yearlong software development project; CS 490 in the fall, CS 491 in the spring. Students
work from conceptualization and design through to implementation and delivery of a real software application.

**CS 491 Senior Project**

- **2 hours**
- **Prerequisites:** CS 490

A continuation of CS 490.

**CS 492 Accelerated Senior Project**

- **4 hours**
- **Prerequisites:** CS 252, CS 260, CS 330, senior standing and faculty approval.

This semester-long course has the same requirements and expectations as a combination of CS 490 and CS 491. Students work at an accelerated pace from conceptualization and design through prototyping, implementation, and delivery of a software application or research project. Project ideas and teams must be pre-approved by CS faculty in the prior semester. Applications for this course must include a 5 page document outlining the project idea and technologies that will be used during the semester.
Dance

Jeff Dintaman (department head)

Art and performance training expands the capabilities of the human body and imagination, developing capacities for persistence, invention, and communication. Dance minors learn self-confidence and refine their ability to conceive and enact new ideas, practices, and solutions through the performative body. Collaborative performances and studio environments stimulate active learning, and promote body and mind development 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 minor is appropriate for the student who is continuing their study of dance, reentering dance, or accessing dance for the first time. The discipline of dance at Luther is based in the experiential and analytical study of movement fundamentals; 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 minors become dance artists, dance or movement teachers, or continue on to become dance scholars. Dance minors pursue graduate and professional studies, certification and employment in performance; choreography; dance or movement 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 minor: 20-24 credits, DAN 105, 130, 205, 360; DAN 264 or 351 and choice of DAN 305 and 1 DAN 100 or DAN 100, 3 times.

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

View program learning goals for an explanation of learning outcomes in Dance.

Dance Courses

DAN 100 Performance Practicum

- 0 hours
- Fulfills: Skills, Human Expression

An intensive experiential research ensemble devoted to creating, developing, performing and producing a faculty-directed dance performance. Students in this course will be involved in research and theoretical discussion supporting active involvement in a collaborative process of performance and production. Dance majors must complete six performance practicums, while minors must complete three. Course may be repeated an unlimited number of times (including more than one in a semester). Enrollment by audition or consent of instructor, will be limited to performing members of the ensemble for the production.

DAN 101 Dance Technique and Analysis

- 4 hours
- Fulfills: Human Expression—Primary Texts

This course introduces Movement Fundamentals (MF) and Laban Movement Analysis (LMA) through theatrical, social, ritualized dance and movement practices. Students will investigate how MF and LMA 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 body as primary source through performance (both live and recorded) and theoretical texts from various theatrical, social, ritualized dance and movement practices.

DAN 105 Movement Fundamentals I: Practices of Alignment and Function

- 4 hours
- Fulfills: Human Expression

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. (Same as IDS 105)

DAN 130 Contact Improvisation

- 4 hours
- Fulfills: Skills, Human Behavior, Human Expression

This course is an introduction to the fundamentals of contact improvisation, a dance form that explores elements of physical contact among participants while challenging preconceptions about the gendered body. Emphasis will be placed on finding mindful and physical ways to prepare to
be “ready” to dance: cultivating a quiet core amidst the wilderness of physical disorientation; finding the root of levity, contact point, weight sharing, and physical pathways into the floor and air; and focusing attention on the details of sensation. Students will engage in egalitarian practices for building physical skills of trust, receptivity, and responsiveness, as well as physical tolerance for waiting in the unknown. (Same as IDS 130)

**DAN 199 Dance Synthesis**

- **0 hours**

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 205 Movement Fundamentals II: Practices of Range and Efficiency**

- **4 hours**
- **Fulfills: Human Expression**
- **Prerequisites: DAN 105**

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. (Same as IDS 205)

**DAN 230 Contact Improvisation II**

- **4 hours**
- **Fulfills: Human Expression**
- **Prerequisites: DAN 130**

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.

**DAN 264 Performance Research: The Happenings Course**

- **4 hours**
- **Fulfills: Human Expression**

This experiential studio and field course will provide the student with theories, practices and performance opportunities based in creating site-specific "happenings" both on and off campus, inspired by the (American) avant-garde theatre. Students will configure and implement performance scores based in concepts of attracting attention and creating a gathering within the mundane domain. The intensity of the research is based in uncompromising realism and raw and unmediated ways in which artists confront experiences in collusion with audiences from real time in order to investigate new levels of understanding perceptual or psychological states of being human. This performance research attempts to open a disquieting discourse on contemporary daily life. Recommended for the student interested in performance and art, the historical (American) avant-garde and creating community. (Same as IDS 264)

**DAN 300 Production Studio**

- **1 hour**
- **Prerequisites: Junior standing**

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. Requires junior or senior standing. (Same as THE 300)

**DAN 305 Movement Fundamentals III: Practices of Vocabulary and Intention**

- **4 hours**
- **Fulfills: Human Expression**
- **Prerequisites: DAN 205**

This is an advanced movement course focusing on crystallizing performance skills through the development of individual movement versatility and invention. Practice of technique builds from somatic skills and contemporary dance vocabulary through both technical phrasing and improvisational scoring. Depth of integrative practice prepares the mover to refine movement vocabulary and clarify movement vocabulary and intention. This course may be repeated. (Same as IDS 305)

**DAN 351 Dance History**

- **4 hours**
- **Fulfills: Human Expression—Primary Texts, Historical**

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.
DAN 360 Dance Composition

- 4 hours
- Fulfills: Human Expression
- Prerequisites: DAN 101, DAN 105, THE 127, or ART 104

This course introduces the basic tools of dance-making, while exploring the development and crafting of movement within time, space, and design elements. Consideration of compositional methods in other art forms-theatre, music, visual art, literature-will inform the development of skills for creating dance/movement events. Students will prepare solo and group studies for informal performances and observe, discuss, and critique their work as they learn how to see dance as well as make it. (Same as IDS 360)
Data Science

Roman Yasinovskyy (department head)

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

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

Required for a major: DS 120, 320, 420; CS 130, 140, and 150; MATH 115 (or equivalent statistics course, such as MATH 215, BIO 256, MGT 150, PSYC 350, or SOC 350) and MATH 327; and 3 Subject Matter courses, 2 of which must be numbered above 200. Senior Project (DS 490; 1 credit hour) is not required if a student completes the Senior Project in another major.

The writing requirement is fulfilled with MATH 327. The speaking requirement is fulfilled in DS 320 and 420. The research requirement is fulfilled in DS 420.

Subject Matter Courses: Subject Matter courses give students the required background in one of the subject matter fields. Below are subject matter course clusters that would focus on the areas where there is an overlap with analytics. Students may also design their own set of preparatory courses in consultation with the Computer Science department head and subject area faculty. The chosen courses must be approved by the head of Computer Science, who may consult with members of other departments as appropriate. Three courses from different departments may be accepted as long as they form a cohesive package. At least two of the three courses must be numbered 200 or above. Some examples of possible packages include, but are not limited to the following:

- Biology: BIO 248, 354, and 356
- Business Management: MGT 250, 368, and 371
- Economics: ECON 130, 333, and 342
- Mathematics: MATH 240, 271, and either MATH 322 or 328

No more than two courses counting for another major or minor may be applied to the data science major, including the subject matter courses. For a double major with Computer Science, a student may only count CS 130, 140, and 150 for both.

Required for a minor: DS 120, 320, and 420; CS 130, 140, 150; and MATH 115 (or equivalent statistics course, such as MATH 215, BIO 256, MGT 150, PSYC 350, or SOC 350). There is no requirement for a capstone project, but students are encouraged to incorporate a data science element into their senior project.

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

View program learning goals for an explanation of learning outcomes in Data Science.

Data Science Courses

**DS 120 Introduction to Data Science**

- 4 hours
- Fulfills: Quantitative

An introduction to the discipline of data science through case studies and hands-on experience. Students will see examples of real data science and will gain an understanding of the theory and practice. They will also use simple tools and techniques to begin to understand the complexities of data manipulation, modeling, and visualization.

**DS 320 Data Analysis and Visualization**

- 4 hours
- Prerequisites: CS 150 and MATH 115 or equivalent college level statistics course

A tool based approach to data manipulation, modeling, machine learning, and visualization using one or more packages such as matplotlib, pandas, d3.js, scikit-learn. Topics include data extraction, discovery, cleaning, machine learning algorithms, training procedures, prediction, and visualization. Specific application to real data sets in native formatics from actual data sources.

**DS 420 Applied Machine Learning**

- 4 hours
- Prerequisites: CS 260 or DS 320
This course looks at the algorithms and techniques used in Machine learning, including simple neural networks, support vector machines, decision trees and clustering techniques. The course takes a top down approach in using the algorithms through common Data Science tools such as Scikit-learn or R. This course will also look at good experimental design for using these tools.

DS 490 Senior Project

1 hour
Economics

Gregory K. Patton (department head)

Students can select from two plans of economic study. Both plans emphasize ways that the techniques and principles of economics can be used to improve problem-solving and creative reasoning skills. 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, 350, 355, 362, 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.

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. Requirements for a second teaching area are the same as those for an academic minor.

Students planning on graduate study are advised to consult an economics faculty member to identify coursework that will strengthen their graduate preparation. Students planning on graduate studies in economics should consider MATH 240, 321, and 322.

Required for a minor: ECON 130, 247 or 248, and three additional economics courses numbered above 250.

View program learning goals for an explanation of learning outcomes in Economics.

Economics Courses

ECON 130 Principles of Economics
- 4 hours
- Fulfills: Human Behavior—Social Science Methods

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.

ECON 142 Economic Numeracy
- 4 hours
- Fulfills: Quantitative

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.

ECON 247 Intermediate Economic Theory: Macro
- 4 hours
- Fulfills: Human Behavior—Social Science Methods
- Prerequisites: ECON 130

The course examines the factors influencing the aggregate level of national income, employment, and inflation from a variety of perspectives. Topics include short run business cycles, long run growth, and fiscal and monetary policy. There is an emphasis on connecting theory to current macroeconomic events.

ECON 248 Intermediate Economic Theory: Micro
- 4 hours
- Fulfills: Human Behavior—Social Science Methods, Quantitative
- Prerequisites: ECON 130

A theoretical approach to understanding how consumers and firms make decisions and how those decisions affect the economy and our society.
Topics include consumer theory, the theory of the firm, industrial organization, equilibrium, and market failures.

**ECON 255 Environmental Economics**

- **4 hours**
- Fulfills: Human Behavior—Social Science Methods
- Prerequisites: ECON 130

The application of economic principles to environmental issues. Valuation of environmental damage and environmental improvements, including non-market approaches. Methods of environmental regulation, such as taxes, standards, and transferable permits. Other topics such as climate change and species loss may also be covered.

**ECON 256 Economic History**

- **4 hours**
- Fulfills: Human Behavior, Historical
- Prerequisites: ECON 130

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.

**ECON 262 Development Economics**

- **4 hours**
- Fulfills: Human Behavior—Social Science Methods, Intercultural
- Prerequisites: ECON 130

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?

**ECON 268 Law and Economics**

- **4 hours**
- Fulfills: Human Behavior—Social Science Methods
- Prerequisites: ECON 130

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 two competing models of law and economics.

**ECON 333 Economics of Information and Networks**

- **4 hours**
- Fulfills: Human Behavior—Social Science Methods
- Prerequisites: ECON 130

A course exploring the economics of information, language, and networks. Microeconomic examination of how individual choice 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.

**ECON 342 Introduction to Econometrics**

- **4 hours**
- Fulfills: Human Behavior—Social Science Methods
- Prerequisites: ECON 130 and 142

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.

**ECON 361 Money, Credit, and Banking**

- **4 hours**
- Fulfills: Human Behavior—Social Science Methods
- Prerequisites: ECON 130

The understanding of money has changed over time. The role of banks (both central and commercial) has been part of this change until, today, some see banking as an industry ripe for disruption. Thus, the course will help students address current issues and will challenge a number of conventional views about the meaning of money.

**ECON 362 International Economics**
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.

**ECON 366 Public Finance**

- **4 hours**
- Fulfills: Human Behavior—Social Science Methods
- Prerequisites: ECON 130 and 248

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.

**ECON 490 Senior Project**

- **4 hours**
- Fulfills: Human Behavior—Social Science Methods
- Prerequisites: ECON 130 and 248
- Prerequisites: Senior standing

This course requires students to draw upon their economic education to formulate and address important public policy, business and ethical questions. Students will meet in a seminar setting to study and discuss topics of special interest through the prism of an economic way of thinking. Students are also required to write and publicly present a research paper in which they apply their own economic analysis to an issue. Requires senior standing.
Education

Barbara Bohach (department head)

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

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

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

- Students must be approved for the Teacher Education Program before they are permitted to register for 300-400 level Education courses. Transfer students should see the Education Department Chair.
- Completed Teacher Education Program applications are due October 1 or March 1 for admission consideration.
- The Education Department and all program area departments review teacher education candidates.
- 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 with a minimum of a "C":
   - EDUC 185 or 215
   - EDUC 220
   - EDUC 221
   - EDUC 222, 232, 252
3. Three recommendations from faculty (at least one from students’ major field of study) and staff.
4. Approval of the candidate by all program-area departments and the Education Department.
5. Approval of portfolio submissions is needed to progress in one’s coursework or program. Satisfactory completion of the introductory portfolio is required by the deadline set in the department.
6. Students desiring to teach music must have passed piano proficiency or currently be enrolled in MUS 117 or applied study.

B. Approval for the professional semester (student teaching)

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

Requirements for Approval

1. Approval by all program-area departments, and the Education Department.
2. A 2.75 cumulative GPA and 2.75 minimum GPA in program area coursework. (Exceptions include mathematics/biology/chemistry at 2.50). Math Education minors must earn a grade of a “C” or above in MATH 220, 240 and 365. The Education Department incorporates all transfer course grades when calculating the GPA.
   - Elementary Education majors - completion of MATH 123 and satisfactory completion of at least one of the two required lab science courses (life & physical science) plus EDUC 223, 226, 321, 322, 325, 326, 328 and EDUC 329, and all endorsement classes before the student teaching semester. All education and content area courses need to be passed with a “C” or above.
   - Secondary Education minors - completion of methods coursework in their field of study plus 90 percent of their major requirements before the student teaching semester. All education pedagogy courses need to be passed with a “C” or above. Math Education minors seeking a teaching license must earn a grade of “C” or above in MATH 220, 240 and 365.
   - K-12 Music Education majors - completion of methods coursework in their field of study plus 90 percent of their major requirements before the student teaching semester. All MUS, MUED, and EDUC courses need to be passed with a “C” or above. Piano proficiency must also be passed for MUED.
3. Attend required meetings: a professional semester application meeting that is appropriate for your professional semester:
   - A student teacher application meeting is held each fall the year BEFORE you plan to student teach whether you begin in fall or spring. Fall student teachers’ meeting: The year BEFORE you wish to student teach, regardless of whether you will student teach in the fall or spring.
   - Student teacher orientation meeting is held the semester BEFORE student teaching begins. An additional meeting: One semester BEFORE you wish to student teach.
4. Approval of portfolio submissions is needed to progress to student teaching. Satisfactory completion of the developing portfolio is required by the deadline set in the department.

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

As an accredited program in the state of Iowa, Luther College prepares students to be eligible for licensure in the state of Iowa; however, 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, regardless of the state in which the student plans to eventually teach, in order to be approved for licensure.

Luther College program completion requirements are:

1. Completion of Bachelor of Arts degree, which includes the acquisition of a core of liberal arts knowledge, including English composition, mathematics, natural sciences, social sciences, and humanities.
2. Achievement of a 2.75 minimum final overall GPA and 2.75 minimum final GPA in all program areas - including Education Department coursework (exceptions include mathematics/biology/chemistry/physics at 2.50).
3. Courses must be at a "C or above" for all Education or Music Education courses.
4. Completion of all program requirements in elementary, secondary, or K-12 programs, including successful completion of all required practica.
5. All students must take the required Praxis II tests in both content and pedagogy. See the testing page on the education website for the specific tests required and for further information. 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 and eligible for licensure.
6. Required by all states: criminal background check, fingerprinting.
7. Successful completion of the advanced portfolio (note: elementary majors must present the professional portfolio as the senior project). We do accept the edTPA in lieu of the advanced portfolio.
8. Approval of your student teaching practicum by your student teaching supervisor, cooperating teacher 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.
9. Check with the state education department in which you wish to teach, as it regulates teacher licensure. The student is responsible for monitoring the requirements for licensure outside of Iowa and discuss requirements with their advisor. These rules change often; therefore, for licensure outside Iowa, the best sources for information is the state department of education website for your preferred state. See the link on our licensure page.

Elementary Education (K-6)

**Required for a major:** EDUC 185/EDUC 215 (Clinical Experience I in the Schools), EDUC 220, 221, 222, 223, 224, 226, 321, 322, 325, 326, 328, 329, 376, 486, 490 or 493, PAID 450 (Making Decisions for U.S. Schools), HIST 111 or 112 and HIST 126; MATH 123; two lab science courses (one biological science and one physical science). Writing requirement in the major is completed with EDUC 223. Elementary majors must receive a "C" or better in each required content knowledge course.

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

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

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

Secondary Education Minor (in conjunction with an academic major, grades 5-12)

**Requirements for certification in English, mathematics, science, and social sciences:** EDUC 185/EDUC 215 (Clinical Experience I in the Schools), EDUC 220, 221, 252, 352, EDUC 366, 367, 377, 486; PAID 450 (Making Decisions for U.S. Schools). Students are strongly encouraged, but not yet required, to take the EDUC 382 practicum while student teaching since a practicum in content area reading is required in several states. Students seeking certification in mathematics must earn a C or better in MATH 220, 240, and 365.

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

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

View program learning goals for an explanation of learning outcomes in Education.

**Education Courses**

**EDUC 185 Clinical Experience I in the Schools**

- 4 hours
EDUC 215 Clinical Experience I in the Schools

4 hours

The clinical experience requires that students work as active and involved observer-aides under teachers in public/private area schools. Concentrated instruction in preparation for these duties plus seminars accompany the experience. Seminars include the following topics: ethics, professionalism, an introduction to program competencies; and dispositions, including reflective practice. Students taking this course in January must complete application materials in the education department by October 1 to secure a placement for January term. Requires sophomore standing. First-year students are to enroll in EDUC 185 (first-year seminar) offered during January term.

EDUC 220 Educational Psychology

4 hours

Fulfills: Human Behavior—Social Science Methods
Prerequisites: EDUC 185 or 215 and PAID 112 (or equivalent) or permission of Dept. Head

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.

EDUC 221 The Diverse and Exceptional Learner

4 hours

Fulfills: Human Behavior
Prerequisites: EDUC 185 or 215 and PAID 112 (or equivalent)

This course introduces students to learner differences as they are 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.

EDUC 222 Instructional Strategies With Computer Applications: Elementary

4 hours

Prerequisites: EDUC 185 or 215 and sophomore standing

Planning for effective instruction and classroom environments is the focus of this course. Students learn basics of pedagogy such as writing lesson plans aligned with standards, objectives, and assessments; planning research-based instructional techniques; and integrating electronic media to enhance learning. Application of learning theory and investigation of classroom management are also incorporated. Requires sophomore standing.

EDUC 223 Children's Literature

4 hours

Prerequisites: EDUC 185 or 215, PAID 112 (or equivalent) and sophomore standing

The course is a study of both classic and contemporary Children's Literature: genre identification, critical analysis, review, and curriculum integration of books for children and young adults (pre-K-8). This course fulfills the writing course for elementary education majors. Requires sophomore standing.

EDUC 224 Integrated Methods for Music, Art, Physical Education and Wellness in the Elementary Classroom

4 hours

Prerequisites: EDUC 185 or EDUC 215, PAID 112D or consent of instructor.

This course presents methods for integrating music, visual arts, physical education/wellness across the curriculum in grades K-6. The benefits and challenges of integrating visual, performing arts, movement, and wellness in daily teaching and learning activities in the elementary classroom will be addressed. This may include classroom instruction and field experiences with children.

EDUC 226 Introduction to Literacy

4 hours

Prerequisites: EDUC 185 or 215, EDUC 220 and sophomore standing

Based on a synthesis of research identifying characteristics of highly effective literacy teachers, this course focuses on research-based approaches to effective reading/writing instruction: teacher knowledge, classroom assessment, evidence-based teaching practices, response to intervention (RTI), motivation and engagement, technology and new literacies, and family & community connections. The importance of oral language acquisition, phonemic awareness, phonics and word identification, fluency, vocabulary, comprehension, writing and assessment is also addressed. Web-based dyslexia training is required in this course.
EDUC 230 Infant and Toddler Education and Experience

2 hours

The course addresses child development, program philosophies, creating developmentally appropriate environments, and collaboration with families and professionals working with infants and toddlers (children birth through age 3). A twenty-hour practicum is required and needs to be completed outside of scheduled course hours. Recommended for all elementary education majors and required for those seeking Iowa certification in early childhood education. (Offered in fall of odd-numbered years.)

EDUC 240 Home, School, and Community

2 hours
Prerequisites: EDUC 185 or 215 or sophomore standing

This pre-K to 12 course examines the dynamic relationship between families, school, and the community. The course focuses on collaborative team efforts and the importance of family engagement and empowerment to improve student learning and well-being. Professional and ethical responsibilities of working with diverse families and communities will be addressed. This course is required for those seeking early childhood, special education, and English as a Second Language (ESL) endorsements.

EDUC 242 Introduction to Learning Disabilities and Behavioral Issues

4 hours
Prerequisites: EDUC 185 or 215 or sophomore standing

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 245 Career/Vocational Assessment and Vocational Planning

2 hours
Prerequisites: EDUC 185 or 215 or sophomore standing

This K-12 course covers the assessment of career/vocational skills and interests, aspects of the Individuals with Disabilities Education Improvement Act (IDEIA) which specifically address transition, transition meetings, Individualized Education Programs (IEP), community-based instruction, and the school/community services and service providers who would be involved in student transition. This course is required for those seeking the special education endorsement.

EDUC 246 Classroom Management and Collaboration

4 hours
Prerequisites: EDUC 185 or 215 or sophomore standing

This K-12 course is designed to help both general education and special education pre-service teachers create supportive and culturally responsive classrooms. Topics covered include mindfulness, social-emotional learning, restorative justice, trauma-informed care, positive behavioral interventions and supports, applied behavior strategies, and individual behavior plans. A variety of classroom management models will be explored. This course is required for those seeking the special education endorsement and recommended for others seeking education licensure.

EDUC 252 Introduction to Middle and High School 5-12 Methods

2 hours
Prerequisites: EDUC 185 or 215

An introduction to the general methods of secondary teaching. Such topics as objectives, planning, testing, evaluation, classroom management, instructional techniques, educational technology, media, and the inclusion of special education students in the regular classroom will be considered. Should be taken as close to EDUC 352 as possible. Required for certification in 5-12 secondary education areas. Not required of K-12 music majors.

EDUC 321 Clinical Experience II: Literacy in Elementary/Middle School

1 hour
Prerequisites: Admittance to Teacher Educ Program and EDUC 326

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 co-requisite with EDUC 322 and is based in a public or private school for three weeks.

EDUC 322 Clinical Experience II: Mathematics in Elementary/Middle School

1 hour
Prerequisites: Admittance to Teacher Educ Program and EDUC 325

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 co-requisite with EDUC 321 and is based in a public or private school for three weeks.

EDUC 323 Teaching Methods for English Language Learners

4 hours

Prerequisites: Admittance to Teacher Educ Program

Basic introduction to historical and contemporary theories and methods of English as a second language instruction with an emphasis on methodologies for teaching reading, writing, listening and pronunciation skills within the context of content areas grounded in academic and social/cultural language goals. This course is offered in fall of even-numbered years. Please speak to someone in the Education Department to determine when this course should be taken.

EDUC 324 Assessment for English Language Learners

2 hours

Prerequisites: Admittance to Teacher Educ Program

This K-12 course is an introduction to assessment for English language learners including formal and informal tools, interpretation of assessment data, use of data to inform instruction, and the fundamental technical aspects of assessment. This course is offered in the spring of odd numbered years. Please speak to someone in the Education Department to determine when this course should be taken.

EDUC 325 Elementary Mathematics Methods

4 hours

Prerequisites: Admittance to Teacher Educ Program

This course is an introduction to the pedagogy of a NCTM standards-based mathematics program in the elementary/middle school and the content described by the Common Core State Standards for Mathematics. The course focuses on the content strands of statistics/probability, data analysis, and number operations and includes planning, teaching, assessment, diagnosis and evaluation of student learning in mathematics. This course presents current best-practice, research-based instructional methods in mathematical processes, the use of technology in teaching/student learning, and classroom management as it applies to mathematics.

EDUC 326 Elementary Language Arts Methods

4 hours

Prerequisites: Admittance to Teacher Educ Program

This course is an introduction to oral and written communication for the twenty-first century, including the Common Core State Standards for English Language Arts, the curriculum and pedagogy of a language arts program based on standards established by the International Literacy 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 as it applies to language arts instruction. The course utilizes a comprehensive approach that examines language acquisition and development.

EDUC 328 Elementary Social Studies Methods

2 hours

Prerequisites: EDUC 321, 322, 325 and 326 and admittance to Teacher Education Program

Corequisites: EDUC 329

This course is an introduction to the curriculum and pedagogy for social studies instruction based on the National Council of Social Studies Standards. Ten thematic strands frame the instructional planning for elementary and middle level curriculum. Students will develop competencies in specific social studies related skills and become acquainted with current directions and research in elementary social studies including instructional technology. This course is designed to assist pre-service teachers in developing appropriate tools for teaching social studies using an interdisciplinary approach.

EDUC 329 Elementary Science Methods

2 hours

Prerequisites: EDUC 321, 322, 325, 326 and admittance to Teacher Education Program

This course is an introduction to the curriculum and pedagogy of a standards-based science program in the elementary school, including the Next Generation Science Standards. This course includes hands-on opportunities with the activities that support the inquiry of science as practiced in the elementary school classroom.

EDUC 330 Preschool Education and Experience Education

4 hours

Prerequisites: Admittance to Teacher Educ Program. It is recommended that the student has completed or is taking EDUC 226.

This course is an introduction to early childhood education of 3- to 5-year old children. Included are the history of the field; educational philosophies for the pre-kindergarten learner; and program models. Child development is a basis for designing curriculum, including play, and inquiry-based experiences in language arts, sciences, social sciences, health, and mathematics to support children's development and learning. Assessment and
family engagement programs are also addressed. A twenty-hour practicum is required and needs to be completed outside of scheduled course hours. This course is required for those desiring Iowa licensure in early childhood education and recommended for all elementary education majors. It is recommended the student has completed or is currently enrolled in EDUC 226. Please speak to someone in the Education Department to determine when this course should be taken. (Offered in spring of even-numbered years.)

EDUC 332 The Middle School Learner

- 4 hours
- Prerequisites: Admittance to Teacher Educ Program

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
- Prerequisites: Admittance to Teacher Educ Program and EDUC 332

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.

EDUC 344 Methods and Strategies for Teaching Students With Learning Disabilities and Behavioral Issues

- 4 hours
- Prerequisites: EDUC 242 and 366 (or 321 and 322), Admittance to Teacher Educ Program and junior standing

This course provides an exploration of various methods, techniques, and materials that are used in the education of students who have learning disabilities and behavioral issues in a variety of different settings including the general education classroom. Methods and materials for instruction in mathematics, reading, written language, spoken language, social skills, listening skills, organizational skills, and skills to enhance life/career choices will be addressed. Must be taken during the junior-level methods course sequence.

EDUC 347 Assessment in Special and Remedial Education

- 2 hours
- Prerequisites: Admission to Teacher Educ Program and junior standing

This K-12 course is an introduction to the assessment process using specific protocols for formal assessment and instructional planning with a significant emphasis on literacy skill evaluation. The course covers basic technical aspects of assessment, special education legal guidelines, tiered interventions, ethics in assessment, and the interpretation of assessment data.

EDUC 352 Advanced Teaching Methods: Secondary

- 2 hours
- Prerequisites: Admission to Teacher Educ Program and EDUC 252
- Corequisites: EDUC 377

Advanced study of secondary teaching methods for students seeking licensure in English, mathematics, science and social science. Study of special methods used to teach the individual’s major subject area. Teaching methods and professional participation in one’s academic discipline will be covered, as well as inclusion of special education students in a regular classroom and applications of technology. Must be taken prior to professional semester. Required for certification in English, mathematics, science, and social sciences. Not required of music majors.

EDUC 366 Advanced Methods Clinical Placement

- 2 hours
- Prerequisites: Admission to the Teacher Educ Program and EDUC 352 or EDUC 353

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.

EDUC 367 Advanced Teaching Methods II

- 2 hours
- Prerequisites: Admission to Teacher Educ Program and EDUC 366

Continued study of advanced teaching methods for students seeking licensure in English, mathematics, science, and social science with special emphasis on analysis of best practice, methodological research and curriculum design within the respective content area. This course builds on the content of EDUC 352 and the clinical appointment in EDUC 366 and must be taken prior to EDUC 486.
EDUC 376 Advanced Literacy: Assessment and Instructional Design for At Risk Readers

- 2 hours
- Prerequisites: Admittance to the Teacher Educ Program and EDUC 226

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 those identified with learning differences, including learning disabilities, dyslexia, and giftedness. It also examines current research on learner characteristics, instructional approaches and best-practices in classroom assessment of reading skills, both formal and informal.

EDUC 377 Content Area Literacy: Secondary

- 2 hours
- Prerequisites: Admittance to the Teacher Education Program

Introduction to the teaching of literacy in content areas for secondary teachers; procedures used in recognizing content area reading problems, improving reading by developing literacy strategies in reading, writing, speaking, and listening. Required for all students seeking secondary school licensure and students seeking health certification.

EDUC 378 Content Area Literacy: Elementary/Middle School

- 2 hours
- Prerequisites: Admittance to Teacher Educ Program and EDUC 226

Introduction to the teaching of literacy in content areas for elementary and middle school; assessment in content area reading; improving content area literacy by developing strategies in reading, writing, speaking, and listening. Required for elementary reading endorsement, middle school specialist, and ESL endorsement. Requires acceptance into the Teacher Education Program.

EDUC 379 Content Area Literacy: K-12 Music

- 2 hours
- Prerequisites: Admittance to the Teacher Education Program

Introduction to the teaching of literacy in content areas for K-12 teachers in music; assessment in content area reading; improving content area literacy by developing strategies in reading, writing, speaking, and listening. Required for all Education K-12 Music Education majors. Requires acceptance into the Teacher Education Program.

EDUC 382 Practicum: Content Area Literacy

- 1 hour
- Prerequisites: EDUC 377 and 378, or 379

This course is 1-semester hour practicum component that is available for secondary and K-12 majors. This may be a requirement in some other states for all teachers. Check the state’s licensure website. NOTE: If you are an elementary education major pursuing a reading endorsement, you will student teach in a reading classroom.

EDUC 483 Literacy Practicum

- 2 hours
- Prerequisites: Admittance to Teacher Educ Program, completion of EDUC 326, 376, 347, and 377.

Practicum experiences are offered in the reading endorsement for elementary education. Options may include local, regional, and out-of-state placements in literacy intervention programs or summer programs with an emphasis on reading.

EDUC 486 Teaching Practicum

- 2, 12 hours
- Prerequisites: Admittance to the Teacher Education Program

Observation and teaching in area schools. Student teaching experiences are offered in each of the following areas: elementary education and secondary education. Those who do 18 weeks of EDUC 486 will register for 2 additional credits during January term.

EDUC 490 Senior Project

- 1 hour
- Prerequisites: Admittance to the Teacher Educ Program
- Corequisites: EDUC 486
The English major at Luther College opens the mind and heart through literature, engages students and faculty in complex analysis and critical thinking, and seeks beauty and eloquence in writing and speech. English majors study the range of human experience in literature from its medieval beginnings to the present, in literary traditions from around the world, and in a range of genres from poetry and drama to novels, film, and creative non-fiction.

Students choose one of three tracks in the major: literature, writing, or teacher education. Enrollments in English courses are kept small to allow professors and students to get to know each other in conversation and to allow professors to pay close attention to the development of students' writing.

The English major at Luther College develops students in the highly valuable and transferable skills of close reading, critical thinking, and clear writing. Typical careers for English majors at Luther are in writing, editing, marketing, public relations, journalism, teaching, law, librarianship, arts administration, non-profit work, and ministry.

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, 251 after they have completed PAID 111; students must have completed PAID 111 and 112 (or transfer equivalents), to enroll in courses numbered ENG 211, 212, 213, 214, 231, 232, 250, 261, ENG 312-ENG 350; and students must have junior status to enroll in courses numbered 361 and above. Students are encouraged to complete ENG 230 before enrolling in courses numbered ENG 350 and above. The full range of English courses is open to students of all majors.

Required for a major:

Plan I. ENG 230, 260 (Shakespeare), 485 (seminar); one American literature course from ENG 251 or 350; one early British literature course from ENG 361, 362, 364; one later British literature course from ENG 365, 366, 367; and three additional courses (one of which may be a foreign language literature course when the literature is read in its original language, LING 131, or ENG 380 when completed for four credits). The writing requirement is completed with ENG 230. Also see correlative requirement for the major.

Plan II (writing emphasis). Same major requirements as in Plan 1, but includes at least three of the following courses: ENG 211, 212, 213, 214, 312, or 314. Writing internships (ENG 380) are available and are encouraged, but they do not count as one of the three writing courses required for the Plan II major. Students who have completed the appropriate course work may write an extensive work of poetry, fiction, or nonfiction as their senior project. The writing requirement is completed with ENG 230. Also see correlative requirement for the major.

Plan III (teaching). Same major requirements as in Plan I, except that the electives must be ENG 314, 334, and LING 131. The writing requirement is completed with ENG 230. Also see correlative requirement for the major, and Education Department for secondary education minor requirements. Students planning to apply for licensure in Minnesota should also take ENG 211 and COMS 132.

Correlative requirement for all three of the major plans: Successful completion of at least one foreign language course at the intermediate level or above (i.e. 201 intermediate level or above), or foreign language proficiency as described in the all-college foreign language requirement (option D).

Required for a minor: ENG 230; ENG 260 or 261; one of ENG 211, 212, 213, 214, 312, 314, 361, 362, 364, 365, 366, or ENG 367; one of ENG 251 or ENG 350; one 4-hour elective.

Required for a writing minor: Three courses from ENG 211, 212, 213, 214, 312, or ENG 314; one English department course in literature; one 4 hour elective from any of the other courses in the department. A student with an English major may not also earn a writing minor.

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

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.

Preparation for graduate school: Students considering graduate school in English may wish to take an additional seminar and/or additional period courses in American or English literature, or ENG 314. They should also consider a 4-credit senior project with an emphasis on criticism or theory.

View program learning goals for an explanation of learning outcomes in English.

English Courses

ENG 110 Introduction to College Writing

2 hours

An introductory English course designed to help students become more fluent, confident, and effective writers and readers. Focus on strengthening skills in writing college-level essays, including identification of surface errors. Frequent writing, reading, and individual conferences. Hours do not count toward an English major or minor. Students may not earn credit for both ENG 110 and ENG 114.
ENG 114 Introduction to U.S. Academic Writing

- 2 hours

This course helps students become fluent, confident, and effective writers and readers in U.S. academic culture. It strengthens skills in writing college-level essays (including thesis-driven, analytic essays), in responsible use of outside sources, and in making surface corrections and refinements. Some instruction takes place in individual conferences. Students will usually take this course concurrently with PAID 111. Student may not earn credit for both ENG 110 and ENG 114. If placed in the course, students may only withdraw with permission of the Writing Director.

ENG 130 Literary Ventures

- 4 hours

Fulfills: Human Expression—Primary Texts

An introductory literature course, with specific focus and readings announced each semester. This course is both an introduction to the pleasures of reading and interpretation and also an opportunity for student writing in a range of analytic and creative forms. Open to all students in all majors. Students may enroll in more than one version of the course. Sample topics: Carribean Women Writers, Literature of the Apocalypse, Multiple Hamlets, Poems for Life.

ENG 147 Literature of the African Peoples

- 4 hours

Fulfills: Human Expression—Primary Texts, Historical, Intercultural

Prerequisites: PAID 111 or transfer equivalent

Modern African writers are some of the most dynamic and innovative writers as they draw from and respond to different literary traditions, such as their own oral and written traditions, as well as European models. This course serves as an introduction to the various themes and styles of written literature of the 20th century. Central to discussion will be an analysis of gender within various African cultural contexts. Understanding constructions of masculinity and femininity, dominant female and male roles in society, and the ways in which the works challenge traditional norms of gender will be priorities within applied theoretical approaches. (Same as AFRS 147 and IDS 147)

ENG 211 Writing for Media

- 4 hours

Fulfills: Human Expression

Prerequisites: PAID 111 and 112 or transfer equivalents

A comprehensive course in news writing, reporting, and writing for media. Focus on the issues and skills central to journalism and professional writing for various media. Readings and examples from newspapers, on-line and print magazines, and electronic journalism.

ENG 212 Creative Writing: Poetry and Fiction I

- 4 hours

Fulfills: Human Expression

Prerequisites: PAID 111 and 112 or transfer equivalents

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.

ENG 213 Creative Writing: Nonfiction

- 4 hours

Fulfills: Human Expression

Prerequisites: PAID 111 and 112 or transfer equivalents

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.

ENG 214 Professional and Technical Writing

- 4 hours

Fulfills: Human Expression

Prerequisites: PAID 111 and 112 or transfer equivalents

This course introduces the concepts and strategies essential for the writing of instructions, proposals, fact sheets, and other types of professional correspondence. Students will communicate complex subject matter to specific audiences, lay and technical, in print and digital formats. The course will show how a professional writer’s work is always rhetorically situated. Professional documents are not simply static templates waiting to be filled with information. They move through networks of real people and organizations, each with different needs, priorities, and cultural values, and are transformed along the way. By examining case studies of professional and technical writing in real-world situations and applying what they learn to their own work, students will become more attentive to the audiences of their writing.
ENG 230 How Literature Works: An Introduction

- 4 hours
- Fulfills: Human Expression—Primary Texts
- Prerequisites: PAID 111 or transfer equivalent

Literature invites us into experiences and worlds familiar and strange. This course introduces students to careful reading, to discussion, and to writing about literature: both classics and little-known treasures. The course is open to any student wishing to cultivate perceptive reading and writing.

ENG 231 Film

- 4 hours
- Fulfills: Human Expression—Primary Texts
- Prerequisites: PAID 111 and 112 or transfer equivalents

This course explores the world of film experience and cultivates visual media savvy. We will examine a wide range of films, from early moving-image media and Hollywood classics to indie flicks, bleeding-edge documentaries, and global cinema from "Metropolis" and "Citizen Kane" to "Crouching Tiger, Hidden Dragon" and "13th". Students will practice analyzing films in terms of history, techniques, and critical approaches in order to develop a broad knowledge of film as an intersection of art, technology, and industry that holds great power to move us.

ENG 232 Film in Focus

- 4 hours
- Fulfills: Human Expression—Primary Texts
- Prerequisites: PAID 111 and 112 or transfer equivalents

This course explores specific areas of film experience and cultivates visual media savvy. We will examine films affiliated by a common theme, genre, director, era, or movement. Possibilities include science fiction, Shakespeare on screen, social documentaries, or Alfred Hitchcock. Students will practice analyzing films in terms of history, techniques, and critical approaches in order to develop a deep knowledge of a particular set of films as an intersection of art, technology, and industry that holds great power to move us. Students may enroll in more than one version of the course.

