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
Contents

Introducing Luther........................................................ 5
An Overview of Luther College ..................................................6

Academic Information/Courses .............................................11
Academic Information............................................................12
The Liberal Arts and Careers..................................................37
Curriculum............................................................................48

Admission Information/Financial Policies ..................... 173
Admission..............................................................................174
Costs and Financial Policies..................................................178
Financial Assistance.............................................................183

Life at Luther ........................................................... 187
Student Life ......................................................................188

Directory ................................................................. 195
Faculty/Administration for 2009–10..............................196
Luther College Board of Regents ........................................215
Academic Calendar 2010–11.................................................221
Introducing Luther
An Overview of Luther College

“A Christian is the perfectly free lord of all, subject to none. A Christian is a perfectly dutiful servant of all, subject to all.”

—Martin Luther, *The Freedom of a Christian*, 1520

Luther College Mission Statement

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

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

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

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

Accreditation and Affiliations

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

Location

Decorah, the home of Luther College for nearly 150 years, has a resident population of 8,500. It is the county seat of Winneshiek County, located at the junction of U.S. Highway 52 and State Highway 9. The Minnesota border lies 15 miles to the north. The Mississippi River lies 30 miles to the east.
The campus is built on the rolling wooded hills and rugged limestone cliffs of northeast Iowa’s bluff country. The scenic Upper Iowa River flows through the lower portion of the 200-acre central campus. The college owns an additional 800 acres adjoining the central campus which are devoted to environmental research, biological studies, and recreation.

Public transportation serving the area includes commercial airports in Rochester (Minn.), Waterloo (Iowa), and La Crosse (Wis.); a municipal airport in Decorah; and train and bus depots in La Crosse (Wis).

History

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

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

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

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

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

Expansion has marked the college’s second century, and Luther now has 2,500 students and 197 faculty. The college has grown physically as well since 1960 with an extensive building program.

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

Organization

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

The management and control of the college is vested in a Board of Regents, consisting of 30 members serving four-year terms plus a bishop designated by the bishops of the ELCA, Region Five, and the president of the college as an ex officio member. The officers of administration, the president of the Alumni Association, a
representative from the ELCA’s Vocation and Education Unit, and representatives of the faculty and the student body also meet with the regents.

Institutional Profile

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

Unique Resources

Radio Broadcasting Facilities

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

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

KLSE-FM (91.7) became part of Luther’s radio facilities in 1974 when the MPR network added a station to serve southeastern Minnesota and northeastern Iowa. The tower is in Rushford, Minn. KLCD-FM (89.5) is a 10-watt booster station for Decorah. Since 1989 Luther has been a Minnesota Public Radio institutional sponsor, affiliated with MPR’s KLSE/KZSE group of stations based in Rochester, Minn.

KLNI-FM (88.7 and 96.3), similar to KLCD, are separate transmitters for the news and information service to provide coverage in the Decorah area. The antenna and transmitter were added to the college’s KWLC tower on campus, along with its satellite uplink, in November 1993. KLSE and KLCD provide 24-hour classical music programming. KZSE and KLNI broadcast Minnesota Public Radio’s news and information service, including programming from National Public Radio (NPR), British Broadcasting (BBC), and Canada Broadcasting (CBC).

Museum Resources

Extensive museum resources representing more than a century of collection are available to Luther students. Luther has a museum studies program which provides an introduction to the field with emphasis on history museums.

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

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

Archives. The Luther College archives holds primary source material of enduring value related to the college, its faculty, alumni and founding congregations. Over 1,800 linear feet of institutional records, personal papers, photographs and other media are available for research projects, curricula development and special events. The archives endowment fund provides additional support for special projects. The reading room is located on the third floor of Preus Library. Rachel Vagts is the College Archivist.

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

Fine Arts Collection. Over 1,500 items comprise the Luther College Fine Arts Collection, anchored by extensive holdings representing the works of Herbjørn Gausta, Marguerite Wildenhain, and Gerhard Marcks. Nearly one-third of the collection is on circulating display throughout the campus. Management of the collection is supported by the Art Department and two endowments. The fine arts collection website, http://finearts.luther.edu, provides a detailed description of the collection with images of principal art works. The collection is administered by art historian Kate Elliott and gallery coordinator David Kamm.

Geology Collection. Several thousand rock, mineral and fossil specimens are contained within the geological collection. Specimens from this collection are on rotating and permanent display in Valders Hall of Science. The bulk of the collection is housed in Preus Library.

Hoslett Museum of Natural History. The Hoslett collections contain over 5,000 vertebrate specimens, including the P. B. Peabody–Frances C. Bordner Memorial Bird Egg and Nest Collection; the vertebrate collections are housed in Valders Hall of Science. Also part of the Hoslett collections are over 1,000 plant specimens, including the Alois F. Kovarik Memorial Plant Collection, and over 6,000 insect and other invertebrate specimens; the herbarium and insect collections are housed in Sampson Hoffland Laboratories. Support of the Hoslett Museum and its programs is provided in part by the Sherman A. Hoslett Memorial Endowment Fund (established in 1972) and by the Endowed Fund for the Luther College Natural History Collections (established 1999). Biology faculty member Tex Sordahl is director of the Hoslett Museum. The herbarium and insect collections are administered by faculty members Beth Lynch and Kirk Larsen, respectively.
Academic Information

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

Goals for Student Learning

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

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

Knowledge

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

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

Abilities

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

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

Values

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

Requirements for the Degree

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

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

Summary of All-College Requirements

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

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

Common Ground

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

Fields of Inquiry

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

Integrative Understanding

- Paideia II (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 II)
- Writing (satisfied within Paideia I, the major, and Paideia II)
- Speaking and Public Presentation (satisfied within the first-year January seminar, the major, and the senior project)
- Research (satisfied within Paideia I, 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 I: A common course for all first-year students, focused on one or more questions that confront us as learners and as citizens. Paideia I is committed to developing students' abilities as critical readers, writers, informed speakers, and researchers. The course will draw on European, African, Asian, and American traditions so that students will encounter multiple perspectives in seeking answers to the questions posed by the course. Material is drawn from ancient times through the present.

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

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

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

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

This requirement must be satisfied in one of the following ways:

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

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

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

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

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

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

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

Fields of Inquiry: Human Knowledge and Its Methods

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

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

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

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

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

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

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

b. Human Behavior: Individual and Communal

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

c. Human Expression: Reflection and Creativity

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

- Music Ensemble/Lessons: Four semester hours of music lessons and/or certified participation in approved music ensembles. Such participation does not carry academic credit; however, the course does appear on the student’s transcript. (Approved organizations: Aurora, Norsemen, Cathedral Choir, Collegiate Choir, Nordic Choir, Cantorei, Collegium Musicum, Varsity Band, Concert Band, Wind 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 II, 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 II offer the chance for more faculty to contribute to it more often, which can enrich interdisciplinary reflection among students and their teachers.