ENG 240 Africana Women's Writing

- 4 hours
- Fulfills: Human Expression—Primary Texts, Intercultural
- Prerequisites: PAID 111 or transfer equivalent

A study of writing by selected Africana women writers from Africa, the Caribbean, the United States and elsewhere in the African diaspora. Topics may vary by geographic region or theme. (Same as AFRS 240 and IDS 240)

ENG 245 Literature By Women

- 4 hours
- Fulfills: Human Expression—Primary Texts
- Prerequisites: PAID 111 or transfer equivalent

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. (Same as IDS 245)

ENG 251 African-American Literature

- 4 hours
- Fulfills: Human Expression—Primary Texts, Intercultural
- Prerequisites: PAID 111 or equivalent

A survey of African-American literature with special attention to the intersection of race, class, and gender as writers engage with the struggle to achieve the democratic promises of freedom, justice and equality. Primary emphasis will be on literature written since 1920 when the Harlem Renaissance began. Includes authors such as Frederick Douglass, Harriet Jacobs, Langston Hughes, Richard Wright, Zora Neale Hurston, Ralph Ellison, James Baldwin, Alice Walker, and Toni Morrison. (Same as AFRS 251 and IDS 251)

ENG 260 Shakespeare

- 4 hours
- Fulfills: Human Expression—Primary Texts
- Prerequisites: PAID 111 and 112 or transfer equivalents

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 in 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.
ENG 261 Shakespeare Performed

4 hours
- Fulfills: Human Expression—Primary Texts
- Prerequisites: PAID 111 and 112 or transfer equivalents

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. ENG 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.

ENG 262 Tolkien and Lewis in Context

4 hours
- Fulfills: Human Expression—Primary Texts, Intercultural
- Prerequisites: PAID 111 and 112 or transfer equivalents

J.R.R. Tolkien and C.S. Lewis, two of the most popular English writers of the 20th century, lived strangely parallel lives, and worked together to create mythologies of places where the sacred is threatened by the spread of evil. Our travels will follow the lives of these two writers from childhoods in Northern Ireland and Warwickshire, to England's national center of London, to the battlefields of France, and to the universities they loved (Oxford and Cambridge) to see how the ideas of countryside, mechanization, disenchantment and religion, heroism, and humanity that figure in their work have their roots in the life experiences of each author.

ENG 263 In Frankenstein's Footstep: the Keats-Shelley Circle in London, Geneva, And Italy

4 hours
- Fulfills: Historical, Human Expression—Primary Texts
- Prerequisites: PAID 111 and 112 or transfer equivalent, and consent of instructor

Mary Shelley composed her famous novel Frankenstein (1816) amid a whirlwind of personal turmoil, important friendships, and significant travel. This course will retrace the path of her journeys from childhood to Frankenstein, visiting sites associated with her and her circle - including John Keats, Percy Shelley, and Lord Byron - in London, Geneva, Venice, Florence, and Rome, as we investigate the relationships between an author's historical and imaginative realities.

ENG 312 Creative Writing: Poetry & Fiction II

4 hours
- Fulfills: Human Expression
- Prerequisites: PAID 111, 112 or transfer equivalents and ENG 212

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.

ENG 314 Rhetoric: History, Theory, Practice

4 hours
- Fulfills: Human Expression—Primary Texts
- Prerequisites: PAID 111 and 112 or transfer equivalents

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.

ENG 315 Writing in the Community: Rochester

2, 4 hours
- Prerequisites: PAID 111 and 112 Or transfer equivalents

In this course, students will collaborate with nonprofit organizations in the Rochester area to design documents appropriate to the organizations’ needs. These documents may include informational and promotional brochures, fact sheets, instructions, proposals, letters, and/or social media materials. As students engage in this collaboration, they will learn how to communicate essential, timely information to real-world audiences, and they will develop their understanding of the ethical and intercultural dimensions of community service. By working as partners with organizations that serve the Rochester community, they will come to know the community, its priorities, and its needs, as well as the ways in which these are rapidly evolving. In classroom discussions and through guided readings, students will share the challenges they face and the success they achieve while writing in community. Only the 4 credit version fulfills the HE requirement.

ENG 320 Contemporary Literature

4 hours
- Fulfills: Human Expression—Primary Texts
- Prerequisites: PAID 111 and 112 or transfer equivalents

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.
ENG 334 Young Adult Literature

- 4 hours
- Fulfills: Human Expression—Primary Texts
- Prerequisites: PAID 111 and 112 or transfer equivalents

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.

ENG 350 American Literary Traditions

- 4 hours
- Fulfills: Human Expression—Primary Texts
- Prerequisites: PAID 111 and 112 or transfer equivalents

American literature, as Walt Whitman writes, “contains multitudes” and all those multitudes are talking to each other and to us. This course dives into both classic and historically marginalized texts, with attention to the traditions that inspired, influenced, or haunted them. By exploring a range of texts, from novels and poetry to slave narratives, science fiction, and the blues, we will discern how American literature records and also shapes national conversations and culture. The course will focus on themes, genres, geographical regions, and literary movements that reflect the energy of American diversity. Students may enroll in more than one version of the course.

ENG 361 Chaucer and Medieval Literature

- 4 hours
- Fulfills: Human Expression—Primary Texts
- Prerequisites: Junior standing

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. (Same as WGST 361)

ENG 362 Renaissance Literature and the Invention of Nature

- 4 hours
- Fulfills: Human Expression—Primary Texts, Historical
- Prerequisites: Junior standing

Often called the golden age of English literature, the Renaissance offers poetry of wit, beauty, and philosophical depth and ground-breaking experiments in prose. We will look in particular at the ways writers used nature as a blank page to write their fantasies of a better world. Their works set the terms for how literature helps us think about our place in nature to this day. Can we live in harmony with natural cycles? Or do we only read the landscape through human systems of domination, gendered and politicized? Then as now, staggering challenges shook traditional conception of the world: “new” continents and planets; new capitalist values; new Protestant doctrines, not to mention deforestation, intensive mining, plague, and mass migration from farms to the city. Starting with Sir Thomas More’s “Utopia” and ending with Milton’s “Paradise Lost”, this course will trace the establishment of modern stories imagining our relationship to nature. In the course you will join in critical and historical conversations, and cultivate in your writing a lively and scholarly voice.

ENG 364 Milton and the New English Literature British Literature

- 4 hours
- Fulfills: Human Expression—Primary Texts, Historical
- Prerequisites: Junior standing

This course explores British literature from England’s most famous epic, Paradise Lost (1667) through the next century. Writers in this period were wildly creative, inventing new genres: journalism, travel writing, biography, and the novel. 18th-century literature was a crucible for modern understandings of gender, race, and class. Along with Milton, authors may include Dryden, Behn, Swift, Pope, Fielding, Burney, and Haywood. In the course you will join in critical and historical conversations, and cultivate in your writing a lively and scholarly voice.

ENG 365 Rebels, Romantics, and Rock Stars: British Literature 1780-1850

- 4 hours
- Fulfills: Human Expression—Primary Texts
- Prerequisites: Junior standing

Advancing technology. Near-constant war. Deep concern with how human beings—in all their varieties of gender, race, and class—might live together with one another and the natural world. Sound familiar? Welcome to the Romantic and early Victorian period, when everything was changing and some of the best-known writers in English were, in the words of Percy Shelley, “the unacknowledged legislators of the world.” Engaging with authors such as Blake, Mary Shelley, Byron, Tennyson, Christina Rossetti, and Emily Bronte, the course will help you join in critical and historical conversations, cultivate your writing a lively and scholarly voice, and be inspired to further flights of curiosity and investigation. And yes, it comes with a soundtrack.

ENG 366 Victorian and Modernist Literature
In this course we survey a variety of British literature, beginning with Dickens, arriving, after many pages, multiple plot twists, and a wealth of glorious images in the 20th-century modernists. We consider development of British poetry and fiction, its social and political contexts in this period, and a range of voices including Tennyson, George Eliot, Conrad, Woolf, and Forester. In the course you will join in critical and historical conversations, and cultivate in your writing a lively and scholarly voice.

**ENG 367 Postcolonial British Literature: 1950- Present**

4 hours  
Fulfills: Human Expression—Primary Texts  
Prerequisites: Junior standing

The rebuilding of Great Britain after World War Two, the influx of Commonwealth subjects, and migration into Britain through its membership in the European Union have created a multicultural society. Its literature registers voices and influences from around the world: Doris Lessing, V.S. Naipaul, Seamus Heaney, Bruce Chatwin, Salman Rushdie, Kazuo Ishiguro, Hanif Kureishi, and Zadie Smith. In the course you will join in critical and historical conversations, and cultivate in your writing a lively and scholarly voice.

**ENG 485 Seminar**

4 hours  
Fulfills: Human Expression—Primary Texts  
Prerequisites: Two courses from ENG 251, 352-354, 361-368.

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.

**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 a senior project will be submitted; students intending a creative nonfiction project must have completed ENG 210, 211, or 213; students intending a poetry or fiction project must have completed ENG 212, and must have completed or be completing ENG 312 during the term in which the senior project will be submitted. Permission to register for a Senior Project will be given after submission of the application form available on the English department website. The application form also outlines the required oral presentation component. Registration ought to be completed during the semester preceding the semester in which the project is begun. The English department does not require students with more than one major to complete an English Senior Project.
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 including six core courses and a six course concentration area. 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, ENVS 250, ENVS 485; PHIL 140, BIO 151, POLS 258.

Concentration Areas

Plan I: Environmental Policy: ECON 130, ECON 255; POLS 355, POLS 360; one of POLS 247, POLS 340; one of ENVS 240, ENVS 248; PAID 450: Ethics, Energy and Climate Policy; PAID 450: Food and the Environment; POLS 362.

Plan II: Environmental Science: one of the following: CHEM 141, CHEM 151 and CHEM 152, or CHEM 201; BIO 152 or MATH 140 (or higher); ENVS 220; ENVS 210 or BIO 256; one of ENVS 225, BIO 250, BIO 251, BIO 252, BIO 253, BIO 258; one of ENVS 320, BIO 354, BIO 365.

Plan III: Environment, Culture and Society: ANTH 101 or SOC 101; ANTH 203 and HIST 291; SOC 301 or ANTH 210; two courses from ANTH 303, POLS 340, SOC 356, SOC 358, SOC 472 or SOC 475.

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

Required for an Environmental Studies minor: ENVS 134 or BIO 151, PHIL 140, POLS 258, ENVS 250 and ENVS 485. No more than two courses counting for another major or minor may be applied to the environmental studies minor.

Required for an Environmental Science minor: BIO 151, ENVS 134; one of the following: CHEM 141, CHEM 151 and CHEM 152, or CHEM 201; two courses (one must be from ENVS) from ENVS 210, ENVS 220, ENVS 225, BIO 250, BIO 251, BIO 252, BIO 253, BIO 258; one course from ENVS 320, BIO 354, BIO 365. No more than two courses counting for another major or minor may be applied to the environmental science minor.

View program learning goals for an explanation of learning outcomes in Environmental Studies.

Environmental Studies Courses

ENVS 112 Energy and the Physical World

4 hours
Fulfills: Natural World—Lab

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)

ENVS 130 Environmental Forays

4 hours
Fulfills: Natural World—Nonlab

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.

ENVS 133 Environmental Conservation

4 hours
Fulfills: Natural World—Lab

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
habits of northeastern Iowa and human efforts to solve environmental problems.

**ENVS 134 The Earth System**

- **4 hours**
- **Fulfills: Natural World—Lab**

This course is an introduction to the natural and human-influenced processes that govern the interactions among the components of the Earth system: the solid earth, water, the atmosphere, and life. We will cover topics such as geologic hazards, sedimentary processes, mineral and energy resources, and global climate change, all with an emphasis on the ways in which Earth system processes both impact and are impacted by human activities. Laboratories include field-based investigations of Earth system processes in northeast Iowa.

**ENVS 175 Introduction to Geographic Information Systems**

- **2.4 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.

**ENVS 210 Climate Dynamics and Modeling**

- **4 hours**
- **Fulfills: Natural World—Nonlab**
- **Prerequisites: MATH 140**

This course will explore the earth’s climate in the context of earth systems such as the atmosphere, hydrosphere, cryosphere and biosphere. A primary focus will be to develop an understanding of the complex dynamical characteristics and feedback mechanisms between these components through the implementation of basic mathematical and statistical modeling methods incorporating salient physical, chemical and biological principles. An understanding of climate variability and sensitivity due to perturbations, either internal (e.g. El Niño and the Southern Oscillation (ENSO) and greenhouse gas (GHG) concentration) or external (e.g. solar input variability) will be explored. Long-term model projections of the earth’s climate response to perturbations or trends (e.g. increasing GHG emissions or land-use practices), and the confidence therein, will be examined.

**ENVS 215 Environmental Education**

- **4 hours**
- **Fulfills: Natural World—Lab**
- **Prerequisites: Complete one natural world lab course**

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.

**ENVS 220 Earth System Biogeochemistry**

- **4 hours**
- **Prerequisites: ENVS 134 and CHEM 141, 152 or 201 or consent of instructor**

In this course we will focus on the interacting biological, chemical, and geologic processes that combine to control the properties and behavior of the atmosphere, ocean, and terrestrial environments. Students will apply chemical principles to understand both natural and anthropogenic influences on surface environmental conditions such as nutrient availability, soil and water quality, chemical pollution, ocean chemistry, and global climate. Students will also learn how chemical tracers can be used as tools for understanding environmental processes both now and in the Earth’s geologic past. Labs emphasize techniques for chemical analysis and environmental problem solving.

**ENVS 225 Earth’s Climate: Past, Present, and Future**

- **4 hours**
- **Fulfills: Natural World—Lab**

What are natural and anthropogenic controls on the climate system, how has the Earth’s climate varied in the past, and how will the climate system respond to anthropogenic influences? This course includes an introduction to the climate system, an exploration of the Earth’s climate history, and a consideration of how the study of past climates informs our understanding of future climate change. Additional emphasis will be placed on the tools used by climate scientists to understand both past and future climate change. Labs include a combination of field exploration of the local geologic record, laboratory analyses, and computer-based data and modeling exercises.

**ENVS 240 Environmental Issues in the Pacific Northwest**

- **4 hours**
- **Fulfills: Human Behavior**
- **Prerequisites: PAID 111 and 112**

This course examines environmental issues in the Pacific Northwest and the policies that are used or proposed to address them. Case studies - on
issues such as wilderness, endangered species, mining, hydroelectric dams, water rights, public land management, logging, and outdoor recreation - will be used to better understand the political process in the United States, the role of economics in addressing environmental issues, and the particular challenges in human-nature relations within the intermountain west. The course will be taught at Holden Village, an ecumenical retreat center in the Cascade Mountains of Washington state. Students who previously have taken one of the Envs 239 courses at Holden Village will not be permitted to enroll in this course.

ENVS 248 Rivers and Society

4 hours
☑ Fulfills: Human Behavior
☐ Prerequisites: Complete Paideia 111, 112 or transfer equivalents.

Rivers are important environmental, cultural, and economic features in the landscape, yet we struggle to manage them sustainably. Using rivers as an integrating element, the course draws from multidisciplinary perspectives to understand social dependence on river systems, as well as human modification and management of river environments. In particular, we will examine cultural meanings of rivers in the arts; the politics of dams; rivers and pollution policy; water rights and water conflicts; fishing culture and fisheries policy; and river recreation and restoration. We will ground our examination in case studies of rivers, ranging from the local Upper Iowa River, to the Mississippi, to major river systems of the world, such as the Ganges, the Yangtze, and the Nile.

ENVS 249 The Winter Environment

4 hours
☑ Fulfills: Natural World–Lab

We will explore the natural history and ecology of the boreal forest in northern Minnesota as well as the human experience of wintertime in a wilderness setting. In addition to completing course readings and participating in and leading class discussions, students will learn to make natural history observations and will design and conduct an original field-based research project. Course activities will also include winter wilderness travel by snowshoe, cross-country ski, and/or dogsled in and around the Boundary Waters Canoe Area Wilderness.

ENVS 250 Sustainability, Systems and Solutions

4 hours
☐ Prerequisites: PHIL 140, POLS 258 and BIO 151 or ENVS 134

This course will draw upon concepts in systems thinking to cultivate skills for sustainability and problem solving. Through applied case studies grounded in NE Iowa, students will analyze and practice the ways that communities can work to create more sustainable solutions and systems. Students will work in teams on key sustainability issues such as water, energy and climate, food systems, and social sustainability in order to hone skills in systems thinking, communication, research, data analysis and information literacy. This course serves as an integrative experience that will build common capacities and skills for students in upper level environmental studies coursework, such as the junior/senior seminar. This course is a prerequisite for ENVS 485.

ENVS 320 Soils, the Earth System, and the Environment

4 hours
☑ Fulfills: Natural World–Lab
☐ Prerequisites: ENVS 220 or permission of instructor.

Soils form an interface between the atmosphere, hydrosphere, lithosphere, biosphere, and anthrosphere, making them critical to Earth system and environmental processes ranging from plant growth to groundwater recharge to the flux of greenhouse gases to the atmosphere. Students will gain a basic understanding of soil formation processes and of the relationship between soils and other components of the Earth system, including key biogeochemical cycles (the carbon, nitrogen, and phosphorus cycles), the climate system, and hydrologic processes. During labs, students will conduct field description of soils, interpret the environmental history recorded in soil profiles, and design and complete an original research project. Offered alternate years.

ENVS 485 Seminar

4 hours
☐ Prerequisites: ENVS 250

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.

ENVS 490 Senior Project

1, 2, or 4 hours
Exercise Science

Brian Solberg (department head)

Required Exercise Science

A seven-week exercise skills activity (ES 110) and a seven-week Lifetime Health and Wellness class (HP 100) are required for graduation. Each is offered for one hour of credit. The exercise science skills requirement may also be completed with ES 180, LS 225, LS 226, or DAN 100. The exercise science skills requirement (ES 110) will be waived for students who have participated in varsity athletics at Luther College for at least two traditional seasons in the same sport. A student may apply a maximum of four credit hours of wellness/skills courses (HP 100 and ES 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 exercise skills classes on a credit/no credit basis.

Subsequent to a medical examination or review of documentation, a student’s participation in exercise science coursework may be modified to follow the limitations suggested by the college physician or disabilities coordinator.

Exercise Science Major/Minor

The exercise science major is designed to prepare students to serve as professionals in the field of exercise science. Our graduates are knowledgeable in the scientific principles surrounding exercise science and are well prepared to serve in corporate wellness, fitness training, human performance, clinical exercise physiology, research or enter into an allied healthcare professional graduate program. Coursework incorporates rigorous didactic study along with laboratory learning and hands-on techniques that aim to prepare students to meet the needs of their chosen profession.


Required for an Exercise Science minor: minimum of 20 credits, requires ES 261 or BIO 115, ES 264, electives of ES 323, 324, 340, 425; HP 126, 372.

Note: Student majoring in Allied Health Sciences may not count ES 261/BIO 115 or ES 264 toward the Exercise Science minor but may take any 5 of the 6 remaining on the list. Consult with your adviser regarding restrictions.

Note: Student majoring in Health Promotion may not count HP 126 toward the Exercise Science minor and must take ES 261/BIO 115, ES 264 plus any 3 of the remaining 5. Consult with your adviser regarding restrictions.

View program learning goals for an explanation of learning outcomes in Exercise Science.

Exercise Science Courses

ES 110 Skills Class

1 hour

Fulfills: Skills

Skills courses are designed to expose students to lifetime activities. The major emphasis of these courses is to acquire basic knowledge of the activity, enhance/improve skill performance, and develop health related fitness. Course may be selected from aerobic fitness, archery, badminton, bowling, disc golf, fly fishing, golf, individual and dual sports, insanity, pilates, racquetball, racquet sports, rock climbing, rope courses, swim fitness, lifeguard instruction, soccer, team sports, tennis, strength training, yoga or other activity options provided based on staffing. A student may apply a maximum of three credit hours of skills (ES 110) plus one HP 100 toward the 128 hours required for graduation. Previously PE 110. Students may not earn credit for both PE 110 and ES 110 that are in the same skill.

ES 180 Fitness and Wellness Abroad

4 hours

Fulfills: Skills

This course affords students a unique opportunity to explore wellness concepts and participate in fitness activities in an international setting. The course is designed to promote healthy lifestyles and increase the enjoyment of physical activity. The international setting, which may vary from year to year, exposes students to a different culture and unique fitness activities. This course will fulfill the health promotion and exercise science general education skills requirement. Previously PE 110. Students may not earn credit for both PE 110 and ES 110.

ES 250 Theory of Coaching

2 hours

An introductory course aimed at helping students develop coaching philosophies, objectives, and coaching style including communication and motivation skills, teaching methods, management skills with emphasis on relationships, and understanding the responsibilities of being a coach. Previously PE 250. Students may not earn credit for both PE 250 and ES 250.
ES 260 Adaptive Physical Activity

4 hours

A study of the physiological, cognitive, and behavioral factors affecting learning and development. The primary emphasis is on experiential learning. Luther students work individually with young students (ages 3-18) from local and area school districts to adapt activities to their specific needs. Previously PE 260. Students may not earn credit for both PE 260 and ES 260.

ES 261 Applied Human Anatomy

4 hours

Fulfills: Natural World—Nonlab

A study of the essential structural features of human anatomy with special reference to applications related to activities of daily living, injury, and human movement associated with occupational and athletic activities. Previously PE 261. Students may not earn credit for both PE 261 and ES 261.

ES 264 Kinesiology and Biomechanics

4 hours

Fulfills: Natural World—Nonlab

Prerequisites: ES 261

Study of human movement and the mechanical principles, both kinetic and kinematic, as they apply to human motion. Identification of muscles, planes of movement, description of motion, levers, and internal and external forces as they apply to motion. Previously PE 365. Students may not earn credit for both PE 365 and ES 264.

ES 323 Principles of Strength Training and Conditioning

4 hours

Prerequisites: ES 261 or BIO 115 and ES 264

A study of the structural and functional factors related to training adaptations associated with various physically active populations. This course meets objectives for National Strength and Conditioning Association (NSCA) and American College of Sports Medicine (ACSM) certifications. Previously PE 323. Students may not earn credit for both PE 323 and ES 323.

ES 324 Principles of Fitness Assessment

4 hours

Instruction of fundamental principles of fitness testing, development of practical assessment skills and interpretation of results based upon National Strength & Conditioning Association (NSCA) and American College of Sports Medicine (ACSM) health-related fitness assessment protocols and recommendations, including pre-participation screenings, anthropometric measures, flexibility, anaerobic muscular fitness, proprioceptive capabilities, and aerobic capacity. Previously PE 224. Students may not earn credit for both PE 224 and ES 324.

ES 340 Exercise Techniques

4 hours

Prerequisites: ES 261 or BIO 115 and ES 264 or consent of instructor

This course will be taught in accordance with the principles recommended by the National Strength and Conditioning Association (NSCA) and American College of Sports Medicine (ACSM). Course content will include principles of anaerobic and aerobic training techniques and experiential learning in technique assessment and development. Topics will include flexibility, strength, power, anaerobic capacity, aerobic capacity, speed, agility, balance and stability.

ES 343 Motor Learning

4 hours

Fulfills: Human Behavior

The principles of motor control, motor learning, and motor development over the lifespan are presented with emphasis on examining how the interactions of the individual, environment, and task constraints bring about changes in a person’s motor function. Focus areas will address human growth benchmarks, activities of daily living, gait, and influence of disease. Previously PE 342. Students may not earn credit for both PE 342 and ES 343.

ES 366 Physiology of Exercise

4 hours

Fulfills: Natural World—Lab

Prerequisites: ES 261, BIO 115, BIO 151 or BIO 152 or consent of instructor

Designed to provide scientific background and laboratory experience essential for understanding the nervous, muscular, cardiovascular, and respiratory system responses and adaptations to physical stress. Previously PE 366. Students may not earn credit for both PE 366 and ES 366.
ES 380 Internship

1, 8 hours

ES 425 Program Design and Periodization

4 hours

Prerequisites: ES 323, ES 324 and ES 340

This capstone course provides didactic and practical application in the design and development of periodized exercise programs for athletic, occupational, and special populations.

ES 430 Exercise Science Practicum

1, 2, or 4 hours

Prerequisites: ES 380

This experiential learning course is designed to give students the opportunity to apply knowledge, skills, and abilities acquired in the classroom. Students will serve as exercise specialists for members of the campus and local community; provide assessments, prescribe appropriate interventions, provide proper instruction, and design appropriate programs based on client’s needs and abilities. Previously PE 370. Students may not earn credit for both PE 370 and ES 430.

ES 490 Senior Project

1 hour

Previously PE 490. Students may not earn credit for both PE 490 and ES 490.
Foreign Culture

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

Foreign Culture Courses

**FCUL 142 China in the World**

4 hours  
Fulfills: Intercultural

This course explores the importance of China in a rapidly globalized world from an intercultural perspective. Students are invited to examine how China interacts with the world, and vice versa, through a variety of issues. The course begins with an interdisciplinary project that offers students a gateway to explore the global presence of China. After a comparative study of origin myth and flood in China and the West, the course continues with an examination of cross-cultural education, during which students will complete an interview project. Both Chinese cuisine and the topic of “made in China” will be essential parts of this course, but students will also be able to explore topics of personal interest, such as Hollywood’s representation of Chinese culture, international adoption or the Dalai Lama. With class discussion and student-led projects, this interdisciplinary course will provide a basic understanding of Chinese culture and tradition. (Same as IDS 142)

**FCUL 241 Russian Culture Through Film**

4 hours  
Fulfills: Human Expression—Primary Texts, Historical, Intercultural

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 World War II (1930’s-50’s). We will continue with classic films and comedies of the 60’s and 70’s (including Ryzanov, Gaidai, Tarkovsky). The later 1980’s-90’s (glasnost’, perestroida, 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 discussions are in English. Advanced Russian language students who have completed RUS 202 may elect to enroll in RUS 241 for supplementary assignments in Russian. Offered on a rotating basis.

**FCUL 242 Chinese Cinema and Chinese Modernity**

4 hours  
Fulfills: Human Expression—Primary Texts, Intercultural

From the fall of the Cletstial Empire to the rise of China’s economy today, Chinese cinema has witnessed many social changes in the modern era. This course will focus on the interaction between Chinese cinema and the process of modernization. By examining how Chinese films dialogue with Hollywood, it will explore Chinese people’s experiences of semi-colonial modernity, socialist modernity and postsocialist/global modernity. Students will watch select films made in mainland China, Hong Kong and Taiwan. Along with reading and writing assignments, students will be required to do oral presentations. All films have English subtitles. All readings are in English. Students with Chinese language background may elect to enroll in CHIN 242 for additional assignments in Chinese.

**FCUL 243 Time of Stalin - Literature and Memoirs**

4 hours  
Fulfills: Human Expression—Primary Texts, Historical, Intercultural

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-1930’s), 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 and gender studies, and Russian studies. The course is taught in English and readings are in English. Advanced Russian language students who have completed RUS 202 may elect to enroll in RUS 243 for supplementary assignments in Russian. Offered on a rotating basis. (Same as WGST 243)

**FCUL 244 Russia, United States and the World Today**

4 hours  
Fulfills: Historical, Intercultural

This course will examine topical world events of current importance, focusing on the dynamics between Russia/Former Soviet Union (FSU) and the United States. This course will include historical background (e.g., the Cold War, NATO, and the Soviet era) in order to understand the rise of Valdimir Putin, current tensions in the world, and the seeming reemergence of a Cold War. Such historical background will allow us to analyze current global events and how these actions are viewed in Russia, the FSU, and the United States. The course is taught in English.
FCUL 245 Russian/Soviet Animation

- 4 hours
- Fulfills: Human Expression—Primary Texts, Intercultural

Russian/Soviet animators of the twentieth century achieved international recognition for technical innovation and for decades had a state-sponsored animation studio (Soyuzmultfilm). This course will follow the history of Russian/Soviet animation through the study of key cultural and historical contexts. Topics include: Agitprop (political propaganda); goals and accomplishments of the 1917 Bolshevik Marxist Revolution; satirical films about Western capitalists; anti-religious films; WWII; films of the Cold War; films based on folk tales, literary works, and historical heroes; beloved children’s animated film series such as and “The Adventures of Cheburashka and Friends”, “Nu pogodi” (“Just you wait!”) and “The Bremen Musicians”; and the role of animation after the fall of the Soviet Union and reduced government funding. Such topics will lead students to a better understanding of the key historical and cultural themes important in Russian/Soviet society.

FCUL 250 Topics in Nordic Literature

- 4 hours
- Fulfills: Human Expression—Primary Texts

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 Nordic Studies), provided that the topic is new. The course is taught in English and readings are in English. Students who have completed NORST 202 may elect to enroll in NORST 250 for extra assignments in Norwegian.

FCUL 251 Topics in Nordic Film

- 4 hours
- Fulfills: Human Expression—Primary Texts

The 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 towards the major/minor in Nordic 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 NORST 202 may elect to enroll in NORST 251 for extra assignments in Norwegian.

FCUL 260 Russia and Scandinavia: Historical and Cultural Ties

- 4 hours
- Fulfills: Intercultural

This course will involve travel in both Norway (Oslo and Lillehammer) and Russia (St. Petersburg and Moscow). In this course we will examine cultural and historical ties between Russia and Scandinavia, beginning with the Varangians (Vikings) in medieval times as the first ruling dynasty in medieval Rus’ was established, as well as their ties with the Silk Road in Central Asia (now part of the Former Soviet Union). We will follow these ties to the present day, with special consideration given to the experiences of Norway and the FSU during WWII and contemporary environmental issues (such as exploration of the Arctic, territorial rights, and environmental pollution). Norway’s important role in international peace and dialog in the FSU (Armenia, Russia, Ukraine) will be discussed in relation to the Nansen Center for Peace and Dialogue (Lillehammer). The study of art, architecture, music and literature of Norway and Russia is also an important component of the course. In each country our group is joined by local colleagues who are experts in their fields.

FCUL 261 Fleeing to and from Germany: Immigrants Refugees, and Guest Workers

- 4 hours
- Fulfills: Human Behavior, Historical, Intercultural

It is at the core of human history: people leaving their homes in search of a better life. This course explores the role of immigration and emigration for the German-speaking countries over the last 250 years. We will look at the immigration of Germans to the US and South America in the 19th and 20th century, the mass displacement of Germans after WWII, the guest worker program in the 1950s and 1960s (which brought many foreigners to Germany), as well as the so-called European refugee crisis since 2015. We will research the different reasons for people traveling to and leaving Germany, the reactions of the population, and the consequences migration has had for German history and society. Specifically, we will analyze the political and societal reactions to the European refugee crisis and will put it into historical context. The course is taught in English. No German is required. This course cannot be used to fulfill the language requirement.

FCUL 262 Double Feature: Germany in Film

- 4 hours
- Fulfills: Human Expression—Primary Texts, Historical

Film has long been used as a way to (re)interpret history. This course allows students to examine moments and issues in German history, each through the lens of two films made at different times. For example, how is Hitler portrayed differently in early post-WWII films than in 2004’s Downfall? What does this reveal about German views of the past? Topics for film pairings may include (but are not limited to) the Berlin Wall, Red Army Faction terrorism, immigrants, and German unification. All films will be shown in German with English subtitles. No German is required.

FCUL 341 Russian Life and Culture

- 4 hours
- Fulfills: Human Expression, Historical, Intercultural
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. Advanced Russian language students who have completed RUS 202 may elect to enroll in RUS 341 for supplementary assignments in Russian. Offered on a rotating basis.

FCUL 350 Topics in Russian/Soviet Literature

- 4 hours
- Prerequisites: PAID 112 or transfer equivalent

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. Advanced Russian language students who have completed RUS 202 may elect to enroll in RUS 350 for supplementary assignments in Russian. Offered on a rotating basis.

FCUL 361 Henrik Ibsen

- 4 hours
- Fulfills: Human Expression--Primary Texts
- Prerequisites: PAID 112 or transfer equivalent

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 NORST 202 may elect to enroll in NORST 361 for additional coursework in Norwegian. Offered on a rotating basis.

FCUL 363 Norway's Nobel Prize-Winning Authors

- 4 hours
- Fulfills: Human Expression--Primary Texts
- Prerequisites: PAID 112 or transfer equivalent

Through the lives and literature of Nobel Prize-winning authors, Bjornstjerne Bjornson, Knut Hamsun, and Sigrid Undset, the history of Norway unfolds with its struggles and triumphs from the Middle Ages through Norway's World War II occupation by Hitler's forces. Reading selected works and viewing films based on them, as well as researching the authors' lives and times, students will gain an understanding of the highlights of Norway's history and literary production. All readings and discussion are in English. Advanced Norwegian language students may enroll in NORST 363 for additional coursework in Norwegian. Offered on a rotating basis.
French

Elizabeth Steding (department head), Anne-Marine Feat (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 348; FREN 460 or 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.

**Recommended supporting courses for students majoring in French:** Two semesters of another modern or a classical language; linguistics courses, such as LING 131, 241, or 245.

**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.

**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.

View program learning goals for an explanation of learning outcomes in French.

**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.

**French Courses**

**FREN 101 Elementary French I**

- **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.

**FREN 102 Elementary French II**

- **4 hours**

Prerequisites: FREN 101

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.

**FREN 201 Intermediate French**

- **4 hours**

Prerequisites: FREN 102 or equivalent as indicated by the placement test

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.

**FREN 202 Intermediate French**

- **4 hours**

Prerequisites: FREN 201 or equivalent as indicated by the placement test

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.

**FREN 210 Cinema for French Conversation**
In this course students will view and discuss films from the French and Francophone world. Exercises aimed at improving students' speaking and writing skills will also include close analysis of cinematic technique and cultural controversies.

FREN 220 French Art in Conversation

- 4 hours
- Fulfills: Human Expression—Primary Texts
- Prerequisites: FREN 201

In this course students will study and discuss works of art from the French and Francophone world by reenacting famous Parisian “Salons” using the RTTP pedagogy. Exercises aimed at improving students' speaking and writing skills will also include analysis of principles of artistic design in the context of revolutionary cultural changes.

FREN 230 French for Social Change

- 4 hours
- Fulfills: Human Behavior
- Prerequisites: FREN 201 or consent of instructor.

This language course focuses on the acquisition of the French lexicon used in the areas of development and social change to equip students with the language tools needed to work with NGOs and development organizations. Course materials are designed to enhance the student's oral skills. Through both classroom and field oriented activities, students will study the history of social movements in the Francophone world (May '68, Yellow Vests...) and investigate development theory, social entrepreneurship, and transnational networks that arise from migration.

FREN 342 Introduction to French Culture

- 4 hours
- Fulfills: Intercultural
- Prerequisites: FREN 202

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.

FREN 344 Advanced Grammar and Composition

- 4 hours
- Fulfills: Human Expression
- Prerequisites: FREN 202

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.

FREN 345 Conversation and Phonetics

- 4 hours
- Prerequisites: FREN 202

A course for advanced students wishing to increase their fluency through daily conversation on topics of current interest. A systematic review of problems in French pronunciation is included. Offered on a rotating basis.

FREN 346 Introduction to French Literature I

- 4 hours
- Fulfills: Human Expression—Primary Texts
- Prerequisites: FREN 344

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.

FREN 347 Introduction to Commercial French

- 4 hours
- Fulfills: Human Behavior, Intercultural
- Prerequisites: FREN 202

An introduction to business in French context, including business vocabulary, commercial correspondence, economic geography, and the role of
government in business transactions. Specific topics will be addressed on a rotating basis.

FREN 348 Introduction to French Literature II

4 hours
✓ Fulfills: Human Expression—Primary Texts
Prerequisites: FREN 344

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.

FREN 460 Topics in French Literature and Culture

4 hours
✓ Fulfills: Human Expression—Primary Texts
Prerequisites: FREN 344, 346 or 348.

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.

FREN 464 Francophone Literatures and Cultures

4 hours
✓ Fulfills: Human Expression—Primary Texts, Intercultural
Prerequisites: FREN 344, 346 or 348.

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.

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.
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

GS 100 Foundations for Learning and Development

2 hours

The purpose of this course is to enable students to understand the foundations of learning and development by examining their skills, attitudes, beliefs, and behaviors, and the contribution of a liberal arts education to their holistic development (emotional, ethical, intellectual, physical, social, spiritual, and vocational). Students will develop academic and other skills related to higher-order thinking, social and emotional intelligence, cultural competence, digital age learning, and financial decision-making. They will learn to enhance their own motivation, responsibility and leadership. Students will also explore their personality, strengths, interests, and purpose in order to fully engage in the education process and set goals that represent their values and priorities. Open to first-year students accepted into the SSS TRIO Program.

GS 105 Luther College Symphony Orchestra Residency in Vienna: An Exploration of Viennese Performances

4 hours

Fulfills: Human Behavior

Students will immerse themselves fully in performance in an intensive three-week residency in Vienna, Austria, rehearsing daily and giving several public performances. They will also attend performances and study them from an ethnographic perspective, observing and analyzing the behaviors of the audience and performers, the ways in which the venue affects the performance, and performance conventions that we often take for granted. To effectively undertake this work, students will learn the principles of participant observation, and how to take field notes and write ethnographies. We will also study performance from an historical perspective, examining several of Vienna's legendary musical premieres, including Ludwig von Beethoven's Ninth Symphony, in which he could not hear his audience's applause, and Alban Berg's Altenberglieder that incited a riot in 1913. To better comprehend how the audiences behaved and responded to these and other premieres, we will situate them in the social, historical, economic, and musicological contexts.

GS 110 Critical Reading and Learning

2 hours

We become better students when we become better critical readers aiming to withhold judgement until we have considered texts or issues carefully and thoughtfully. In this course we practice critical reading strategies, including inspectional, analytical, and syntopical ways of approaching issues and texts. In this course we also review and practice best learning strategies in the context of a liberal arts curriculum.

GS 200 Lives that Matter: Vocation, Self and Service (Arizona)

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 on-campus days of introduction to the major concepts of community, service, compassion, social justice, social change, leadership and vocation. These classes will also enable students to identify their own strengths. The second part of the course, based at the ELCA "Spirit in the Desert" retreat center in Carefree, Arizona (close to Phoenix), offers an intensive service experience through area churches in order to allow students to address a specific need such as homelessness. The course concludes with a special 2-day Blessed to be a Blessing retreat at Spirit in the Desert, offering students further readings, discussion, and rich inter-generational reflection in order to incorporate their service experience into an understanding of their own vocation in relation to the needs they have witnessed and addressed. Additional fees will apply ($850 for flight and accommodations in Arizona) Requires sophomore status or above.

GS 382 Integrating Academic and Experiential Learning

2 hours

In this course, offered concurrently with the Rochester Semester immersion internship experience, students will i) identify and integrate pertinent knowledge and insights gained from their previous liberal arts coursework with their internship settings and ii) evaluate the challenges and opportunities posed by the cultures and practices of the organizations in which they are working, as well as their current and potential roles within them. Students will be asked to analyze, synthesize, and reflect on past and current experiences, and to act in preparation for future plans. Drawing on student experiences and insights from external speakers, social and cultural factors of different work environments will be evaluated. Assignments will include journals, reflective essays, interviews, mind-mapping and prototyping exercises, workforce networking, and a capstone synthesis project. One hour and half session/week, 2 cr.
German

Elizabeth Steding (Modern Languages, Literatures and Linguistics department head and section head), Sören Steding (Münster program director)

**Required for a major:** Thirty-two hours, including eight hours in German above 300; up to eight hours may have English as the language of instruction (with prior approval by the German program); language immersion experience; a senior project (unless this is completed in another major); an oral proficiency examination in German. Writing requirement completed with GER 330, GER 340, GER 460 or GER 470.

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

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

**Language immersion experience** For majors, a minimum of one semester of academic study in a country where German is an official language. For minors, at least one January Term (or a similar program) of academic study in such a country, although a semester is strongly recommended. Program selection must be approved by the department for all majors and minors prior to departure. Luther College offers a semester program in Münster, Germany, every other year (2022, 2024). However, other programs may also fulfill this requirement. All majors and minors are strongly urged to help maintain and advance their language skills by completing courses in German during their final semesters at Luther.

View program learning goals for an explanation of learning outcomes in German.

**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.

**German Courses**

**GER 101 Identity and Language**

- 4 hours

Who are the Germans? Who are you when you speak German? How does language allow us to be ourselves? Explore personal and cultural identity in the German-speaking world. Develop basic language skills (speaking, listening, reading, writing) to be able to communicate in everyday situations.

**GER 102 Community and Language**

- 4 hours
  - Prerequisites: GER 101

How do German-speakers live in community? How and where can you fit in? How are communities formed by language? Explore traditions, institutions and lifestyles in the German speaking world. Continue to develop cultural competency and basic language skills (speaking, listening, reading, writing) to be able to communicate in everyday situations.

**GER 105 Munster Preparation**

- 1 hour

This course prepares students accepted to the Munster Semester for the semester abroad. Requires acceptance to the Munster Program. This course does not count towards the German major or minor.

**GER 210 German in Action**

- 4 hours
  - Prerequisites: GER 102

Apply your German skills in real-world contexts! This course is thematically-based, using topics such as film, comics, art, music, or Berlin to help students develop cultural competency and intermediate-level language skills. Students may take the course twice (with different topics).

**GER 220 Conversation and Comprehension**
This course is for students who have taken GER 210 and who want to develop their speaking as well as their oral and reading comprehension skills, increasing proficiency in extended narration and dialogue and developing knowledge of German-speaking cultures. Offered as part of the Munster Semester.

**GER 320 Advanced Conversation and Comprehension**

- 4 hours
- Prerequisites: GER 210 or consent of instructor.

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.

**GER 330 German History and Society**

- 4 hours
- Prerequisites: GER 210 or consent of instructor.

This course deepens students' understanding of history, society, and culture in the German-speaking world. It investigates selected trends and developments in contemporary culture and examines their historical backgrounds. Offered on a rotating basis.

**GER 340 German Play**

- 4 hours
- Fulfills: Human Expression
- Prerequisites: GER 210 or consent of instructor.

Students will write and perform a play or a film in German. Emphasis is on writing, oral expression, pronunciation, and review of advanced grammatical structures. Offered on a rotating basis.

**GER 350 Advanced German Grammar**

- 4 hours
- Prerequisites: GER 210 or consent of instructor.

This course allows students to master advanced grammar structures as they encounter them in Germany during the Munster Semester. Focus on advanced grammar functions and correcting common mistakes in oral and written expression.

**GER 460 Contemporary German Literature And Culture**

- 4 hours
- Fulfills: Human Expression—Primary Texts
- Prerequisites: GER 210 or consent of instructor.

A course with emphasis on literature and culture of the 20th and 21st century. Study in depth of a particular topic as seen through primary texts, with special attention given to contemporary texts and topics. Significant practice in writing, including a research project and assessment of speaking skills. Offered on a rotating basis.

**GER 470 Topics in German Literature and Culture**

- 4 hours
- Fulfills: Human Expression—Primary Texts
- Prerequisites: GER 210 or consent of instructor.

Study in depth of a particular topic as seen through primary texts. The focus will vary each time, and may include topics such as women writers, social criticism, the environment, East and West, the Holocaust, German media. Significant practice in writing, including a research project. May be repeated for credit up to three times under three different topics. Offered on a rotating basis.

**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.
Global Health

Scott Carlson (program director)

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

Required for a major: a minimum of 32 credits in core courses, including GH 101, GH 201, GH 301, GH 401, ANTH 110, ANTH 208, BIO 151, HIST 292, HP 255, POLS 330, and BIO 256, or SOC 350, or PSYC 350. In addition, students are required to take at least 16 credits from one area of concentration listed below, and at least 8 of those credits must be at or above the 200 level. Areas of concentration offered are: the science of disease and wellness, global health policy and systems, and society, culture, and human health.

The Science of Disease and Wellness
ANTH 102: Biological Anthropology
BIO 152: Principles of Biology: Cellular and Molecular Biology
BIO 190: Clinical Microbiology or BIO 243: Microbiology
BIO 201: Genetics
BIO 255: Human Physiology
ENVS 175: Intro to Geographic Information Systems
ENVS 250: Sustainability, Systems and Solutions
HP 126: Human Performance Nutrition
HP 273: Environmental Health Promotion
PSYC 241: Psychology of Health and Illness
SCI 240: Pathophysiology
(7 of the 12 courses in this concentration have prerequisites, although BIO 152 serves as the final prerequisite for BIO 201, 243 and 255)

Global Health Policy and Systems
ANTH 303: Consumerism and Sustainability: An Anthropological Perspective
COMS 463: Communication and Public Relations
DS 120: Introduction to Data Science
ECON 262: Development Economics
ECON 362: International Economics
ENG 130: Literary Ventures: Superpowers and Disabilities
ENVS 175: Intro to Geographic Information Systems
IS 230: Introduction to International Studies
POLS 132: Global Politics
POLS 247: Social Policy
SW 304: Social Welfare Policies, Programs, and Issues
(6 of the 11 courses in this concentration have prerequisites)

Society, Culture, and Human Health
AFRS 345: Constructs of Race and Racialization
ANTH 205: Religion and Culture
COMS 350: Intercultural Communication
HIST 351 or HIST 485: Topics in European History: The Black Death
REL 230: God, Self, and the Afterlife
SOC 261: Social Conflict
SOC/WGST 468: Gender, Globalization and Development
SPAN 341: Spanish for Medical Professionals or SPAN 350: Practical and Professional Uses of Spanish
SW 204: Human Behavior in the Social Environment I
SW 185: Crisis Intervention and Interpersonal Violence
WGST 331: Gender, Health and Medicine
(8 of the 11 courses in this concentration have prerequisites)

No more than 3 courses may count toward 2 majors if a student is double majoring. Since double dipping between majors cannot be tracked by the advising software, students must familiarize themselves with the double-dipping rule and consult regularly with the Global Health program director and their advisor in order to track their major attainment goals. The senior project, if completed in Global Health, will be in addition to the 32 credits required for the major. Writing requirement fulfilled by taking both GH 201 and 401 and completing the global health e-portfolio (tracked in courses with GH designation and via advising).

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

View program learning goals for an explanation of learning outcomes in Global Health.
Global Health Courses

**GH 101 Introduction to Global Health**

2 hours

Global Health is an emerging interdisciplinary field of inquiry that draws primarily on the discipline of public health, clinical medicine, anthropology, and political economy, as well as sociology and history. The course will introduce students to major health concerns on a global level and trends in distribution of disease worldwide. It will investigate major factors contributing to health and mortality disparities. Students will learn about global health stakeholders that set global health priorities. After taking this course, the students will be able to answer the following questions: What is global health? How is global health studied and practiced? What are global health priorities? Who works in global health, and what are the possible career pathways?

**GH 201 Case Studies in Global Health**

2 hours

Prerequisites: GH 101

This course builds upon Global Health 101 and focuses on applications and critical understanding of health concerns and health determinants using case examples. Students will draw on their coursework to develop research projects pertinent to the region and health concern of their choice, with strong preference that they focus on the country of their immersion experience. After taking this course, the students will be able to answer the following questions: What are the social health determinants of health? What are the main health determinants of the student’s selected focus area/population for the immersion course? What are the possible interactions between various determinants of health and how have they been addressed by scholars and practitioners?

**GH 301 Global Health Field Experience**

2, 4 hours

Prerequisites: GH 101 GH 201 BIO 151

All Global Health majors will be required to undertake a 2- or 4-credit field experience, typically during the junior or senior year. The purpose of the field experience is to provide both a global context and a hands-on global health experience to deepen classroom learning. Majors will determine the actual field experience in consultation with their advisor and will approval by the Global Health program board. Students will have some flexibility in terms of the duration (semester, J-Term, summer) and nature of the experience. In order to ensure quality and to establish mutuality and reciprocity in off-campus relationships, students will select from among four to six approved partner sites around the world. These sites will be selected by the Global Health board in consultation with the Center for Global Learning. The sites are designed to allow students to encounter a range of global health experiences in a variety of locations. Students will be encouraged to connect the field experience to their own senior project research and to their potential future global health career path.

**GH 380 Internship**

1, 2, or 4 hours

**GH 401 Biosocial Approach to Global Health**

2 hours

Prerequisites: GH 101 GH 201 GH 380

This course will build on previous global health courses to grapple with theoretical and practical approaches in global health. Students will learn to apply theories from relevant social sciences to help them integrate their understanding of clinical insights, public health approaches, ethical perspectives, and health care governance models to create solutions that work on both national and international levels. After taking this course, students will be able to answer the following questions: Why is a good command of social theory around global health interventions important? What does a biosocial approach to analysis of global health problems and interventions require? What does it make possible? What kind of ethical considerations guide the motivations and designs in global health today?

**GH 490 Senior Project**

1, 2, or 4 hours

Prerequisites: GH 101 GH 201 GH 380 GH 401

The senior project Global Health is the culminating experience in the major. Through this process students will put into practice the perspectives, knowledge, and skills that they gained through coursework and experiential learning experiences. For those with double majors, senior project may be completed within a different major.
Greek

Dan Davis (department head)

Knowledge of classical Greek provides direct access to the rich and varied literature of ancient Greece and Rome as well as to the New Testament. Coursework in Greek complements the study of history, classical studies, theology, philosophy, medicine, the natural science, and linguistics.

View program learning goals for an explanation of learning outcomes in Greek.

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.

GRK 102 Elementary Greek II

4 hours

Prerequisites: GRK 101

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.

GRK 201 Intermediate Greek

4 hours

Fulfills: Human Expression—Primary Texts

Prerequisites: GRK 102

A review of ancient Greek grammar, vocabulary, and syntax, followed by readings in both the New Testament and classical authors.

GRK 202 Readings in Greek

4 hours

Fulfills: Human Expression—Primary Texts

Prerequisites: GRK 201

Fourth-semester readings from one or more ancient Greek authors or works, such as Homer, Plato, Sophocles, and the New Testament.

GRK 301 Advanced Greek Prose

4 hours

Fulfills: Human Expression—Primary Texts

Prerequisites: GRK 202

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.

GRK 302 Advanced Greek Poetry

4 hours

Fulfills: Human Expression—Primary Texts

Prerequisites: GRK 202

Poetry readings chosen from a single Greek author or from a variety of authors within a particular genre. Authors and works may include Homer, Hesiod, Sappho, Sophocles, Euripides, or others. May be repeated for credit when topics vary.

GRK 490 Senior Project

4 hours
Health Promotion

Brian Solberg (department head)

Students majoring in Health Promotion are prepared to be leaders in a variety of personal, community, public, and global health settings, or to enter into a graduate program in a health promotion related field. As the national demand for health educators continues to rise, Luther College places a strong emphasis on preparing majors to be Certified Health Education Specialists.

The field of health promotion serves to encourage healthy lifestyles through educating and empowering individuals and communities in an effort to reduce disease, disability, and premature death while increasing quality of life. Health promotion draws on biological, social, psychological, political and other sciences to design strategic and evidence-based practices for improving the health related knowledge, skills, behaviors, and attitudes of individuals and communities. Health promotion also addresses conditions in the places people live, work, and play that influence health.

Required for a major: required, minimum of 23 credits including HP 101, HP 255, HP 355, HP 372, HP 380 (minimum of 4 credits), HP 455, HP 490; electives, minimum of 22 credits from HP 126, HP 211, HP 212, HP 213, HP 214, HP 215, HP 216, HP 233, HP 234, HP 273, HP 274, HP 352, HP 358, HP 365; ES 260, ES 324. Writing requirement completed with HP 355.

Required for a minor: required, 10 credits including HP 101, HP 255, HP 355; electives, minimum of 10 credits from HP 126, HP 211, HP 212, HP 213, HP 214, HP 215, HP 216, HP 233, HP 234, HP 273, HP 274, HP 352, HP 358, HP 365, HP 455; ES 260, ES 324

Note: A student majoring in Exercise Science may not count HP 126 or ES 324 towards the Health Promotion major or minor but may select any of the remaining courses on the list to count towards the 10 elective credits. Consult with your adviser regarding restrictions.

View program learning goals for an explanation of learning outcomes in Health Promotion.

Health Promotion Courses

HP 100 Lifetime Health and Wellness

1 hour

Fulfills: Wellness

This common course for all first-year students examines holistic dimensions of wellness and the knowledge, skills, and resources necessary for developing and maintaining health in a diverse world throughout college and across the lifespan. An emphasis will be placed on individual health and wellness promoting behaviors within an ever-changing social environment through weekly lectures, activities, and self-assessments. Previously Hlth 100. Students may not earn credit for both Hlth 100 and HP 100.

HP 101 Foundation of Health Promotion

2 hours

This is an introductory course for health promotion majors. It provides students with a scientific background into the scope of professional practice and the sub-disciplines in public, community, and personal health promotion and education. This course examines history, principles, objectives, roles and responsibilities, and career opportunities. Previously Hlth 201. Students may not earn credit for both Hlth 201 and HP 101.

HP 125 Introduction to Nutrition

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. Admission into Nursing or Education programs or Consent of Instructor. Previously Hlth 125. Students may not earn credit for both Hlth 125 and HP 125.

HP 126 Human Performance Nutrition

4 hours

Fulfills: Natural World—Nonlab

A comprehensive course emphasizing fundamental aspects of nutrition and explores the practical application of nutritional concepts related to health, fitness, and human physical performance. This course includes discussion of the basic nutrient groups, supplements, nutritional labeling, energy balance, dietary planning, food safety, food and society, food production and sources, malnutrition in the United States and the world, gastrointestinal disorders and their effects on nutrition. Students will implement knowledge of nutrition into dietary planning and prescription for specific situations. Previously Hlth 126. Students may not earn credit for both Hlth 126 and HP 126.

HP 211 Women's Health Promotion
This course examines the public health issues experienced by women and the programs, services, and policies that impact the health and well-being of the population. Emphasis will be placed on identifying and addressing the social, cultural, economic, environmental, behavioral, and political factors associated with women's health and well-being in the United States and globally.

HP 212 Men's Health Promotion

This course examines the public health issues experienced by men and the programs, services, and policies that impact the health and well-being of the population. Emphasis will be placed on identifying and addressing the social, cultural, economic, environmental, behavioral, and political factors associated with men's health and well-being in the United States and globally.

HP 213 Worksite Health Promotion

This course examines the best practices in workplace wellness programs through the lens of organizational culture to promote employee health and well-being. Students will have the opportunity to engage with programs in the local community and reflect on the benefits of programs to employers, employees, and society.

HP 214 Holistic Health and Wellness

This course will provide an overview of complementary, alternative, and integrative health and wellness approaches. Students will explore natural products, mind and body practices, and the practices of traditional healing, ayurvedic medicine, traditional Chinese medicine, homeopathy, and naturopathy.

HP 215 Child and Adolescent Health Promotion

This course examines the public health issues of children and adolescents and the programs, services, and policies that impact the health and well-being of the population. Emphasis will be placed on identifying and addressing the social, cultural, economic, environmental, behavioral, and political factors associated with the health and well-being of children and adolescents in the United States and globally.

HP 216 Geriatric and Special Population Health Promotion

This course examines the public health issues experienced by the elderly and special populations, such as individuals with disabilities. Emphasis will be placed on identifying and addressing the social, cultural, economic, environmental, behavioral, and political factors associated with the health and well-being of the elderly and special populations in the United States and globally.

HP 233 Stress Management

This course approaches stress management from a holistic perspective. Causes and effects of stress, signs and symptoms produced by stress, and modalities for dealing with stress are emphasized. Students will gain practical knowledge of stress management techniques for daily life. Previously Hlth 233. Students may not earn credit for both Hlth 233 and HP 233.

HP 234 Sexual Health and Relationship

Sexuality throughout the lifespan will be discussed to develop an understanding of various aspects of physically and socially intimate human relationships, and their impact on overall health and wellbeing. Emphasis will be placed on the unique needs and interests of individuals and families across cultures, sexual orientation, and gender identity related to sexuality education, relationships and marriage, and parenting. Previously Hlth 234. Students may not earn credit for both Hlth 234 and HP 234.

HP 255 Epidemiology and Human Disease Prevention
This class will investigate the etiology, distribution, and determinants of leading causes of death and disability in the United States and globally. Students will be introduced to the methods of epidemiology and the application of this study to the control of diseases and other public health promotion problems.

**HP 273 Environmental Health Promotion**

- **4 hours**
- **Fulfills:** Natural World—Nonlab
- **Prerequisites:** HP 255 or consent of instructor

This course examines the mutual dependence of human health, environmental concerns, and sustainability. Environmental health is the field of public health that addresses physical, chemical, biological, social, and psychosocial factors in the environment. Students will explore these factors on the global, regional, and local scale to learn best practices to control and prevent environmental hazards and to promote health and wellbeing through environmental strategies.

**HP 274 Global Health Promotion**

- **4 hours**
- **Fulfills:** Intercultural
- **Prerequisites:** HP 255 or consent of instructor

This course explores the determinants of unequal distribution of health and disease globally. Students will analyze current and emerging global health priorities, including critical discussion of structural aspects of the international system such as globalization, trade, and law. Emphasis will be placed on assessing the role of stakeholders in international organizations to promote global health, the strategies for promotion, and the 2030 Sustainable Development Goals.

**HP 352 Consumer Health and Safety**

- **4 hours**
- **Prerequisites:** HP 101 or consent of instructor

This course instructs students in the best-practices for navigating the healthcare system and selecting and evaluating health services and products. Laws, organizations, systems, and resources related to healthcare, insurance, and safety will be examined. Previously Hlth 352. Students may not earn credit for both Hlth 352 and HP 352.

**HP 355 Health Behavior Theory, Communication, and Advocacy**

- **4 hours**
- **Fulfills:** Human Behavior—Social Science Methods
- **Prerequisites:** HP 255 or consent of instructor

This class will be an introduction to the primary models and theories that are the basis for the development of successful health-related programs and interventions that reduce disparities in health. The course will cover individual, interpersonal, community-level, and ecological theories, and students will have the opportunity to apply these theories as well as communication, marketing, and advocacy strategies to health issues of interest.

**HP 358 Substance Abuse Prevention**

- **4 hours**
- **Prerequisites:** HP 255 or consent of instructor

This course examines drug use and its effects on society as well as on the individual. The behavioral, pharmacological, historical, social, legal, and clinical determinants of substance use and abuse will be covered. Both theoretical and evidence-based practical approaches to identifying substance abuse problems and implementing substance abuse prevention will be addressed. Previously Hlth 358. Students may not earn credit for both Hlth 358 and HP 358.

**HP 365 Current Issues in Health**

- **4 hours**
- **Prerequisites:** HP 255 or consent of instructor

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. Previously Hlth 465. Students may not earn credit for both Hlth 465 and HP 365.

**HP 372 Administration and Management of Health and Fitness Programs**

- **4 hours**
- **Prerequisites:** Junior standing

Administrative and management issues confronting professionals in the health and fitness industries will be explored. Organizational issues
including policies and procedures, scheduling, facility and personnel management, financial and legal considerations, and marketing will be examined. Previously Hlth 372. Students may not earn credit for both Hlth 372 and HP 372.

**HP 380 Internship**
- 1, 8 hours

**HP 455 Assessment, Planning, Implementation, and Evaluation of Health Programs**
- 4 hours
- Prerequisites: HP 355 or consent of instructor

This capstone course will expose students to the methodology of comprehensive health promotion programming and the Areas of Responsibility of a Certified Health Education Specialist, including needs assessment, program planning, implementation, and evaluation. Students will have the opportunity to explore a health issue of interest to address determinants by creating a program or health initiative.

**HP 490 Senior Project**
- 1 hour

Previously Hlth 490. Students may not earn credit for both Hlth 490 and HP 490.
Hebrew

Dan Davis (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.

View program learning goals for an explanation of learning outcomes in Hebrew.

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.

HEB 102 Elementary Hebrew II

4 hours

Prerequisites: HEB 101

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.

HEB 201 Intermediate Hebrew

4 hours

Fulfills: Human Expression—Primary Texts

Prerequisites: HEB 102

Selected books and/or passages from the Hebrew Bible chosen according to student interest with the guidance and approval of the instructor.
The objectives of the history program at Luther College derive from our understanding of the discipline of history as defined by the American Historical Association, the largest professional organization for historians in the United States:

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

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

Required for a major:

Plan I (non-teaching). The major normally consists of nine courses (36 hours, excluding senior project) of history, including at least one course in three of the following areas of history: African, Asian, European, U.S., and transregional/comparative (at least one of these courses must be in African or Asian History). Each student must complete one course in historical methods (HIST 298), two courses at the 300 level, a research seminar (HIST 485), 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 African, Asian, European, or transregional/comparative history (for certification in world history). Writing requirement completed with HIST 485. See education department for secondary education minor requirements.

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

View program learning goals for an explanation of learning outcomes in History.

Courses where region is dependent upon instructor (not tracked in Program Evaluation: History Department will communicate appropriate designation to the Registrar’s Office)

HIST 226 History and Material Culture
HIST 227 Public History
HIST 290 Gender and Women’s History

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

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

European
HIST 149 Europe to 1648
HIST 150 Europe, 1648 to the Present
HIST 241 Rome: Republic and Empire
HIST 242 Medieval History
HIST 248 The Viking Age: Then and Now
HIST 250 Rulers, Reform, and Revolution: The History of Early Modern Britain
HIST 254 Russian History
HIST 351 Topics in European History
HIST 355 The Reformation in Renaissance Europe

United States
HIST 111 Survey of US History to 1877
HIST 112 Survey of US History Since 1877
History Courses

HIST 111 Survey of US History Part One

4 hours  
Fulfills: Human Behavior—Social Science Methods, Historical

This course surveys American history from the early colonial period to the end of Reconstruction in 1877. Topics are wide-ranging and include the geographic and social evolution of the New England colonies, the Middle Colonies, the Chesapeake, and the Lower South into coherent regions with different economies, social structures and cultural attributes. The course then explores how these various regions successfully cooperated politically with one another long enough to engage in an independence movement that separated them from Great Britain and created the United States. But political, economic and social differences lived on into the nineteenth century, however, and became the basis for the geographic and sectional conflict which erupted into Civil War in 1861. The course closes with the political and economic successes and failures of Reconstruction policy as a bridge to later American history.

HIST 112 Survey of US History Part Two

4 hours  
Fulfills: Human Behavior—Social Science Methods, Historical, Intercultural

This course surveys American history since Reconstruction, exploring transformations in American geography, politics, economics, society, and culture. The course has, as a unifying theme the question of how and why people have defined the American nation in different ways, and how those ideas have related to race and gender. Topics covered include the end of the westward expansion after the Civil War, Indian resistance, industrialization, the Populist political movement, immigration, the successes and failures of the Progressive movement, the First World War, African American migration and cultural innovation, the cultural turmoil of the 1920s, the Depression and New Deal, the Second World War at home and abroad, the Cold War, the Civil Rights Movement, feminism, other social movements, the Vietnam war and the anti-war movement, cultural politics in the 1970s, the Reagan Revolution and the 1980s culture wars, Republican and Democratic party battles of the 1990s, 9/11 and its aftermath, and the Iraq and Afghanistan Wars.

HIST 126 Human Geography

4 hours  
Fulfills: Human Behavior—Social Science Methods, Intercultural

A survey of world geography combining the regional and topical approaches, the natural factors which 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.

HIST 135 African-American History

4 hours  
Fulfills: Human Behavior, Historical, Intercultural

This course is a survey of African-American history from the 15th century to the present. Eras and topics include the trans-Atlantic slave trade, slavery in the Americas, the Civil War and Emancipation, segregation, the Great Migration, the Great Depression and World War II, the modern black freedom struggle, and the post-civil rights era. The class emphasizes how African Americans constructed individual and collective selves, created livelihoods, formed families, communities, and institutions, fashioned cultures, defined citizenship, and consistently defied notions of a monolithic "black community." Centering African Americans' words, actions, and artistic creations and the ways they interacted with other cultures and peoples within the Americas and abroad, this course investigates how African Americans shaped and were shaped by the many worlds they traversed. (Same as AFRS 135 and IDS 135)

HIST 149 Europe to 1648

4 hours  
Fulfills: Human Behavior—Social Science Methods, Historical

An introductory survey of European history from ancient Greece to the end of the "Religious Wars" (and the Peace of Westphalia) in 1648. Topics will include: Greece from the Bronze Age to the Hellenistic Empires, Ancient Rome (Republic and Empire), Medieval Europe, the Renaissance, and the Reformation and the Age of Religious Wars.
HIST 150 Europe, 1648 to the Present

4 hours
Fulfills: Human Behavior—Social Science Methods, Historical, Intercultural

An introductory survey of European history from the end of the wars of religion in the seventeenth century to the present. Topics will include: the Scientific Revolution: the Enlightenment; Absolutism and the Emergence of the Parliamentary Government; the French Revolution and Napoleon; Reaction and Revolution in the early nineteenth century; The Industrial Revolution; Nationalism and Unification; the "New Imperialism" and the Coming of World War I: the "Thirty Years War of the Twentieth Century"; Postwar Europe: Cold War and Integration.

HIST 161 East Asian History

4 hours
Fulfills: Human Behavior, Historical, Intercultural

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. (Same as IDS 161)

HIST 162 South Asian History

4 hours
Fulfills: Human Behavior, Historical, Intercultural

An introduction to the basic themes and content of South Asian history from the earliest times to the present. Students will explore the lives of both great and ordinary people who lived in what are now Afghanistan, Pakistan, India, Bangladesh, Sri Lanka, Nepal. Students will consider how empire, international trade, relations of production, and ideologies affected the construction and reproduction of social and cultural groups. Offered alternate years. (Same as IDS 162)

HIST 163 Modern Middle East History

4 hours
Fulfills: Human Behavior, Historical, Intercultural

Students in this course investigate the history of the Middle East, including Iran, Turkey, and northern Africa. The course begins with the Mongol sack of Baghdad in 1258, but its focus on the nineteenth and twentieth centuries allows students to understand the cultural and material processes that inform current events. The course provides important historical context for intellectual discussion among the Abrahamic traditions and requires students to consider social, economic, and cultural factors that may find expression in religious canon and practice.

HIST 171 History of Africa to 1880

4 hours
Fulfills: Human Behavior, Historical

Survey of African history from the earliest times to roughly about 1880. The course begins with the historical development of Africa’s still-vital cultural, linguistic, social, and economic systems and moves on to examine the Islamic and Christian impact on these systems through the era of the Atlantic slave trade. The course concludes by discussing the ways in which early European colonialism affected the African past. (Same as AFRS 171 and IDS 171)

HIST 172 History of Modern Africa

4 hours
Fulfills: Human Behavior, Historical, Intercultural

This course surveys the history of sub-Saharan Africa from the 1880s to the present. The course examines African life under European colonial domination (from about 1880 to about 1960) and under independent states which succeeded colonial governments after 1960. A primary aim of this course is to explore the diversity of human experience in Africa during the colonial and post-colonial periods. The course makes use of several primary documents to portray ways in which men and women have dealt with the challenges of living in 20th- and 21st-century Africa. (Same as AFRS 172 and IDS 172)

HIST 226 History and Material Culture

4 hours
Fulfills: Human Behavior—Social Science Methods, Historical

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 multi-disciplinary nature of material culture studies to offer 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. Offered alternate years.

HIST 227 Public History
HIST 235 The Long Civil Rights Era: Black Nationalism to Black Power

4 hours  
Fulfills: Human Behavior, Historical

Adopting a “Long Civil Rights Movement” framework, we will examine how African Americans adopted various strategies to bring effective meaning to their citizenship status and expand the boundaries of American democracy. Instead of limiting our study to the “classical phase” of the movement between 1954 and the early 1970s, we will begin in the 1930s and end with contemporary activism such as the Black Lives Matter movement. Through an extended periodization of what is traditionally considered the Civil Rights Movement, the class reveals how the struggle for civil rights was not a singular moment in the mid 20th century, but as a sustained, multidimensional, ideologically diverse movement that continues to be present. Using a range of primary and secondary sources, we will pay particular attention to the regional dynamics of African American civil rights movements and the role of gender in these movements. (Same as AFRS 235 and IDS 235)

HIST 241 Rome: Republic and Empire

4 hours  
Fulfills: Human Behavior—Social Science Methods, Historical

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 Republic, Roman influence on France and Britain, Christianity in the imperial period, and Roman interaction with the Germans. Offered alternate years.

HIST 242 Medieval History

4 hours  
Fulfills: Human Behavior—Social Science Methods, Historical

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.

HIST 243 Christianity and Islam: Encounters and Perceptions, 632-1683

4 hours  
Fulfills: Human Behavior, Historical

This course will investigate the many varied contacts between Christians and Muslims, as well as the changing perceptions and attitudes each group had of the other, from the death of Muhammad (632) to the Battle of Vienna (1683). Analysis of these interactions will focus on distinct epochs and events including immediate Christian responses to the rise of Islam; the relationships among the Carolingians, Umayyads, and Abbasids; convivencia on the Iberian Peninsula in the 9th-11th centuries; the Crusades; intellectual and commercial interaction in the 12th century; Europe and the rise of the Ottoman Empire; and Renaissance and Reformation perceptions of Islam. This course will demonstrate how specific historical contexts influenced religious interactions, military encounters, and economic and cultural exchanges, as well as perceptions of the other.

HIST 248 The Viking Age: Then and Now

4 hours  
Fulfills: Human Behavior, Historical

Our image of the Vikings is based both on historical realities and more modern constructs. This course will investigate both. The first half of the course will focus on “The Viking Era” c. 780-1070 CE, beginning with the pre-history of Scandinavia and then moving to the origins of Viking society and culture and the technological advancements that allowed for its dissemination. It will follow Viking expansion via trade, invasion, and settlement into areas from the North Atlantic to the Mediterranean, with particular attention paid to Viking expeditions to North America. Along the way, students will achieve a deeper understanding of Viking society, religion and mythology, and other aspects of Viking culture. In the second half of the course, students will investigate the origins of the modern understanding of the Vikings, from the Victorians’ rediscovery of the Vikings to present day preoccupations. We will discuss how, why, and when people remembered and portrayed the Vikings as brutal warriors compared to adventurous traders and settlers, and the various impacts this had on cultural, social and political developments. This discussion of the history and memory of the Vikings will intersect with topics such as race and ethnicity, nationalism, politics, and gender.

HIST 250 Rulers, Reform, and Revolution: The History of Early Modern Britain

4 hours  
Fulfills: Human Behavior, Historical

This class covers two centuries of dramatic change in Tudor-Stuart England. Encompassing the period from 1485 to 1689, the course considers the political, social, and religious history of Great Britain, during a period in which the monarchs in the south attempted to expand their control over the
entire territory; the official religion of the land changed with surprising frequency; and the country eventually fell into civil war and revolution. In this survey course, students will be introduced to the major trends, characters and events of this period, examining them in depth via a variety of primary sources, such as letters, journals, and legal documents.

HIST 254 Russian History

- 4 hours
- Fulfills: Human Behavior, Historical, Intercultural

A general survey of Russian-Soviet history from the founding of Kievan Rus in 862 to the present day. Special emphasis given to the topic of empire, including interactions between people on the periphery and the core, the methods Russian/Soviet rulers used to expand and control territories and peoples, and how this changed over time.

HIST 256 Scandinavian Immigration History

- 4 hours
- Fulfills: Human Behavior, Historical, Intercultural

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.

HIST 262 Everybody Loves Gandhi

- 4 hours
- Fulfills: Human Behavior, Historical

M. K. Gandhi remains the Indian most indelibly associated with India, one of the most frequently-quoted thinkers of all time, and one of the most important figures in developing the theory and practice of non-violent resistance. However, Gandhi's ideas and philosophy have managed to become detached from the historical context in which they were created, and indeed from the human being who created them. This course examines Gandhi’s life, political positions, and political legacies in India and globally, in an effort to re-evaluate his achievements and failures, to place his life within the broader historical context of India in the early twentieth century, and to consider the reasons why some people, since his death, have variously beatified and demonized the man and his ideas. (Same as IDS 262)

HIST 271 African Diaspora

- 4 hours
- Fulfills: Human Behavior—Social Science Methods, Historical, Intercultural

This course explores the global experiences of people of African descent. Students will study the human experiences of Africans in the Indian Ocean world, the trans-Saharan trade and the Trans-Atlantic slave trade. Geographical areas include Asia, the Caribbean, and Latin America. Particular attention will be given to the web of interrelated histories, social dynamics, political, and economic processes affecting and reflecting world cultures and histories. (Same as AFRS 271 and IDS 271)

HIST 290 Gender and Women's History

- 4 hours
- Fulfills: Human Behavior—Social Science Methods, Historical

Faculty teaching this course will focus on the history of gender within their own period of expertise. The course will examine such gender questions as: Why and how should we study the history of gender? What do gender roles from the past tell us about our own gender experience? How do the histories of men and women as gendered persons intersect? The course will focus on these questions as they are related to the history of work, family, politics, and social behavior for the particular period and nation the instructor selects. (Same as IDS 290)

HIST 291 Environmental History

- 4 hours
- Fulfills: Human Behavior—Social Science Methods, Natural World—Nonlab, Historical, Intercultural

This course introduces students to the field of environmental history. Students will examine the ways in which humans, plants, animals, and microorganisms 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.

HIST 292 History of Medicine

- 4 hours
- Fulfills: Natural World—Nonlab, Human Behavior

This course introduces students to the history of medicine in a global context. We will consider the construction of medical knowledge in ancient times in different locations; the sharing of medical knowledge and materia medica between cultures; and the development of a global medical community through the context of colonial administration. Students will also investigate the extent to which human medicine depends upon the study of animals and the manner in which veterinary knowledge became separate from human medicine. The course concludes with an examination of the ways in which states combined medicine and public works to produce public health and, later, "tropical medicine" and global health.
This class introduces students to the study of history as an academic discipline. During the semester, students will become familiar with

HIST 299 Topics in History - Abroad

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.

HIST 321 Topics in U.S. History

In-depth study of a selected topic in U.S. history. Introduction in this course will require students to read and assess monographs written by prominent historians related to the topic. Students will write an eight-to-ten-page research paper on a subject linked to the selected topic. Topics may include but are not limited to: Revolutionary America, disease in the American past, history of the American family, U.S. immigration history, the Vietnam War.

HIST 331 Topics in African American History

In-depth study of a selected topic in African American history. Instruction in this course will require students to read and access monographs written by prominent historians related to the topic. This course will require intensive engagement with primary and secondary sources in writing. Topics may include but are not limited to: Black Family History; Black Urban History; The Hip Hop Generation, 1975-2015.

HIST 351 Topics in European History

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.

HIST 352 Scandinavia and the Baltic

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.

HIST 355 The Reformation in Renaissance Europe

An in-depth analysis of the various elements of the Protestant and Catholic Reformations 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 sixteenth 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.

**HIST 361 Topics in Asian History**

- 4 hours
- Fulfills: Human Behavior—Social Science Methods, Historical
- Prerequisites: PAID 112 or transfer equivalent

In-depth study of a selected topic in Asian history. Topics may cover the whole history of a particular country or may focus on a more limited time period in that country’s history. Topics may also investigate diplomatic, economic, or cultural interactions between countries or explore themes common to multiple Asian states.

**HIST 371 Topics in African History**

- 4 hours
- Fulfills: Human Behavior—Social Science Methods, Historical
- Prerequisites: PAID 112 or transfer equivalent

In-depth study of a selected topic in African history. Instruction in this course will require students to read and assess monographs by African historians on the topic. Topics may include but are not limited to apartheid in South Africa and Zimbabwe, decolonization, nationalism, environmental history of sub-Saharan Africa. (Same as AFRS 371 and IDS 371)

**HIST 391 Topics in Africana History**

- 4 hours
- Fulfills: Human Behavior—Social Science Methods, Historical, Intercultural
- Prerequisites: PAID 112 or transfer equivalent

In-depth study of a selected topic in Africana history, emphasizing links between the African continent and the African diaspora. Instruction in the course will require students to read and assess monographs written by prominent historians related to the topic. This course will require intensive engagement with primary and secondary sources in writing. AFRS 391/HIST 391 explores how people of African descent on the continent and in the diaspora interacted with each other and with European colonial powers. The course explores interactions across empire and national boundaries as well as between different cultural groups. Topics may include but are not limited to: Comparative Slavery, Pan-Africanism, Black Internationalism.

**HIST 485 Junior-Senior Seminar**

- 4 hours
- Fulfills: Human Behavior—Social Science Methods, Historical
- Prerequisites: PAID 112 or transfer equivalent

A detailed study of specialized topics in African, Asian, European or U.S. history depending on the instructor. Selections of topics may also focus on themes and ideas that transcend national boundaries. Students will engage in original research, case studies have a strong emphasis on historical writings.

**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.
Identity Studies

Char Kunkel (department head)

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

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

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

All College requirements will be met by existing courses. Writing in the major will be fulfilled by IDS 251 and 260. Speaking in the major is completed in IDS 381 and 490 with required oral presentations. Ethics will be fulfilled in IDS 101 and the 400 level seminar. Research is fulfilled in 101 and 490.

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

**Identity Studies Areas**

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

**Gender/Sexuality**

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

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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>IDS 138</td>
<td>Human Sexuality</td>
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<td>IDS 195</td>
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<td>IDS 212</td>
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<td>IDS 254</td>
<td>Politics, Policy and Gender</td>
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<td>IDS 270</td>
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<td>Gender in Art</td>
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<td>IDS 468</td>
<td>Seminar: Gender, Globalization and Development</td>
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**Race/Ethnicity**

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

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<td>IDS 221</td>
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<td>The Long Civil Rights Era: Black Nationalism to Black Power</td>
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<td>FCUL/CHIN 242</td>
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<td>Everybody Loves Gandhi</td>
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<td>IDS 271</td>
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Body Studies
Courses in this area cohesively integrate thinking through the body, interweaving theory and applied, guided, or improvisational bodily practice within the course of study. The physical practice is guided by clear conceptual guidance, research, and development for all abilities. Emphasizing movement, demeanor, and inhabited/lived space, Body Studies courses focus on understanding through the body while also documenting from the body. This process emphasizes the innate intelligence, or intuition, of one’s body - unique in experiences and culture, ideas and ideology, and, thinking, moving, and being within the self, other, and world.

DAN 101 Dance Technique and Analysis
IDS 105 Movement Fundamentals I: Practices of Alignment and Function
IDS 130 Contact Improvisation
IDS 205 Movement Fundamentals II: Practices of Range and Efficiency
IDS 220 Experiencing Mahayana Buddhism
DAN 230 Contact Improvisation II
IDS 239 Disability and Literature
IDS 305 Movement Fundamentals III: Practices of Vocabulary and Intention
DAN 351 Dance History
IDS 360 Dance Composition

Current 400-level seminars include the following Paideia 450s:

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

View program learning goals for an explanation of learning outcomes for Identity Studies.

An Africana Studies minor is also housed in Identity Studies.

Identity Studies Courses

IDS 101 Systems of Power

4 hours

This interdisciplinary introductory class explores the interactions of the many dimensions of privilege and inequality, such as race, gender, sexuality, ethnicity, health status, and citizenship, and the ways in which these systems of power interact and shape social identities. We examine key theories and case studies that shed light on the cultural, social, economic, and political climates that create variation in social stratification across time and space. We engage such fields of inquiry as study of gender and sexuality, critical race theory, feminism, post-colonial studies, theories of embodiment, and many others. By reading scholarly works as well as examining arts, literature, and popular culture, we will come to critical understanding of social inequality and social justice. (previously WGST 130).