Paideia II: 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 II courses pay special attention to the nature of moral decision making and to the continued development of students’ writing skills. Students may satisfy Paideia II in one of four ways:

a. By enrolling in a single Paideia II course team-taught by faculty from two or more disciplines
b. By co-enrolling in an interdisciplinary cluster of two paired courses specially designed by participating faculty
c. By enrolling in a specially designed sequence of two courses taught by two different faculty members in the same academic year
d. Through the completion of an interdisciplinary minor with a designed Paideia II component

Paired or sequenced courses that satisfy Paideia II 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 II and as part of each major.

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

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

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

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

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

a. Writing: Instruction and practice through Paideia I, the major, and Paideia II

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

c. Research: Instruction, practice, and application through Paideia I, the major, and the senior project

January Term

January Term at Luther alters the pace of the academic year by creating opportunities for students to engage in focused exploration of a single subject. January study is often experiential and/or experimental, and it offers students both greater freedom and greater responsibility for their learning. A separate listing of January courses is published online every year. Note that although some January courses may meet some of the All-College requirements noted above, others will not.

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

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

The second required January Term may be fulfilled in any year after the first and must engage students in one of the following:
a. Off campus experiences: Study away (international and domestic) courses, internships that require work off campus, and/or field experiences, including service-learning opportunities. These forms must involve significant off-campus interaction with the broader community, even if students live on campus during January.

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

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

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

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

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

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

Legend — All College Requirements

<table>
<thead>
<tr>
<th>Common Ground</th>
<th>HE</th>
<th>Human Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>BL</td>
<td>HEPT</td>
<td>Human Expression—Primary Texts</td>
</tr>
<tr>
<td>Paid</td>
<td>Paid2</td>
<td>Paideia II</td>
</tr>
<tr>
<td>Rel</td>
<td>Perspectives and Skills</td>
<td></td>
</tr>
<tr>
<td>Skl</td>
<td>E</td>
<td>Ethical</td>
</tr>
<tr>
<td>Wcl</td>
<td>Hist</td>
<td>Historical</td>
</tr>
<tr>
<td>Fields of Inquiry</td>
<td>Intcl</td>
<td>Intercultural</td>
</tr>
<tr>
<td>NWL</td>
<td>Quant</td>
<td>Quantitative</td>
</tr>
<tr>
<td>NWNL</td>
<td>R</td>
<td>Research</td>
</tr>
<tr>
<td>HB</td>
<td>S</td>
<td>Speaking and Public Presentation</td>
</tr>
<tr>
<td>HBSSM</td>
<td>W</td>
<td>Writing</td>
</tr>
</tbody>
</table>

Major

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.

The following majors are described in the curriculum section of the catalog: accounting, Africana studies, anthropology, art, athletic training, biblical languages, biology, chemistry, classics, communication studies, computer science, economics, elementary education, English, environmental studies, French, German, health, history, management, management information systems, mathematics, mathematics/statistics, music, nursing, philosophy, physical education, physics, political science, psychology, religion, Russian studies, Scandinavian studies, social work, sociology, Spanish, speech and theatre, theatre/dance and women and gender studies.

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. An individualized interdisciplinary major proposal should have sufficient depth in at least two of the disciplines involved to achieve a degree of familiarity with the philosophy, methods, and knowledge base which is at least as great as a person minoring would develop. The courses selected should have a coherent relationship to each other, and the proposal should explain the reasons for the courses chosen and how they fit together.

The individualized interdisciplinary major should meet the following criteria:

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

2. **Number of credits.** The proposed major must have a minimum of 30 credit hours. At least 16 credit hours must be courses numbered above 300.

3. **Approval.** The proposal must be approved by the student’s faculty advisor and the heads of the departments from which the courses are drawn.

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

**Senior Project**

The senior project draws upon a discipline’s methodology and provides a culminating, independent experience of the major. Because presentation and communication of finished projects are typical of a culminating experience, many senior projects will include writing and oral communication components. A student must complete only one senior project to satisfy the college requirement, but individual departments may require a senior project as part of the major requirement.

**Procedures for senior project registration:**

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

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

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

4. When senior projects are received by the registrar’s office, the projects are passed on to the appropriate faculty members for grading.
5. Students are expected to comply with any additional guidelines concerning the senior project that are specified by particular departments.

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

**Residence**

To qualify for the bachelor of arts degree from Luther College, a student must complete at least the senior year (32 semester hours) in full-time residence at the college. Most professional schools prefer the baccalaureate degree for admission and many of them require it. Luther permits a student who has completed other requirements for the B.A. degree to transfer into an approved professional school program (law, medicine, dentistry) at the end of the junior year and offer the last 32 hours for graduation from work in the professional school. Cooperative programs in engineering, environmental management, resource management, clinical lab science and technology, cytotechnology, nuclear medicine technology, occupational therapy, and physical therapy, are described in the catalog under the Liberal Arts and Careers.

**Candidacy for the Degree**

All members of the senior class must be approved by the department heads before they are eligible to participate in commencement exercises or to receive the bachelor of arts degree. To qualify for the bachelor of arts degree from Luther College, a student must have completed all admissions requirements, must complete at least the senior year (minimum of 32 semester hours) in residence at the college, and must register in the final semester for all remaining requirements for the degree (or arrange with the registrar to complete them). Students accepted for candidacy are expected to participate in commencement exercises at the conclusion of the academic year.

**Minor**

Students may designate a minor field of specialization, although minors are not required for graduation. The requirements for these academic minors are described in the Curriculum section of the catalog: Africana studies, art, biology, chemistry, classics, classical studies, communication studies, computer science, economics, English, environmental studies, French, German, health, history, international studies, management, management information systems, mathematics, museum studies, music, philosophy, physical education, physics, psychology, religion, Russian studies, Scandinavian studies, secondary education, social welfare, sociology, Spanish, theatre/dance, women and gender studies, K–12 teaching of art, K–12 teaching of health, K–12 teaching of music, and K–12 teaching of physical education.

Students must have a C (2.00) average in the number of hours required for the minor; with departmental approval, a maximum of four hours taken on a credit/no credit grading basis may be applied toward the minor.

**Second Teaching Area for Secondary Education Majors**

Students who seek certification for teaching may declare a second teaching area. In some cases requirements for a second teaching area may vary from those for an academic minor. Students desiring a second teaching area should consult with the head of the education department for details. This is an Iowa licensure designation only.

**International Management Studies**

For students majoring in modern languages or in economics, accounting, management, or management information systems who have a special interest in aspects of international affairs, Luther offers an opportunity to obtain certification in international management studies. Students must have a C (2.00) average in the courses required for the program.

Students majoring in economics, accounting, management, or management information systems must complete a minimum of four courses (or the equivalent) in a single foreign language including foreign
language 345 (conversation and composition) and four additional credits numbered 300 or above. It is recommended that students take the course in “business language” of their foreign language.

Students majoring in a language must complete the following courses from the offerings in the department of economics and business: ECON 130 and ECON 362, ACCTG 150, and MGT 360. These are the fundamental courses for students interested in international management. However, those choosing this option may wish to enhance this area of concentration with appropriate course work from related fields such as political science, anthropology, and history. In addition to on-campus offerings, overseas opportunities for studies and internships are available.