IDS 105 Movement Fundamentals I: Practices of Alignment and Function

4 hours

Fulfills: Human Expression

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. (Same as DAN 105)

IDS 130 Contact Improvisation

4 hours

Fulfills: Skills, Human Behavior, Human Expression

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 amid the wilderness of physical disorientation; finding the root of levity, contact point, weight sharing, and physical pathways into the floor and air; and focusing attention on the details of sensation. Students will engage in egalitarian practices for building physical skills of trust, receptivity, and responsiveness, as well as physical tolerance for waiting in the unknown.(Same as DAN 130)

IDS 135 African-American History

4 hours

Fulfills: Human Behavior, Historical, Intercultural

This course is a survey of African-American history from the 15th century to the present. Eras and topics include the trans-Atlantic slave trade, slavery in the Americas, the Civil War and Emancipation, segregation, the Great Migration, the Great Depression and World War II, the modern black freedom struggle, and the post-civil rights era. The class emphasizes how African Americans constructed individual and collective selves, created livelihoods, formed families, communities, and institutions, fashioned cultures, defined citizenship, and consistently defied notions of a monolithic
“black community.” Centering African Americans’ words, actions, and artistic creations and the ways they interacted with other cultures and peoples within the Americas and abroad, this course investigates how African Americans shaped and were shaped by the many worlds they traversed. (Same as HIST 135 and AFRS 135).

**IDS 138 Human Sexuality**
- **4 hours**
- Fulfills: Human Behavior

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)

**IDS 142 China in the World**
- **4 hours**
- Fulfills: Intercultural

This course explores the importance of China in a rapidly globalized world from an intercultural perspective. Students are invited to examine how China interacts with the world, and vice versa, through a variety of issues. The course begins with an interdisciplinary project that offers students a gateway to explore the global presence of China. After a comparative study of origin myth and flood in China and the West, the course continues with an examination of cross-cultural education, during which students will complete an interview project. Both Chinese cuisine and the topic of “made in China” will be essential parts of this course, but students will also be able to explore topics of personal interest, such as Hollywood’s representation of Chinese culture, international adoption or the Dalai Lama. With class discussion and student-led projects, this interdisciplinary course will provide a basic understanding of Chinese culture and tradition. (Same as FCUL 142)

**IDS 147 Literature of the African Peoples**
- **4 hours**
- Fulfills: Human Expression—Primary Texts, Historical, Intercultural
- Prerequisites: PAID 111 or transfer equivalent

Modern African writers are some of the most dynamic and innovative writers as they draw from and respond to different literary traditions, such as their own oral and written traditions, as well as European models. This course serves as an introduction to the various themes and styles of written literature of the 20th century. Central to discussion will be an analysis of gender within various African cultural contexts. Understanding constructions of masculinity and femininity, dominant female and male roles in society, and the ways in which the works challenge traditional norms of gender will be priorities within applied theoretical approaches. (Same as ENG 147 and AFRS 147)

**IDS 161 East Asian History**
- **4 hours**
- Fulfills: Human Behavior, Historical, Intercultural

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. (Same as HIST 161)

**IDS 162 South Asian History**
- **4 hours**
- Fulfills: Human Behavior, Historical, Intercultural

An introduction to the basic themes and content of South Asian history from the earliest times to the present. Students will explore the lives of both great and ordinary people who lived in what are now Afghanistan, Pakistan, India, Bangladesh, Sri Lanka, Nepal. Students will consider how empire, international trade, relations of production, and ideologies affected the construction and reproduction of social and cultural groups. Offered alternate years. (Same as HIST 162)

**IDS 171 History of Africa to 1880**
- **4 hours**
- Fulfills: Human Behavior, Historical

Survey of African history from the earliest times to roughly about 1880. The course begins with the historical development of Africa’s still-vital cultural, linguistic, social and economic systems and moves on to examine the Islamic and Christian impact on these systems through the era of Atlantic slave trade. The course concludes by discussing the ways in which early European colonialism affected the African past. (Same as HIST 171 and AFRS 171).

**IDS 172 History of Modern Africa**
- **4 hours**
- Fulfills: Human Behavior, Historical, Intercultural

This course surveys the history of sub-Saharan Africa from the 1880s to the present. The course examines African life under European colonial
domination (from about 1880 to about 1960) and under independent states which succeeded colonial governments after 1960. A primary aim of this course is to explore the diversity of human experience in Africa during the colonial and post-colonial periods. The course makes use of several primary documents to portray ways in which men and women have dealt with the challenges of living in 20th- and 21st-century Africa. (Same as HIST 172 and AFRS 172)

**IDS 195 Biology of Race And Sex**

- **4 hours**
- Fulfills: Natural World—Nonlab
- Prerequisites: Junior standing

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. Not intended for biology majors. (Same as BIO 196)

**IDS 202 From Buddhist Texts to Anime**

- **4 hours**
- Fulfills: Human Expression—Primary Texts, Intercultural, Religion
- Prerequisites: REL 101, REL 111 or REL 112

This course examines religious themes in and the religious function of various narrative forms in Japan. The course will examine primary scriptures and commentaries from the Buddhist tradition as well as ghost stories, poems, plays (No and Kabuki), novels, manga, and anime. These literary forms are a product of various interactions among the Japanese, Chinese, and American cultures. Analyzing these kinds of cultural and religious expressions, the course examines the role of religious ritual and sacred texts in pre-modern as well as contemporary Japan. The course deepens the skills in textual and literary criticism introduced in the courses fulfilling the Bible requirement. It will also introduce students to critical theory (including gender and queer studies), and intercultural analysis. This course exposes students equally to the study of Japanese culture and various methods of textual interpretation. (Same as REL 202)

**IDS 203 Rewriting Scripture: From Chronicles to The Qur'an**

- **4 hours**
- Fulfills: Religion, Human Expression—Primary Texts
- Prerequisites: REL 101, REL 111, or REL 112

Is the text of the Bible fixed and static or has it undergone change and modification over time? In this course, we will consider the widely-recognized phenomenon of the re-written Bible by analyzing evidence that demonstrates textual change. Examples will include the way the book of Chronicles rewrites the history of the Israelite monarchy found in Samuel and Kings, the reworkings of biblical materials in the Dead Sea Scrolls and other early Jewish literature, the textual fluidity of early New Testament manuscripts, and the reworking of biblical materials in the Qur'an. Attention will be given to how the changing circumstances of religious communities influence the transmission of the texts they deem authoritative. (Same as REL 203)

**IDS 205 Movement Fundamentals II: Practices of Range and Efficiency**

- **4 hours**
- Fulfills: Human Expression
- Prerequisites: DAN 105

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. (Same as DAN 205)

**IDS 212 Sex in the Bible and the Qur'an**

- **4 hours**
- Fulfills: Religion, Human Expression—Primary Texts
- Prerequisites: REL 101, 111, or 112

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 comparing 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. (Same as REL 212)

**IDS 220 Experiencing Mahayana Buddhism**

- **4 hours**
- Fulfills: Religion, Intercultural, Human Expression—Primary Texts
- Prerequisites: REL 101, 111, or 112.

This course introduces students to Mahayana Buddhism. It explores the development of Mahayana Buddhism, its relationship with other religious traditions, and its influence on culture. The primary teaching method is experiential. Students will visit temples in selected areas of East Asia, have instructions by an abbot, participate in the monastic life, will meet scholars of Buddhism, visit holy sites, and participate in Buddhist worship. The students will spend three days in a temple, joining the monks in meditation and religious practice. In addition to this experiential dimension, the course will familiarize students with the history, scriptures, and beliefs of Mahayana Buddhism through readings from primary texts, lectures, videos, and class discussions. It will further analyze the Buddhist response to general topics and problems, such as the absolute, the notion of self, the
IDS 221 Anthropology in East Africa: Forces of Culture Change Among the Massai

4 hours
Fulfills: Human Behavior—Social Science Methods, Intercultural

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 Ol dinosaur 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 and AFRS 221)

IDS 225 Women in Science

4 hours
Fulfills: Natural World—Nonlab

This course studies various topics in the sciences by looking at great discoveries of female scientists. The class will start by examining scientific methodology, research, and process as well as an introduction to the various field of science. The history of women in science is followed by through daily reading assignments. In addition to the history and science taught by the instructor, students will be responsible for an in-depth project on an individual female scientist, studying both the science and other aspects of her life. The class will include some student-led class discussions and oral presentations, along with class lecture, activities assignments and tests. (Same as SCI 225)

IDS 228 Religion and Philosophy in China

4 hours
Fulfills: Religion, Human Expression—Primary Texts, Intercultural
Prerequisites: REL 101, REL 111 or REL 112

This course examines the religious and philosophical traditions of China, Buddhism, Daoism, and Confucianism, to understand their influence on Chinese and East Asian culture. It will trace these traditions from their beginnings and formative periods to today and explore their influence on the current worldviews, rituals, festivals, literature, practices, ethics, and politics in China. Special consideration will be given to the notion of "religion," the construction of gender, as well as moral and political visions found in the foundational texts of these traditions. (Same as REL 228)

IDS 235 The Long Civil Rights Era: Black Nationalism to Black Power

4 hours
Fulfills: Human Behavior, Historical

Adopting a "Long Civil Rights Movement" framework, we will examine how African Americans adopted various strategies to bring effective meaning to their citizenship status and expand the boundaries of American democracy. Instead of limiting our study to the "classical phase" of the movement between 1954 and the early 1970s, we will begin in the 1930s and end with contemporary activism such as the Black Live Matter movement. Through an extended periodization of what is traditionally considered the Civil Rights Movement, the class reveals how the struggle for civil rights was not a singular moment in the mid 20th century, by a sustained, multidimensional, ideologically diverse movement that continues to the present. Using a range of primary and secondary sources, we will pay particular attention to the regional dynamics of African American civil rights movements and the role of gender in these movements. (same as HIST 235 and AFRS 235)

IDS 236 Disaster and Enlightenment: Pilgrimages East Asia

4 hours
Fulfills: Human Expression, Intercultural, Religion
Prerequisites: REL 101, 111, or 112.

This course explores traditional and new forms of pilgrimages in East Asia. In particular, it examines two kinds of pilgrimages: traditional ones to sacred mountains, sanctuaries, and other religious pilgrimage sites, on the one side, and pilgrimages to memorials that commemorate immense natural and human catastrophes such as Hiroshima (dropping of the atomic bomb) and Nanjing (1937/8 massacre), on the other. What connects these two kinds of pilgrimages is the importance attributed to memory, the desire for healing, and the need for reflection. The goal of this course is to investigate the religious and political dimensions of memory, self-cultivation, and contemplation. The course accomplishes this goal by examining questions such as: what is the social dimension of religious pilgrimages, what is the moral dimension of memory, and what is the spiritual dimension of healing and reconciliation? Offered only during January term. (Same as REL 236)

IDS 238 Islamophobia

4 hours
Fulfills: Historical, Human Expression—Primary Texts, Religion
Prerequisites: REL 101, REL 111, or REL 112

Islamophobia is a contested concept that is often employed to capture the fears of and prejudices toward Muslims and Islam in the West. This course will explore this controversy and Western perceptions of Muslims and Islam by critically engaging the following questions: What is Islamophobia,
and how does it relate to other prejudices such as racism and anti-Semitism? What are the theological, historical, political, and cultural forces that have given rise to perceptions of Islam as inherently violent, intolerant, misogynist, and backwards? How does Islamophobia differ from legitimate disagreements with specific Islamic beliefs and practices? What impact have negative perceptions of Islam had on the free exercise of religion for Muslims in the West? What do these perceptions of Muslims and Islam reveal about Western assumptions concerning religion and the religious Other? (Same as REL 238)

IDS 240 Africana Women’s Writing

4 hours
✓ Fulfills: Human Expression—Primary Texts, Intercultural
Prerequisites: PAID 111 or transfer equivalent

A study of writing by selected Africana women writers from Africa, the Caribbean, the United States and elsewhere in the African diaspora. Topics may vary by geographic region or theme. (Same as ENG 240 and AFRS 240)

IDS 242 Sociology of Gender

4 hours
✓ Fulfills: Human Behavior—Social Science Methods
Prerequisites: SOC 101

Examines the gendered structure of our everyday lives; makes gendered assumptions and practices explicit, and uncovers the impact of gender in the social world. Emphasis on historical and cross-cultural constructions of gender that provide alternatives to gender inequality and a basis for social change. (Same as SOC 242)

IDS 245 Literature By Women

4 hours
✓ Fulfills: Human Expression—Primary Texts
Prerequisites: PAID 111 or transfer equivalent

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. (Same as ENG 245)

IDS 247 History of Jazz

4 hours
✓ Fulfills: Human Expression—Primary Texts, Historical, Intercultural

A survey of the history and development of jazz, from the 1890s to the present. Includes origins and early jazz through the modern jazz era. Listening activities focus on the major figures of each historical period. Offered alternate years. (Same as MUS 247 and AFRS 247)

IDS 251 African-American Literature

4 hours
✓ Fulfills: Human Expression—Primary Texts, Intercultural
Prerequisites: PAID 111 or transfer equivalent

A survey of African-American literature with special attention to the intersection of race, class, and gender as writers engage with the struggle to achieve the democratic promises of freedom, justice and equality. Primary emphasis will be on literature written since 1920 when the Harlem Renaissance began. Includes authors such as Frederick Douglass, Harriet Jacobs, Langston Hughes, Richard Wright, Zora Neale Hurston, Ralph Ellison, James Baldwin, Alice Walker, and Toni Morrison. (Same as ENG 251 and AFRS 251)

IDS 254 Politics, Policy and Gender

4 hours
✓ Fulfills: Human Behavior—Social Science Methods

This course examines the role of gender in politics and political systems. We will discuss electoral politics, political movements, policies, and policy-makers, all while considering the impact of gender on these political phenomenon. We will also explore the rise in the number of women elected to political offices in the US and across the globe. (Same as POLS 254)

IDS 255 Religious Identity and Diversity in East Asia

4 hours
✓ Fulfills: Religion, Human Expression, Intercultural
Prerequisites: REL 101, REL 111, or REL 112

A study of the ways in which religious identity is constructed and negotiated in China, Korea, and Japan. This course investigates concrete encounters between various Buddhist, Confucian, Daoist, and Shinto schools, institutions, thinkers, and practitioners as well as between political entities and cultural traditions alike; explores variations of the “three teachings in one” as they are expressed in religious myths, especially those involving martial art heroes, meditation manuals, and religious practice in East Asia; and analyzes the theoretical models developed to explain the
diversity of beliefs, practices, and cultures in East Asia. This course will provide an in-depth understanding of East Asian religions and cultures and the interaction among them as well as engaging models of religious identity and diversity. (Same as IDS 255)

IDS 260 Identity and Power

4 hours
 Fulfills: Human Expression—Primary Texts, Human Behavior
 Prerequisites: One course in philosophy or one course in identity studies.

A study of contemporary critical race and gender theories, concentrating on the ways social categories such as race, class, gender, and sexuality interact with each other in the formation of personal and political identity. Attention will be paid to the way power structures contribute to limiting or expanding human freedom and to feminist and intersectional methodologies.

IDS 262 Everybody Loves Gandhi

4 hours
 Fulfills: Human Behavior, Historical

M. K. Gandhi remains the Indian most indelibly associated with India, one of the most frequently-quoted thinkers of all time, and one of the most important figures in developing the theory and practice of non-violent resistance. However, Gandhi’s ideas and philosophy have managed to become detached from the historical context in which they were created, and indeed from the human being who created them. This course examines Gandhi’s life, political positions, and political legacies in India and globally, in an effort to re-evaluate his achievements and failures, to place his life within the broader historical context of India in the early twentieth century, and to consider the reasons why some people, since his death, have variously beatified and demonized the man and his ideas. (Same as HIST 262)

IDS 264 Performance Research: The Happenings Course

4 hours
 Fulfills: Human Expression

This experiential studio and field course will provide the student with theories, practices and performance opportunities based in creating site-specific "happenings" both on and off campus, inspired by the (American) avant-garde theatre. Students will configure and implement performance scores based in concepts of attracting attention and creating a gathering within the mundane domain. The intensity of the research is based in uncompromising realism and raw and unmediated ways in which artists confront experiences in collusion with audiences from real time in order to investigate new levels of understanding perceptual or psychological states of being human. This performance research attempts to open a disquieting discourse on contemporary daily life. Recommended for the student interested in performance and art, the historical (American) avant-garde and creating community. (Same as DAN 264)

IDS 270 Psychology and Aging

4 hours
 Fulfills: Human Behavior
 Prerequisites: PSYC 130

This course is designed to examine psychological aspects of growing older in the 21st century. Students will be introduced to the current methodologies used to study aging as we explore the physical, cognitive, and psychosocial changes in individuals over the age of 60. The lecture, readings and assignments will address a range of topics that include expected versus abnormal changes in memory, creativity, the shifting roles of the elderly in family and society, and coping with illness and loss. In light of the fact that individuals over the age of 85 are the fastest-growing segment of the global population, and that the majority are women (approximately 2:1), we will also study changes associated with gender roles and sexuality during our later years. A major goal for this course is to foster a clearer understanding of the processes associated with normal aging and to dispel a number of the stereotypes that surround this time of life. (Same as DAN 264)

IDS 271 African Diaspora

4 hours
 Fulfills: Human Behavior—Social Science Methods, Historical, Intercultural

This course explores the global experiences of people of African descent. Students will study the human experiences of Africans in the Indian Ocean world, the trans-Saharan trade and the Trans-Atlantic slave trade. Geographical areas include Asia, the Caribbean, and Latin America. Particular attention will be given to the web of interrelated histories, social dynamics, political, and economic processes affecting and reflecting world cultures and histories. (Same as HIST 271 and AFRS 271)

IDS 290 Gender and Women's History

4 hours
 Fulfills: Human Behavior—Social Science Methods, Historical

Faculty teaching this course will focus on the history of gender within their own period of expertise. The course will examine such gender questions as: Why and how should we study the history of gender? What do gender roles from the past tell us about our own gender experience? How do the histories of men and women as gendered persons intersect? The course will focus on these questions as they are related to the history of work, family, politics, and social behavior for the particular period and nation the instructor selects. (Same as HIST 290)

IDS 305 Movement Fundamentals III: Practices of Vocabulary and Intention
This is an advanced movement course focusing on crystallizing performance skills through the development of individual movement versatility and invention. Practice of technique builds from somatic skills and contemporary dance vocabulary through both technical phrasing and improvisational scoring. Depth of integrative practice prepares the mover to refine movement vocabulary and clarify movement vocabulary and intention. This course may be repeated. (Same as DAN 305)

**IDS 331 Gender, Health and Medicine**

- **4 hours**
- Fulfills: Human Behavior

This class will invite students to examine gender and health issues around the globe. We will take an interdisciplinary perspective, which will involve readings in women and gender studies, anthropology, sociology, public health, and related disciplines. The course will focus on 3 major themes: equity and androcentrism in health care and health research, medicalization of bodily experiences, and reproductive health. We will address these issues both in domestic and global contexts. Our goal is to understand how bodies and health are connected to the politics of gender, race, and class, as well as to see how people have made sense of their bodies, desires, identities, suffering, and resistance to the various dimensions of oppression. This course counts as theory requirement for the WGST major. Offered alternate years.

**IDS 335 Masculinity in Film**

- **4 hours**
- Fulfills: Human Expression
- Prerequisites: COMS 133 or IDS 101

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. (Same as COMS 335)

**IDS 337 God and Gender**

- **4 hours**
- Fulfills: Religion, Human Expression, Intercultural
- Prerequisites: REL 101, 111, or 112

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. (Same as COMS 335)

**IDS 345 Constructs of Race and Racialization**

- **4 hours**
- Fulfills: Human Behavior—Social Science Methods, Intercultural
- Prerequisites: SOC 101

This course examines the social construction of race as a concept and the racialization of US society. An assessment of how racialization has changed over time and has created various interactions between groups from Whites and enslaved Africans, Mexicans and Native Americans to present day race relations. We also examine how racialization both determines and impacts social structures and the attainment of societal honors, rewards and power in modern society. (Same as SOC 345 and AFRS 345)

**IDS 350 Gendered Activism in a Global Context**

- **4 hours**
- Fulfills: Human Behavior, Intercultural

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.

**IDS 351 Gender and Crime**

- **4 hours**
- Fulfills: Human Behavior—Social Science Methods
- Prerequisites: SOC 101

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. (Same as SOC 381)
IDS 355 Global Traditions

4 hours
Fulfills: Human Expression—Primary Texts, Intercultural

This course focuses on literary and philosophical texts from across the world that explore the link between social systems of power and social identities. Literary fiction and non-fiction, sacred spiritual manuscripts, philosophical treatises, and music compositions are just a few examples of creative works that explore notions of privilege and inequality. The course will introduce students to rich global "texts" that highlight how intellectuals have sought to examine these realities in their respective cultural locations. Narrative analysis, the interpretation of "story", will serve as the window into understanding "intersectionality", that being the unique ways in which systems of power coalesce to create unique subjectivities and identities.

IDS 360 Dance Composition

4 hours
Fulfills: Human Expression
Prerequisites: DAN 101, DAN 105, THE 127, or ART 104

This course introduces the basic tools of dance-making, while exploring the development and crafting of movement within time, space, and design elements. Consideration of compositional methods in other art forms-theatre, music, visual art, literature-will inform the development of skills for creating dance/movement events. Students will prepare solo and group studies for informal performances and observe, discuss, and critique their work as they learn how to see dance as well as make it. (Same as DAN 360)

IDS 368 Gender in Art

4 hours
Fulfills: Human Expression—Primary Texts
Prerequisites: ART 252 or IDS 101

Taking Linda Nochlin's seminal essay, "Why Have There Been No Great Women Artists?" as our starting point, this course will explore the place of gender in the history of art. We will explore both images of men and images of women, as well as the differing roles afforded to male and female artists across time. We will examine assumptions we and others make about women, gender, art, culture, queer theory, and feminism. (Same as ARTH 368)

IDS 371 Topics in African History

4 hours
Fulfills: Human Behavior—Social Science Methods, Historical
Prerequisites: PAID 112 or transfer equivalent.

In-depth study of a selected topic in African history. Instruction in this course will require students to read and assess monographs by African historians on the topic. Topics may include but are not limited to apartheid in South Africa and Zimbabwe, decolonization, nationalism, environmental history of sub-Saharan Africa. (Same as AFRS 371 and HIST 371)

IDS 381 Internship

1, 2, or 4 hours

IDS 468 Seminar: Gender, Globalization, and Development

4 hours
Fulfills: Human Behavior—Social Science Methods, Intercultural
Prerequisites: SOC 101

In this course we will examine the phenomena of globalization and development from a sociology of gender perspective. We will focus on the global intersections of contemporary societies and cultures, and the gendered dynamics therein. Questions we will raise include: How does globalization affect women's and men's lives? How is power distributed, and how does this impact development processes? What impact do gender dynamics play in the social institutions of development: economic, political, and cultural? (Same as SOC 468)

IDS 490 Senior Project

1, 2, or 4 hours
The international business minor is multidisciplinary, requiring language proficiency, completion of designated accounting, economics and management courses, and an international study experience.

**Required for a minor:** ECON 130, 248, and 262 or 362; ACCTG 150; MGT 360; a foreign language phonetics/conversation or business language course; an additional foreign language course at the 300 level or above; and a language immersion experience.

**Language immersion experience:** a minimum of 12 weeks of academic study in a country where the official language is the student’s language of study. In addition, the academic courses must be taught in the student’s language of study. Students must obtain the language section head’s pre-approval of the study abroad program.

Only two of the six courses in the minor may also satisfy the requirements of either the accounting (ACCTG 150 and ECON 130), management (ACCTG 150 and ECON 130), or economics major (ECON 130 and 248). Students pursuing a minor in international business cannot use MGT 360 to satisfy a management major elective course requirement.

The ACCTG 150 prerequisite is ACCTG 110 or the equivalent, or transcript evidence of a high school accounting course.

Because of duplication of courses, students will not be allowed to complete both a management minor and an international business minor.

Students with a language minor and international business minor cannot use a phonetics/conversation or business language course to satisfy requirements in both minors.

Students will be allowed to satisfy the MGT 360 course requirement with a suitable, pre-approved transfer course completed during a semester study abroad program.

International students for whom English is a second language may petition in writing for a waiver of the minor’s foreign language immersion requirement if they intend to minor in their first language. Native-speaker proficiency does not count for course credit; proficiency in the language, determined by appropriate testing, waives the foreign language but does not earn course credit. Students should consult with the department of Modern Languages, Literatures and Linguistics for further explanation of a native-speaker’s language proficiency.

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

**INTL Plan of Study:**

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

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

**Requirements for a major:** Eleven courses, study abroad (one semester or equivalent), foreign language (at least one semester beyond the college’s language requirement), and a required senior project (INTL 490). The courses are divided into three groups:

- **Core (five courses):** ANTH 101, ECON 130, and POLS 132; INTL 230 and 485
- **Global Perspectives (two courses)**
- **Regional Track/Thematic Track (four courses)**

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

**Language Requirement:** Students must take a minimum of one course beyond the college language requirement. To complete this requirement students may continue their work on a language they already study on campus, or may take a new language. We strongly recommend, when possible, that students take a language course 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.

**Study Abroad:** Majors must complete at least a full semester of study abroad. If the student selected a regional track, the study abroad semester must be in their selected geographical region of study. The content of the study abroad courses 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 introductory courses and INTL 230 prior to studying abroad.

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

ANTH 103, 104, 203, 205, 208; ART 121; COMS 350 (COMS 130 prerequisite may be waived with instructor permission); DAN 351; ECON 262, 362; INTL 450; FCUL 142; HIST 126; LING 131, 250; MGT 360; MUS 248; POLS 242, 335, 363; REL 250; SOC 453; SOC/IDS 468; THE 351, 352, and PAID 450 courses upon approval.

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

**Sub-Saharan Africa**
History/Social Science/Science: AFRS/HIST/IDS 171, 172, 371
Language: Any language spoken in thestudy abroad host country, preferably taken while studying abroad
Culture/Religion/Literature/Fine Arts: AFRS 221/ANTH 221; ENG/AFRS/IDS 147, 240; FREN 464; REL 224

**South and East Asia**
History Social Science/Science: HIST 161, 162, 361, 362
Language: Any language spoken in the study abroad host country, preferably taken while studying abroad
Culture/Religion/Literature/Fine Arts: FCUL 142, 242; REL 220, 224, 228, 236, 293

**Latin America and Caribbean**
History Social Science/Science: HIST 271, POLS 362
Language: Any language spoken in the study abroad host country, preferably taken while studying abroad
Culture/Religion/Literature/Fine Arts: ENG/AFRS/IDS 240; REL 303; SPAN 346, 460
Middle East and Northern Africa
History/Social Science/Science: HIST 163, POLS 237
Language: Any language spoken in the study abroad host country, preferably taken while studying abroad
Culture/Religion/Literature/Fine Arts: REL 224, 225

Europe
History/Social Science/Science: CLAS 360; HIST 149, 150, 242, 250, 348, 351, 352, 355; INTL 135, 136
Language: Any language spoken in the study abroad host country, preferably taken while studying abroad

Thematic Track Courses:
Majors who select a thematic track complete one semester of foreign language above the college’s requirement (preferably taken while studying abroad) and four courses that are pre-approved by the director to fulfill the track. At least one course should come from the “focus courses” list. Students also have the option to create their individualized track in consultation with the international studies director. Students may take no more than two courses in the same discipline to fulfill this requirement. Additional courses, including special topics courses of appropriate content, may be approved by the international studies director. Study abroad courses may also fulfill this requirement.

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

Focus Courses: ECON 262; SOC/IDS 468

On-Campus Courses: AFRS/ENG/IDS 147; ANTH 208, 303; FCUL 142, ECON 255, 256, 362; HIST 150, 225, 241; PAID 450 courses upon approval.

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

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

On-Campus Courses: AFRS/HIST 172; AFRS 271; ANTH 204, 264; FCUL 243; HIST 243, 262; PAID 450 courses upon approval; POLS 237, 335, 363; REL 234, 236, 238, 240; SOC 242, 261, 453; IDS 101, 105.

Requirements for a minor: Study abroad (minimum of one January Term study abroad course or equivalent) and seven courses that consist of two of the three foundation courses (ANTH 101, ECON 130, POLS 132); INTL 230 and 485; and three additional courses selected from one of the following tracks:

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

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

Students minorin in an areas studies program (such as Chinese Studies or Nordic Studies), must secure approval of the International Studies Board to minor in International Studies with a focus on the same region.

View program learning goals for an explanation of learning outcomes in International Studies.

International Studies Courses

INTL 135 Exploring Britain
4 hours
A year-long course in which Nottingham students travel to a variety of historical and cultural sites. Trips include approximately six weekend field trips to sites that may include London, Stratford-upon-Avon, the Lake District, Northern Ireland, Scotland, and Wales. Course work will also include research, reading, presentations, and discussion pertaining to each trip.

INTL 136 Exploring Malta and the Mediterranean
2 hours
This is a one semester course in which Malta students take three course trips to countries around the Mediterranean. Trip sites may include Morocco, Italy, Greece, Turkey, Croatia, Spain or Jordan. Course work will include research, reading, writing, presentations and discussions pertaining to each trip.

INTL 230 Introduction to International Studies
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.

**INTL 250 Cultivating Peace: Methods of Dialogue**

- 4 hours
- Fulfills: Intercultural
- Prerequisites: At least two of the following: ANTH 101, ECON 130 and POLS 132

This course examines various methodologies of dialogue, with a particular focus on those dialogue methods most commonly used in conflict and post-conflict situations. Students will read a broad selection of texts drawn from a variety of disciplines, each of which seek to define dialogue and establish tools for its implementation. During the course of the semester, students will work in small groups to research and present information on a particular dialogue method. Having familiarized themselves with that method and the contexts in which it is best used, they will then lead a short dialogue session, employing the tools of that particular methodology. By the end of the course, students should have a clear grasp of the goals of dialogue as it relates to peacemaking and social change; understand the methodologies underlying the most influential dialogue approaches; and be in a position to assess the pros and cons of several dialogue methods in some detail.

**INTL 450 Global Citizenship**

- 4 hours
- Fulfills: Human Behavior

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.

**INTL 485 International Studies Seminar**

- 4 hours
- Prerequisites: IS 230 and junior standing

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.

**INTL 490 Senior Project**

- 1 hour

A year-long independent research project. Applications are completed on the “Honors Program” form available at the registrar’s office, requiring the signatures of a faculty supervisor, the department head, the honors program director, and the registrar. Interdisciplinary projects require the signatures of two faculty supervisors. The project must be completed by the due date for senior projects. The completed project is evaluated by a review committee consisting of the faculty supervisor, another faculty member from the major department, and a faculty member from outside the major department. All projects must be presented publicly. Only projects awarded an “A- or A” qualify for “department honors” designation. The honors project fulfills the all-college senior project requirement.
Intersections

Kevin Kraus (program director)

Intersections Courses

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.
Journalism

Lise Kildegaard (English department head and program coordinator), Thomas C. Johnson (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 250, COMS 258, ENG 211, two semesters of JOUR 100 (practicum), JOUR 380 (minimum 1 credit hour), and any two approved elective courses selected from:

- ART 206, 218
- COMS 133, 347 (or ENG 231), 348, 356 (or ENG 314), 463
- ENG 213, 231 (or COMS 347), 314 (or COMS 356)
- POLS 202 or 356

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.

View program learning goals for an explanation of learning outcomes in Journalism.

Journalism Courses

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, or 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

Dan Davis (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 ancient history, medieval literature and history, Romance languages and literatures, linguistics, English literature, art, music, and the development of Christianity.

View program learning goals for an explanation of learning outcomes in Latin.

Latin Courses

LAT 101 Elementary Latin I

4 hours

The first course of a two-semester sequence emphasizing the basic grammar, vocabulary, and syntax of Latin.

LAT 102 Elementary Latin II

4 hours

Prerequisites: LAT 101

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.

LAT 201 Intermediate Latin

4 hours

Prerequisites: LAT 102

A review of Latin grammar, vocabulary, and syntax, followed by readings from a variety of authors and works.

LAT 202 Readings in Latin

4 hours

Prerequisites: LAT 201

Fourth-semester readings from one or more Latin authors or works, such as Cicero, Catullus, Virgil, and Medieval Latin.

LAT 301 Advanced Latin Prose

4 hours

Prerequisites: LAT 202

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 others. May be repeated for credit when topics vary.

LAT 302 Advanced Latin Poetry

4 hours

Prerequisites: LAT 202

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.

LAT 490 Senior Project

4 hours
Library and Information Studies

**Ryan Gjerde** (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.
Whenever we utter a word, no matter how mundane, we engage in a remarkable and (to the best of our knowledge) uniquely human behavior. 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, 220, or 235), two electives, and a one-credit directed research capstone course (LING 350) taken after or during completion of the fifth course 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, 220, or 235; two other linguistics courses or one other linguistics course and one of the following courses: ANTH 103, PHIL 110, MATH 220, CS 260; and LING 350.

View program learning goals for an explanation of learning outcomes in Linguistics.

**Linguistics Courses**

**LING 131 Introduction to Linguistics**

- 4 hours
- Fulfills: Human Behavior

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.

**LING 133 Introduction to Syntax**

- 4 hours
- Fulfills: Human Behavior—Social Science Methods, Quantitative

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.

**LING 220 Phonetics and Phonology**

- 4 hours
- Fulfills: Human Behavior

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 which 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.

**LING 235 Words**

- 4 hours
- Fulfills: Human Behavior

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.

**LING 250 Linguistic Pursuits:language and Sustain**
What sorts of issues and ideas do linguists apply their knowledge of language to? This course provides an in-depth examination of one of these topics. The focus will vary each time and may include topics such as second language acquisition, language change, linguistic universals, and deciphering the grammar of an unfamiliar language. Students will gain significant practice in writing and oral presentation, including a research project. May be repeated for credit up to three times under three different topics. Offered on a rotating basis.

**LING 350 Linguistics Minor Capstone**

- 1 hour

A directed research project that serves as the capstone course for the linguistics minor and that is designed to allow students to apply the knowledge gained in the minor to their major field of study.

**LING 490 Senior Project**

- 1, 2, or 4 hours
Management

Gregory K. Patton (department head)

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

Required for a major: The foundation courses, which include ECON 130; MGT 150 or MATH 115 or an equivalent statistics course; ACCTG 150; MGT 240; MGT 250; and MATH 140 or higher. 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. Other requirements include MGT 351, 352, 353; two management electives numbered above 300, and MGT 490. Writing requirement completed with MGT 351.

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 are advised to consult a management faculty member to identify coursework that will strengthen their graduate preparation and application. Students planning on graduate study should consider MATH 240, 321, and 322.

Students interested in careers in sports management can combine a management major and selected health and physical education courses in consultation with the Health Promotion and Exercise Science department head. Students interested in careers in arts management can 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.

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.

View program learning goals for an explanation of learning outcomes in Management.

Management Courses

MGT 110 Introduction to Business

2 hours

Designed for students with no previous coursework in business, this course introduces students to foundational information associated with "doing business." Through a combination of content and application, students will begin to understand the theories associated with business and the complexities of applying/recognizing these theories through in-class activities and studying the decisions being made by businesses. Topics include: business forms, business ethics, management, marketing, finance, accounting, business environment, technology, and decision making.

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 150 Statistics

4 hours

Fulfills: Human Behavior—Social Science Methods, Quantitative

A first course in statistics which introduces descriptive and inferential statistical tools as they apply to management, accounting and the social sciences. Students who earn credit for MATH 115 cannot earn credit for MGT 150.

MGT 190 Business Communication

2 hours

This course introduces the fundamentals of writing and oral presentation for business through practical application of the principles of effective communication for a professional setting. Students will draft, revise and present a range of useful business and electronic communication items, such as e-newsletters. Topics examined include organization, drafting, editing, peer review, audience attention, and development of both oral and
written communication and presentation skills.

MGT 240 Principles of Management

- 4 hours
- Prerequisites: Sophomore standing

Historical and contemporary approaches to managing people and organizations. Includes assessing, developing, practicing, and applying management competencies, knowledge, and skills.

MGT 250 Data Analysis for Business Decision-Making

- 4 hours
- Prerequisites: Sophomore standing

This course is an introduction to business intelligence and analytics, focusing on the extensive use of data 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, 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.

MGT 351 Principles of Marketing

- 4 hours
- Prerequisites: Junior standing

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.

MGT 352 Human Resource Management

- 4 hours
- Prerequisites: Junior standing

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.

MGT 353 Financial Management

- 4 hours
- Prerequisites: MGT 150 or MATH 115 and ACCTG 150

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.

MGT 360 International Business Management

- 4 hours
- Fulfills: Intercultural
- Prerequisites: Junior standing

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.

MGT 361 Business Law: The Legal Environment of Business

- 4 hours
- Prerequisites: Junior standing

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.

MGT 362 Entrepreneurship

- 4 hours
- Prerequisites: Junior standing

Emphasis on contemporary approaches to entrepreneurship, including the Lean Startup methodology and the Business Model Canvas.
Entrepreneurship is presented as an iterative process, starting with opportunity recognition and continuing with steps necessary to allow for market validation and pivots. Students explore methodologies for starting and growing sustainable business models under conditions of extreme uncertainty, as well as methodologies for innovating existing business models. Students complete application assignments to reinforce concepts presented in the course. Students also complete a personal startup plan for a business idea. The course includes guest speakers who share their entrepreneurial experiences, providing students with a deeper understanding and broader perspective of entrepreneurship.

**MGT 363 Negotiations and Conflict Resolution**

- 4 hours
- Fulfills: Human Behavior
- Prerequisites: Junior standing

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.

**MGT 364 Sales, Advertising, and Promotion**

- 4 hours
- Prerequisites: Mgt 351

An introduction to professional salesmanship emphasizing its relationship to marketing concepts. Case studies and demonstrations are used throughout the course.

**MGT 365 Investments**

- 4 hours
- Prerequisites: Junior standing

Analysis of the investment environment, instruments, markets, and institutional aids for purposes of formulating broad personal investment programs.

**MGT 366 Creativity and Innovation**

- 4 hours
- Prerequisites: Junior standing

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.

**MGT 367 Organizational Behavior**

- 4 hours
- Prerequisites: MGT 240 and junior standing

First, individual differences (e.g., personality, perceptions, ethics, motivation) are introduced from a social psychology perspective. Next, how these differences impact human interactions (e.g., communication, teams, leadership conflict) are explored. Finally, these interactions are discussed in an organizational context (e.g., job design, organizational structure, organizational culture). For each topic foundational terminology, principles and theories, and critical analysis and application are stressed.

**MGT 368 Electronic Commerce**

- 4 hours
- Prerequisites: MGT 351 and junior standing

Emerging online technologies have revolutionized the buying and selling of goods and services in the marketplace. The course is designed to challenge students to explore the realities and implications of e-commerce from a manager’s perspective. This course does not assume the student has any previous electronic commerce management experience. Topics include: internet revenue models and their execution on the web, payment acceptance and security issues, designing electronic storefronts, planning for electronic commerce, and the legal and ethical challenges of electronic commerce.

**MGT 370 E-Marketing**

- 4 hours
- Prerequisites: MGT 351 and junior standing

The internet and other information technologies have created many interesting and innovative ways to improve customer value since its inception in 1969. The course will examine the evolution of the media and examine various marketing strategies including web sites for marketing communications, consumer behavior insights based on offline and online data combination, inventory optimization through CRM-SCM integration, and the focus of ROI and associated performance metrics in today’s business environment. Course will also examine high readership blogs, social
media networks and online communities how they have enabled consumers with growing voice in the control of content in marketing communications and product quality. The course will begin on campus examining these concepts and other e-marketing strategy. The second half of the class will take place in Chicago networking with marketing professionals from a variety of industries and organizations. Course is designed to satisfy J-II and/or Management elective requirements.

**MGT 371 Project Management**

- 4 hours
- Prerequisites: MGT 250 and junior standing

This course provides an introduction to the core concepts, techniques, and principles of project management required to successfully meet an organization’s goals and objectives, with particular emphasis on Information technology (IT) projects. The course explores the Industry standard Project Management Body of Knowledge (PMBOK) guide and also incorporates learning objectives related to communication, influence, and negotiation, and their relationship to project success.