Advising

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

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

Advisors are active listeners who provide information and confidential guidance. They help students in developing a program of study and evaluating academic progress, and direct them to appropriate campus support services. Advisors also explore with students their long-term professional plans and sense of vocation, and support students in their search to integrate their intellectual and personal lives.

Students should prepare themselves to take advantage of the advising relationship by understanding the college’s policies, procedures, and requirements pertaining to academic progress. Ultimately individual students are responsible for not only ensuring the satisfaction of all requirements but for exploring opportunities and engaging in the kind of self-reflection that allows them to make the most of their college experience.

Academic Policies and Procedures

Calendar

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

The January term at Luther alters the pace of the academic year by creating opportunities for students to engage in focused exploration of a single subject. January study is often experiential and/or experimental, and it offers students both greater freedom and greater responsibility for their learning. A separate listing of January courses is published online every year. Note that although some January courses may meet some of the All-College requirements, others will not. Students are required to complete two January terms while enrolled at Luther, one of which is the first-year seminar.

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

**Registration of Full-Time Students**

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

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

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

**Registration of Part-Time Students**

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

**Class Load**

The average annual class load for full-time students is 33 semester hours. This annual average includes courses taken during the fall semester, the January Term, and the spring semester. Normally, a student will register for three or four courses (four hours each) in a semester and one course (4 hours) 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 must first secure permission from the registrar. A fee of $574.00 is charged for each hour of credit in excess of an annual load of 36 hours. Extra credit hours are determined based on the total number of credit hours a student has registered for in the academic year, which includes fall, January, and spring terms. Credit hours for courses dropped without academic record are excluded from this calculation. Additional information on the extra hours fee can be found under the Costs and Financial Policies section of the catalog.

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

**Class Attendance**

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

**Academic Transcript**

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

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

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

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

Auditing Courses

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

Area residents wishing to attend class without receiving college credit may do so by registering for the course as an audit. This requires the consent of the instructor and the registrar. The charge to area residents for auditing one course is $100 plus any additional fees required for the course (i.e., music lesson charges, specific course fees, etc. see Table of Fees.) Registration for area residents occurs on the first day of classes, if space is available in the course. Area residents are limited to auditing one course per term.

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

Repeating Courses

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

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

Independent Study

Students may register for individualized courses of study for independent study credit under course number 395 in each department. The prerequisite in a given department is 12 semester hours of credit in that department. The student who wishes to design a course of independent study should outline a proposal on the official application form available at the registrar’s office web site and obtain written approval from the instructor who will direct the course, his or her advisor, and the head of the department in which the study is done. A student may take no more than four hours of independent study in one semester.

Internships

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

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

1. Not more than one course in a semester and not more than two courses per academic year may be taken for credit/no credit; the maximum number of courses is six.

2. The work of a student enrolled on a credit/no credit basis is treated in all respects like the work of regularly enrolled students.

3. The student must authorize credit/no credit grading for a full-semester course in the first eight class days of the semester or in the first four days for a seven-week course. He or she may cancel the authorization at any time up to the final day of classes in the semester or half-semester and receive the earned letter grade. If the authorization is not canceled, grades of A, B and C are recorded on the transcript as CR; grades of D and F are recorded as NC. A student who receives a grade of D in a course where credit/no credit grading has been authorized may elect to have the D recorded on the transcript in place of the NC within 30 days of receiving the grade report.

4. The number of courses permitted on a credit/no credit basis is exclusive of any courses offered on a credit/no credit basis only. Further, any student, including first-year students, may also register for one-credit physical education activities on a credit/no credit basis. Such courses taken on a credit/no credit basis may be used to fulfill graduation (but not all-college) requirements.

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

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

Credit by Special Examination and Advanced Placement

In order to provide a means whereby a mature student may obtain credit in a subject in which he or she has attained mastery through intensive private study or experience, the college has instituted a system of credit by comprehensive examination. For credit earned by special examination the charge is $50 per course. Each academic department is responsible for establishing eligibility requirements for the examinations and for administering them. Credit by examination is available for most courses offered on campus but the student should discuss the course requirements with the department head.

Some academic departments will award advanced placement credit based on successful completion of coursework in the department. For example, advanced placement credit in mathematics is dependent on successful completion of a second or third calculus course. Advanced placement credit in computer science is dependent on successful completion of computer science 151 or one of the other computer science courses required for the major. Computer science 150 is the lowest numbered course for which advanced placement credit will be considered.

Classification

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

Sophomore: 27 semester hours, 54 grade points
Junior: 60 semester hours, 120 grade points
Senior: 94 semester hours, 188 grade points
Students who register for less than 12 hours are classified as part-time students.

**Grades**

The transcript of a student's academic record will include all courses from which he or she has not withdrawn prior to the end of the first four weeks of the semester (first three weeks of a half-semester course). The following notations and grade point values are used:

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

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

- **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 first four weeks of the semester (first eight days of a half-semester course) and up to 5 p.m. of the day five weeks previous to the last day of classes in the semester. Discontinuing a course without a valid withdrawal results in a grade of F.

- **WF** For courses from which a student withdraws from Luther after the eighth week of the semester. Indicates the student was failing the course at the time of withdrawal. The grade does not affect the Luther GPA. A student who earns at least one WF grade at the time of withdrawal must appeal to the AAA committee for readmission to Luther.

- **WP** For courses from which a student withdraws from Luther after the eighth week of the semester. Indicates the student was passing the course at the time of withdrawal. The grade does not affect the Luther GPA.

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

- **I** The grade of incomplete is used only when a student has done passing work, D- or better, and because of circumstances beyond his or her control has failed to complete the required work for the course. It is not used to give 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. The work must be completed and submitted to the instructor by the last day to add a full semester course of the subsequent fall or spring semester or the I is replaced by a failing grade. An instructor may recommend to the registrar an extension of this deadline in cases of special hardship. An incomplete grade cannot be given for the senior project.
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 Student Honor Council, applies to all aspects of the academic life of the student, including written tests, quizzes, examinations, and assigned written or oral work. Violations of the honor system come under the jurisdiction of the Honor Council, composed of students, elected by the various classes, and a faculty advisor. Each student at Luther College must sign the following statement at the time of registration:

I am aware that an Honor System is in effect at Luther College, and I understand its implications for me as a student. I understand that as a student I am expected to uphold the highest standard of academic integrity, neither giving nor receiving any unapproved assistance, and that I am expected to demand the same standards of academic integrity in my fellow students.

Academic Warning, Probation and Dismissal

Graduation at Luther College requires a minimum grade point average (GPA) of 2.00 for 128 hours of course work. Any student whose Luther GPA falls below 2.00 will either be placed on 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, parents, and the academic advisor.

Academic Warning: Students will be placed on 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. The academic record of students who remain on 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>
</tbody>
</table>
Students who are placed on academic probation must meet with both their academic advisor and an advisor from the Student Academic Support Center in order to develop an academic recovery plan. Students on probation who improve their cumulative GPA to the minimum level or higher will be removed from academic probation.

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

**Academic Dismissal:** Students on academic probation risk dismissal from Luther College. Full-time students on probation will be dismissed

1. if they remain on academic probation for three consecutive semesters,
2. if they fail to adhere to the conditions of enrollment established by the committee on academic progress,
3. or if they earn a term GPA of less than 2.00 (12 hours minimum fall or spring, 4 hours minimum January term), unless the term GPA raises the cumulative GPA above the minimum level for academic probation.

Under normal circumstances, only a student previously on academic probation will be considered for dismissal. The college reserves the right at any time to dismiss any student who was not previously on academic probation

The time period of dismissal will be for at least one semester (fall or spring). Students requesting to return to Luther after the dismissal period must have approval from the committee on academic progress. Students may initiate the readmission process by contacting the Registrar’s Office.

**Satisfactory Progress:** Students must continue to make satisfactory progress towards completion of their degree. The following table indicates the minimum hours needed for satisfactory progress. Transfer course work is included in both the number of semesters and hours completed calculations.

<table>
<thead>
<tr>
<th>Number of Semesters</th>
<th>Minimum Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>3</td>
<td>35</td>
</tr>
<tr>
<td>4</td>
<td>48</td>
</tr>
<tr>
<td>5</td>
<td>61</td>
</tr>
<tr>
<td>6</td>
<td>74</td>
</tr>
<tr>
<td>7</td>
<td>87</td>
</tr>
<tr>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>9</td>
<td>114</td>
</tr>
<tr>
<td>10</td>
<td>128</td>
</tr>
</tbody>
</table>

Students failing to meet these guidelines may be placed on academic warning.
Financial Aid and Academic Progress

Federal regulations and college policy require students to maintain academic progress in order to receive need-based financial aid. A separate policy regulates eligibility for continued receipt of financial aid. See the Consumer Information section of the financial aid website (http://www.luther.edu/financial-aid/) to review the entire Satisfactory Academic Progress Policy for Financial Aid.

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 allows the appropriate offices to terminate the enrollment status of the student according to a specific date. Tuition and fees are refunded as shown under refunds in the section on college costs. Students who wish to return to Luther must reapply for admission by contacting the student life office.

Administrative Withdrawal

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

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

• The student does not respond appropriately to reasonable requests from faculty instructors, his/her advisor, the Registrar, the VP/Dean for Student Life, and other College personnel for explanation of non-attendance;

• The student is on academic probation and is not following through with expectations for academic recovery.

If the student is classified as a dependent student on the tax returns for his/her parent(s) or if the student has otherwise authorized disclosure of educational records to his/her parent(s)/guardian(s) under FERPA, the student’s parent(s)/guardian(s) may be notified.

Readmittance

Students who wish to return to Luther must reapply for admission by contacting the Student Life Office. Reapplication requires a statement of intent to return and supporting evidence for readiness to rejoin the college. The Admissions Sub-committee will review the requests from students who withdrew for academic reasons, or who were academically dismissed from the college. Students who withdrew for emergency or medical reasons will be asked to provide the required documentation and be reviewed by the Student Life Office. Other students who wish to return to the college will be reviewed by the Student Life Office in consultation, when appropriate, with the Admissions Sub-committee.

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.

**Academic Support Programs**

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

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

**Disability Services.** Luther College is committed to providing equal educational opportunities for individuals with disabilities, in accordance with state and federal law and regulations, including the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. To ensure equal access for students with disabilities, Luther College provides reasonable accommodations that do not alter the nature of the academic or residential programs. Both Luther College and the ADA emphasize that a student must register with Disability Services by providing appropriate documentation about the disability from appropriate professionals and also make timely and reasonable requests for accommodations and services. Accommodations may vary from class to class and be different for individuals with the same disability. Go to http://www.luther.edu/sasc/ for information regarding disability services.

**Student Support Services.** The Student Support Services (SSS) project at Luther College is designed to help eligible students maximize their academic potential and achieve their professional and personal goals. SSS offers individualized tutoring, writing assistance, academic advising, career counseling, and personal support, in addition to small study groups, study skills workshops, and leadership opportunities. The project is funded by the U.S. Department of Education, under Title IV of the Higher Education Act of 1965, and is defined by the regulations that govern all TRIO programs. SSS has been an active presence on the campus since 1973. It is sponsored by the college community and administered through the office of the academic dean.

**Honors Program**

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

The honors program is under the oversight of the Honors Advisory Committee and the Honors Program Director, Terry Sparkes. The Honors Program consists of the following challenges, opportunities, and distinctions: scholars colloquium, honors core, the senior symposium, department honors, Latin honors, research grants, participation in regional and national research conferences such as the National Conference on Undergraduate Research, special advising for national fellowships, department prizes, election to Phi Beta Kappa and to discipline-based national honor societies.
Scholars Colloquium

The Scholars Colloquium (Honors 130) is a one-credit discussion-based course for first-year students who have been awarded the Regents scholarship. This is an opportunity to engage with other high-achieving first-year students in thoughtful discussion of issues and ideas from a wide range of topics.

Honors Core

This program provides a set of interdisciplinary courses for students after their first year. Its specific goal is to enrich students’ liberal arts education by helping them understand major crossroads in the development of human responses to questions about the natural world, human society, and ultimate meaning and values. These challenging courses will examine the major conceptual developments that have shaped the modern world.

Students must apply for admission to the core. The application process will be open to all students with a cumulative GPA of (typically) 3.0 or higher. Applications will be evaluated by the Honors Advisory Committee. Successful completion all four courses will be noted on a transcript by the designation: “Completion of Honors Core.”

Senior Symposium

The Senior Symposium is an opportunity for select students to discuss intellectual ideas with the President and Dean of the college. Students will typically apply during the spring of their junior year to participate the following fall and spring. Applications will be evaluated by the Honors Advisory Committee. The students selected will meet once per month with the President/Dean to discuss an article, or book, or some issue of scholarly interest. (No academic credit awarded.)

Department Honors

Honors may be earned in a student’s major field by completing the major with a GPA of at least 3.5 (departments may stipulate a higher figure) and by doing either a senior honors project or honors work in a senior seminar. In the spring semester of the junior year, students with cumulative GPAs of at least 3.5 in their majors are invited to submit proposals for senior honors projects. Those students who choose to do so prepare and submit detailed project proposals to the project advisors, department heads, and the honors program director. Approved projects carry four credits, are arranged by the student and advisor, and are completed in the senior year. The senior honors project is evaluated by a review committee consisting of the advisor, a faculty member from the major department, and a faculty member from another department. The project must earn a grade of A or A- to receive credit for honors; if a grade below A- is earned, it is recorded as a senior project.

Dean’s List, Latin Honors

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

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

Research Grants

Academic Administrative Assistantships allow students to do research and develop professional skills in their major fields of study in paid work positions during the academic year or the summer. The assistantships are awarded through faculty application.
Honors and Research Grants. The honors program offers grants to juniors and seniors who undertake independent research or creative projects that involve expenses not normally covered by a department. Students with 3.0 GPAs in their majors may apply for grants to cover expenses for research projects and costs of travel to conferences to present research results. Recipients are expected to submit a report describing the work accomplished with the help of the grant.