**MGT 490 Senior Project**

- 1 hour
Mathematics

Ruth Berger (department head)

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

Mathematics is the study of numbers, measurements, patterns, shapes, equations, relations, functions, change, symmetry, structure, sets and operations; the modeling of physical phenomena to better understand and predict nature; the development of theorems from accepted axioms through logical proof. It is abstract and applied, theoretical and experimental. Mathematics is perhaps the oldest academic discipline, yet mathematics is the primary language and theoretical foundation of modern technology. It is an extremely versatile major. Mathematics majors are encouraged to explore applications of mathematics in other disciplines, and it is a popular second major for students pursuing advanced degrees.

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

Requirements for majors:

Mathematics major. MATH 220, MATH 240, and MATH 253; CS 150 or CS 160; MATH 215, MATH 322, or MATH 327; with a minimum of eight courses (32 credits) in mathematics numbered 200 or above, including at least three courses (12 credits) in mathematics numbered 300 or above. Writing requirement completed with MATH 220 or MATH 240. (No more than two of MATH 215, MATH 271, MATH 322, MATH 327, MATH 328 can count toward the mathematics major.)

Mathematics/Statistics major. MATH 220, MATH 240, and MATH 253; CS 150 or CS 160; MATH 271, MATH 322, MATH 327, and MATH 328; MATH 454 or DS 320. Writing requirement completed with MATH 220 or MATH 240. (A student may not major in both mathematics and mathematics/statistics.)

Mathematics minor. At least five courses (20 credits) in mathematics, including MATH 220, MATH 240 and three additional courses, of which two are numbered 200 or above.

Suggested electives for majors planning careers in the following areas:

- Graduate study in mathematics: MATH 351, MATH 454, MATH 456, MATH 471, MATH 472.
- Graduate study in statistics: A mathematics/statistics major with both MATH 454 and DS 320. Consider additional courses in computer science, data science, or a science discipline.
- Secondary education: MATH 360, MATH 365, MATH 471. See education department for secondary education minor requirements.
- Actuarial science: A mathematics/statistics major, ECON 247, ECON 248, MGT 353, MGT 365, and more courses in computer science or data science.
- Computer or data science: MATH 327, MATH 328, MATH 471.
- Management (accounting, economics): MATH 327, MATH 454.
- Science: MATH 327, MATH 328, MATH 351, MATH 452, MATH 453, MATH 454, MATH 456.
- Applied statistics: A mathematics/statistics major with DS 320 and other courses in computer science and data science.

NOTE: Students earning a C or below in MATH 220 or MATH 240 are advised not to take 300+ level courses.

View program learning goals for an explanation of learning outcomes in Mathematics and Mathematics/Statistics.

First-Year Placement

The mathematics department placement procedure uses high school records, scores on outside standardized tests, and a placement test in mathematics as a basis for a recommendation. MATH 110 and MATH 115 are designed for students who will not be taking calculus. MATH 123 is only for students who major in elementary education. Students with good algebra and trigonometry skills should begin with the traditional Calculus I course, MATH 151. Students who need calculus for their major but also need a review of algebra and trigonometry should take the MATH 140 and MATH 141 sequence. Students whose math placement suggests they require more in-depth review of algebra should consider completing MATH 100 before registering for MATH 140. Students who have completed a year of calculus in high school and perform well on the Advanced Placement A/B Exam or the calculus portion of the mathematics placement test should start in Calculus II, MATH 152. Students who perform well on the Advanced Placement B/C Exam should start in MATH 220 or MATH 240.

Advanced Placement Credit

- 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. A student will receive credit for MATH 151 with an IB Mathematics HL score of 4-7.
- A student who places into MATH 152 will receive, upon completion of the course with a grade of C or better, Luther College credit for the preceding calculus course, MATH 151 (if credit has not already been awarded through AP or transfer credit).
- 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 been 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.
- 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, MATH 151, or MATH 152 satisfies the all-college requirement for quantitative perspective (QUANT).

Mathematics Courses

**MATH 100 Algebra for Science and Business**

- 2 hours

This course is focused on strengthening algebraic and quantitative skills required for success in science, economics, or business majors. By preparing students for the first semester of Calculus, this course is appropriate for those desiring an entry level college mathematics course before completing MATH 140 in the following semester. Topics include simplifying mathematical expressions, functions and graphs, solving polynomial/rational equations in one variable, exponents, quantitative reasoning and mathematical models.

**MATH 110 Mathematics in Our World**

- 4 hours
- Fulfills: Quantitative

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, probability, finance, sets and logic. 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.

**MATH 115 Introduction to Statistics**

- 4 hours
- Fulfills: Quantitative

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, MATH 215, PSYC 350, or SOC 350 may not earn credit for MATH 115. Prerequisite: high school algebra.

**MATH 123 Mathematics for Elementary School Teachers**

- 4 hours
- Fulfills: Quantitative

This course provides pre-service K-8 teachers a strong foundation in the mathematics content areas as described in NCTM's Principles and Standards for School Mathematics. The content standards include: Number and Operations, Algebra, Geometry, and Measurement. This course will engage students in standards-based mathematics learning to prepare them for the pedagogical practices they will learn in EDUC 325. Prerequisite: one year of high school algebra, one year of high school geometry and admission into the teacher education program. Co-requisite: EDUC 325 and EDUC 326.

**MATH 140 Calculus I with Review, Part A**

- 4 hours
- Fulfills: Quantitative

MATH 140 and MATH 141 cover all the material in MATH 151, Calculus I, while concurrently reviewing precalculus material. 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, and applications of derivatives. Prerequisite: a suggested placement.

**MATH 141 Calculus I with Review, Part B**

- 4 hours
- Fulfills: Quantitative
- Prerequisites: MATH 140

Continuation of topics of MATH 140, including trigonometric functions, derivatives, chain rule, Riemann sum approximation for integrals, definite integrals, antiderivatives, and applications. (Students who earn credit for MATH 141 may not earn credit for MATH 151)

**MATH 151 Calculus I**

- 4 hours
- Fulfills: Quantitative

Topics include rates of change, functions, limits, continuity, derivatives, optimization, curve sketching, implicit differentiation, the mean value theorem and applications; antiderivatives, definite integrals, and integration by substitution. (Students who earn credit for MATH 151 may not earn credit for MATH 140 or MATH 141). Prerequisite: three years of high school mathematics including algebra, trigonometry, and geometry, and a suggested placement.
MATH 152 Calculus II

4 hours
Fulfills: Quantitative
Prerequisites: MATH 141 or 151 or suggested placement

Applications of the definite integral, techniques of integration, separable differential equations, series and tests for convergence, and Taylor series.

MATH 215 Data Analysis

4 hours
Fulfills: Quantitative
Prerequisites: MATH 141 or MATH 151

An introduction to statistics and data analysis for math and science majors who have already taken calculus. Topics include numerical and graphical descriptions of data, regression, probability, sampling distributions, confidence intervals, and hypothesis testing. Students who earn credit for MATH 115, BIO 256, MGT 150, PSYC 350, or SOC 350 may not earn credit for MATH 215.

MATH 220 Mathematical Reasoning and Writing

4 hours
Fulfills: Quantitative
Prerequisites: MATH 152

This course introduces students to standard logical operations (and, or, implies), set operations (union, intersection, complement, Cartesian product, power set), quantifiers (for every, there exists), and properties of functions. These logical foundations are used to understand and produce rigorous mathematical proofs, applying the methods of direct proof, proof by contrapositive, proof by contradiction, cases, and induction. At the end of the course these tools are used to understand cardinalities of infinite sets.

MATH 240 Linear Algebra

4 hours
Fulfills: Quantitative
Prerequisites: MATH 152

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 vector spaces. Topics include matrix algebra, vector spaces and subspaces, linear independence, determinants, bases, eigenvalues, eigenvectors, orthogonality, and inner product spaces.

MATH 253 Vector Calculus

4 hours
Fulfills: Quantitative
Prerequisites: MATH 240

The tools of calculus are developed for real-valued functions of several variables: partial derivatives, tangent planes to surfaces, directional derivatives, gradient, maxima and minima, double and triple integrals, and change of variables. Vector-valued functions are also studied: tangent and normal vectors to curves in space, arc length, vector fields, divergence and curl. The fundamental theorem of calculus is extended to line and surface integrals, resulting in the theorems of Green, Stokes, and Gauss, which have applications to heat conduction, gravity, electricity and magnetism.

MATH 257 Mathematical Methods in Biology

4 hours
Fulfills: Quantitative
Prerequisites: MATH 141 or MATH 151

This course will examine a variety of ways that mathematical methods can be brought to bear on biological phenomena. Topics chosen will depend on student interest, and may include food webs, disease etiology, gene regulatory networks, disease transmission dynamics, phylogeny, metabolism, natural selection in haploid and diploid populations, and others. Mathematical methods used may be drawn from graph theory, linear algebra, differential equations, or others, but no previous familiarity in these areas will be assumed.

MATH 260 Elementary Number Theory

4 hours
Fulfills: Quantitative
Prerequisites: MATH 220 or MATH 240

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.

MATH 271 Probability and Statistics I
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.

MATH 322 Probability and Statistics II

- 4 hours
- Fulfills: Quantitative
- Prerequisites: MATH 271

Building on probability theory, learn the theory and foundations of statistical inference, a set of methods for drawing conclusions from data. Topics selected from sampling distributions of the mean, standard deviation and proportion, theory of estimation, methods of point estimation, hypothesis testing, large and small sample confidence intervals, Frequentist and Bayesian inference for means, proportions and variances; and distribution free procedures.

MATH 327 Applied Statistics I

- 4 hours
- Fulfills: Quantitative
- Prerequisites: MATH 115, MATH 215, MATH 322, BIO 256, PSYC 350, SOC 350, ECON 242 or MGT 150

Explore methods of regression modeling, with applications in different fields of inquiry, including science, business, and the humanities. Topics selected from: Least square estimates, simple and multiple linear regression, hypothesis testing and confidence intervals for linear regression models, prediction intervals. Analysis of Variance (ANOVA), model diagnostics, multi-collinearity, influence analysis, logistic regression, tree regression, and time series analysis.

MATH 328 Applied Statistics II

- 4 hours
- Fulfills: Quantitative
- Prerequisites: MATH 327

Statistical experimental design is a set of methods for designing and analyzing multi-factor experiments that maximizes the amount of information obtained given a set of experimental resources. Topics selected from: experimental factors, randomization, blocking, interaction effects, analysis of variance methods, fixed and random effects, repeated measures, factorial and response surface designs.

MATH 351 Ordinary Differential Equations

- 4 hours
- Fulfills: Quantitative
- Prerequisites: MATH 240

Differential equations is an area of theoretical and applied mathematics with a large number of important problems associated with the physical, biological, and social sciences. Analytic (separation, integration factors, and Laplace transforms), qualitative (phase and bifurcation diagrams), and numerical (Runge-Kutta) methods are developed for linear and nonlinear first- and higher-order single equations as well as linear and nonlinear systems of first-order equations. Emphasis is given to applications and extensive use of a computer algebra system.

MATH 358 Chaotic Dynamical Systems

- 4 hours
- Fulfills: Quantitative
- Prerequisites: MATH 240

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.

MATH 360 Combinatorics

- 4 hours
- Fulfills: Quantitative
- Prerequisites: MATH 220

In this course we will survey a wide variety of topics in combinatorics, an area of mathematics which focuses on understanding arrangements of objects, including things like permutations and combinations, but also more rigid structures like Sudoku grids. Combinatorialists are interested in questions such as how many arrangements of a particular type exist, what sorts of structure those arrangements have, and sometimes if any such arrangements exist at all. Topics in this course will include: combinations, permutations, the multiplication principle, the Binomial Theorem, the pigeonhole principle, the principle of inclusion and exclusion, derangements, Latin squares, graphs, and design theory.
MATH 365 Geometry

- 4 hours
- Fulfills: Quantitative
- Prerequisites: MATH 220 and MATH 240

This course follows the historical development of geometry, including the important question of which parallel postulate to include. This is a proof-oriented course focusing on theorems in plane Euclidean and hyperbolic geometry, with some mention of elliptic geometry. We examine the development of a lean set of axioms, (incidence, betweenness, congruence, continuity) and investigate which theorems about points and lines can be derived using them.

MATH 452 Partial Differential Equations

- 4 hours
- Fulfills: Quantitative
- Prerequisites: MATH 351

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.

MATH 453 Methods of Applied Mathematics

- 4 hours
- Fulfills: Quantitative
- Prerequisites: MATH 351

This course will be devoted to developing mathematical methods useful in the physical sciences. Topics may include dimensional analysis and scaling, perturbation methods, calculus of variations and Hamilton’s principle, boundary value problems, Green’s functions, and integral equations.

MATH 454 Principles of Real Analysis

- 4 hours
- Fulfills: Quantitative
- Prerequisites: MATH 220 and MATH 240

The 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 beginning with a rigorous axiomatic description of the real numbers and proceeding through the topology of the reals, sequences, series, limits, continuity, pointwise and uniform convergence, differentiation, Taylor series, and integration.

MATH 456 Functions of a Complex Variable

- 4 hours
- Fulfills: Quantitative
- Prerequisites: MATH 253

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.

MATH 471 Abstract Algebra I

- 4 hours
- Fulfills: Quantitative
- Prerequisites: MATH 220 and MATH 240

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.

MATH 472 Abstract Algebra II

- 1, 2, or 4 hours
- Fulfills: Quantitative
- Prerequisites: MATH 471

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.
MATH 490 Senior Project

1, 2, or 4 hours
Destiny Crider (interim 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 290, ARTH 251, 252, THE 203, ENVS 133, 134, BIO 112, 246, 251, 253, 258, SCI 121.

View program learning goals for an explanation of learning outcomes in Museum Studies.

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 220 Collections Management

4 hours

Addresses specific topics of curatorship and managements of collections, including: acquisition practices; legal and ethical issues; collections organization, conservation, and preservation; and data collection, organization, and management. The course will emphasize practices and technology that will ensure the continued potential and relevance of objects in the pursuit of knowledge and enjoyment of science, art, and nature. Offered alternate years.

MUST 380 Internship

1, 2, or 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 credits - a minimum of 150 hours in the semester.
Music

Daniel Baldwin (department head)

Required for a major: MUS 121, 121L, 122, 122L, 231, 231L, 244, 250, 332, 332L, 345, 346, 490 (or 491 or 493), and 7 semesters of applied music study in the student’s primary performance area. Writing in the major is completed with MUS 244 and 346. These courses form the music major core. A sequence of courses can be arranged to allow a student to begin a major in the sophomore year.

In addition to the courses listed above, all music majors must fulfill a recital performance requirement, an ensemble participation requirement, and a recital attendance requirement; all music majors must also pass the piano proficiency exam. Further details about these requirements may be found in the Music Department Student Guidelines.

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

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

Required for a minor: the following music theory courses: MUS 121, 121L, 122, 122L; one of the following music history or ethnomusicology courses: MUS 120, 244, 248, 345, 346; four semesters of applied music study in the student’s primary performance area. A minimum of two additional elective courses (totaling 4-6 credits) are required with at least one course from the following: MUS 231/231L, 236, 237, 244, 247, 248, 250, 272, 345, 346, 445. MUS 273 and applied music do not count toward the elective requirement. The same music history or ethnomusicology class cannot fulfill both the music history/ethnomusicology requirement and the elective requirement. The instructor’s permission may be required to enroll in some courses. The student must also satisfy the ensemble requirement with four semesters of participation (or an approved equivalent). The student must complete two semesters of recital attendance to be fulfilled concurrently in the semesters when the student is enrolled in applied music.

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

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

View program learning goals for an explanation of learning outcomes in Music.

Music Courses

MUS 110 Musicianship Workshop

1 hour

This course is designed to help students acquire basic musicianship skills (primarily singing, rhythm, keyboard, and notation) that will aid them in their theory and ear-training courses at Luther. It is offered as a optional one-hour supplement to Theory 1 (Music 121). Co-requisite: MUS 121, MUS 121L.

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 solfege, playing the piano, composing and studying scores. This course prepares students for music theory and ear training 121/121L.

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 non-majors who have had some piano or voice. Emphasis is on developing good reading and practicing skills. Additional fees will be assessed for this course.

MUS 117 Class Instruction-Piano

1 hour  
Prerequisites: MUS 116 or piano placement recommendation

For music majors only. Emphasis is on developing the skills required on the piano proficiency test. Additional fees will be assessed for this course.

MUS 118 Preparation for Piano Proficiency Test

0 hours  
Prerequisites: Piano Placement Recommendation

For first-semester music majors with significant background in piano. Two one-hour sessions will help these students prepare for the Piano Proficiency Test.

MUS 120 Introduction to Musical Styles

4 hours  
Fulfills: Human Expression

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.

MUS 121 Theory I

3 hours  
Fulfills: Human Expression

An intensive study of music fundamentals and materials followed by an introduction to part writing in two voices (counterpoint). Activities include written exercises, keyboard exercises, composition exercises, and the analysis of musical examples. Music 131 is the honors section of Theory 1.

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. Music 131L is the honors section of Ear Training I.

MUS 122 Theory II

3 hours  
Fulfills: Human Expression  
Prerequisites: MUS 121 and 121L

A continuation of Theory 1. Covers part-writing in four voices, harmonic function, phrase structure, sequences, the harmonization of melodies and basses, and an introduction to chromatic harmony. Activities include written exercises, keyboard exercises, composition exercises, and the analysis of musical examples. Music 132 is the honors section for Theory II.

MUS 122L Ear Training II

1 hour  
Prerequisites: MUS 121 and 121L

Continuation of Mus 121L. Taken concurrently with Mus 122. Music 132L is the honors section of Ear Training II.

MUS 130 Applied Music

1, 2 hours

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.

MUS 131 Theory I - Honors

3 hours  
Fulfills: Human Expression
Honors section of theory for first-year students. A placement test is required before registering for any section of music theory.

**MUS 131L Ear Training I - Honors**
- 1 hour

Honors section of ear training for first-year students.

**MUS 132 Theory II - Honors**
- 3 hours
- Fulfills: Human Expression
- Prerequisites: MUS 131 and 131L

A continuation of Theory I. Includes modulation, small forms, and variation technique. Keyboard exercises and computer-assisted instructional materials are integrated into the course.

**MUS 132L Ear Training II - Honors**
- 1 hour
- Prerequisites: MUS 131 and 131L

Continuation of MUS 131L. Honors section for first-year students.

**MUS 135 Principles of Improvisation**
- 2 hours

Through the lens of improvisation in the jazz idiom, instrumentalists and vocalists will undertake an introductory study of jazz harmony, form, and repertoire. Emphasis is placed on stylistic performance practice and imitation of jazz recordings. Students are expected to demonstrate improvisational skills on their instruments at moderate tempos. Offered alternate years.

**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 230 Applied Music**
- 1-2 hours
- Prerequisites: Two semesters of MUS 130 (Applied Music)

For applied music students in their second year of study. Non-majors and music majors in their secondary areas may repeat this course for credit in subsequent years. Additional requirements by applied area may be found in the Music Department Student Guidelines. Studio seminars may be required. Additional fees will be assessed for this course.

**MUS 231 Theory III**
- 3 hours
- Prerequisites: MUS 122 and 122L

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.

**MUS 231L Ear Training III**
- 1 hour
- Prerequisites: MUS 122 and 122L

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.

**MUS 235 Jazz Theory and Arranging**
- 2 hours
- Prerequisites: MUS 231 and 231L

A seminar that examines jazz harmony, melody, form, rhythm, style, and piano voicing as they apply to improvisation, arranging, and composition.
This course includes ear training and the analysis of classic jazz repertoire. The comprehensive outcome is an original arrangement of a jazz standard scored for horns and rhythm section, which will be performed and recorded. Offered alternate years.

**MUS 236 Music, Worship and Culture**

- 4 hours
- Fulfills: Human Expression

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.

**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 non-liturgical worship. It will include practical topics such as planning and selecting instrumental and vocal repertoire, directing a church music program, hymnody, and congregational worship life. Offered alternate years.

**MUS 238 Composition Workshop**

- 1 hour

A workshop for students interested in exploring composition and improvisation. Students are exposed to a range of musical styles and compositional practices, and these musical explorations result in original compositions which are workshoped and performed. Class culminates in a concert of new works. No prerequisites, but some previous study of music theory is highly beneficial.

**MUS 244 Music History I: Medieval, Renaissance, And Baroque**

- 4 hours
- Fulfills: Historical
- Prerequisites: MUS 122 and 122L

This course offers a survey of sacred and secular music from Antiquity to 1750. Students will examine the origins of many musical conventions that we take for granted, such as meter, musical notation, polyphony, and tonality, and will learn about the composers and theorists responsible for these innovations. The origins and development of many genres, including the cyclic Mass, motet, madrigal, sonata, concerto, and cantata, as well as opera, will be explored. We will also consider the institutions and technological advances that allowed for these developments, including the patronage system and the invention of the printing press. Historical, social, and political factors that shaped the repertory and affected musical life during this period will also be investigated.

**MUS 245 Choral Singing in Namibia and South Africa**

- 4 hours
- Fulfills: Intercultural

Choral Singing in Namibia and South Africa is a travel course that promotes intercultural exchange through music. Music from the western tradition is learned and presented along with learning and presenting traditional Namibian and South African music in local languages. This takes place in church services, through choral exchanges and concerts, and in schools, hospitals and informal settings. Students also learn about the history of Namibia, its fight for independence and the anti-apartheid movement in South Africa through visits to sites of cultural and historic importance. Offered every four years during January term.

**MUS 247 History of Jazz**

- 4 hours
- Fulfills: Human Expression—Primary Texts, Historical, Intercultural

A survey of the history and development of jazz, from the 1890s to the present. Includes origins and early jazz through the modern jazz era. Listening activities focus on the major figures of each historical period. Offered alternate years. (Same as AFRS 247 and IDS 247)

**MUS 248 World Music Cultures**

- 4 hours
- Fulfills: Human Expression, Intercultural

An introduction to music cultures outside of the West, which may include the art and vernacular musics of Africa, the Americas, East and South Asia, and Northern and Eastern Europe. The course will be grounded in theoretical perspectives from ethnomusicology, exploring both sound structures and social structures as well as the relationships between them. This course is intended for students fluent in reading and writing Western notation, and able to hear and speak analytically about aspects of musical sound (meter, scale, texture).

**MUS 249 Listening Live from London and Glasgow (England/Scotland)**

- 4 hours
This is a course about broadening the contexts that inform our musical listening experiences. It is intended for students from all majors - the wider variety, the better. Taking full advantage of the range of musical performances available and the rich musical history and cultures of London, we will spend the first 14 days attending concerts in the evenings and spend the afternoons visiting sites that help provide the context for the music we hear. Daily morning class time will be devoted to discussions not only of music, but of art, literature, and historical and current events as they relate to the cultural climate of the musical works. Every few days the group will gather for an informal discussion over afternoon tea. For the remaining seven days of the course, we will travel north to Scotland, focusing on less formal musical venues ranging from Cathedrals to pubs and folk clubs in Cambridge, Nottingham, and York - as a contrast to the concert experiences in London and as a way of exploring different audiences, functions, and styles of British music making. The course will culminate in attending events at Celtic Connections, a highly-renowned folk festival in Glasgow. Through reading, writing, and discussion, we will explore the ways in which our knowledge and differing perspectives affect the experience of listening to musical performances, and how our own individual musical identities interact with the many musical cultures we encounter through concert music, musical theater, folk traditions, church music, and other modes of live music making.

MUS 249 Listening Live in London and Vienna

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.

MUS 250 Introduction to Conducting

A study of fundamental gesture, technique, and score preparation. Additional focus is given to oral communication and writing related to the art of conducting and self-evaluation.

MUS 265 Diction for Singers I: Italian and German

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

Use of International Phonetic Alphabet as an aid to learning accurate pronunciation for singing French and English. (First seven weeks, French; second seven weeks, English.) Offered alternate years.

MUS 267 Vocal Literature I: Italian/Spanish and German

An historical survey of the art song from c. 1600 to the present day. The course is designed to correspond with "Diction for Singers." Alternate years, each area of study receiving seven weeks.

MUS 268 Vocal Literature II: French and British/American

An 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

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.

MUS 273 Chamber Music
Instruction in the literature for small ensembles. Ensembles should be approved by an instructor before registration. Open to all students regardless of major. All ensemble members must be registered. This is a chargeable credit and will count toward the 36 credits for the year.

**MUS 300 Music Ensembles**

- **0 hours**
- 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 Applied Music**

- **1, 2 hours**
- Prerequisites: Two semesters of MUS 230 (Applied Music)

For applied music students in their third year of study. Additional requirements by applied area maybe found in the Music Department Student Guidelines. Studio seminars may be required. Additional fees will be assessed for this course.

**MUS 332 Theory IV**

- **3 hours**
- Prerequisites: MUS 231 and 231L

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.

**MUS 332L Ear Training IV**

- **1 hour**
- Prerequisites: MUS 231 and 231L

A continuation of 231L. Normally taken concurrently with 332.

**MUS 338 Composition: Private Lesson**

- **1, 2 hours**
- Prerequisites: MUS 238

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.

**MUS 345 Music History II: Classical and Romantic**

- **4 hours**
- Prerequisites: MUS 122, 122L and 244

This course offers a survey of vocal and instrumental music from approximately 1730 to 1900. We will trace the development of major genres, including the symphony, string quartet, concerto, aria, and oratorio. Students will consider how Classical composers contributed to Western Art Music by inventing or codifying some of the most enduring genres and forms and by creating the Galant style. We will then explore how Romantic composers transformed the genres, forms, and harmonic language inherited from Classical composers. Many of these changes resulted from a desire to express emotions and ideas through music, as we will see. Historical, social, and political factors that affected music and musical life will also be investigated.

**MUS 346 Music History III: Post-1900 Music And World Music**

- **4 hours**
- Prerequisites: MUS 332, 332L and 345

The first half of the course examines major trends in twentieth- and twenty-first century Western Art Music and American vernacular music. We will observe a weakening of tonality and functional harmony and explore the alternative systems that composers introduced. The influence of non-Western music, pre-nineteenth-century music, and popular music on Western Art Music will also be explored, as will the ways that nationalism, censorship, politics, and advances in technology shape music from this period. The second half of the course introduces students to the music of some non-Western cultures. Taking a case study approach, we will investigate the music of select cultures from Asia, Africa, and Latin America, focusing on the instruments, methods of organizing music, performance contexts, and the significance and meaning of music-making in each culture. We will examine how music helps to express identity and how transmission and globalization affect music. We will conclude by studying a North American musical tradition outside of the Western Art Music sphere, from an ethnomusicological perspective, exposing students to some of the methodologies and key questions of the field.
MUS 356 Electro-Acoustic Music

- 2 hours
- Prerequisites: Consent of instructor

An introductory course in electro-acoustic music in which students: 1) listen to music which uses technology in an essential way, 2) study the physics of sound and digital signal processing, and 3) create original music using a digital audio workstation. The course culminates in a recital of original works. This course is normally required as preparation for advanced independent work in the Presser Electronic Music Studio. Offered alternate years.

MUS 360 Vocal Coaching

- 1, 2 hours
- Prerequisites: Upper level (MUS 330) voice and consent of instructor

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.

MUS 362 Opera Workshop: Scenes

- 1, 2, or 4 hours
- Prerequisites: MUS 130 (private voice instruction) and consent of voice instructor

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.

MUS 363 Opera Workshop: Production

- 1, 2, or 4 hours
- Prerequisites: MUS 130 (private voice instruction) and consent of voice instructor

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.

MUS 371 Orchestration

- 2 hours
- Prerequisites: MUS 332

A study of the fundamentals and practices of arranging and composing for large ensembles. Course culminates with readings of student arrangements and/or compositions. Offered alternate years.

MUS 376 Vocal and Instrumental Accompanying

- 2 hours
- Prerequisites: Consent of instructor

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.

MUS 430 Applied Music

- 1, 2 hours
- Prerequisites: Two semesters of MUS 330 (Applied Music)

For applied music students in their fourth year of study. Additional requirements by applied area may be found in the Music Department Student Guidelines. Studio seminars may be required. Additional fees will be assessed for this course.

MUS 445 Performance Practices of the Renaissance And Baroque Periods

- 2 hours

A historical study of the interpretation of music based on reading from the letters, diaries, essays, critical reviews, and performance treatises of the period. Seminar format with a substantial performance project. Open to music majors, or by consent of instructor. Offered alternate years.

MUS 446 Performance Practices of the Classical And Early Romantic Periods

- 2 hours

A historical study of the interpretation of music based on reading from the letters, diaries, essays, critical reviews, and performance treatises of the period. Seminar format with a substantial performance project. Open to music majors, or by consent of instructor. Offered alternate years.
MUS 454 16th Century Counterpoint

2 hours
Prerequisites: MUS 332

A study of the sixteenth century modal counterpoint style of Palestrina. Written exercises lead to the composition and performance of a mass movement.

MUS 455 Analytical Studies

2 hours
Prerequisites: MUS 332

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.

MUS 469 Advanced Ear Training

1 hour
Prerequisites: MUS 332 and 332L

A continuation of music 332L. Offered alternate years.

MUS 485 Seminar

1, 2, or 4 hours

MUS 490 Senior Project

1 hour
Music Education

Barbara Bohach (Education department head), Jill Wilson (program director)

All completers of the Luther Teacher Education Program are eligible for a license to teach in Iowa. See the Luther College Education website for information regarding licensure in other states. For complete information regarding the education programs and licensure requirements at Luther, consult the Education Department website. Changes in Iowa state requirements appear periodically, so printed material may be out of date; the Education Department endeavors to keep the departmental website updated. Be sure to consult the Teacher Education Program Handbook. All students pursuing licensure in education must be aware that their course selections will have an impact on the length of their programs and their certification. For this reason, it is important that these students maintain regular contact with their education advisors and with the Education Department staff. It is imperative that secondary and K-12 students with advisors in other departments also seek regular consultation with the Education Department staff and faculty.

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

- Students must be approved for the Teacher Education Program before they are permitted to register for 300-400 level courses in the education department. Transfer students should see the Education Department Chair.
- Completed Teacher Education Program applications are due October 1 or March 1 for admission consideration.
- The Education Department and all program area departments review teacher education candidates.
- 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 with a minimum of a "C":
   - EDUC 185 or EDUC 215
   - EDUC 220
   - EDUC 221
   - MUED 232
3. Three recommendations from faculty (at least one from students’ major field of study) and staff.
4. Approval of the candidate by all program-area departments and the Education Department.
5. Satisfactory completion of the introductory portfolio by set deadlines.
6. Students desiring to teach music must have passed piano proficiency or currently be enrolled in MUS 117 or applied study.

B. Approval for the professional semester (student teaching)

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

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

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

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

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

1. Completion of Bachelor of Arts degree, which includes the acquisition of a core of liberal arts knowledge, including English composition, mathematics, natural sciences, social sciences, and humanities.
2. Achievement of a 2.75 minimum final overall GPA and 2.75 minimum final GPA in all program areas - including Education Department coursework. Please note: Music education majors must earn a grade of "C" or above in all content and pedagogy (MUS, MUED, and EDUC) courses plus PAID 450 U.S. Schools.
3. Completion of all program requirements including successful completion of all required practica.
4. All students must take the required Praxis II tests in both content and pedagogy. See the testing page on the education website for the specific tests required for Luther TEP completers and for further information. Students may take the edTPA in place of the Praxis II pedagogy test. 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 and eligible for licensure.

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.

**Required coursework:** Completion of Luther College All-College requirements (including EDUC 185/EDUC 215 and PAID 450: Making Decisions in U.S. Schools), Music Correlatives, Education Correlatives, Professional Core, and at least one Concentration.

**Music correlatives:**
MUS 121, 122, 121L, 122L, 231, 231L, 244, 250, 332, 332L, 309 (Piano Proficiency), 345, 346, Music Ensemble Participation (6 semesters), Recital Requirement (1/2 Recital) and Recital Attendance Requirement (6 semesters) and 7 semesters of private lesson study in the student's major applied area. Writing in the major is completed with MUS 244 and 346 (37 credits).

**Education correlatives:**
EDUC 220, 221, and 379 (10 credits).

**Professional Core:**
MUED 232, 361, 470, 486 and MUED 490 (23 credits).

Students who wish to pursue a **vocal music education concentration** must additionally complete MUED 351, 372, 383, 386, and MUED 387, plus choose one from the following: MUED 384, 385, 388, 390, or MUED 391 (12 credits).

Students who wish to pursue **instrumental music education with a band concentration** must additionally complete MUED 255, 260, 265, 270, 275, 353, 384, 385, and MUED 390, plus MUED 383 or MUED 387 (20 credits).

Students who wish to pursue **instrumental music education with an orchestral concentration** must additionally complete MUED 255, 260, 265, 270, 275, 353, 388 and MUED 391, plus MUED 383 or MUED 387 (18 credits).

a. Additional criteria for applying for admission to the teacher education program (in Music Education): (Admission to the teacher education program is a prerequisite to enrolling in education courses above 300). See also 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 (or applied study) during the semester of TEP application.

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

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

View program learning goals for an explanation of learning outcomes in Music Education.

**Music Education Courses**

**MUED 232 Music Education Curriculum and Strategies**

2 hours

Prerequisites: MUS 111, 121, or 131

Students will learn the origins of music curriculum, and fundamentals of instructional planning. Student will converse with school music educators, and examine their own experiences as music learners to begin framing their teacher identity. Students will begin their teaching portfolio.

**MUED 255 Percussion Methods**

2 hours

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

**MUED 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.

**MUED 265 Double Reeds 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.

**MUED 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.

**MUED 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.

**MUED 351 Advanced Conducting: Choral**

- 2 hours

Prerequisites: MUS 250

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.

**MUED 353 Conducting: Instrumental**

- 2 hours

Prerequisites: MUS 250

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.

**MUED 361 Clinical Experience in Music Education**

- 2 hours

Prerequisites: Admission to Teacher Educ Program, MUS 250, and EDUC 371 or permission of instructor.

This practicum is taken as part of the methods practicum sequence. Students work under the direction of a cooperating teacher and plan, teach, rehearse, and reflect on the teaching of music in a vocal/orchestra/band program at the elementary, middle/high school level. Course objectives are formulated from the core competencies of the teacher education program at Luther College.

**MUED 371 Elementary General Music Methods and Lab**

- 4 hours

Prerequisites: Admission to Teacher Education Program

Survey of the K-5 general music program. Study of the music student, content, materials, and methods of instruction. Includes Orff and Kodaly approaches, technology, and classroom management. This course provides practical experience in elementary general music methods through a teaching partnership with area schools. Required of all music education minors.

**MUED 372 Middle School General Music Methods**

- 2 hours

Prerequisites: Admittance to the Teacher Education Program

Study of the middle school learner and the content, materials, and methods of instruction in the middle school general music classroom. Includes technology and alternative ensembles as well as classroom management. Required of vocal music education minors only.

**MUED 383 Middle School Choral Methods**

- 2 hours
Study of the middle school learner in the choral classroom. Students learn choral literature, pedagogy with special emphasis on the changing voice, rehearsal planning, music literacy strategies, assessment, and rehearsal management techniques.

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

2 hours  
Prerequisites: Admittance to the Teacher Education Program

This course examines the high school and middle school marching band program. Included are studies in marching philosophies, program organization, administration and student recruitment and retention. Students experience marching band instrumentation, unique marching equipment, field topography, terminology, marching drill charting tools and basic drill drawing. This class included a practicum with a local high school marching band.

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

2 hours  
Prerequisites: Admittance to the Teacher Education Program

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.

**MUED 386 Vocal Pedagogy and Methods**

2 hours  
Prerequisites: Admittance to the Teacher Education Program

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.

**MUED 387 High School Choral Methods**

2 hours  
Prerequisites: Admittance to the Teacher Education Program

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.

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

2 hours  
Prerequisites: Admittance to the Teacher Education Program

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.

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

2 hours  
Prerequisites: Admittance to the Teacher Education Program

This course explores formal wind ensembles including types, styles and instrumentation. Instrument transposition, maintenance and repair are studied 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.

**MUED 391 High School Orchestra Methods**

2 hours  
Prerequisites: Admittance to the Teacher Education Program

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.

**MUED 470 Music Education Senior Capstone: Administration of School Music Programs**

2 hours  
Prerequisites: Admittance to the Teacher Education Program

A study of the organization, direction and management of the school music program. This course includes business management aspects of a school music program.
Music job from budgeting to creating handbooks, recruiting, publicity, and competitions to communicating with parents, colleagues and principals.

**MUED 486 Teaching Practicum**

- 2, 12 hours
- Prerequisites: Admission to the Teacher Education Program

Observation and teaching in area schools. Student teaching experiences are offered in each of the following areas: elementary education, secondary education, and K-12 student teaching in music. Those who do 18 weeks of MUED 486 to meet the Wisconsin certification and additional licensure endorsements will register for 2 additional credits during January term.

**MUED 490 Senior Project**

- 1 hour

This senior project option is open to seniors in the music education program only. Focus is on creation of a research-based Developing Portfolio.
Musical Theatre

Jeff Dintaman (department head)

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

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

**Correlatives required:** DAN 105; a choice of MUS 121 and MUS 121L or MUS 115 and MUS 116.

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

**Notes:**

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

View program learning goals for an explanation of learning outcomes in Musical Theatre.
Neuroscience

Scott Carlson (program director)

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

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

Required for the Major:

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

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

Category 1

BIO 201 (Genetics)
BIO 363 (Molecular Biology)*
BIO 364 (Cell Biology)*
BIO 367 (Endocrinology)
CHEM 301 (Biochemistry)*
CS 150 (Introduction to Computer Science)

Category 2

PHIL 330 (Minds, Brains, and Persons)*
PSYC 244 (Animal Cognition)
PSYC 352 (Cognitive Processes)*
PSYC 354 (Learning and Behavior)*
PSYC 465 (Abnormal Psychology)

Please note that the * designates courses that have additional pre-requisite requirements that may or may not be met by the core courses, so students should plan their schedules accordingly. For students majoring in both neuroscience and psychology, only three psychology courses may be used to satisfy the requirements for both majors. For students majoring in both neuroscience and biology, only three biology courses may be used to satisfy the requirements for both majors.

The writing requirement for neuroscience will be fulfilled by BIO 260. The speaking requirement is fulfilled through BIO 362.

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

View program learning goals for an explanation of learning outcomes in Neuroscience.

Neuroscience Courses
NEUR 485 Neuroscience Seminar

- 2 hours
- Prerequisites: BIO 254, NEUR 254, PSYC 249, NEUR 249, BIO 362 or NEUR 362 and junior/senior standing

This seminar for students completing the neuroscience major will use primarily literature to explore topics spanning the breadth of neuroscience. Graded credit/no credit.

NEUR 490 Senior Project

- 1 hour
Nordic Studies

Elizabeth Steding (department head), Maren Johnson (program director)

Required for a major: 32 hours including NORST 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 NORST 345, 361, 363, FCUL 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 NORST 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 major/minor include:

- ART 149
- FCUL 185, 250, 251, 339 (Russia and Scandinavia), FCUL 339 (Peace and Reconciliation), FCUL 361
- HIST 256, 348, 352, 485 (when topic concerns Nordic countries)
- PAID 450 (Ethics of Sustainable Organizations), PAID 450 (Islam in Europe), PAID 450 (Nordic Environmentalism)
- NORST 101, 102, 115, 201, 202, 250, 251, 339 (Russia and Scandinavia), NORST 339 (Peace and Reconciliation), NORST 345, 346, 348, 352, 361

Additional courses that might 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.

View program learning goals for an explanation of learning outcomes in Nordic Studies.

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.

Nordic Studies Courses

**NORST 101 Elementary Norwegian I**

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.

**NORST 102 Elementary Norwegian II**

4 hours

Prerequisites: NORST 101

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.