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

Participation in Regional and National Conferences

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

Special Advising for National Fellowships

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

Department Prizes

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

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

Luther College is one of the few higher education institutions in the United States with a chapter of Phi Beta Kappa, a scholastic organization that recognizes students who have achieved distinction in the liberal arts and sciences. In accordance with the regulations of the national governing body of Phi Beta Kappa, members are elected on the basis of broad cultural interests, scholarly achievement, and good character. The specific criteria for eligibility for election to Phi Beta Kappa at Luther include but are not limited to the following: a senior must have at least 94 hours of liberal arts work (of the 128 hours required for graduation) with a high standard of scholastic achievement; candidates must also fulfill the college requirements in mathematics and language.

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

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

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

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

Lambda Theta recognizes scholastic achievement in Social Work.

Omicron Delta Epsilon recognizes scholastic achievement and honors outstanding achievements in economics. Membership is by invitation of the economics and business department faculty.
Phi Alpha Theta seeks to bring students, teachers, and writers of history together both intellectually and socially through participation in campus, regional, and national activities. Students and professors are elected to membership on the basis of excellence in the study or writing of history.

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

Pi Kappa Lambda recognizes and encourages the highest level of musical achievement and academic scholarship. The society is convinced that recognizing and honoring musicians who have enhanced their talents through serious and diligent study will stimulate others to do the same.

Pi Mu Epsilon promotes scholarly activity in mathematics by recognizing achievement and promoting activities outside the classroom. Membership is open to majors or minors who satisfy a tiered GPA requirement in their math course work.

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

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

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

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

Study-Abroad Programs

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

Policies

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

Detailed information on all programs, including scholarships, is available in the Larsen Hall study abroad resource center. Information on financial assistance and policies is available in the financial aid office. The amount of financial assistance available will vary from program to program. Students will work with the financial aid office to determine their eligibility.
March 1 Application Deadline

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

Nottingham Year

Luther College sponsors a yearlong academic program in Nottingham, England. A Luther faculty director accompanies the 12 students who live in a rented facility which functions as a residential extension of Luther College. The program includes study at the University of Nottingham and three courses taught or administered by the Luther faculty director. Optional field experiences working with the staff of one of a variety of social service agencies in the city of Nottingham are also available.

Malta Semester

Luther College sponsors, along with Concordia College, Minnesota, a semester program in Sliema, Malta. Luther or Concordia faculty directors accompany the fourteen students who live in a rented facility which functions as a residential extension of Luther College. Students take specifically designed courses taught by University of Malta faculty on Malta and the Mediterranean region. The program typically includes travel within the region.

Münster Exchange and Semester Programs

Luther College sponsors a semester or yearlong academic exchange program in Germany at the Westfälische Wilhelms-Universität in Münster. Students take courses at the university in a variety of academic areas and live in apartments with German students. German students come to Luther College as a part of this exchange.

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

Norwegian Programs

Luther sponsors, along with Concordia College, a semester program in Lillehammer, Norway. A Luther or Concordia faculty member directs the program. The program includes study of the Scandinavian Baltic regions and travel within the region. A second program involves an exchange agreement with Telemark University College that enables Luther students to spend a semester or year of study at Telemark University College in Bø. Norwegian students come to Luther College for study.

Lutheran College China Consortium

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

JASIN—Japan Studies in Nagasaki

The JASIN program at Nagasaki College of Foreign Languages offers courses in Japanese language, society, and culture. In addition to a Japanese language class, students are required to take Japan studies classes, conducted in English or Japanese, and have the option to take seminars in traditional Japanese arts. Students may participate in either fall or spring semester.
**Lutheran College Consortium to Tanzania**
Luther College sponsors, along with St. Olaf College, Pacific Lutheran University, and Concordia College, a fall semester program at the University of Dar es Salaam in Tanzania where students study courses in a variety of academic departments. Students live in university residence halls with Tanzanian, North American, and other international students.

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

**AustraLearn, AsiaLearn, EuroLearn**
AustraLearn, AsiaLearn, and EuroLearn, educational programs of GlobaLinks, offer study programs for a semester, year, summer, or on a short term course, in universities in Australia, New Zealand, Fiji, China, Hong Kong, Japan, Malaysia, Singapore, South Korea, Thailand, England, Ireland, Italy, Scotland, The Netherlands, and Wales. Through the EuroScholars program, advanced students may qualify for research opportunities at various European universities in Belgium, Finland, Germany, Italy, Switzerland, and The Netherlands.

**CIEE—Council on International Educational Exchange**
CIEE offers semester, year, and summer study programs at universities in Africa, the Middle East, Australia, Europe, and Latin America. Program sites include Botswana, Ghana, Morocco, Senegal, South Africa, Tanzania, Jordan, Turkey, Cambodia, China, India, Japan, Korea, Taiwan, Thailand, Vietnam, Australia, Belgium, the Czech Republic, England, France, Germany, Hungary, Ireland, Italy, the Netherlands, Poland, Portugal, Russia, Spain, Sweden, Argentina, Brazil, Chile, Costa Rica, the Dominican Republic, Mexico, Nicaragua, Peru, and Bonaire.

**DIS—Danish Institute for Study Abroad**
DIS has for more than 50 years offered semester, year, or summer study programs in Copenhagen, Denmark. Semester or year programs include Architecture and Design; Biotechnology and Biomedicine; Child Diversity and Development; Communication and Mass Media; European Culture and History; European Politics and Society; Global Economics; International Business; Medical Practice and Policy; Migration and Identity; Pre-architecture; Psychology; Public Health; and Sustainability in Europe. Summer programs include early summer courses (in various academic fields); Architecture and Design (including Architecture, Interior Architecture, Urban Design, Pre-Architecture, Furniture Design in Scandinavia, and Textile Design in Scandinavia); and Nursing in Northern Europe.

**IES Abroad—Institute for the International Education of Students**
Since 1950 IES has offered study abroad programs for summer, semester, or year study in Africa, Asia, Australia, Europe, South Asia, New Zealand, and South America. IES has centers and university affiliations in Argentina, Chile, Ecuador, Australia, New Zealand, China, India, Japan, Austria, England, the European Union, France, Germany, Ireland, Italy, the Netherlands, Spain, Morocco, and South Africa. Students take their coursework through IES or combine university study with IES courses.
IFSA Butler—Institute for Study Abroad at Butler University

IFSA-Butler offers more than 90 programs for summer, semester, or year study in Europe, Australia, New Zealand, Latin America, and Asia. Through its affiliations with universities in England, Scotland, Ireland, Northern Ireland, Wales, Spain, Australia, New Zealand, Argentina, Chile, Costa Rica, Peru, Mexico, Egypt, India, and China, students study with local and international students.