**NORST 115 Scandinavian Fine Handcrafts**

4 hours

Fulfills: Human Expression

Working in a variety of natural materials, which may include wood, horn, reindeer leather, or birch bark, students will produce traditional useful objects with a Scandinavian aesthetic. Use of Vesterheim’s collection along with studio experience.
NORST 201 Intermediate Norwegian

4 hours
Prerequisites: NORST 102

With the aim of developing ease in 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.

NORST 202 Norwegian Through Film and Literature

4 hours
Fulfills: Human Expression
Prerequisites: NORST 201

Continuing to develop students' abilities to communicate in the language and to increase their knowledge of the country, the course combines readings from short stories, novels, and recent Norwegian feature films. Students will be asked to conduct oral presentations, written analysis and contribute to course discussions that further their competencies in Norwegian language and the development of cultural and artistic understanding.

NORST 250 Topics in Nordic Literature

4 hours
Fulfills: Human Expression—Primary Texts
Prerequisites: NORST 202

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 Nordic Studies), provided that the topic is new. The course is taught in English and readings are in English. Students who have completed NORST 202 may elect to enroll in this course for extra assignments in Norwegian.

NORST 251 Topics in Nordic Film

4 hours
Fulfills: Human Expression—Primary Texts
Prerequisites: NORST 202

The 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 towards the major/minor in Nordic 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 NORST 202 may elect to enroll in this course for extra assignments in Norwegian.

NORST 345 Composition, Conversation, and Advanced Grammar

4 hours
Prerequisites: NORST 202

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.

NORST 346 Scandinavian Immigration History

4 hours
Prerequisites: NORST 202

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 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.

NORST 348 Vikings in History

4 hours
Fulfills: Human Behavior—Social Science Methods, Historical
Prerequisites: PAID 112 or transfer equivalent

This course covers the "Viking Era," approximately 780 - 1070 CE. It will examine Viking society, religion and mythology, social structure, maritime technology and shipbuilding, political developments, literature and arts, and Viking expansion. Students will submit papers written in Norwegian, Danish or Swedish. Students without a background in Scandinavian studies should enroll in HIST 248.

NORST 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. 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.

NORST 361 Henrik Ibsen

- 4 hours
- Fulfills: Human Expression—Primary Texts
- Prerequisites: PAID 112 or transfer equivalent and NORST 202

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 NORST 202 may elect to enroll in this course for additional coursework in Norwegian. Offered on a rotating basis.

NORST 363 Norway's Nobel Prize-Winning Authors

- 4 hours
- Fulfills: Human Expression—Primary Texts
- Prerequisites: PAID 112 or transfer equivalent and NORST 202

Through the lives and literature of Nobel Prize-winning authors, Bjornstjerne Bjornson, Knut Hamsun, and Sigrid Undset, the history of Norway unfolds with its struggles and triumphs from the Middle Ages through Norway's World War II occupation by Hitler's forces. Reading selected works and viewing films based on them, as well as researching the authors' lives and times, students will gain an understanding of the highlights of Norway's history and literary production. All readings and discussion are in English. Advanced Norwegian language students may elect to enroll in this course for additional coursework in Norwegian. Offered on a rotating basis.

NORST 490 Senior Project

- 1, 2, or 4 hours
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 also offers a direct entry program into the nursing major for high school seniors.

Minimum criteria for admission to the nursing major include:

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

Continued progression in the nursing major:

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

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

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

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

Required for a major: NURS 234, 235, 236, 237, 370, 371, 372, 373, 374, 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 NURS 384 and 390.

Correlative requirements: BIO 115, 116, 190; HP 125; SCI 240, 250; PSYC 130, 240. A course in statistics is recommended for nursing majors who intend to pursue graduate studies.

View program learning goals for an explanation of learning outcomes in Nursing.

Nursing Courses

NURS 138 Human Sexuality

4 hours
Fulfills: Human Behavior

A study of the field of human sexuality. The origins of sex roles, myths, stereotypes, and realities of this important aspect of life will be presented. The complexity of the sociological, psychological, biological, and legal components of the sexual being will also be included. The class is open to all students on campus. (Same as IDS 138)

NURS 234 Pathways to Practice I

2 hours
Prerequisites: Admission to nursing major, BIO 115, 116 and HP 125

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.

NURS 235 Pathways to Practice I Lab

2 hours
A course focusing on the development of physical assessments, communication skills, and the application of cognitive and psychomotor skills for the safe care of patients in various healthcare settings.

**NURS 236 Pathways to Practice II**

2 hours  
Prerequisites: NURS 234 and 235

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.

**NURS 237 Pathways to Practice II Clinical**

2 hours  
Prerequisites: NURS 234 and 235

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.

**NURS 370 Health and Healing I**

2 hours  
Prerequisites: NURS 234, 235, 236 and 237, BIO 115, 116 and 190, HP 125, PSYC 130 and 240 and SCI 240 and 250

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 care needs.

**NURS 371 Health and Healing I Clinical**

2 hours  
Prerequisites: NURS 234, 235, 236 and 237, BIO 115, 116 and 190, HP 125, PSYC 130 and 240, SCI 240 and 250

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.

**NURS 372 Health and Healing II**

2 hours  
Prerequisites: NURS 234, 235, 236 and 237, BIO 115, 116 and 190, HP 125, PSYC 130 and 240, SCI 240 and 250

Continuation of NURS 370, with added complexity reflected in a focus on chronic disease management in the setting of acute alterations to health. Students will continue to build on concepts of health promotion and patient education to address discharge needs, especially as related to acute-on-chronic healthcare needs.

**NURS 373 Health and Healing II Clinical**

2 hours  
Prerequisites: NURS 234, 235, 236 and 237, BIO 115, 116 and 190, HP 125, PSYC 130 and 240, SCI 240 and 250

This clinical course is meant to apply the knowledge and skills learned in NURS 370 with continued emphasis on developing clinical decision making abilities. Students will explore the continuum of care in both inpatient and outpatient settings with a special focus on engaging in patient education and health promotion strategies in discharge planning.

**NURS 374 Behavioral Health Care**

2 hours  
Prerequisites: NURS 234, 235, 236 and 237, BIO 115, 116, and 190, HP 125, PSYC 130 and 240, SCI 240 and 250

Basic theories and concepts related to psychiatric-mental health care of children, adolescents, adults and older adults are examined. Emphasis is placed on the biopsychosocial/physiologic basis for mental health care and provides knowledge necessary for a beginning practitioner. Primary emphasis is given to mental health promotion and to the treatment of commonly occurring mental health concerns and illnesses.

**NURS 376 Behavioral Health Care Clinical**

2 hours  
Prerequisites: NURS 234, 235, 236 and 237, BIO 115, 116, and 240, SCI 240 and 250
Application of theories and concepts related to the care of psychiatric clients. Emphasis on knowledge of nursing and pharmacological management as well as advanced communication skills provide the basis of the clinical experiences in psychiatric nursing necessary for preparation as a beginning practitioner.

**NURS 377 Family/Child Nursing**

- **4 hours**
- Prerequisites: NURS 234, 235, 236 and 237, BIO 115, 116 and 190, HP 125, PSYC 130 and 240, SCI 240 and 250

This course focuses on childbearing and childrearing families, with emphasis on culturally competent and developmentally appropriate nursing care to promote healthy infant/adolescent and family function. Concepts of family theory, family-centered care, family culture and health promotion are emphasized.

**NURS 378 Family/Child Nursing Clinical**

- **2 hours**
- Prerequisites: NURS 234, 235, 236 and 237, BIO 115, 116 and 190, HP 125, PSYC 130 and 240, SCI 240 and 250

This clinical course is meant to apply knowledge and skills learned in NURS 377 with childbearing and childrearing families. Students will utilize clinical decision making skills, assessment and therapeutic communication.

**NURS 382 Gerontological Nursing**

- **2 hours**
- Prerequisites: NURS 234, 235, 236 and 237, BIO 115, 116 and 190, HP 125, PSYC 130 and 240, SCI 240 and 250

This course is designed to build upon learning in previous nursing courses with an emphasis on the aging phase of the life process. The focus of the course is on the knowledge, attitudes, and skills needed to understand and care for the growing geriatric population. Students will acquire understanding of the uniqueness of the health related needs of the aging population and learn to recognize the physiological, cognitive, psychological, social changes, and atypical presentations of disease associated with aging.

**NURS 384 Evidence Based Practice**

- **2 hours**
- Prerequisites: NURS 234, 235, 236 and 237, BIO 115, 116 and 190, HP 125, PSYC 130 and 240, SCI 240 and 250

This course emphasizes the use of research as a key component in clinical decision making for nursing practice. Theoretical and practical components of research perspectives and the research process are discussed. The course incorporates ethical aspects of the research process and research history. Integration of multiple sources of evidence to guide nursing practice is analyzed.

**NURS 386 Professional Nursing Practice: A Conceptual Immersion Experience**

- **2 hours**
- Prerequisites: NURS 234, 235, 236 and 237, BIO 115, 116 and 190, HP 125, PSYC 130 and 240, SCI 240 and 250

This clinical course immerses students in a concept-based, systems-level analysis of the continuum of care. This immersion allows students to work closely and collaborate with other healthcare providers to develop a conceptual understanding of how the patient experiences and the nurse contributes to the continuum of care. Emphasis is on analysis of concepts and theories while also reflecting on leadership skills that promote quality care within a complex health care system.

**NURS 388 Health Informatics**

- **2 hours**
- Prerequisites: NURS 234, 235, 236 and 237, BIO 115, 116 and 190, HP 125, PSYC 130 and 240, SCI 240 and 250

This course includes the study of health informatics and information technology from consumer, clinical, and public health perspectives. Students will analyze the use of information technology to communicate, manage knowledge, mitigate error, and support clinical decision-making.

**NURS 390 Nursing Leadership in Health Care**

- **2 hours**
- Prerequisites: NURS 234, 235, 236 and 237, BIO 115, 116 and 190, HP 125, PSYC 130 and 240, SCI 240 and 250

This course will view integrated concepts of leadership and management and advocacy, recognizing nursing as a collective profession within the larger health care delivery system. This course will emphasize nurses’ roles in promoting social justice in health care, in the context of economic, social, political, and ethical influence. Students will understand how the health care system impacts the delivery of care, in health care organizations and direct patient care, focusing on cost, quality, safety, and access. Historical perspectives of health care will be used to contextualize trends in nursing leadership and their role in the delivery of care.

**NURS 420 Population-Based Care**

- **2 hours**
- Prerequisites: NURS 370, 371, 372, 373, 374, 376, 377, 378, 382, 384, 386, 388 and 390
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
- Prerequisites: NURS 370, 371, 372, 373, 374, 376, 377, 378, 382, 384, 386, 388 and 390

This clinical nursing course allows nursing students to practice public health nursing, incorporating theoretical and analytic components from NURS 420. Determinants of health are examined as students practice in collaboration with agencies and organizations, preparing students to specialize in rural public health priorities and interventions. Emphasis is placed on the principles of public health combined with the nursing process to focus on health promotion, life-style factors, and disease prevention that facilitate the development of healthy populations, communities, families, and individuals.

**NURS 425 Synthesis of Clinical Practice Across The Lifespan**

- 2 hours
- Prerequisites: NURS 370, 371, 372, 373, 374, 376, 377, 378, 382, 384, 386, 388 and 390

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 Leadership Capstone**

- 4 hours
- Prerequisites: NURS 370, 371, 372, 373, 374, 376, 377, 378, 382, 384, 386, 388 and 390

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, 2, or 4 hours
- Prerequisites: NURS 384

A student completing a senior project in another major is not required to complete a senior project in nursing.
"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 (PAID 111D and 112D), and a series of one-semester courses for juniors and seniors (PAID 450).

Paideia 111/112: Enduring Questions are two first-year sequential semester courses taught by faculty from every academic division. The course provides an introduction to the liberal arts and a base of skills students will use throughout their 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 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, 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 450 courses are taught in rotation; therefore, a particular course won’t typically be offered every semester. What follows is a representative sample of topics.

View program learning goals for an explanation of learning outcomes in Paideia.

**Paideia Courses**

**PAID 111D Paideia I: Enduring Questions**

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 PAID 111 or 112. If they fail the course, they must retake it in the next semester that it is offered.

**PAID 112D Enduring Questions**

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 PAID 111 or 112. If they fail the course, they must retake it in the next semester that it is offered.

**PAID 450 Ethical Choices**

4 hours

Prerequisites: Junior standing

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.

**PAID 450 Green Europe of Sustainability**

4 hours

Fulfills: Intercultural
This course explores environmental sustainability in Europe, where many nations are significantly ahead of the U.S. in the development of renewable and low-carbon energy sources (wind, solar, biomass, and nuclear power), as well as in the education of citizens about the conversation of nature in the context of global warming and climate change. We will consider long term ethical and practical issues associated with alternative energy sources and public policies designed to increase their use. There will be a special focus on Germany, the largest economy in Europe, where strong influence by the environmental movement led to a government-mandated phaseout of nuclear-power and significant investments in renewable energy sources. The situation in Germany will be compared with other countries in Europe, such as Denmark, Norway, or the United Kingdom.

PAID 450 Love and Gender in China

4 hours

"Love and Gender in China" focuses on the inescapable conflicts between romantic love and other ethical issues represented in Chinese literature and history. Themes include family, affective relations, labor, class, sex, ethnicity, national identity, and religions. Readings will include important works of classical and modern Chinese literature, including selected films adapted from literature; select government documents, propaganda posters, and visual texts; and major works of historical scholarship. The course will cover the period from the late-Imperial (Ming-Qing) era up to the end of the twentieth century.

PAID 450 Making Decisions for U.S. Schools

4 hours

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.
Philosophy

Holly Moore (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.

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

View program learning goals for an explanation of learning outcomes in Philosophy.

Philosophy Courses

PHIL 100 Introduction to Philosophy

- 4 hours
- Fulfills: Human Expression—Primary Texts

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.

PHIL 105 Reasons

- 2 hours

An introduction to critical thinking, with attention to the structure of everyday arguments and common fallacies in areas including probabilistic, causal, and inductive reasoning.

PHIL 110 Logic

- 4 hours
- Fulfills: Quantitative

A study of reasoning and argumentation, introducing formal symbol systems, including propositional and predicate logic, with attention to informal logic and fallacies.

PHIL 120 Ethics

- 4 hours
- Fulfills: Human Expression—Primary Texts

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.

PHIL 130 God, Self, and the Afterlife

- 4 hours
- Fulfills: Human Expression—Primary Texts

This course introduces students to philosophy of religion. It attempts to bring rational justification and clarification to religious beliefs and practice. This course will explore the traditional approaches as developed in the Christian and Islamic traditions as well as the global critical approaches suggested by current scholarship. Topics may include: the existence and nature of ultimate reality, the existence and attributes of God, faith and reason, death and immortality, miracles and revelation, religious experience, the problem of evil, the purpose of religious practice and rituals, the difficulties of defining religion, the question of religious morality, and religious pluralism. (Same as REL 230)
PHIL 140 Environmental Philosophy

4 hours
Fulfills: Human Expression—Primary Texts

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.

PHIL 150 Social and Political Philosophy

4 hours
Fulfills: Human Expression—Primary Texts

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.

PHIL 200 Ancient Philosophy

4 hours
Fulfills: Human Expression—Primary Texts, Historical
Prerequisites: One course in philosophy

An examination of philosophy's development in the Greek world and beyond. Primary focus will be on the thought of Plato and Aristotle, their influences and legacy. Special attention is paid to comparing ancient and modern methods of formulating a history of the western intellectual tradition.

PHIL 220 Early Modern Philosophy

4 hours
Fulfills: Human Expression—Primary Texts
Prerequisites: one course in philosophy

An examination of the development of modern European philosophy. Primary focus will be on the formation of scientific philosophies in the 17th and 18th centuries and upon the synthesis of these views in Kant's philosophy.

PHIL 230 Philosophy of Science

4 hours
Fulfills: Human Expression—Primary Texts, Natural World—Nonlab
Prerequisites: One course in philosophy or two courses in natural science

A study of the nature of scientific methodology, which has entitled the sciences (especially the natural sciences) to their authoritative status as reliable sources of knowledge and rational belief. This involves issues such as the relation between theory and evidence, the nature of confirmation, explanation, probability, and rational considerations in delivering and consuming scientific information. Offered alternate years.

PHIL 240 What Is Art?

4 hours
Fulfills: Human Expression—Primary Texts
Prerequisites: One course in philosophy or in art, art history, dance, film, music, theater, or a literature course approved by instructor

A study of the nature of art, what it is, what it can do, and how it relates to human culture and values. Attention is given to both classic and contemporary interpretations as well as various forms and traditions of artistic practice. Offered alternate years.

PHIL 300 19th and 20th Century Philosophy

4 hours
Fulfills: Human Expression—Primary Texts, Historical
Prerequisites: One course in philosophy and sophomore standing.

A study of development of philosophical movements responding to German idealism, including existentialism, phenomenology, pragmatism, analytic and post-modern philosophy. Special attention will be paid to the interaction between these movements and the evolving conception of history.

PHIL 310 Metaphysics and Epistemology

4 hours
Fulfills: Human Expression—Primary Texts
Prerequisites: Two courses in philosophy

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. Offered alternate years.

**PHIL 320 Topics in Value Theory**

- 4 hours
- **Fulfills:** Human Expression—Primary Texts
- **Prerequisites:** Two courses in philosophy

Study of particular theories, movements, issues, major philosophers in value theory. Examples include major works in virtue ethics, utilitarian theory, deontological ethics. Offered alternate years.

**PHIL 330 Minds, Brains, and Persons**

- 4 hours
- **Fulfills:** Human Expression—Primary Texts
- **Prerequisites:** Two courses in philosophy, psychology or neuroscience

This course explores topics in the philosophy of mind, including historical and contemporary attempts to address a wide range of questions about the mind and mental phenomena, such as: Is the mind independent of the body/brain? Can consciousness be explained? Can machines think? How can we account for personal identity? Is free will an illusion? How do evolutionary theory and neuroscience relate to our understanding of the mind?

**PHIL 380 Internship**

- 1, 2, or 4 hours

**PHIL 400 Advanced Topics in Philosophy**

- 4 hours
- **Prerequisites:** Three courses in philosophy

Designed for students with significant interest and experience in philosophy. Offered alternate years.

**PHIL 485 Seminar**

- 4 hours
- **Prerequisites:** Three courses in philosophy

In-depth study of specific topics or philosophers in seminar format, designed for students with significant experience in philosophy.

**PHIL 490 Senior Project**

- 1, 2, or 4 hours
Physics

Todd Pedlar (department head)

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

**Required for a major:** 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 351 is required. Students beginning the math sequence above MATH 151 need not receive credit for the courses skipped, but only complete coursework through the MATH 351 level. The writing requirement is completed with PHYS 281 and 282. Further supporting courses in mathematics, computer science, and other sciences are desirable. Students majoring in physics are encouraged to design their major to meet their particular needs and special interests. Interdisciplinary study is encouraged in order to obtain a broad base for the major. Students can develop their program of study with emphasis in applied physics, engineering, astrophysics, biophysics, energy resources and environmental sciences, geophysics, history and philosophy of science, teacher preparation, and technical writing. Students interested in teaching should see the education department for secondary education minor requirements.

**Required for a minor:** Eighteen credits in courses numbered 151 or above, 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 introductory physics course including weekly laboratory work) 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.

View program learning goals for an explanation of learning outcomes in Physics.

**Physics Courses**

**PHYS 112 Energy and the Physical World**

- 4 hours
- Fulfills: Natural World—Lab

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 112 and SCI 112.)

**PHYS 114 Physics of Sound and Musical Acoustics**

- 4 hours
- Fulfills: Natural World—Lab

In this course, students will explore the physical basis for sound, and its production and detection, with application to speech, hearing, music, and acoustics of musical instruments and buildings. This course is intended for students interested in the acoustical phenomena associated with music and human speech. There are no formal prerequisites for this course, but basic algebra and other mathematical tools will be used throughout the semester. A basic knowledge of music theory is recommended but not required.

**PHYS 151 General Physics I**

- 4 hours
- Fulfills: Natural World—Lab, Quantitative

An investigation of the important principles of physics, including recent developments. Designed for the arts major as well as students majoring in one of the sciences. Together, PHYS 151 and 152 meet the basic requirements in physics for preprofessional students in health related fields, including medicine. Topics include mechanics, energy, fluids, heat, and wave motion. Although this is a non-calculus course, the foundation of physics is mathematical modeling of the physical world. Thus, a basic working knowledge of algebra and trigonometry is assumed and will be further developed as the course proceeds. Graphical and statistical analysis is employed throughout the laboratory component. A student may not receive credit for both PHYS 151 and PHYS 181.

**PHYS 152 General Physics II**

- 4 hours
- Fulfills: Natural World—Lab, Quantitative
A continuation of the study of physics that builds on the ideas discussed in PHYS 151. Topics include electricity and magnetism, light, optics, atomic and nuclear physics. A student may not receive credit for both PHYS 152 and PHYS 182.

PHYS 181 Classical Physics I

- 4 hours
- Fulfills: Natural World–Lab

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. PHYS 181 is the first of a four-semester sequence of courses designed for physics and pre-engineering students. PHYS 181 and 182 are also appropriate for students majoring in other physical sciences.

PHYS 182 Classical Physics II

- 4 hours
- Fulfills: Natural World–Lab
- Prerequisites: PHYS 151 or PHYS 181

This course continues the discussion of physical ideas begun in PHYS 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.

PHYS 238 Engineering Mechanics: Statics

- 4 hours
- Fulfills: Natural World–Nonlab
- Prerequisites: PHYS 151 or 181 and MATH 152

This class focuses on the analysis of static equilibrium problems related to engineering structures. Involves vectors and scalar treatment of 2D and 3D force systems. Covers particle and rigid body equilibrium, equivalent force systems, truss and frame analysis, distributed forces, and internal forces.

PHYS 281 Modern Physics I

- 4 hours
- Fulfills: Natural World–Lab
- Prerequisites: PHYS 152 or PHYS 182 and MATH 152

An introduction to special relativity and elementary topics in quantum physics. The history and development of experimental and theoretical work in the physics of the 20th century are strongly emphasized. The laboratory work emphasizes experimental technique, problem solving and data analysis, and is integral to the course. Topics of investigation in the laboratory will include a number of important experiments drawn from the history and development of modern physics. Students may alter or extend the laboratory experiments and engage in projects.

PHYS 282 Modern Physics II

- 4 hours
- Prerequisites: PHYS 281

A continuation of PHYS 281 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.

PHYS 311 Electronics

- 2 hours
- Prerequisites: PHYS 282

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.

PHYS 312 Advanced Laboratory

- 2 hours
- Prerequisites: PHYS 311

The emphasis of this course is the laboratory study of the principles of experimental design, procedures and analysis. Students design and perform experiments from various branches of physics. Student may develop their own experiments. The course includes instruction in oral presentation, and the students deliver oral presentations of their results.


- 4 hours
This course takes the ideas from PHYS 238: Statics and extends them by considering how engineering structures like bridges and simple machines deform under load. Topics include stress and strain, torsion, determinate and indeterminate problems, bending and deflection of beams, two-dimensional problems, variational methods and energy principles, fracture, and fatigue. The course also includes the development of the theoretical equations of elasticity in rectangular and curvilinear coordinates. Recommended for students considering future study in mechanical engineering, civil engineering, engineering mechanics, or materials science.

**PHYS 354 Astrophysics**

4 hours  
Prerequisites: PHYS 281

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.

**PHYS 359 Thermodynamics and Statistical Mechanics**

4 hours  
Prerequisites: PHYS 282

Concepts of entropy, temperature, thermodynamics, and statistical mechanics. An emphasis is placed on classical and quantum statistics and on the connection between microscopic and macroscopic thermal phenomena, with applications to a wide variety of physical systems.

**PHYS 361 Classical Mechanics**

4 hours  
Prerequisites: PHYS 281

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.

**PHYS 364 Electricity and Magnetism**

4 hours  
Prerequisites: PHYS 281

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, scaler potentials, vector potentials, electrodynamics and electromagnetic waves. Offered alternate years in the spring.

**PHYS 369 Numerical Physics**

4 hours  
Prerequisites: PHYS 281

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.

**PHYS 401 Particle and Nuclear Physics**

4 hours  
Prerequisites: PHYS 282

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 conservation laws and experimental methods in particle physics. Offered every three years.

**PHYS 411 Quantum Mechanics**

4 hours  
Prerequisites: PHYS 282

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 Schrodinger 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.
Students will design and implement a project under the supervision of the faculty. Requires senior standing.

PHYS 491 Senior Project

1 hour

Students will write a research paper reporting the nature, outcomes, and significance of the project undertaken in PHYS 490.

Prerequisites: PHYS 490
The roots of the political science discipline extend back to ancient times when political philosophers such as Plato and Aristotle pondered the role of leaders and the meaning of citizenship and the good life. And yet, political science is also very much a modern science, utilizing sophisticated research methodologies to analyze political events and institutions. We study political phenomena at various levels—individual, group, local, national, international, and global. Ultimately we seek to develop in our students the capacity to understand, question and evaluate political phenomena in multiple contexts.

Required for a major:

Plan I. Thirty-two hours in the department, including POLS 130, 132; two courses in the 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.

View program learning goals for an explanation of learning outcomes in Political Science.

Political Science Courses

POLS 130 American Politics

4 hours
Fulfills: Human Behavior—Social Science Methods, Historical

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.

POLS 132 Global Politics

4 hours
Fulfills: Human Behavior—Social Science Methods, Intercultural

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 emphasis on the role of states, nonstate actors and multilateral institutions.

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 237 Politics of the Middle East

4 hours
Fulfills: Human Behavior, Historical, Intercultural

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.

POLS 238 Latin American Politics
This course examines the development of Latin American countries' current political situations. Country-specific analysis of current political situations will form the basis for comparative analysis.

**POLS 240 Social Science Research Methods**

- 4 hours
- Fulfills: Human Behavior—Social Science Methods, Quantitative

This course will introduce you to the social science methods of investigation and analysis that are used in political science research. We will utilize the scientific method - identifying a definable problem, developing testable hypotheses, designing research strategy, gathering data, analyzing data, and interpreting results -- to investigate political phenomena.

**POLS 241 Human Rights**

- 4 hours
- Fulfills: Human Behavior

The objective of this course is to understand who violates human rights, why human rights are violated, and what factors contribute to reducing human rights violations. The course will introduce civil and political rights, including rights to physical integrity, and the trends in advancing these rights around the world. The course first begins by introducing different types of human rights and the systems designed to protect these rights. It then proceeds to explain when violations are most likely to take place. Upon completing this course, students will be familiar with the institutions designed to protect human rights, what those institutions have yet to accomplish, and the factors that influence human rights violations.

**POLS 247 Social Policy**

- 4 hours
- Fulfills: Human Behavior—Social Science Methods, Historical, Intercultural

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.

**POLS 250 The Iowa Caucuses and the Presidential Election Process**

- 4 hours
- Fulfills: Human Behavior

Every 4 years in January, presidential candidates converge in Iowa, hoping that a good showing in the Iowa Caucuses will propel their campaigns. This class will take advantage of the learning opportunities presented by this phenomenon. We will investigate how the Iowa Caucuses work (in theory and in practice), the role that the Iowa Caucuses play in the presidential election process, and the social and political factors that explain candidate successes and failures. Students should be prepared to spend a significant amount of time attending presidential campaign events in Decorah and in surrounding Iowa communities.

**POLS 252 Politics and Religion**

- 4 hours
- Fulfills: Religion, Human Behavior, Historical

This course will focus both on 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).

**POLS 254 Politics, Policy and Gender**

- 4 hours
- Fulfills: Human Behavior—Social Science Methods

This course examines the role of gender in politics and political systems. We will discuss electoral politics, political movements, policies, and policymakers, all while considering the impact of gender on these political phenomena. We will also explore the rise in the number of women elected to political offices in the US and across the globe. (Same as IDS 254)

**POLS 258 Environmental Politics and Policy**

- 4 hours
- Fulfills: Human Behavior—Social Science Methods

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.
It is at the core of human history: people leaving their homes in search of a better life. This course explores the role of immigration and emigration for the German-speaking countries over the last 250 years. We will look at the immigration of Germans to the US and South America in the 19th and 20th century, the mass displacement of Germans after WWII, the guest worker program in the 1950s and 1960s (which brought many foreigners to Germany), as well as the so-called European refugee crisis since 2015. We will research the different reasons for people traveling to and leaving Germany, the reactions of the population, and the consequences migration has had for German history and society. Specifically, we will analyze the political and societal reactions to the European refugee crisis and will put it into historical context. The course is taught in English. No German required. This course cannot be used to fulfill the language requirement.

What can help to explain the patterns of vast disparities in health outcomes for different people in different places? This course will examine the political, economic, and social factors that influence public health policies and health outcomes around the world. We will explore the role of governments, community organizations, technologies, Non-Governmental Organizations, healthcare providers, education systems, religious organizations, and cultural beliefs, in helping to explain differences in healthcare systems, and differences in health outcomes.

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.

Environmental justice addresses the distribution of environmental burdens and benefits across societies, as well as the ways that citizens have a role in influencing their environmental fates. In this course, we will use the frame of environmental justice to analyze critical issues in the realm of environmental law. The course will examine and analyze legal cases that involve environmental justice issues, as well as environmental conflicts that involve issues of inequality across race, gender, and socio-economic status. Further, we will explore the role of law and judicial processes as paths to address and ameliorate environmental injustice. Students will develop an understanding of the politics of environmental justice, as well as skills in legal analysis and policy analysis within an environmental justice frame.

This course investigates the political systems of various countries, using the comparative method to understand variations in electoral systems, forms of government, bureaucratic structures, and other aspects related to the political process. Case studies cover major political systems around the world. The course considers the historical, institutional, cultural, and ideological developments that have led to various political systems.

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 force and political pressures that influence economic policies. Offered alternate years.

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.
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.

**POLS 360 Global Environmental Politics**

- 4 hours
- Fulfills: Human Behavior

This course examines the politics of global environmental issues such as climate change governance, poaching and illegal wildlife trade and policy, globalization of e-waste and waste cycles, and extractive industries such as mining and fossil fuel production, human rights and food production, as well as sustainable international development. We will take a three-pronged approach to our inquiry by a) analyzing the politics of global environmental change, b) examining global economic and political processes that shape the landscape of global environmental politics, and c) exploring the international agreements and institutions that seek to address transboundary, global environmental problems. Ultimately, we will explore global environmental issues and institutions in an analysis of the ways that environmental politics transcend local and national scales.

**POLS 363 International Relations**

- 4 hours
- Fulfills: Human Behavior, Historical

An examination of theories and contemporary issues in international relations and international political economy.

**POLS 364 United States Foreign Policy**

- 4 hours
- Fulfills: Human Behavior—Social Science Methods, Historical

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.

**POLS 366 Political Thought**

- 4 hours
- Fulfills: Human Behavior, Human Expression—Primary Texts

An historical survey of western political thought that explores competing visions of the political order. Readings will include selections from classical, modern, and contemporary political philosophy.

**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.

**POLS 490 Senior Project**

- 1, 2, or 4 hours
Psychology

Kristy Gould (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.

Upon completion of the psychology major, a student should:

- Have a conceptual framework that embraces the core knowledge underlying behavior and mental processes and forms the basis for lifelong learning.
- Have a working knowledge of the methods of acquiring, evaluating, and applying psychological knowledge.
- Have a working knowledge of the professional ethics of the discipline of psychology.
- In addition, students intending to continue their education in psychology in graduate or professional school should have a working knowledge of advanced statistics and acquire significant research, internship, and/or experience.

View program learning goals for a fuller explication of these goals, as well as the five goals for undergraduate programs suggested by the American Psychological Association.

**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 PSYC 239 and 270; between PSYC 362 and 368; PSYC 381; or between PSYC 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, BIO 116, BIO 125, BIO 151 (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.

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

Psychology majors must have a minimum GPA of 2.00 in all Luther psychology courses (this GPA requirement does not include the non-psychology supporting courses).

**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
- Fulfills: Human Behavior—Social Science Methods

An introduction to the field of psychology intended for both majors and non-majors. Topics covered include social processes, personality, emotional disorders, development, thinking, testing, learning, motivation, perception, psychobiology, and animal behavior. This course is prerequisite to all other psychology courses.
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.

**PSYC 241 Psychology of Health and Illness**

- 4 hours
- Fulfills: Human Behavior
- Prerequisites: PSYC 130

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.

**PSYC 242 Evolutionary Psychology**

- 4 hours
- Fulfills: Human Behavior
- Prerequisites: PSYC 130

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.

**PSYC 243 Personality and Individual Differences**

- 4 hours
- Fulfills: Human Behavior
- Prerequisites: PSYC 130

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.

**PSYC 244 Animal Cognition**

- 4 hours
- Fulfills: Natural World—Nonlab
- Prerequisites: PSYC 130

This course is an introduction to the study of cognition in animals, including how animals perceive, think, learn, remember, and communicate. We will explore these issues within both psychological and biological frameworks, and will include topics such as evolution of intelligence, cognition as adaptation, animal consciousness, and language in apes. An emphasis on comparing animal cognitive processes to human cognition will be part of the course.

**PSYC 245 Environmental and Political Psychology**

- 4 hours
- Fulfills: Human Behavior
- Prerequisites: PSYC 130

Environmental Psychology examines the interplay between individuals and their surroundings (natural environments, social settings, built environments, learning environments, and informational environments). Political Psychology studies the foundations, dynamics, and outcomes of political behavior using cognitive and social explanations. The course surveys the two fields and integrates them by examining current issues such as climate change to promote personal and social responsibility.

**PSYC 248 Psychology of Religion**

- 4 hours
- Fulfills: Human Behavior
- Prerequisites: PSYC 130

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.

**PSYC 249 Brain and Behavior**

- 4 hours
- Fulfills: Human Behavior, Natural World—Nonlab
- Prerequisites: PSYC 130
This course will explore the biological basis of behavior through the fields of behavioral and cognitive neuroscience. The focus is on how the brain regulates human behavior, with emphasis on particular psychological topics such as developmental processes, perceptual processes, learning and memory, motivation and emotion, thinking, and disorders; as well as biological topics such as neural communication, neuroanatomy, and neurophysiology. Recent research is discussed in terms of its applications to understanding human behavior and brain disorders.

**PSYC 270 Psychology and Aging**

- 4 hours
- Fulfills: Human Behavior
- Prerequisites: PSYC 130

This course is designed to examine psychological aspects of growing older in the 21st century. Students will be introduced to the current methodologies used to study aging as we explore the physical, cognitive, and psychosocial changes in individuals over the age of 60. The lecture, readings and assignments will address a range of topics that include expected versus abnormal changes in memory, creativity, the shifting roles of the elderly in family and society, and coping with illness and loss. In light of the fact that individuals over the age of 85 are the fastest-growing segment of the global population, and that the majority are women (approximately 2:1), we will also study changes associated with gender roles and sexuality during our later years. A major goal for this course is to foster a clearer understanding of the processes associated with normal aging and to dispel a number of the stereotypes that surround this time of life. (Same as IDS 270)

**PSYC 349 Research Methods in Psychology**

- 2 hours
- Prerequisites: A 200 level Psychology course and sophomore standing

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.

**PSYC 350 Behavioral Statistics**

- 4 hours
- Prerequisites: PSYC 130 and MATH 110 or 115 or 140 (preferred) or above

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.

**PSYC 352 Cognitive Processes**

- 4 hours
- Prerequisites: PSYC 130, 349 and 350

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.

**PSYC 353 Social Psychology**

- 4 hours
- Prerequisites: PSYC 130, 349 and 350

Social psychology is the scientific study or 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.

**PSYC 354 Learning and Behavior**

- 4 hours
- Prerequisites: PSYC 130, 349 and 350

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.

**PSYC 356 Stress, Coping, and Well-Being**

- 4 hours
- Prerequisites: PSYC 130, 349 and 350

This course focuses on psychological, biological, and social factors involved in stress, coping, and well-being. Correlates, causes, and consequences of stress will be examined, as well as the role of 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.

**PSYC 358 Psychology of the Workplace**
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.

**PSYC 430 Applied Psychology**

- 4 hours
- Prerequisites: PSYC 130

This course provides an overview of the application of psychological theories and research to practical problems in several occupational disciplines (e.g., education, law, sports, consumer behavior, ergonomics, environmental sustainability). Students will be expected to demonstrate an understanding of the roles, responsibilities, and career opportunities for those with undergraduate and graduate degrees in the various sub-fields of psychology. Emphasis will be placed on exploring the relevance of psychological concepts to students’ everyday lives and career interests.

**PSYC 465 Abnormal Psychology**

- 4 hours
- Prerequisites: PSYC 130, a 200-level psych course and junior status

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.

**PSYC 466 Psychological Tests and Measurement**

- 4 hours
- Prerequisites: PSYC 130 and 360

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.

**PSYC 468 Intro to Counseling**

- 4 hours
- Prerequisites: PSYC 130 and 465

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.

**PSYC 490 Senior Project**

- 1, 2, or 4 hours
- Prerequisites: PSYC 130, 349 and 350

- Fulfills: Human Behavior
Religion

**Kristin Swanson** (department head)

Religion is a powerful force in our world. In religion courses we study this force, wrestle with some of life’s biggest questions, and examine religion’s complex role in society throughout history.

The study of religion is a perfect complement to majors across the campus because it is truly interdisciplinary, drawing on subjects like sociology, anthropology, political science, philosophy, art, and science. A degree in religion opens the door to a multiplicity of exciting career paths.

The academic study of religion entails an examination of sacred texts, rituals, histories, theologies, philosophies, and contemporary expressions of diverse traditions. In religion courses we explore specific religious traditions, such as Judaism, Christianity, Islam, and Buddhism, as well as the intersections and interactions of multiple traditions. Religion courses help to develop skills important not only for the study of religion but also for other disciplines, including close reading, analyzing sources, critiquing and constructing arguments, critically examining presuppositions, responding to ethical and social justice issues confronting the world, and practicing effective oral and written communication.

The study of religion at Luther is not limited to the classroom. Study abroad courses and field trips provide a variety of experiences, such as meeting spiritual leaders all over the world, having tea with a Zen master in a mountain temple in China, joining Muslims for Friday prayer in Copenhagen, meeting a Holocaust survivor in Auschwitz, talking to liberation theologians in the Amazon valley, and participating in interreligious engagement in South Africa.

A religion major or minor fits well with a wide variety of interests, and is beneficial for a diversity of careers. In fact, students often major in religion and another area of study, such as biology, management, music, or psychology. If you are interested in professional ministry, you will certainly benefit from religion course offerings. Within the religion major there is also the ability to investigate specific emphases: ethics, theology, global competency, interfaith literacy, and social justice.

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 studies, 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 topics. Courses at the 300 level (excluding REL 380 and 381) provide the opportunity to study particular 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; pre-ministry students should also consult with campus pastor or Dr. Todd Green.

**Required for a major:** Nine 4-credit courses and one two-credit course, distributed as follows: one introductory course in biblical studies (REL 101, 111, 112), one introductory course in the academic study of religion (REL 120), one core course from each of the following four categories: Texts (courses numbered 200-214); Traditions (courses numbered 215-229); Issues (courses numbered 230-249, excluding 239); and Interactions (courses numbered 250-265); one course numbered 300 or higher (excluding 380 and 381); one seminar (REL 485); and two electives from departmental offerings in religion (excluding REL 185). One of the electives may be chosen from scriptural languages (Chinese, Greek, Hebrew) and one may consist of a 4-credit REL 395.

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

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

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

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

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

**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.

**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, and REL 485 fulfills the Writing requirement. Religion majors, therefore, will fulfill this general requirement by completing the major.

**Required for a minor:** Five 4-credit courses and one two-credit course, distributed as follows: one introductory course in biblical studies (REL 101, 111, 112), one introductory course in the academic study of religion (REL 120), one core course from either the category Texts or the category Traditions (courses numbered 200-229), one core course from either the category Issues or the category Interactions (courses numbered 230-265, excluding 239); one course numbered 300 or higher (excluding 380 and 381); and one seminar (REL 485).

*Note: Each student must take one introductory course (REL 101, 111, or 112) as a prerequisite to all other religion courses (excluding REL 120) 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.

View program learning goals for an explanation of learning outcomes in Religion.

**Religion Courses**

**REL 101 Introduction to Biblical Studies**

- 4 hours
- Fulfills: Biblical Studies, Religion

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.

**REL 111 Introduction to Hebrew Bible Studies Apocrypha**

- 4 hours
- Fulfills: Biblical Studies, Religion

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.

**REL 112 Introduction to New Testament Studies**

- 4 hours
- Fulfills: Biblical Studies, Religion

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.

**REL 120 Religion: Curse Or Blessing?**

- 2 hours

This course explores the role and purpose of religions throughout history, across cultures, and in today’s society. It will examine how religions have shaped and were shaped by politics, sciences, moral values, and our understanding of what it means to be human. It will deal with questions such as What is religion? Does religion do any good? Do we need religion? What are the benefits and perils of religion?

**REL 200 Ancient Mediterranean Heroes**

- 4 hours
- Fulfills: Religion, Human Expression—Primary Texts
- Prerequisites: REL 101, REL 111, or REL 112

Why do communities identify certain people as heroes? Why are there so many similarities in the narratives communities living in different times and places have told about their heroes? What role do hero narratives play in the social construction of “religions”? This course will explore questions such as these by focusing on ancient Mediterranean hero narratives. Students will engage theories of heroes and hero narratives produced from the nineteenth century to the present. They will then utilize these theories in the analysis of hero narratives from ancient Ugarit, Mesopotamia, Greece, Rome, and Israel/Judah.

**REL 201 Luther and Lutheranism**

- 4 hours
- Fulfills: Religion, Human Expression—Primary Texts, Historical
- Prerequisites: REL 101, 111 or 112.

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.

**REL 202 From Buddhist Texts to Anime**

- 4 hours
- Fulfills: Human Expression—Primary Texts, Intercultural, Religion
- Prerequisites: REL 101, REL 111 or REL 112

This course examines religious themes in and the religious function of various narrative forms in Japan. The course will examine primary scriptures
and commentaries from the Buddhist tradition as well as ghost stories, poems, plays (No and Kabuki), novels, manga, and anime. These literary forms are a product of various interactions among the Japanese, Chinese, and American cultures. Analyzing these kinds of cultural and religious expressions, the course examines the role of religious ritual and sacred texts in pre-modern as well as contemporary Japan. The course deepens the skills in textual and literary criticism introduced in the courses fulfilling the Bible requirement. It will also introduce students to critical theory (including gender and queer studies), and intercultural analysis. This course exposes students equally to the study of Japanese culture and various methods of textual interpretation. (Same as IDS 202)

REL 203 Rewriting Scripture: From Chronicles to The Qur’an

- 4 hours
- Fulfills: Religion, Human Expression—Primary Texts
- Prerequisites: REL 101, REL 111, or REL 112

Is the text of the Bible fixed and static or has it undergone change and modification over time? In this course, we will consider the widely-recognized phenomenon of the re-written Bible by analyzing evidence that demonstrates textual change. Examples will include the way the book of Chronicles rewrites the history of the Israelite monarchy found in Samuel and Kings, the reworkings of biblical materials in the Dead Sea Scrolls and other early Jewish literature, the textual fluidity of early New Testament manuscripts, and the reworking of biblical materials in the Qur’an. Attention will be given to how the changing circumstances of religious communities influence the transmission of the texts they deem authoritative. (Same as IDS 203)

REL 204 The World of the Bible

- 4 hours
- Fulfills: Religion
- Prerequisites: REL 101, REL 111, or REL 112

Using archaeological, literary, and artistic sources together with the Bible, this course examines the environments within which the biblical books were written.

REL 212 Sex in the Bible and the Qur’an

- 4 hours
- Fulfills: Religion, Human Expression—Primary Texts
- Prerequisites: REL 101, 111, or 112

This course will explore constructions of gender and sexuality in the Bible and the Qur’an. Students will be introduced to contemporary theories of gender and sexuality that they will use to analyze primary texts in relation to their cultural contexts. Specific topics may include competing representations of men and women, different constructions of marriage, the use of marriage as a metaphor, and representations of homoeroticism. (Same as IDS 212)

REL 213 Archaeology and the Bible

- 4 hours
- Fulfills: Religion, Historical
- Prerequisites: REL 101, 111 or 112

This course will explore the role archaeology has played in biblical studies and studies of the history of ancient Israel from the nineteenth century to the present. Students will critically analyze the ways that biblical narratives and material evidence have been used to reconstruct the history of Israel and Judah; the use of biblical texts and archaeological evidence in broader religious and political discourse; and ethical issues related to archaeology and historical reconstruction of ancient Israel and Judah.

REL 217 Bible and Christian Faith

- 4 hours
- Fulfills: Religion, Human Expression—Primary Texts
- Prerequisites: REL 101, 111 or 112.

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.

REL 218 Christian Ethics

- 4 hours
- Fulfills: Religion, Human Expression—Primary Texts
- Prerequisites: REL 101, 111, or 112.

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, business, ecology, business, medicine, and war.

REL 219 Christian Theology
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.

**REL 220 Experiencing Mahayana Buddhism**

- **4 hours**
- **Fulfills:** Religion, Intercultural, Human Expression—Primary Texts
- **Prerequisites:** REL 101, 111 or 112.

This course introduces students to Mahayana Buddhism. It explores the development of Mahayana Buddhism, its relationship with other religious traditions, and its influence on culture. The primary teaching method is experiential. Students will visit temples in selected areas of East Asia, have instructions by an abbot, participate in the monastic life, will meet scholars of Buddhism, visit holy sites, and participate in Buddhist worship. The students will spend three days in a temple, joining the monks in meditation and religious practice. In addition to this experiential dimension, the course will familiarize students with the history, scriptures, and beliefs of Mahayana Buddhism through readings from primary texts, lectures, videos, and class discussions. It will further analyze the Buddhist response to general topics and problems, such as the absolute, the notion of self, the problem of human existence, as well as soteriological and ethical issues. (Same as IDS 220)

**REL 221 History of Christian Thought**

- **4 hours**
- **Fulfills:** Religion, Human Expression—Primary Texts, Historical
- **Prerequisites:** REL 101, 111 or 112.

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.

**REL 224 Islam: Historical Foundations and Contemporary Realities**

- **4 hours**
- **Fulfills:** Religion, Human Expression—Primary Texts, Intercultural
- **Prerequisites:** REL 101, 111 or 112.

The nature of the early development of Islam has been much contested and somewhat shrouded in mystery. Who was Muhammad? What were the goals and motivations of the early Islamic movement? New historical research is beginning to shed light on these questions in ways that could have real implications for how we understand the nature of Islamic identity in the contemporary world. In this course, we will explore the growing evidence for Islamic origins and analyze its implications for understanding the contemporary realities of various Muslim movements and traditions.

**REL 225 Judaism**

- **4 hours**
- **Fulfills:** Religion, Human Expression—Primary Texts, Intercultural
- **Prerequisites:** REL 101, 111 or 112.

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.

**REL 226 Religionless Christianity**

- **4 hours**
- **Fulfills:** Religion, Human Expression—Primary Texts
- **Prerequisites:** REL 101, 111, or 112.

Is the “religion” called Christianity fading into irrelevance? Has religion as routine and custom replaced faith and discipleship? Could a religionless Christianity restore the vitality and mission of the church? This course explores these questions through the life and thought of Dietrich Bonhoeffer, a Lutheran theologian executed for his participation in a conspiracy to assassinate Adolf Hitler. These questions along with other aspects of his theological ethics are examined in their historical context through three 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.

**REL 228 Religion and Philosophy in China**

- **4 hours**
- **Fulfills:** Religion, Human Expression—Primary Texts, Intercultural
- **Prerequisites:** REL 101, REL 111 or REL 112.

This course examines the religious and philosophical traditions of China, Buddhism, Daoism, and Confucianism, to understand their influence on Chinese and East Asian culture. It will trace these traditions from their beginnings and formative periods to today and explore their influence on the current worldviews, rituals, festivals, literature, practices, ethics, and politics in China. Special consideration will be given to the notion of “religion,”
the construction of gender, as well as moral and political visions found in the foundational texts of these traditions. (Same as IDS 228)

REL 229 Religions of South Asia

- 4 hours
- Fulfills: Religion, Human Expression—Primary Texts, Intercultural
- Prerequisites: REL 101, 111, or 112.

This course will introduce the religious and philosophical traditions of South Asia. Particularly, it will focus on historical, textual, and doctrinal foundations of Hinduism, Buddhism, Jainism, and Sikhism. It will analyze excerpts of their sacred scriptures, survey their beliefs, study their practices, and explore their ethical systems. Additional consideration will be given to contemporary issues facing these traditions.

REL 230 God, Self, and the Afterlife

- 4 hours
- Fulfills: Human Expression—Primary Texts, Religion
- Prerequisites: REL 101, 111 or 112

This course introduces students to philosophy of religion. It attempts to bring rational justification and clarification to religious beliefs and practice. This course will explore the traditional approaches as developed in the Christian and Islamic traditions as well as the global critical approaches suggested by current scholarship. Topics may include: the existence and nature of ultimate reality, the existence and attributes of God, faith and reason, death and immortality, miracles and revelation, religious experience, the problem of evil, the purpose of religious practice and rituals, the difficulties of defining religion, the question of religious morality, and religious pluralism. (Same as PHIL 130)

REL 231 Contemplative Studies

- 4 hours
- Fulfills: Religion, Human Expression—Primary Texts, Intercultural
- Prerequisites: REL-101 REL-111 or REL-112

This course provides an introduction to contemplative studies. It explores a variety of contemplative practices and meditation theories across cultures and traditions as well as phenomenology and neuroscience as methods to study contemplative experiences. Drawing on various disciplines including philosophy of mind, cognitive science, phenomenology, and neuroscience, this course will analyze conceptions of consciousness advanced in meditation manuals as well as scientific studies of meditative states. The course examines the relationship between neurological processes and the phenomenal self.

REL 233 God and Gender

- 4 hours
- Fulfills: Religion, Human Expression, Intercultural
- Prerequisites: REL 101, 111 or 112

An investigation of how our understanding and experience of gender are connected to our views of God, human beings, and the natural world. The course explores the works of a variety of thinkers and pays special attention to issues raised by feminist theologians who stand both inside and outside the Christian tradition. Possible topics include: language about God, human sexuality, views of women in the Bible, the nature of biblical authority, the feminist movement, the men's movement, images of nature in Western religious thought, and the ordination of women. (Same as IDS 337)

REL 234 Clamoring for Change: Christianity and Social Change

- 4 hours
- Fulfills: Human Behavior, Religion
- Prerequisites: REL 101, REL 111 or REL 112

A demand for change is inherent in Christian scriptures. This course will be an exploration into the concept of “change.” What exactly is change? When demanding change, who are the ones who need to change and why? How is change best accomplished? Since change implies power, what is the relationship between change and power? In exploring these and other questions, the course will consider what (if any) role and/or contribution Christianity might have in effecting change, both individual and social. The course will engage in a critique of the “world-changing” political theologies of both the Christian Right and the Christian Left. In examining these modern theologies, the course will (re)examine the New Testament concept of metanoia, “repentance,” considering it as a way of thinking about change, juxtaposing the traditional Christian understanding of repentance as individual remorse and personal transformation against an understanding of repentance as a radical and fundamental change in thinking and living that results in both individual and societal change.

REL 235 Science and Religion

- 4 hours
- Fulfills: Religion
- Prerequisites: REL 101, 111 or 112

Ever since the rise of modern science in the 17th-century, a lively debate has ensued in the West centered on supposed conflicts between the methods and content of science and those of the religion. Can the universe be explained by appeal to natural processes alone or is it necessary to posit the reality of a non-material (or spiritual) dimension? Where can traditional religious understandings fit into a world dominated by scientific truth? This course will explore these questions through an exploration of the creation/evolution debate, theories of emergence and mind, and modern cosmological theories, considering in each case the implications of how we answer these questions for the building of a sustainable future.
REL 236 Disaster and Enlightenment: Pilgrimages East Asia

This course explores traditional and new forms of pilgrimages in East Asia. In particular, it examines two kinds of pilgrimages: traditional ones to sacred mountains, sanctuaries, and other religious pilgrimage sites, on the one side, and pilgrimages to memorials that commemorate immense natural and human catastrophes such as Hiroshima (dropping of the atomic bomb) and Nanjing (1937/8 massacre), on the other. What connects these two kinds of pilgrimages is the importance attributed to memory, the desire for healing, and the need for reflection. The goal of this course is to investigate the religious and political dimensions of memory, self-cultivation, and contemplation. The course accomplishes this goal by examining questions such as: what is the social dimension of religious pilgrimages, what is the moral dimension of memory, and what is the spiritual dimension of healing and reconciliation? Offered only during January term. (Same as IDS 236)

REL 238 Islamophobia

Islamophobia is a contested concept that is often employed to capture the fears of and prejudices toward Muslims and Islam in the West. This course will explore this controversy and Western perceptions of Muslims and Islam by critically engaging the following questions: What is Islamophobia, and how does it relate to other prejudices such as racism and anti-Semitism? What are the theological, historical, political, and cultural forces that have given rise to perceptions of Islam as inherently violent, intolerant, misogynist, and backwards? How does Islamophobia differ from legitimate disagreements with specific Islamic beliefs and practices? What impact have negative perceptions of Islam had on the free exercise of religion for Muslims in the West? What do these perceptions of Muslims and Islam reveal about Western assumptions concerning religion and the religious Other? (Same as IDS 238)

REL 240 Topics in Religion and Social Justice

This course will explore ways in which one or more religious tradition(s) have, can, and/or might be able to engage with and/or respond to the demands of one or more specific contemporary social justice issues (e.g. "#BlackLivesMatter").

REL 243 Environmental Ethics

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 situation. Typically offered during alternate years at Holden Village, a Lutheran retreat center in the Cascade Mountains of Washington state. Offered alternate years.

REL 244 Religion and Sports

Can sports be considered a religion? Is there a spiritual aspect to sport participation? How have religions incorporated sports into their practices and institutions, and vice versa? When have religion and sports come into conflict? In this course students will explore such questions as they critically analyze interconnections between sports and religion.

REL 250 Living Religions

This course explores the ways religion constitutes a vital force in the 21st century. It explores questions such as: what is religion, how can we study religion, why does religion appeal to people in an age of science, and how does religion facilitate personal and social transformation? The course integrates field trips, critical analysis, literature and films, the study of religious art, and theoretical reflection in order to examine the role religion plays in today's world. Particular emphasis will be given to religious worldviews, practices, art, and ethics. While the course focuses on the phenomenon of religion in general rather than individual religious traditions, the course addresses religious diversity worldwide as well as in the Midwest.
This course introduces students to the emerging field of interfaith studies, a discipline that analyzes how people who orient around religion differently think about and interact with one another, along with the implications of these interactions for civil society, global politics, and the common good. Particular focus will be given to the following themes: religious and interfaith literacy, theologies and philosophies of religious pluralism, multi-religious belonging and practice, interfaith families, interfaith leadership, interfaith peacemaking, and secular and non-religious contributions to interfaith engagement.

**REL 254 Religion in America**

- 4 hours
- Fulfills: Religion, Human Expression, Intercultural
- Prerequisites: REL 101, REL 111, or REL 112

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.

**REL 255 Religious Identity and Diversity in East Asia**

- 4 hours
- Fulfills: Religion, Human Expression, Intercultural
- Prerequisites: REL 101, REL 111, or REL 112

A study of the ways in which religious identity is constructed and negotiated in China, Korea, and Japan. This course investigates concrete encounters between various Buddhist, Confucian, Daoist, and Shinto schools, institutions, thinkers, and practitioners as well as between political entities and cultural traditions alike; explores variations of the "three teachings in one" as they are expressed in religious myths, especially those involving martial art heroes, meditation manuals, and religious practice in East Asia; and analyzes the theoretical models developed to explain the diversity of beliefs, practices, and cultures in East Asia. This course will provide an in-depth understanding of East Asian religions and cultures and the interaction among them as well as engaging models of religious identity and diversity. (Same as IDS 255)

**REL 258 Sacred Texts & Religious Diversity**

- 4 hours
- Fulfills: Human Expression—Primary Texts, Religion
- Prerequisites: REL 101, 111, or 112.

This course will explore contemporary religious diversity through the critical, comparative study of sacred texts from two or more religious traditions. Students will examine the relationship between diversity within and among sacred texts and diversity within and among historical and contemporary expressions of each religious tradition. They will also consider the role of sacred texts in interfaith engagement.

**REL 301 Is Morality Any Good**

- 4 hours
- Fulfills: Religion, Human Expression—Primary Texts
- Prerequisites: REL 101, 111, or 112, PAID 111D and PAID 112D or transfer equivalents

This seminar explores moral theories framed in the context of multiple religious traditions with a special emphasis on Christianity and Buddhism. In particular, it examines how selected primary and secondary texts develop religious moral theories in response to the fact of evil within a monotheistic, humanistic, and non-dualist framework. The seminar focuses on following questions: What is Evil? How do religious texts explain the existence of evil? What is the goal of moral theory? How does moral theory respond to evil? What makes a moral theory effective? Is moral theory necessary for the attainment of religious goals? Is religion necessary for a moral life? The students will engage a variety of religious and philosophical positions.

**REL 302 R.A.C.E. (Racism and Christianity Explored)**

- 4 hours
- Fulfills: Religion, Human Behavior
- Prerequisites: PAID 111 and 112 and either REL 101, 111, or 112

Exploring a theological account of race and racism, this course will seek to examine how the discourse of theology aided and abetted the process by which humans came to be viewed as modern, racial beings. The course will reflect critically and historically on contemporary forms of white supremacy and racism in order to understand Christianity’s relation to the problems of white supremacist and racist phenomena, such that Christianity is seen complexly as both reinforcing the problems and resisting them. Finally, the course will reflect critically on different theological works that enable Christian faith to be antiracist in practice and to facilitate course member's creation of their own anti-racist strategies in belief and practice.

**REL 303 Religious Pluralism in Latin America and Caribbean**

- 4 hours
- Fulfills: Religion, Intercultural
- Prerequisites: REL 101, 111, or 112; PAID 111D and PAID 112D or transfer equivalents
Human migration, colonialism, missionary endeavors, and globalization have significantly impacted the world’s religious landscape, leaving us with a greater awareness not only of religious diversity, but also the power dynamics engendered by conflicting religious truth claims. In Latin America and the Caribbean, this encounter of different religions often led to violent clashes but also to the development of hybrid religious identities, combining elements of Christianity with religious expressions stemming from Indigenous and African matrices such as Santería, Voodoo, Candomblé, Animism, and Spiritism, for example. Although drawing from theoretical and methodological reflections developed in a global context, this course will use case studies from Latin America and the Caribbean to study religious pluralism and multiple religious belongings.

**REL 314 Teaching the Bible**

- 4 hours
- Fulfills: Religion
- Prerequisites: Rel 101, Rel 111 or Rel 112

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 group work outside of class. In groups of 4-5 people, students will choose a text appropriate for a specific age group, apply interpretive methods to that text, and develop a Sunday School lesson for that age group. Groups will rotate to different Sunday School classes each week. In addition, students will develop an outline for an adult education series, and assess existing curricular materials after the experience of developing their own programming.

**REL 316 Studying Jesus**

- 4 hours
- Fulfills: Religion, Human Expression—Primary Texts
- Prerequisites: REL 101, 111, or 112, PAID 111D and 112D or transfer equivalents

This course explores the academic study of Jesus as both a literary and a historical figure. Students will engage in contextual and comparative analysis of the literary representations of Jesus in the four gospels of the New Testament and other gospels not included in the New Testament. Students will also engage in contextual and comparative analysis and critique of publications produced by scholars of the Historical Jesus.

**REL 370 Theology and Religious Diversity**

- 4 hours
- Fulfills: Human Expression—Primary Texts, Intercultural, Religion
- Prerequisites: REL 101, 111 or 112, PAID 111D and 112D or transfer equivalents

Religious diversity is a reality that we can no longer avoid. It challenges us to take seriously the spiritual and religious commitments of others and 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?

**REL 371 Jesus and Jihad: A New Approach to Comparative Religion**

- 4 hours
- Fulfills: Religion
- Prerequisites: REL 101, 111, or 112, PAID 111D and 112D or transfer equivalents

A contemporary Muslim scholar, Amin Ahsan Islahi, has stated that Jesus urged his disciples on to wage jihad. Given the negative images often associated with a concept like jihad, this might seem like a heretical statement. Several new lines of research, however, suggest that connecting Jesus with jihad might provide an interesting way to rethink the fields of comparative religion studies and interfaith relations. This course will combine newer insights emerging in the study of the New Testament, early Islamic history, and theoretical approaches to the study of religion to consider whether the Jesus/jihad connection makes sense, though perhaps in a way different than Islahi intends. Could connecting Jesus with jihad provide a new way to conceive of the relationship between Christians and Muslims?

**REL 485 Seminar**

- 4 hours
- Prerequisites: Complete 3 courses in Religion

**REL 490 Senior Project**

- 1, 2 hours
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
- Fulfills: Natural World—Lab

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.

**SCI 112 Energy and the Physical World**
- 4 hours
- Fulfills: Natural World—Lab

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)

**SCI 121 Introduction to Astronomy**
- 4 hours
- Fulfills: Natural World—Lab

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.

**SCI 123 Introduction to Meteorology**
- 4 hours
- Fulfills: Natural World—Nonlab
- Prerequisites: MATH 140 or higher

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.

**SCI 125 Great Ideas in Natural Science**
- 4 hours
- Fulfills: Natural World—Nonlab

A look at how our understanding of the natural world has grown over the past 500 years. This course will examine a set of important concepts selected from the fields of astronomy, biology, chemistry, geology, physics, and psychology. Specific topics will include the origin of the universe, the atomic theory of matter, the chemical nature of the physical and biological systems and biological evolution. The growth of each topic will be traced through the accumulation of experimental evidence and the formulation of theories. Similarities and distinctions among topics will be highlighted.

**SCI 127 The Science of Science Fiction**
- 4 hours
- Fulfills: Natural World—Nonlab

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.

SCI 140 Belize: Environmental Impl of Eco-Adven Implications of Eco-Adventure Growth in Central America

- 4 hours
- Fulfills: Natural World—Nonlab

This course will be based on Ambergris Caye, a small island off the coast of Belize. Students will spend a significant amount of time studying the ecology and taxonomy of the many ecosystems this unique area provides. We will take daily field excursions to the barrier reef and mainland, rainforest destinations. Students will explore relationships between adventure recreation and ecotourism, in the responsible use of natural resources. Additionally, we will learn of the opportunities and challenges presented to Belizeans by the rapid growth of adventure related tourism. Activities will include kayaking, snorkeling, cave tubing, canopy tours, field observations and assigned readings.

SCI 225 Women in Science

- 4 hours
- Fulfills: Natural World—Nonlab

This course studies various topics in the sciences by looking at great discoveries of female scientists. The class will start by examining scientific methodology, research, and process as well as an introduction to the various field of science. The history of women in science is followed by through daily reading assignments. In addition to the history and science taught by the instructor, students will be responsible for an in-depth project on an individual female scientist, studying both the science and other aspects of her life. The class will include some student-led class discussions and oral presentations, along with class lecture, activities assignments and tests. (Same as IDS 225)

SCI 240 Pathophysiology

- 4 hours
- Prerequisites: BIO 115 and BIO 116

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.

SCI 250 Clinical Pharmacology

- 4 hours
- Prerequisites: BIO 190, NURS 234 and 235 and SCI 240

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 pharmacological knowledge in a context that realistically models patient care.

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. Intended for students participating in the Howard Hughes Medical Institute (HHMI) Trio program, though other students with extensive research experience may also inquire. Requires consent of instructor. Graded credit/no credit.
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: refugee and immigrant services, international social work, public health, public policy, child welfare, family counseling, chemical dependency, mental health, developmental disabilities, community action, eldercare, 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, 305, 401, 402, 403; correlative courses consisting of BIO 113, 115, or another course in human biology approved by the department, and POLS 247. The first social work field experience (SW 102) is recommended before the junior year. 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 as follows:**

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

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

**Social Welfare Minor**

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

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

View program learning goals for an explanation of learning outcomes in Social Work.

**Social Work Courses**

**SW 101 Introduction to Social Work and Social Justice**

- 4 hours
- Fulfills: Human Behavior
A survey course covering the development of the social welfare institution and the social work profession in the United States. Included is information on how social welfare and social work impact diverse populations, populations at risk, and promotion of social and economic justice in our society. Content on social work values and ethics is interspersed throughout the course.

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 111 Youth Mental Health First Aid

- 1 hour

This course helps participants recognize risk factors and warning signs of mental health problems, acquire skills to assess immediate problems, intervene to connect adolescents (12-18 years) with professional care, how to interact with an adolescent in crisis and understand the prevalence of disorders. The course will cover signs and symptoms of anxiety, depression, eating disorders, ADHD and substance use during adolescence. Students who complete the course will receive Youth Mental Health First Aid certification. Grading will be Credit/No credit.

SW 201 Fundamentals of Social Work Practice I

- 4 hours
- Prerequisites: SW 101 or SW 102 and declared social work major

An introduction to the generalist method of social work practice that includes the study and practice of basic counseling skills. This course provides a foundation model for social work practice which is built and expanded upon in SW 301 and SW 401.

SW 204 Human Behavior in the Social Environment I

- 4 hours
- Fulfills: Human Behavior
- Prerequisites: SW 101

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.

SW 301 Social Work Practice II

- 4 hours
- Prerequisites: SW 101, 102, and 201

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.

SW 303 Human Behavior in the Social Environment II

- 4 hours
- Fulfills: Human Behavior
- Prerequisites: SW 101

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.

SW 304 Social Welfare Policies, Programs, and Issues

- 4 hours
- Prerequisites: SW 101, 102, 201 and 204 and POLS 247

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.

**SW 305 Research Methods for Social Work**

- 4 hours
- Fulfills: Human Behavior—Social Science Methods
- Prerequisites: SW 101

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.

**SW 401 Social Work Practice III**

- 4 hours
- Prerequisites: SW 301

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.

**SW 402 Field Instruction in Social Work Practice**

- 8 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.

**SW 403 Professional Seminar**

- 4 hours
- Fulfills: Human Behavior—Social Science Methods
- Prerequisites: SW 101, 102, 201, 204, 301, 303, 304 and 401 and SOC 301 or SW 305

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.

**SW 490 Senior Project**

- 1, 2, or 4 hours
- Prerequisites: SW 304 and SW 305

A continuation of learning from SW 304 and SW 305. Students write a paper on policy analysis, or the research they have conducted, relevant to social work practice.
Sociology

Maryna (Bazylevych) Nading (department head), Char Kunkei (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. If a statistics course judged comparable to SOC 350 (i.e., PSYC 350) is taken in another department, substitute an additional elective in sociology for SOC 350. Students who contemplate graduate study should participate in research opportunities with the faculty and should complete SOC 276. Writing requirement is 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.

View program learning goals for an explanation of learning outcomes in Sociology.

Sociology Courses

**SOC 101 Introduction to Sociology**

- **4 hours**
- Fulfills: Human Behavior—Social Science Methods

  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.

**SOC 242 Sociology of Gender**

- **4 hours**
- Fulfills: Human Behavior—Social Science Methods
- Prerequisites: SOC 101

  Examines the gendered structure of our everyday lives; makes gendered assumptions and practices explicit, and uncovers the impact of gender in the social world. Emphasis on historical and cross-cultural constructions of gender that provide alternatives to gender inequality and a basis for social change. (Same as IDS 242)

**SOC 253 Crime and Deviance**

- **4 hours**
- Fulfills: Human Behavior—Social Science Methods
- Prerequisites: SOC 101

  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.

**SOC 261 Social Conflict**

- **4 hours**
- Fulfills: Human Behavior—Social Science Methods
- Prerequisites: SOC 101

  Course will examine the origin, escalation, and resolution of social conflict at three levels: interpersonal, intergroup (e.g., ethnic group, economic class), and international. Focuses on major causes of conflict including: ethnic identity, competition for material resources, and ideological differences. Expressions of conflict will be examined including: hatred, electoral action, labor union activity, violence, war, and terrorism. Interventions to minimize the negative social impacts of conflict will be considered for each level of conflict. Offered alternate years.

**SOC 270 Haters Gonna Hate: The Study of Hate Crimes and Hate Groups**

- **4 hours**
- Fulfills: Human Behavior—Social Science Methods
- Prerequisites: SOC 101

  The goal of this course is to provide an exploration into the social, legal, and ethical implications of hate-fueled interactions, with a focus on violence.
crime, and bigotry in the United States. Specifically, we will use a sociological lens to identify the form and function of hate groups, analyze the rise in hate crimes over time, and consider social and legal efforts to curb such acts.

**SOC 273 Crime and Media**

- **4 hours**
- **Fulfills:** Human Behavior—Social Science Methods
- **Prerequisites:** SOC 101 or COMS 133

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.

**SOC 276 Social Theory and Praxis**

- **4 hours**
- **Fulfills:** Human Behavior—Social Science Methods
- **Prerequisites:** SOC 101

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.

**SOC 283 Sociology of Education**

- **4 hours**
- **Fulfills:** Human Behavior—Social Science Methods
- **Prerequisites:** SOC 101

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.

**SOC 287 Wealth, Poverty and Social Class**

- **4 hours**
- **Fulfills:** Human Behavior—Social Science Methods
- **Prerequisites:** SOC 101

Wealth inequality, or the gap between poor, middle-class, wealth and super-rich people in the United States, has grown dramatically over the past few decades. What is social class? How does it affect our lives? Why do some have more resources than others, and thus, better opportunities? This course will tackle these questions and more about this deeply social and fundamental topic in the discipline of sociology. We will examine basic theories about social stratification, of wealth and income accumulation and distribution, as well as the particular lived experiences of various social classes.

**SOC 290 Visual Sociology**

- **4 hours**
- **Fulfills:** Human Behavior—Social Science Methods

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).

**SOC 301 Research Methodology**

- **4 hours**
- **Fulfills:** Human Behavior—Social Science Methods
- **Prerequisites:** SOC 101 and junior standing

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.

**SOC 345 Constructs of Race and Racialization**

- **4 hours**
- **Fulfills:** Human Behavior—Social Science Methods, Intercultural
- **Prerequisites:** SOC 101

This course examines the social construction of race as a concept and the racialization of US society. An assessment of how racialization has changed over time and has created various interactions between groups from Whites and enslaved Africans, Mexicans and Native Americans to present day
race relations. We also examine how racialization both determines and impacts social structures and the attainment of societal honors, rewards and power in modern society. (Same as AFRS 345 and IDS 345)

SOC 347 Sociology of the Family

- 4 hours
- Fulfills: Human Behavior—Social Science Methods
- Prerequisites: SOC 101

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.

SOC 350 Social Statistics

- 4 hours
- Fulfills: Human Behavior—Social Science Methods
- Prerequisites: SOC 101 and MATH 110 or above

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.

SOC 351 Gender and Crime

- 4 hours
- Fulfills: Human Behavior—Social Science Methods
- Prerequisites: SOC 101

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. (Same as IDS 351)

SOC 356 Environmental Sociology

- 4 hours
- Fulfills: Human Behavior—Social Science Methods
- Prerequisites: SOC 101

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.

SOC 358 Social Psychology

- 4 hours
- Fulfills: Human Behavior—Social Science Methods
- Prerequisites: SOC 101

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.

SOC 453 Seminar: Law and Human Rights

- 4 hours
- Fulfills: Human Behavior—Social Science Methods, Intercultural
- Prerequisites: SOC 101

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.

SOC 461 Seminar: Contemporary Issues of Immigration

- 4 hours
- Fulfills: Human Behavior—Social Science Methods, Intercultural
- Prerequisites: SOC 101

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 immigration such as transnationalism, enculturation, marginalization, globalization, gendered migration, immigrant labor market, second generation.
and segmented assimilation.

**SOC 468 Seminar: Gender, Globalization and Development**

- **4 hours**
- Fulfills: Human Behavior—Social Science Methods, Intercultural
- Prerequisites: SOC 101

In this course we will examine the phenomena of globalization and development from a sociology of gender perspective. We will focus on the global intersections of contemporary societies and cultures, and the gendered dynamics therein. Questions we will raise include: How does globalization affect women's and men's lives? How is power distributed, and how does this impact development processes? What impact do gender dynamics play in the social institutions of development: economic, political, and cultural? (Same as IDS 468)

**SOC 472 Seminar: Social Institutions**

- **4 hours**
- Fulfills: Human Behavior—Social Science Methods
- Prerequisites: SOC 101

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.

**SOC 475 Seminar: Social Movements**

- **4 hours**
- Fulfills: Human Behavior—Social Science Methods
- Prerequisites: SOC 101

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. Offered alternate years.

**SOC 490 Senior Project**

- **1, 2, or 4 hours**
Spanish

Elizabeth Steding (department head), David Thompson (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.

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.

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 at the elementary level should 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.

View program learning goals for an explanation of learning outcomes in Spanish.

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 Elementary Spanish I

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.

SPAN 102 Elementary Spanish II

4 hours

Prerequisites: SPAN 101 or recommended placement

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.

SPAN 201 Intermediate Spanish

4 hours

Prerequisites: SPAN 102 or recommended placement

This course is for students who have successfully completed at least one year of college-level Spanish or the equivalent.

SPAN 220 Spanish for Heritage Learners

4 hours

Spanish for Heritage Learners is a class for students who have heard and spoken Spanish at home but may not have had any formal instruction in the language. Students will develop and enhance their linguistics skills through opportunities to listen, read, write and communicate effectively in Spanish. Materials and activities are aimed to expand students’ vocabulary, improve their command of grammar and spelling, facilitate expression with more fluency and confidence, as well as help them analyze and interpret literary texts, write about formal issues, and better understand historical and cultural issues relevant to the Spanish-speaking world, including their own.

SPAN 302 Conversation and Listening Comprehension
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.

**SPAN 303 Written Expression**

- **4 hours**
- Prerequisites: SPAN 201 or recommended placement

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.

**SPAN 335 Cultural Expressions of the Hispanic World**

- **4 hours**
- Prerequisites: SPAN 303

In this course students examine the Spanish-speaking world through its cultural products (literature, film, visual arts, television, music, and news media) and its intercultural relationships (women’s literature across Hispanic cultures; social and artistic revolutions across Hispanic cultures; migrations in the Spanish-speaking world, approaches to the natural world and environmental concerns in Hispanic cultures). Course topics rotate so that students can take the course up to two times for credit under different topics.

**SPAN 340 Language and Culture in the Spanish-Speaking World**

- **4 hours**
- Fulfills: Intercultural
- Prerequisites: SPAN 302 strongly recommended

This January-term study abroad course will introduce students to the culture of a Spanish-speaking country first-hand. Course locations may include Peru, Dominican Republic, Spain, Ecuador, Mexico, Argentina and other countries where Spanish is an official language. In addition to language and culture instruction at a local institution, students will live with host families and participate in guided visits to sites that illustrate the diverse cultural history of the country. This course satisfies the immersion requirement for the Spanish minor. All interested students must complete an interview with the instructor prior to enrollment. May be repeated for credit up to three times in three different locations.

**SPAN 341 Spanish for Medical Professionals**

- **4 hours**
- Fulfills: Intercultural
- Prerequisites: SPAN 302 strongly recommended

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.

**SPAN 346 Introduction to the Study of Hispanic Literature**

- **4 hours**
- Fulfills: Intercultural
- Prerequisites: SPAN 303 or consent of instructor

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.

**SPAN 350 Practical and Professional Uses of Spanish**

- **4 hours**
- Fulfills: Intercultural
- Prerequisites: SPAN 302, 303 or 304

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.

**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.

**SPAN 460 Seminar in Latin American Literature and Culture**

- 4 hours
- Fulfills: Human Expression, Intercultural
- Prerequisites: SPAN 346

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.

**SPAN 490 Senior Project**

- 2 hours
- Prerequisites: SPAN 346 and senior standing

A required course for Spanish majors who choose to do their senior projects in Spanish. Review of research methods and MLA-style documentation appropriate for research papers on topics in Spanish language and linguistics, Hispanic cultures and literatures, second language acquisition and language pedagogy. Weekly seminar meetings to discuss research projects. Periodic assessment of speaking skills in Spanish, including a formal presentation of the project at the end of the term.
Theatre

Jeff Dintaman (department head)

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

Required for a major: 33 hours including THE 100/DAN 100 (6 times), THE 103, 105, 127, 300, 351, 352; 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 100/DAN 100 (three times); THE 103, 105, 127, 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.

View program learning goals for an explanation of learning outcomes in Theatre.

Theatre Courses

THE 100 Production Practicum

- 0 hours
- Fulfills: Human Expression

An intensive experiential research ensemble devoted to crafting, creating, developing, and producing a faculty-directed theatre and/or dance event. Students in this course will be involved in research and theoretical discussion supporting active involvement in a collaborative process of performance, design and production management, such as director/designer assistant; set construction; lighting, sound, costume, properties, make-up/hair, and stage management. Theatre majors must complete six Production Practicums, while minors must complete three. Course may be repeated an unlimited number of times. Enrollment by audition or consent of instructor.

THE 103 Art of Illusion: Costuming, Makeup and Scenery

- 4 hours
- Fulfills: Human Expression

This course is designed to introduce students to the craft and skills used in creating costumes, applying makeup and constructing scenery for theatrical productions. Theatre is a collaborative art form with a variety of artists functioning together to create a single work. This course will explore the connection between the designer and the artist/craftsperson. Through field trips, readings, and experiential lab work students will develop, design, create and practice the art and craft of costume, makeup and scenic construction skills.

THE 105 Acting I: Text in Performance

- 4 hours
- Fulfills: Human Expression

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.

THE 127 Design I: Visual Principles

- 4 hours
- Fulfills: Human Expression

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.
THE 130 Applied Instruction

1 hour

Private applied instruction lessons are open to all students except music majors. Lessons are taken for 1 credit (one half-hour lesson per week). There are no auditions for lessons, and students at any level are welcome. Additional fees are assessed with the exception of students pursuing the musical theatre minor, who may enroll four times without extra fees, but thereafter fees will be assessed. May be repeated.

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 to work in areas of scenery, properties, costuming, makeup, lighting, and sound. Offered every semester on a credit/no credit basis. May be repeated.

THE 203 Costume History

4 hours

Fulfills: Human Expression, Historical

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.

THE 204 Lighting Design

4 hours

Fulfills: Human Expression

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.

THE 205 Acting II: Truthful Communication and Emotional Freedom

4 hours

Fulfills: Human Expression

Prerequisites: THE 105

Building on concepts established in Acting I, this course allows students to deepen their character analyses, strengthen their imaginative work, and explore different practices to achieve greater emotional freedom. Sanford Meisner's work continues to inform the structure of this class, but students will also engage with elements from other acting theories.

THE 207 Contemporary Plays

4 hours

Fulfills: Human Expression—Primary Texts

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.

THE 208 Acting: Musical Theatre

4 hours

In Acting: Musical Theatre students will build a common foundation of performance for actors and singers of all experience levels. In this course, the actor is treated as a complete artist: imaginative, expressive, intellectual, physical, and emotional. Because of the nature of musical theatre, students will both work to free their vocal instrument and hone their analytical skills in order to portray complex characters in the heightened circumstances of song. Students will exercise their creativity while developing their expressivity as they work on partnered songs and solo work. This course may not be used in the theatre major or minor.