ISA—International Studies Abroad

ISA is affiliated with nearly 50 universities throughout Europe, Latin America, Asia, and Northern Africa and offers intensive month, summer, semester, and year programs of study. Programs are located in Argentina, Brazil, Chile, Costa Rica, Dominican Republic, Mexico, Peru, Belgium, Czech Republic, England, France, Italy, Spain, Jordan, Morocco, and China. ISA also offers non-credited experiential learning opportunities through its ELAP programs in Argentina, Chile, Costa Rica, Dominican Republic, Mexico, and Peru.

Luther College January Term Abroad

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

Off-Campus Programs

ACM—Associated Colleges of the Midwest

ACM, a consortium of independent liberal arts colleges in Illinois, Iowa, Minnesota, Wisconsin, and Colorado, offers off-campus study programs for a semester in Chicago, Illinois, and Oak Ridge, Tennessee. ACM Chicago programs include Business, Entrepreneurship, and Society; Chicago Arts; Urban Studies; Newberry Seminar in the Humanities. In Oak Ridge, Tennessee, ACM offers the Oak Ridge Science Semester at the National Laboratory.

Lutheran College Washington Consortium

Luther College sponsors a semester program in Washington, D.C., through the Lutheran College Washington Consortium. Students live and work in the nation’s capital. They take two academic courses, participate in field trips, lectures and cultural activities, and intern in the office of a member of Congress, a government agency, a nonprofit organization, a museum, theatre, or other position designed to meet the student’s needs and interests. The full semester program is available in the fall and spring and is open to juniors and seniors in most academic disciplines. The Consortium does not operate a formal summer program but can provide housing for students doing Washington internships and occasionally can assist students seeking internships. Information, application materials and registration procedures are available by contacting Dr. Nancy D. Joyner, Director, Lutheran College Washington Consortium, 1011 Arlington Blvd., Suite 330, Arlington, VA 22209-2243 (dean@washingtonsemester.org), or Dr. Moeller (political science).

Luther College January Term in the U.S.

Each January two to five Luther faculty lead discipline-based courses are offered in the United States (Holden Village, Northern Minnesota, the Southwest, Silicon Valley). Courses generally contribute to credits earned in the major or to general education requirements.
Special Programs On Campus

Institute in American Studies for Scandinavian Educators

This summer institute, held annually since 1964, is attended by 40–50 teachers from the countries of Denmark, Finland, Iceland, Norway, and Sweden. The Institute concentrates on the contemporary life in this nation with both its problems and its potential. Lectures are presented on a wide variety of topics such as: American literature, American society, the American political-economic system, immigration, the educational system, minorities, foreign policies, the churches, native Americans, language dialects, and others. The course, unique in American higher education, is offered at the postbaccalaureate level of instruction.
The Liberal Arts and Careers

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

Africana Studies

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

Anthropology

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

Art

Art majors go on to careers built around a studio foundation setting up their own studio as designers, graphic novelists, inter-media artists, painters, potters, printmakers, and sculptors. Others find work in contemporary architecture design, eco-design, video game development, publishing houses, advertising agencies, medical and scientific illustration firms, and art research libraries. Some build careers by working as museum and gallery curators, art therapists, art recreation coordinators, or in the areas of art management or museum studies. Many art majors continue their education in MFA programs, while others enter the teaching profession and spend a life of creative service.
Business

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

Students who pursue an education in the business field major in economics, accounting, management, and management information systems. The faculty has also established certificate programs involving joint study in two or more departments. These include arts management, international management studies, music management, theatre/dance management, and sports management. Students interested in these special programs should consult the Special Programs information.

Government and corporate recruiters visit the campus each year, including firms such as Accenture, Deere & Co., Deloitte Touche Tohmatsu, Fastenal Company, Hormel Foods, IBM, Jeld-Wen, KPMG LLP, Minnesota Life, Principal Financial, Thrivent Financial, Baker Tilly Virchow Krause LLP, and Wells Fargo. The department of economics and business has earned an excellent reputation for the quality and success of its graduates. Many have earned advanced degrees at professional and graduate schools throughout the United States. An exceptionally large number have become CPAs. Luther College graduates are well represented in decision-making positions in private, public, and not-for-profit entities both within and outside the United States.

Church Vocations

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

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

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

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

The Luther College clinical laboratory science and technology, cytotechnology, and nuclear medicine technology programs require three years of study on campus (96 semester hours) followed by one year of off-campus study in one of the affiliating health care facilities. Students who enjoy science and would like to be a part of the health team will find a rewarding career in clinical laboratory science and technology, cytotechnology, or nuclear medicine technology. Informational material describing preprofessional and professional curricula, application procedures, and standards for admission may be obtained from W. Stevens, on-campus coordinator for clinical laboratory science and technology/cytotechnology, or M.
Kaehler, on-campus coordinator for nuclear medicine technology. The off-campus clinical year of study may be completed at one of the following affiliates.

**Clinical Laboratory Science and Technology**
Mayo School of Health Sciences, Rochester, Minn.
Mercy College of Health Sciences, Des Moines, Iowa
St. Luke’s Methodist Hospital, Cedar Rapids, Iowa

**Cytotechnology**
Marshfield Medical Center Laboratory, Marshfield, Wis.
Mayo Foundation, Rochester, Minn.
University of Wisconsin, Madison, Wis.

**Nuclear Medicine Technology**
Froedtert Memorial Lutheran Hospital, Milwaukee, Wis.
Mayo Foundation, Rochester, Minn.
St. Luke’s Medical Center, Milwaukee, Wis.

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

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

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

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

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

**Engineering**

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

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

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

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

**English**

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

**Environmental Biology and Conservation**

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

**Government**

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

In recent years Luther graduates interested in government or government-related vocations have followed one or more of the following paths. Some have become involved in partisan politics; this can result in appointed or elected political positions (graduates of Luther College currently serve in the Wisconsin and Iowa legislatures and in the United States House of Representatives). Although the national government has
limited its hiring in the recent years, it still is possible to obtain entry level positions in the civil service sectors at every level of government. Students interested in the United States diplomatic service can take the annual Foreign Service Examination. Many students enter postgraduate programs that provide training for specific areas of government service. These include paralegal programs, law school, and M.A. programs in such fields as urban planning, public administration, and public policy.

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

Health and Physical Education

Teaching and coaching in the elementary and secondary schools have been the career choices of many Luther College graduates who have majored in health and physical education. Numerous other opportunities are available in the growing areas of health-related programs, sports management, athletic training, physical therapy, and the recreation industry. Excellent facilities and training areas are available at Luther to prepare students for such vocational opportunities. Special emphasis is placed on student practicums in all areas of preparation in health and physical education.

History

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

Journalism

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

Law

In its final report, a study commission of the American Bar Association recently wrote that it does "not recommend any particular group of undergraduate majors, or courses, that should be taken by those wishing to prepare for legal education...The law is too multifaceted, and the human mind too adaptable, to permit such a linear approach to preparing for law school or the practice of law." The report continued by identifying important skills (e.g., analytic and problem solving, critical reading, writing and oral communication) and values (e.g., serving others and promoting justice), as well as significant bodies of
knowledge, that students ought to acquire prior to law school. It concluded that “taking difficult courses from demanding instructors is the best generic preparation for legal education.” For those reasons, Luther does not offer a prescribed program of prelaw study, but encourages students to take a rigorous liberal arts curriculum and to choose a major that is both interesting and challenging. We encourage students to consult with a prelaw advisor, either John Moeller or Steve Holland, as well as their regular faculty advisor in planning their program, and to take advantage of occasional prelaw forums on campus.

**Library and Information Science**

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

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

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

**Linguistics**

Luther is one of very few liberal arts colleges to offer courses in linguistics, a discipline which allows students to approach language study from an interdisciplinary perspective. Because linguists investigate how language works, the field provides crucial background for teachers of English and foreign languages at all levels. It also allows business people and educators alike to make more informed decisions regarding language policies, minority rights, legislation on the use of English, and other social issues. Linguistic expertise is increasingly called for in the advertising industry and Web-based translation services. Because linguists explore the connection between the mind and brain, linguistic background is crucial for people seeking jobs in speech-related medical sciences. Linguists also work as anthropologists and missionaries with indigenous peoples in the United States and around the world documenting indigenous languages and assisting in developing policies and written resources.

**Mathematics and the Sciences**

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

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

A college graduate who has majored in chemistry is prepared for a variety of positions in medicine, industry, and civil service. The graduate who wishes further training and experience as a research scientist goes on to additional study for an advanced degree, concentrating in one of the areas of chemistry. An undergraduate training in chemistry is also basic to such fields as medicine, biochemistry, microbiology, metallurgy, and ecology.
Physics majors are encouraged to obtain a broadly based interdisciplinary background to prepare for fields such as energy resources, environmental sciences, electronics, computer science, medical physics, physics teaching, and business. The physics major has the basic training to enter graduate study and research in physics, astronomy, earth and space sciences, health physics, most engineering fields, optics, and computer science.

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

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

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

**Modern Languages and Literatures**

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

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

- to communicate more fully with people whose language and culture are different from their own;
- to better understand the relationship between human cognition, social behavior, language structure, and language use, and to apply the resulting skills to the study of any language;
- to develop analytical skills and aesthetic appreciation in the study of written texts, including literature, increasing their awareness of the diversity of human culture through encounters with and practice in non-Anglophone ways of thinking; and
- to broaden their understanding of other cultures, to reflect upon their own, and to better appreciate the interaction between language and cultural expression.

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

**Museum Studies**

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

Music
The Chicago Symphony, Detroit Symphony, National Symphony, U.S. Air Force Band, U.S. Army Band, Dale Warland Singers, and Gregg Smith Singers all have Luther graduates among their members. Luther alumni have garnered leads in national touring performances of Les Misérables and Fiddler on the Roof. Luther College has been well represented at the New York Metropolitan Opera Auditions with recent winners at both the national and regional levels. The number of Luther alumni presently performing with professional ensembles speaks well of the department’s success in preparing solo performers.

Many Luther alumni have entered graduate degree programs to prepare for careers in performance or college teaching. Recent graduates have attended Illinois, Indiana, Northwestern, Minnesota, Missouri, Michigan, Cleveland Institute, University of Texas, Yale, the Cincinnati Conservatory, Florida State University, Eastman School of Music, Manhattan School of Music, and Juilliard School of Music.

Education is another popular path among music majors, and Luther graduates have succeeded in securing excellent positions in the music education field. With additional study at a university, music education students can also earn a degree in music therapy.

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

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

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

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

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

**Optometry**

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

**Pharmacy**

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

**Physical Therapy**

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

**Psychology**

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

**Research—Basic and Applied**

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

**Social Work**

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

**Sociology**

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

**Teaching**

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

**Theatre/Dance**

Theatre/dance majors continue to move into a variety of careers. High school and college teaching; working professionally as a designer, dancer, actor, stage manager, or technician; establishing and running a theatre or dance company; managing a production company; providing somatic therapy; and managing and teaching in a dance studio are some examples. Theatre/dance can also provide a valuable foundation for success in such diverse careers as arts management, the ministry, public relations, arts therapy, retail, arts advocacy, radio, and television.

**Veterinary Medicine**

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

Divisional Structure

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

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

Division of History and Social Sciences

Division of Humanities and Fine Arts
Art, Classics, English, Modern Languages and Literatures, Music, Philosophy, Religion, Theatre/Dance

Organization of Courses in This Catalog

For convenience of reference the courses are listed alphabetically by discipline. When applicable, the current department head and/or program director name is included with each discipline listing. A complete listing of the 2009–10 faculty by department is included at the end of the curriculum section of this catalog. The general education requirement codes (e.g., HEPT, Intcl, etc.) that each course fulfills can be found at the end of the course description. The legend for the general education codes are located on page 18.

Course Numbers

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

Special Topics

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

Ramona Nelson (department head)

The accounting major prepares students for career opportunities in public accounting, corporate finance, manufacturing, government service, health care, and not-for-profit 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 and ECON 242; ACCTG 150; MIS 130; and MATH 141 or MATH 151. Also required are ACCTG 250, 353, 354, 358, 365, 467, 468, 490. The ACCTG 490: Senior Project course is required to complete an accounting major. Suggested electives include ECON 247, 248, ACCTG 357, MGT 353 and MGT 361. Students must achieve at least a C average (2.0 GPA) in the foundation courses. Courses in which grades below C- are earned will not count toward filling the foundation requirements. These foundation requirements should be completed by the end of the sophomore year. (Accounting courses numbered above 300 are intended for students with junior standing.)

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

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

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

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

Accounting Courses

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

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

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

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

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

ACCTG 285 Directed Study
2, 4 hours
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.

ACCTG 353 Intermediate Accounting I
4 hours
Deals with financial accounting concepts and practice. Provides an expansion of the basic fundamentals of accounting procedure. Includes intensive coverage of the asset and liability sections of the balance sheet. Student applies accounting theory, standards, principles, and procedures to accounting problems. Prerequisite: ACCTG 250, and junior standing or above. (E, R)

ACCTG 354 Intermediate Accounting II
4 hours
Further coverage of financial accounting concepts and practice. Includes intensive coverage of the stockholders' equity section of the balance sheet, the statement of changes in financial position, and other special topics, including pension costs, leases, and income tax allocation. Prerequisite: ACCTG 353. (E, R)

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

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

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

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

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

ACCTG 395 Independent Study
1, 2, or 4 hours

ACCTG 467 Auditing and Assurance Services
4 hours
Emphasizes the analysis of an entity’s business strategy, identification of risks, mapping of business processes, evaluation of internal controls, and the implications of each of those analyses on the quality of financial and 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 judgment, examine client financial statement assertions and document a problem’s analysis, the procedures applied, and the conclusions reached. Writing instruction and practice are incorporated to realistically reflect the practice of accounting. Prerequisites: ACCTG 354; open only to seniors. (E, W)

ACCTG 468 Federal Income Taxation
4 hours
Analysis of the individual income tax, with emphasis on the economic and legal effect on the individual taxpayer. Much of the material is relevant to the taxpayer in the business environment, including taxation for the proprietor, partnership, and basic concepts of corporate taxation. Prerequisites: ACCTG 354; open only to seniors. (E, R)

ACCTG 485 Seminar
Credit arr.