THE 222 Acting: Shakespeare

4 hours

Fulfills: Human Expression—Primary Texts

Acting Shakespeare begins with the premise that a deeper understanding of Shakespeare’s works is reached in performing them. This course will place an emphasis on freeing the voice for use as a primary vehicle for conveying meaning. Students will develop tools for analyzing, speaking and embodying Shakespeare’s text. Students will analyze and perform scenes while investigating the plays from which they are selected. Learning the structure of the text will enable students to use it as a springboard for action, emotion, and character.
THE 300 Production Studio

1 hour
Prerequisites: Junior standing

An experiential collaborative component for the theatre/dance majors and minors. Set within a faculty directed project or production, the student participates in research, dialogue and the underpinnings of producing work. (Same as DAN 300)

THE 305 Acting: Special Topics

4 hours
Fulfills: Human Expression
Prerequisites: THE 105

A studio course that offers rotating topics exploring different approaches to acting. Topics may include performing for musical theatre, Meisner technique, advanced scene study, rough theatre practices, audition technique, and others. Each topic will include elements of research, writing, and performance. This course may be repeated up to three times for credit under different topics.

THE 308 Voice for Musical Theatre

4 hours

A course focused on the particulars of vocal production for musical theatre. Emphasis in this class is given to analysis of the musical information contained in the libretto for character and storytelling insights. Students will also engage with the stylistic challenges of singing for a variety of subgenres within musical theatre. Review of music theory, including intervals, notation, musical vocabulary and rhythm. Work on acquiring these skills through sight singing. This course may not be used in the theatre major or minor.

THE 327 Design II: Scenography

4 hours
Fulfills: Human Expression
Prerequisites: THE 127

An exploratory study of performance design: scenery, costuming, sound, and/or lighting. Coursework will develop a student's individual approach to design and practical problem-solving for live performance with an emphasis on the function of design and aesthetics for the performing arts. Students enrolled will have bi-weekly portfolio meetings for an exchange of ideas in the field of design for live performance. Lab hours arranged.

THE 351 Theatre History I

4 hours
Fulfills: Human Expression—Primary Texts, Historical

A study of major developments in the theatre - playwriting, acting, staging, architecture - from their roots through the 1850's, with reading of numerous representative plays. A study of theatre around the world from primitive rituals to classical Greek and Roman, Indian, Chinese, Japanese, and African theatre and native performance. The plays, period developments, and movements studies will provide foundation for discussion of how modern readers and audiences can have a meaningful encounter with these ancient works.

THE 352 Theatre History II

4 hours
Fulfills: Human Expression—Primary Texts, Historical

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.

THE 353 History of Musical Theatre

4 hours
Fulfills: Human Expression, Historical

A survey of the development of musical theatre from its origins to the present day. Research into the historical major figures and productions, with attention paid to social, cultural, political and commercial influences. Review of music theory, including intervals, notation, music vocabulary and rhythm through musical theatre examples.

THE 360 Directing

4 hours
Fulfills: Human Expression

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.
**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.

**THE 491 Senior Project**

- 2 hours

Prerequisites: THE 490 and senior standing

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.
Visual Communication

Richard Merritt (program director)

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

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

Required for a major: 11 courses including VC 150, ART 206, COMS 133, CS 130, and ENG 211; three courses including one course from each area: COMS (COMS 258 or COMS 347), ART (ART 207 or ART 218), CS/DS (CS 150 or DS 120); three additional courses chosen from approved electives courses, including two courses at the 300 level. No more than two courses counting for another major or minor may be applied to the Visual Communication major. Writing requirement completed with ENG 211.

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

ART 206, ART 231, ART 306, ART 307, ART 318, ARTH 364, COMS 250, COMS 335/WGST 335, COMS 358, CS 160, DS 320, ENG 231, ENG 232, MGT 351, MGT 364, MGT 368, and SOC 290.

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

View program learning goals for an explanation of learning outcomes in Visual Communication.

Visual Communication Courses

VC 150 Introduction to Visual Communication

4 hours
Fulfills: Human Expression–Primary Texts

This course introduces students to key concepts required to navigate a world increasingly dominated by visual experience. In conjunction with providing tools for encountering this continually evolving world, students are introduced to the fundamentals of the digital tools used in the creation of graphics, visual persuasion, color, imaging, design thinking and ethics. Current trends and issues will also be substantively addressed in an environment that introduces students to the intersectional nature of the major.

VC 490 Senior Project

2 hours

In this capstone course students critically examine how complex visual communication strategies are conceptualized and deployed. This course also examines topical issues surrounding this expansive field. Students will apply principles and methods of visual media production as well as conduct research and analysis of critical dilemmas in Visual Communication. Students pursuing multiple majors are encouraged to discover ways that this capstone course intersects with their other disciplinary pursuits.
Program Learning Goals

Accounting

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

Africana Studies

I. Knowledge
   a) History, Geography, and Social Structures
      i) Breadth
         (1) Understand the outline of Africana history
         (2) Be aware of contemporary political, economic, and social structures of the African Diaspora and their historical significance
         (3) Be familiar with genres of historical writing and tools of a historian’s craft
         (4) Be familiar with critical racial formations in Africana historical studies (slavery and the slave trade, colonialism and post-colonialism, institutionalized racial segregation)
         (5) Appreciate the challenges, struggles, and successes of peoples throughout the African Diaspora
      ii) Depth
         (1) Know national, regional, or topical histories, such as Pan-Africanism or the Modern Black Freedom Movement in the United States in depth
         (2) Understand the intersections between race and gender
   b) Literature and the Expressive Arts
      i) Breadth
         (1) Be aware of the range of Africana expressive arts in literature, music, film, art, etc.
         (2) Understand the development of key literary forms and traditions
         (3) Appreciate the power and beauty of African artists who have expressed themselves within and against their social and historical predicament
      ii) Depth
         (1) Understand the content and style of works of past and present Africana writers
         (2) Be familiar with critical issues in postcolonial Africana literary studies
         (3) Read and apply scholarship in argumentative thesis-driven essays
II. Abilities – Africana Studies majors should be able to demonstrate the following:

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

b) Inquiry
   i) Define and seek answers to problems by locating, analyzing, and synthesizing and acknowledging sources accurately
   ii) Conduct research through appropriate and relevant sources and technologies
   iii) Pursue analysis by asking new and deeper questions based on initial findings

c) Communication
   i) Read texts in history, literature and other related disciplines for comprehension and enjoyment
   ii) Write clear and persuasive argumentative essays in each of the disciplines of history and literature
   iii) Listen well to the viewpoints of others
   iv) Speak effectively formally and informally, at home and abroad, and within and outside of one's comfort zone

III. Values

a) Africana Studies majors should be aware of, and act on, ethical values by:

b) Reflecting on the social location of the self in relation to other cultures and values, specifically:
   i) broadening one’s perspective to understand the world in its complex diversity
   ii) increasing sensitivity to different perspectives and experiences
   iii) rooting one’s understanding of contemporary issues in light of the past

c) Examining the world in ways that compel one to ask ethical questions

d) Apply personal experience and knowledge to one’s learning, i.e. through reflection and writing during on campus classes or during study abroad semesters in Africa

e) Be willing to challenge one’s beliefs, values, and convictions

f) Appreciating the environment as a site of contested spaces as well as a site of stewardship
g) Reflecting on the meaning and value of justice and service in one's vocation

Allied Health Sciences

**GOAL 1 Content Knowledge** - Explain and apply knowledge of anatomy, physiology, biomechanics, nutrition, and bioenergetics of the human body.

Learning Objectives:
Students will be able to:

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

**GOAL 2 Metabolic Adaptations and Assessment** – Explain and apply knowledge of the physiological basis for exercise and physical activity in direct application to physical fitness and conditioning.

Learning Objectives:
Students will be able to:

2.1 Articulate the aerobic metabolic responses and adaptations to training and physical activity.
2.2 Articulate the anaerobic metabolic responses and adaptations to training and physical activity.
2.3 Demonstrate the ability to assess aerobic function and to interpret the results.
2.4 Demonstrate the ability to assess anaerobic function and to interpret the results.

**GOAL 3 Health and Fitness Testing** - Demonstrate the ability to assess health status and conduct fitness testing.

Learning Objectives:
Students will be able to:

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

GOAL 4 Exercise Techniques and Program Design - The student will demonstrate an understanding of appropriate exercise techniques and its application to program design

Learning Objectives:
Students will be able to:
4.1 Teach and evaluate aerobic exercise techniques
4.2 Teach and evaluate anaerobic exercise techniques
4.3 Design and periodize training programs based upon appropriate scientific foundations of exercise prescription

GOAL 5 Organization and Administration – The student will demonstrate an understanding of how to organize and administer health, wellness, physical activity and fitness programs.

Learning Objectives:
Students will be able to:
5.1 Demonstrate professional, legal and ethical responsibility
5.2 Apply policies and procedures related to facility and program safety
5.3 Demonstrate an understanding of financial, economic, regulatory, and human resource considerations related to program implementation

Anthropology

Students who complete the anthropology major will have:

- an introduction to the subfields of anthropology, and an understanding of the connections among them
- a critical understanding of the origins and historical development of the discipline
- an understanding of the major theoretical paradigms, past and present
- knowledge of the way anthropology is interconnected with other disciplines
- a solid understanding of the history of anthropological ethics, the current standards for ethical practice, and the range of ethical dilemmas encountered in anthropological research and practice
- an understanding of and appreciation for cultural diversity, both locally and globally
- the ability to collect and analyze anthropological data
- the ability to write within the discipline
- the ability to read critically and evaluate scholarly material
• the ability to present ideas, critiques, and research verbally
• the ability to examine critically one's own culture from an anthropological perspective
• the ability to apply anthropological knowledge and methods to contemporary social issues

Applied Leadership Studies

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

Art

Knowledge

Breadth:
Art Majors will use methodologies from different areas of art practice and disciplines across campus with competence and creativity in the making of art works and art experiences.

Depth:
Art Majors will use appropriate methods to acquire, evaluate and apply knowledge in the creation of and the communication of art works and art experiences.

Abilities
In the context of their art practice, students who demonstrate the ability to engage in **inquiry** are able to analyze sources critically and synthesize information through creative expression as they engage in art making and art experiences.

In the context of their art practice, students who demonstrate the ability to **reason** are able to critique and construct arguments using the visual language of art as it applies across various mediums, in order to engage their own studio work and the work of others.

In the context of their art practice, students who demonstrate the ability to **communicate** are able to speak confidently and coherently in both formal and informal settings; listen with objectivity and empathy, as they exhibit and discuss their own work and the works of others.

### Art History

- understand the significance of major intellectual and artistic landmarks of human history
- recognize and understand the diversity of people and societies, both historically and cross-culturally
- write with fluency, clarity, and coherence
- work productively in a collaborative environment
- cultivate aesthetic sensitivity and intellectual curiosity

### Biblical Languages

#### Knowledge

Classics is by its very nature a broad, interdisciplinary field of study encompassing every subject within the ancient world, including language, religion, art, philosophy, drama, science, material culture, poetry, mythology, geography, mathematics, politics, law, and gender studies. But in both our original language and translation courses, students also probe in depth the complexities of classical culture using a wide variety of techniques.

#### Abilities

All of our students acquire the appropriate linguistic, literary, or historical skills to study the classical world. Through class discussion and constant feedback from their professors, their reasoning is subject to appropriate criticism and subsequent revision. Through informal discussion and formal presentations, students present their ideas to their peers and their
professor. Students completing a major in the Classics department should be able to fully read and analyze texts in the original Greek or Latin (whichever has been the focus of their studies), as well as use a basic working knowledge of the other ancient language in reading texts.

Values

One of the most important goals of any Classics department is to introduce students to the complex and often contradictory world of ancient Greece and Rome. Ancient writers present our students with the most timeless and fundamental problems of human existence such as the tension between the individual and society, the problem of justice, the yearning for peace, and the meaning of love. Students are often amazed that people were wrestling with these ideas over two thousand years before they were born.

Biology

1. Students will be proficient in using fundamental biological concepts, including:
   a. Evolution: The diversity of life evolved over time by processes of mutation, selection, and genetic drift.
   b. Structure and Function: Basic units of structure define the function of all living things.
   c. Information flow, exchange, and storage: The development, maintenance, and behavior of organisms occurs through the expression of genetic information interacting with the environment.
   d. Pathways and transformations of energy and matter: Biological systems grow and change by processes based upon chemical transformation pathways that are governed by the laws of thermodynamics.
   e. Systems: Living systems are interconnected and interacting with each other and the abiotic environment.

2. Students will apply the process of science, including using the primary literature, designing experiments, making observations, developing problem-solving strategies, and using models.

3. Students will communicate scientific ideas orally and in writing.

4. Students will use quantitative reasoning, including developing and interpreting graphs, applying statistical methods to data, and using mathematical models.

5. Students will understand the relationship between science and society. This includes understanding the ethics of research and publishing, considering the ethical implications of biological research, and understanding the social and biological contexts of problems.
Chemistry

1. A Core of Chemistry Knowledge: Students will demonstrate competence in the major areas of chemistry by understanding the following:
   a. The physical and theoretical principles responsible for the properties and reactions of materials.
   b. Nomenclature (naming chemical species)
   c. Chemical bonding and structure
   d. Chemical analysis and the sources of uncertainty inherent in any chemical measurement
   e. Analyze and solve chemical problems
   f. Reaction mechanisms and pathways
   g. Synthesis of compounds
   h. Separation and purification techniques
   i. The energetics of reactions
   j. The kinetics of chemical reactions
   k. The quantum mechanical description of atoms and molecules
   l. The basis of spectroscopic techniques
   m. Equilibria
   n. The dangers inherent in the practice of chemistry and how to work safely in the laboratory

2. Methods of Acquiring and Evaluating Knowledge: Students will show competence in acquiring and evaluating knowledge by being able to:
   a. Retrieve specific information from the chemical literature
   b. Communicate scientific information to an audience
   c. Design experiments to provide answers to unanswered questions
   d. Use appropriate software to collect and analyze data
   e. Use modern instrumentation

3. Awareness of Ethical Issues Pertaining to the Discipline: Students who comprehend the ethics of science will perform ethically in the manner in which they collect and interpret experimental data.
Chinese Studies

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

- Acquire real-life communicative skills to discuss everyday topics at the Intermediate Low proficiency level
- Demonstrate basic knowledge (culture, history and religion) of Chinese speaking communities
- Replace intercultural awareness to analyze the cultural activities within Chinese speaking communities

Classics

Knowledge

Classics is by its very nature a broad, interdisciplinary field of study encompassing every subject within the ancient world, including language, religion, art, philosophy, drama, science, material culture, poetry, mythology, geography, mathematics, politics, law, and gender studies. But in both our original language and translation courses, students also probe in depth the complexities of classical culture using a wide variety of techniques.

Abilities

All of our students acquire the appropriate linguistic, literary, or historical skills to study the classical world. Through class discussion and constant feedback from their professors, their reasoning is subject to appropriate criticism and subsequent revision. Through informal discussion and formal presentations, students present their ideas to their peers and their professor. Students completing a major in the Classics department should be able to fully read and analyze texts in the original Greek or Latin (whichever has been the focus of their studies), as well as use a basic working knowledge of the other ancient language in reading texts.

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the meaning of love. Students are often amazed that people were wrestling with these ideas over two thousand years before they were born.

Communication Studies

As a major in communication studies you will learn to:

• Identify the central thesis of a written, aural or video text and to critically analyze arguments.
• Evaluate the effectiveness of a message by applying practical communication theory.
• Access information through research and evaluate the quality and usefulness of that information.
• Analyze an audience and situation and adapt a message appropriately.
• Write skillfully, with logical structure and coherent style, for a variety of situations and media.
• Speak clearly, effectively and extemporaneously before a live audience or on camera.
• Be aware of the ethical implications of persuasion skills.
• Understand the role of communication in a democratic society.

Computer Science

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.

Dance

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

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

**Tenets of Practice**

- Learn through sensory awareness, proprioception, and imagery.
- Know the body as an intelligent source for direction and information.
- Develop skills in awareness, responsiveness, expressiveness, observation, and documentation.
- Employ bodily systems to create dynamic balance and form.
- Explore vocabulary of anatomy, spatial intent, movement qualities, and design elements.
- Allow personal questions and emotions to guide research.
- Investigate the unfolding of embodiment, generosity, and personal virtuosity.

- Apply MF principles, tenets, and phases as guides for living and creating.
- Practice, create, and perform anywhere.
- Embolden every body shape, age, and ability with agency and refinement.

**Data Science**

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

**Economics**

- Students will demonstrate knowledge of fundamental economic concepts and an ability to apply those concepts to relevant contexts.
- Students will demonstrate growth in their economic reasoning, including the use of economic models and decision-making techniques.
- Students will demonstrate quantitative literacy, including the ability to collect and interpret data and other economic evidence.
- Students will demonstrate the ability to explain economic concepts and form logical arguments by written, oral, and visual means.
Education

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

2011 InTASC Standards

The LEARNER and LEARNING

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

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

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

CONTENT

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

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

INSTRUCTIONAL PRACTICE

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

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

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

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

English

The English department is committed to helping each of our students

1. to become a more sophisticated reader
2. to become a better, more flexible writer
3. to become a more active listener and more effective speaker
4. to become a more creative and critical thinker
5. to develop moral imagination, empathy, and a sense of justice
6. to develop a sense of vocation, self-awareness and agency that can translate skills and practices to a professional environment
7. to explore a diversity of perspectives on experience

Environmental Studies

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

CONTENT

1. Demonstrate understanding of the structure and function of biological ecosystems and the ways humans are dependent upon ecosystem services. (Bio 151)
2. Demonstrate understanding of the structure and function of the Earth’s systems and the history of stability and change within these systems over geologic time. (The Earth System)
3. Demonstrate understanding of various social systems such as political and economic systems and the tradeoffs associated with different social arrangements. (Environmental Politics and Policy)

4. Understand the ways humans have imagined and narrated their relationships with the Earth and the values and cultures that have informed that relationship (Environmental Philosophy)

**SKILLS**

5. Recognize the range and implications of environmental issues confronting contemporary societies and critically evaluate possible solutions to these issues (critical thinking)

6. Comprehend systems dynamics, including feedbacks, limits, and response times, and the ways human systems can and do threaten natural systems (systems thinking)

7. Identify, evaluate, and integrate sources of information from multiple perspectives in order to understand environmental problems (information literacy)

8. Integrate knowledge and methodologies from different disciplines to propose creative solutions to real-world problems (interdisciplinary problem solving)

9. Demonstrate competency in the ability to use and analyze data (quantitative literacy)

10. Demonstrate the ability to work collaboratively in small groups

11. Demonstrate the capacity to utilize tools for social change

12. Demonstrate the capacity to communicate effectively both orally and in writing

**VALUES**

13. Reflect on the relationship between personal values, individual choices, and sustainability.

14. Manifest virtues such as empathy, respect for all life, and humility in personal responses to environmental problems.

15. Articulate a positive and hopeful vision for just and sustainable societies throughout the world and for future generations.

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**Exercise Science**

**GOAL 1 Content Knowledge** - Explain and apply knowledge of anatomy, physiology, biomechanics, nutrition, and bioenergetics of the human body.

**Learning Objectives:**
Students will be able to:

1.1 Explain knowledge of the structure of the human body and locate anatomic landmarks.
1.2 Describe movements for major joints of the body and analyze the movement patterns and muscles involved in performing various activities.

1.3 Discuss various locomotors and describe the biomechanical principles that explain the kinematics and kinetics of motion with regards to human performance.

1.4 Explain the metabolic processes responsible for generation of ATP and the relationship among the anaerobic and aerobic systems.

1.5 Explain knowledge of nutrition, the ability to perform nutritional assessment (i.e., caloric expenditure, diet analysis), and interpret the results with specific attention to weight management, physical activity, and overall health.

**GOAL 2 Metabolic Adaptations and Assessment** – Explain and apply knowledge of the physiological basis for exercise and physical activity in direct application to physical fitness and conditioning.

**Learning Objectives:**
Students will be able to:

2.1 Articulate the aerobic metabolic responses and adaptations to training and physical activity.

2.2 Articulate the anaerobic metabolic responses and adaptations to training and physical activity.

2.3 Demonstrate the ability to assess aerobic function and to interpret the results.

2.4 Demonstrate the ability to assess anaerobic function and to interpret the results.

**GOAL 3 Health and Fitness Testing** – Demonstrate the ability to assess health status and conduct fitness testing.

**Learning Objectives:**
Students will be able to:

3.1 Demonstrate the different methods for assessing health status of clients and evaluate the results for exercise programming.

3.2 Apply the appropriate guidelines for test administration and the principles of fitness assessment through their ability to conduct exercise testing.

3.3 Interpret information from fitness assessment and evaluate the results to develop an appropriate exercise recommendation.

**GOAL 4 Exercise Techniques and Program Design** – The student will demonstrate an understanding of appropriate exercise techniques and its application to program design.

**Learning Objectives:**
Students will be able to:

4.1 Teach and evaluate aerobic exercise techniques

4.2 Teach and evaluate anaerobic exercise techniques

4.3 Design and periodize training programs based upon appropriate scientific foundations of exercise prescription
GOAL 5 Organization and Administration – The student will demonstrate an understanding of how to organize and administer health, wellness, physical activity and fitness programs.

Learning Objectives:
Students will be able to:
5.1 Demonstrate professional, legal and ethical responsibility
5.2 Apply policies and procedures related to facility and program safety
5.3 Demonstrate an understanding of financial, economic, regulatory, and human resource considerations related to program implementation

French

Students completing the major in French will be able to:

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

Students completing the minor in French will be able to:

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

German

Students completing the major in German will be able to:

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

Students completing the minor in German will be able to:

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

Global Health

1. Educate students to: a) recognize the greatest challenges facing health systems around the globe, b) understand the ways in which these challenges can be measured, c) discern between possible health care intervention approaches to address these challenges, and d) be familiar with the variety of actors that are equipped to tackle these tasks.

2. Train students to understand the complex interactions between social, political, environmental, and cultural forces that shape the health status of populations worldwide.

3. Encourage students to understand the implications of inequalities domestically and globally and to begin taking steps to make a difference, with an ultimate goal of reducing the prevalence of diseases that threaten lives and diminish people’s wellbeing.

4. Prepare students for work with different types of organizations or to enroll in a graduate degree program related to global health.

Greek

Knowledge

Classics is by its very nature a broad, interdisciplinary field of study encompassing every subject within the ancient world, including language, religion, art, philosophy, drama, science, material
culture, poetry, mythology, geography, mathematics, politics, law, and gender studies. But in both our original language and translation courses, students also probe in depth the complexities of classical culture using a wide variety of techniques.

Abilities

All of our students acquire the appropriate linguistic, literary, or historical skills to study the classical world. Through class discussion and constant feedback from their professors, their reasoning is subject to appropriate criticism and subsequent revision. Through informal discussion and formal presentations, students present their ideas to their peers and their professor. Students completing a major in the Classics department should be able to fully read and analyze texts in the original Greek or Latin (whichever has been the focus of their studies), as well as use a basic working knowledge of the other ancient language in reading texts.

Values

One of the most important goals of any Classics department is to introduce students to the complex and often contradictory world of ancient Greece and Rome. Ancient writers present our students with the most timeless and fundamental problems of human existence such as the tension between the individual and society, the problem of justice, the yearning for peace, and the meaning of love. Students are often amazed that people were wrestling with these ideas over two thousand years before they were born.

Health Promotion

Goal 1: Students will demonstrate understanding and application of the Areas of Responsibility for Health Education Specialists, Core Competencies for Public Health Professionals, and 10 Essential Public Health Services.

Goal 2: Students will demonstrate understanding and application of health content areas and evidence informed practices to improve the health related knowledge, skills, behaviors, and attitudes of individuals and communities.

Goal 3: Students will demonstrate understanding and application of biological, social, psychological, political and other sciences to address conditions in the places people live, work, and play that influence health.
Hebrew

Knowledge

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History

Knowledge

Central to the historical enterprise is the acquisition of knowledge which we divide into two broad categories.

- Students should demonstrate a breadth of knowledge by understanding the significance of major political, intellectual, cultural, and social landmarks from across the world and throughout history.
• Students should demonstrate a **depth of knowledge** in one of three core areas: US history, European history, or non-Western history. Demonstration of a depth of knowledge has criteria similar to those for breadth of knowledge, but is much more focused on a specific geographic area and a more circumscribed chronological period.

• In addition, students are expected to have some acquaintance with the historiography of major events and movements in their given area of focus.

**Abilities**

When students complete the History program at Luther College they should be able to execute the following skills at a high level:

• research, or the ability to acquire relevant knowledge;

• critical thinking, or the ability to evaluate that knowledge for its accuracy and to see connections and patterns presented by it;

• argumentation, or the ability to apply that knowledge in the service of a complex historical argument;

• writing proficiency, or the ability to articulate historical findings in a coherent, thesis-driven essay, supported thoroughly by relevant evidence;

• and the ability to speak confidently both in informal and formal settings.

**Historical Methods**

The category of ‘methods’ incorporates aspects of the first two categories, ‘knowledge’ and ‘skills/abilities,’ but due to its importance and centrality to the enterprise of history, we have placed it in a separate category. With regard to historical methods, by the time a student graduates from the history program, he or she should:

• have knowledge of and ability to identify a broad range of historical methods as well as a clear sense for which methods are appropriate to various types of historical inquiry and which are not;

• and have developed the ability to employ basic historical methods in their own work.

**Values**

History majors will be able to:

• Critically analyze the way in which questions of morality have been played out in the past, while resisting the simplistic application of contemporary standards of morality to judge the past.

• Follow professional standards for the collection, use, and citation of historical evidence.
Identity Studies

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

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

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

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

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

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

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

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

Values:
Critical understanding and appreciation of the origins and historical development of identities and intersectional theories, including the ways systems of dominance such as sexism and racism function and have changed. (appreciation of diversity)
Commitment to lifelong independent learning versed in theories and strategies for achieving greater equity. (praxis)

International Business

Students will:

- Demonstrate knowledge of fundamental business concepts and an ability to apply those concepts to relevant contexts.
- Demonstrate language proficiency at the Intermediate proficiency level.
- Demonstrate the ability to think critically, solve problems, and make decisions in an international business context.
- Employ intercultural knowledge and skills to connect and communicate more fully within international business settings.

International Studies

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

Journalism

1. Write clearly and effectively for a variety of audiences, disciplines, and purposes
2. Evaluate writing for accuracy, fairness, clarity, standard usage and grammar
3. Research, evaluate, and report information ethically and thoroughly
4. Master skills with multimedia tools, platforms and programs, aiding in the creation and promotion of journalistic work
5. Develop an understanding of the vital role that media organizations play in sustaining democracies
6. Understand and apply the First Amendment and laws related to journalistic practice

**Latin**

**Knowledge**

Classics is by its very nature a broad, interdisciplinary field of study encompassing every subject within the ancient world, including language, religion, art, philosophy, drama, science, material culture, poetry, mythology, geography, mathematics, politics, law, and gender studies. But in both our original language and translation courses, students also probe in depth the complexities of classical culture using a wide variety of techniques.

**Abilities**

All of our students acquire the appropriate linguistic, literary, or historical skills to study the classical world. Through class discussion and constant feedback from their professors, their reasoning is subject to appropriate criticism and subsequent revision. Through informal discussion and formal presentations, students present their ideas to their peers and their professor. Students completing a major in the Classics department should be able to fully read and analyze texts in the original Greek or Latin (whichever has been the focus of their studies), as well as use a basic working knowledge of the other ancient language in reading texts.

**Values**

One of the most important goals of any Classics department is to introduce students to the complex and often contradictory world of ancient Greece and Rome. Ancient writers present our students with the most timeless and fundamental problems of human existence such as the tension between the individual and society, the problem of justice, the yearning for peace, and the meaning of love. Students are often amazed that people were wrestling with these ideas over two thousand years before they were born.
Linguistics

Students completing the minor in Linguistics will be able to:

- Understand how to study language in a scientific way, developing competence in linguistic analysis (including the analysis of sound, word, and sentence structure) in a variety of languages
- Synthesize research findings into a readable, well supported research report
- Become more informed users of their native and foreign languages and more respectful world citizens by discovering the mechanisms at work in every language and the diversity and contribution of every human linguistic heritage.

Management

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

Mathematics and Mathematics/Statistics

- **Critical Thinking.** Develop students’ mathematical and logical reasoning skills as well as multi-step and creative problem-solving abilities.
- **Formal Theory.** Foster an understanding that mathematics is a logical, deductive system based on definitions, axioms, examples, theorems, and proofs.
- **Application.** Improve students’ ability to apply mathematics to a variety of disciplines. Recognize that problems motivate the development of new mathematical theory and methods.
- **Preparation.** Equip students with the foundation needed to pursue advanced degrees or careers in business, industry, and education.
- **Communication.** Improve students’ expression of mathematical ideas in written and verbal forms.
- **Exploration.** Provide students with opportunities for independent projects and research experiences in mathematics.
Museum Studies

Focus on Knowledge, Abilities, and Values

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

Music

• To understand the theoretical basis of Western music
• To know music literature and understand style and performance practice in a historical context
• To demonstrate aural, conducting, and basic keyboard skills
• To develop the discipline, technique, and musicianship necessary to perform as a recitalist
• To develop the discipline and musical skills necessary to function in a musical ensemble
• To develop the vocabulary and research tools necessary to write and speak cogently about music
• To be able to utilize recent technology in music
• To develop an appreciation for the music of diverse cultures
• To foster creativity in performance, composition, and improvisation “We expect our students to respect the Luther College Honor Code and the National Association of Schools of Music (NASM) Code of Ethics. In addition, the Luther College Music
Department recognizes and affirms its obligation to comply with the provisions of the 1976 United States Copyright Act.

College and Music Department mission, goals, and objectives are reflected in the Luther College Catalog 2015-2016 (bound copy provided), the North Central Accreditation statements (MDP III. A.1.), Music Faculty Guidelines (MDP I. A.2.), the Music Department Policies Regarding Applied Music and Major Requirements [Student Guidelines] (MDP I. A.4.), admissions materials (hard copy #3 and #4), and on the Luther College web page (www.luther.edu). The Music Department also has its own home page (www.music.luther.edu).

Music Education

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

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

2011 InTASC Standards

The LEARNER and LEARNING

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

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

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

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

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

INSTRUCTIONAL PRACTICE

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

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

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

PROFESSIONAL RESPONSIBILITY

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

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

Musical Theatre

1. Students who minor in Musical Theatre study the craft of acting while developing the essential skills that performing musical theatre demands of them physically, vocally, intellectually, and emotionally.

2. Students learn foundational acting techniques in order to create complex characters rooted in textual analysis. These students craft specific imaginative viewpoints and learn to respond “as if” their character’s viewpoint and circumstances were their own.
3. Classes in acting for musical theatre aim to develop vocal dexterity, clarity, openness, and health.

4. Students acquire collaborative interpersonal skills in production and coursework including active listening, time management, goal prioritizing, and effective communication.

5. Students contextualize the art of musical theatre by engaging with historical figures, prominent work, and ideologies that illustrate musical theatre as a product of its cultural moment and an art that tries to shape society in return.

**Neuroscience**

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

**Nordic Studies**

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

- Develop language proficiency at the Intermediate High proficiency level, as defined by ACTFL
Employ intercultural knowledge and skills to connect more fully with people from the Nordic region

Demonstrate understanding of the practices and perspectives of Nordic cultures and reflect upon their own

Analyze the cultural differences and diversity within in the Nordic region

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

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

Nursing

Objectives of The Nursing Program

1. Utilize the knowledge, ability and values obtained through a liberal arts education as the basis for nursing practice.

2. Demonstrate leadership, knowledge and skills, quality improvement, and patient safety to provide high quality nursing care.

3. Critically evaluate and implement nursing research and theory as it applies to professional practice.

4. Utilize patient care technologies, advances in nursing sciences, and health care policies to implement and support safe nursing practices.

5. Collaborate with other health care professionals, the client, and others in the provision of care to promote, maintain and restore optimum health.

6. Assess, advocate and participate for health promotion and disease prevention strategies at the individual, family, community and populations levels.

7. Adhere to professional standards and the ANA Code of Ethics to enhance and advance the practice of professional nursing.
8. Incorporate critical thinking, communication, and caring behaviors in the application of the nursing process with a respect for the dignity, diversity and beliefs of all people in providing care to clients in diverse settings.

Paideia

Paideia 111-112: Enduring Questions

Write with fluency, clarity, and coherence; read, comprehend, and appreciate various types of texts; practice critical thinking and analysis.

Recognize and understand the diversity of people and societies, both historically and cross-culturally. Discuss readings with respect for other points of view; listen with objectivity and empathy.

Explore works from across the disciplines, addressing questions central to the human condition.

Identify, gather, and use relevant information in an ethical manner; analyze sources critically (in spring research).

Paideia 450: Ethical Choices

Explore where disciplines intersect, including tensions, differing perspectives, and possibilities for dialogue.

Respond individually and collectively to ethical challenges confronting the world, especially issues related to justice, peace, and the environment.
Philosophy

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

**Dispositions**

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

**Skills**

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

**Knowledge**

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

Physics

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

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

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

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

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

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

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

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

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

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

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

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

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

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

As teachers of political science, we want our students to learn to:

- Ask constructive questions that will facilitate the expansion of your knowledge
- Find and evaluate evidence relevant to political questions
- Use reliable evidence in the development of political arguments
- Apply a wide range of research methods to find and create knowledge
- Thoughtfully consider human dynamics in political processes and institutions
- Effectively communicate political ideas and beliefs
- Develop an awareness of ethical issues pertaining to politics
- Apply political science knowledge and skills in a wide range of settings, including internships and study away experiences.

Psychology

Upon completion of the psychology major, a student should:

1. Have a conceptual framework that embraces the core knowledge underlying behavior and mental processes and forms the basis for lifelong learning. This includes:
   a. understanding the interrelationship between the biological and cognitive aspects of the body.
   b. understanding basic psychological processes, including cognition, learning, motivation, and emotion.
   c. understanding behavior as it is directly influenced by other individuals.
   d. understanding individual differences.
   e. understanding psychology in historical and sociocultural contexts.

2. Have a working knowledge of the methods of acquiring, evaluating, and applying psychological knowledge including:
   a. basic descriptive and inferential statistics.
   b. research methodology.
   c. critical analysis and interpretation of research.
   d. knowledge of how research findings are applied.
   e. ability to communicate effectively with others about psychology including but not exclusively confined to the American Psychological Association Publication Manual.

3. Have a working knowledge of the professional ethics of the discipline of psychology.
4. In addition, students intending to continue their education in psychology in graduate or professional school should:
   a. have a working knowledge of advanced statistics.
   b. acquire significant research, internship, and/or experience.

APA Guidelines for the Undergraduate Psychology Major

In addition to the above stated department developed goals, the American Psychological Association has suggested 5 goals for undergraduate psychology programs.

Goal 1: Knowledge Base in Psychology

Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems. Students completing foundation courses should demonstrate breadth of their knowledge and application of psychological ideas to simple problems; students completing a baccalaureate degree should show depth in their knowledge and application of psychological concepts and frameworks to problems of greater complexity.

Goal 2: Scientific Inquiry and Critical Thinking

The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods. Students completing foundation-level courses should learn basic skills and concepts in interpreting behavior, studying research, and applying research design principles to drawing conclusions about psychological phenomena; students completing a baccalaureate degree should focus on theory use as well as designing and executing research plans.

Goal 3: Ethical and Social Responsibility in a Diverse World

The skills in this domain involve the development of ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity. Students completing foundation-level courses should become familiar with the formal regulations that govern professional ethics in psychology and begin to embrace the values that will contribute to positive outcomes in work settings and in building a society responsive to multicultural and global concerns. Students completing a baccalaureate degree should have more direct opportunities to demonstrate adherence to professional values that will help them optimize their contributions and work effectively, even with those who do not share their heritage and traditions. This domain also promotes the adoption of personal and professional values that can strengthen community relationships and contributions.
Goal 4: Communication

Students should demonstrate competence in writing and in oral and interpersonal communication skills. Students completing foundation-level courses should write a cogent scientific argument, present information using a scientific approach, engage in discussion of psychological concepts, explain the ideas of others, and express their own ideas with clarity. Students completing a baccalaureate degree should produce a research study or other psychological project, explain scientific results, and present information to a professional audience. They should also develop flexible interpersonal approaches that optimize information exchange and relationship development.

Goal 5: Professional Development

The emphasis in this goal is on application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation. Foundation-level outcomes concentrate on the development of work habits and ethics to succeed in academic settings. The skills in this goal at the baccalaureate level refer to abilities that sharpen student readiness for postbaccalaureate employment, graduate school, or professional school. These skills can be developed and refined both in traditional academic settings and in extracurricular involvement. In addition, career professionals can be enlisted to support occupational planning and pursuit. This emerging emphasis should not be construed as obligating psychology programs to obtain employment for their graduates but instead as encouraging programs to optimize the competitiveness of their graduates for securing places in the workforce.

Religion

1. To study religions as cultural constructions shaped by historical, social, and political dynamics.
2. To analyze the nature, development, and ongoing interpretation of foundational religious narratives in the form of literary or non-literary texts.
3. To examine the history, formation, and contemporary expressions of particular religious traditions or subtraditions.
4. To think ethically about the engagement of religious communities and worldviews with contemporary issues of public concern.
5. To explore how religious communities, worldviews, and practices are impacted by encounters with other communities, worldviews, and practices.
6. To cultivate understanding of and appreciation for the diversity within and among religious traditions.
7. To employ different paradigms, methods, and approaches that scholars use to study religious communities, worldviews, and practices.
8. To reflect on whether and how religion shapes one’s sense of self, faith, vocation, and responsible citizenship.
9. To develop skills in critical thinking, such as the ability to analyze, synthesize, and evaluate ideas.
10. To develop skills in communicating ideas with clarity and coherence.

**Social Work**

**Mission**

The Social Work Program at Luther College is grounded in the history, purposes, and philosophy of the social work profession including the concept of person-in-environment. It operates within the context of a small church-affiliated liberal arts college in a vibrant small town in the American upper Midwest. The program aims to assist students in developing ten professional core competencies including the knowledge, values, skills, and professional identity they need to practice as competent professional entry level generalist social workers promoting: human and community well-being in a diverse, complex, and changing global context; the elimination of poverty; social and economic justice; and quality of life for all.

The core values of the social work profession that shape the Luther Social Work Program are: service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry.

Graduates are prepared to be culturally competent life long learners, active citizens, and advocates for social and economic justice who can think critically, use scientific research-based interventions, make sound ethical judgments, respect human diversity, and serve as leaders in strengthening the service delivery system, as they strive to empower people in their environments. The program and its faculty also contribute to knowledge in the field, provide leadership and expertise to strengthen the social service system, and work for the common good in an ever-changing society.

**Goals**

**Goal 1:** Prepare students for competent and effective entry-level generalist professional social work practice with individuals, families, groups, organizations, and communities through mastery of the knowledge, values, and skills that inform the ten core competencies.
Goal 2: Prepare students to think critically, using the values, codes of ethics, and research base of the profession.

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

Sociology

Mission Statement

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

Learning Goals

Perspective

Students will be able to...

- explain the diversity of people and societies
- describe the interaction between the individual and society, and the interaction between biography and history
- view the world from a critical perspective
- explain the social construction of reality and culture
- describe major sociological perspectives
- research a specific sociological issue
- critically analyze the society in which they live
- explain the ethical dilemmas inherent in the discipline of sociology

Abilities

Students will be able to...

- present sociological argument in both oral and written forms
- critically analyze sociology research
- synthesize sociology theory and ideas
- develop proficiency in the use of both quantitative and qualitative research methods
- conduct scholarly research
- develop proficiency in technology for use with data analysis
- locate and use credible sources
Spanish

Students completing the major in Spanish will be able to:

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

Students completing the minor in Spanish will be able to:

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

Theatre

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

Visual Communication

Applied Visual Communication Skills

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

Ethical Responsibilities

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

Skills and Attributes

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