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

ACCTG 493 Senior Honors Project
4 hours
A yearlong independent research project. Applications are completed on the “Honors Program” form available at the registrar’s office, requiring the signatures of a faculty supervisor, the department head, the honors program director, and the registrar. Interdisciplinary projects require the signatures of two faculty supervisors. The project must be completed by the due date for senior projects. The completed project is evaluated by a review committee consisting of the faculty supervisor, another faculty member from the major department, and a faculty member from outside the major department. All projects must be presented publicly. Only projects awarded an “A-” or “A” qualify for “department honors” designation. The honors project fulfills the all-college senior project requirement. (S, R)

Africana Studies

Martin Klammer (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, literatures, and religions 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.
AFRS 135 African-American History
4 hours
A survey of African-American history from the 17th century to the present. Highlights the issues and struggles of black people in their rural and urban context and places the African experience in America in the larger world, considering, for example, the impact of events outside of America, such as the Haitian Revolution, British emancipation of slavery, and European nationalism. (Same as HIST 135.) (HB, Hist, Intc, PAID 111. (Same as ENG 147.) (HEPT, Hist, Intc, has HIST 171). (HB, Hist)

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

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

AFRS 185 First-year Seminar
4 hours
A variety of seminars for first-year students offered each January term.

AFRS 221 Anthropology in East Africa: Forces of Culture Change Among the Maasai
4 hours
Like other peoples of East Africa, 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 declining use of Maa, the mother tongue, in favor of Swahili and English; the adoption of Christianity in place of or alongside traditional religion; changes in coming-of-age rituals; cultural dimensions of health, healing, and the spread of HIV/AIDS; 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 in order to explore the tension between pastoralism, wildlife conservation programs, and tourism. Offered January term. (Same as ANTH 221.) (HBSSM, Intc)

AFRS 235 Martin Luther King, Jr., and the Civil Rights Movement
4 hours
This course will examine King’s life and the Civil Rights Movement of the 1950s through the 1970s. It will include an analysis of his organization, the SCLC, various other civil rights organizations, and the black church, the primary black institution during this period. (Same as HIST 235.) (HB, Hist)
AFRS 236 African-American Literature
4 hours
A survey of African-American literature. Primary emphasis will be on literature written since 1920 when the Harlem Renaissance began. Includes authors such as Langston Hughes, Richard Wright, Zora Neale Hurston, Ralph Ellison, James Baldwin, Alice Walker, and Toni Morrison and gives attention to theories of race and culture formation. Prerequisite: PAID 111. (Same as ENG 251.) (HEPT, Intcl, E, W)

AFRS 245 Africana Literature
4 hours
A study of one topic in the wide range of literature by Africans and African-Americans. Focuses will vary but will be centered around a particular theme, period, or group of writers. Representative topics include: Africana Women’s Writing, Caribbean Literature, The Harlem Renaissance, South African Literature, The African-American Novel, and Contemporary Africana Fiction. Prerequisite: Paid 111, 112 or transfer equivalents. (Same as ENG 240.) (HEPT, Intcl, E)

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

AFRS 256 The Black Church in the African-American Experience
4 hours
An examination of the history, leadership, and theology of the black church in America with a special attempt to discern whether the black church has been “friend or foe” of black people. Emphasis will be placed on religious leaders such as Richard Allen, Henry McNeal Turner, and Jesse Jackson. (HB, Hist, Intcl, Rel)

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

AFRS 285 Directed Study
2, 4 hours
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.

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

AFRS 338 Slavery in Comparative Perspective
4 hours
A study of slavery in America, tracing the different attempts to understand the peculiar institution from U.B. Phillips through Blasingame and Julius Lester. Slavery will be viewed from the perspective of both oppressed and oppressors. Offered alternate years. (Same as HIST 338.) (HB, Hist)

AFRS 371 Topics in African History
4 hours
In-depth study of a selected topic in African history. Instruction in this course will require students to read and assess monographs by African historians on the topic. Topics may include but are not limited to apartheid in South Africa and Zimbabwe, decolonization, nationalism, environmental history of sub-Saharan Africa. Prerequisite: Previous enrollment in AFRS 171 or AFRS 172 recommended. (HBSSM, Hist)

AFRS 375 Directed Readings
1, 2, or 4 hours
AFRS 380 Internship
1, 2, or 4 hours
Course graded credit/no credit.

AFRS 381 Internship
1, 2, or 4 hours
Course graded A–F.

AFRS 395 Independent Study
1, 2, or 4 hours

AFRS 485 Junior/Senior Seminar
4 hours

AFRS 490 Senior Project
1, 2, or 4 hours

AFRS 493 Senior Honors Project
4 hours
A yearlong independent research project. Applications are completed on the “Honors Program” form available at the registrar’s office, requiring the...
signatures of a faculty supervisor, the department head, the honors program director, and the registrar. Interdisciplinary projects require the signatures of two faculty supervisors. The project must be completed by the due date for senior projects. The completed project is evaluated by a review committee consisting of the faculty supervisor, another faculty member from the major department, and a faculty member from outside the major department. All projects must be presented publicly. Only projects awarded an “A-” or “A” qualify for “department honors” designation. The honors project fulfills the all-college senior project requirement. (W, R)

**Anthropology**

Colin Bets (department head, program chair)

With its broadly based curiosity about humankind, anthropology focuses upon a variety of human experiences. While archaeology and physical anthropology explore the biological and prehistoric aspects of that evolutionary process, cultural anthropology and linguistic anthropology examine those practices which have allowed human beings to emerge as manipulators of environments and creators of communities, customs, and myths.

In an area particularly rich with prehistoric Native American artifacts and earthen mounds, ethnic American technology and folkways, Luther’s anthropology program tests its classroom studies and theories against such substantial cultural expressions. Additionally, a laboratory containing thousands of prehistoric and historic artifacts provides an environment where analysis integrates concepts from biology and geology, history and sociology, and all those other academic areas which lend understanding to the mosaic of human experience and evolution.

**Required for a major:** Minimum of 8 courses in anthropology, including ANTH 101, 102, 103, 104, 401 and one additional course numbered 300 or above. The senior project, if completed in anthropology, will be in addition to the 8 courses required for the major. The anthropology major is founded upon five core courses which define the holistic nature of the discipline. The 100-level core courses introduce students to the four subfields of anthropology: cultural anthropology, physical anthropology, archaeology, and linguistic anthropology. ANTH 401, taken in the junior year, is an exploration of the theoretical perspectives that have shaped the discipline.

Building upon this core each student will, in consultation with an advisor, develop an individualized program of study emphasizing personal interests and goals. Three or more electives in the discipline complete the major, but in planning the individualized program of study it is strongly recommended that students also consider complementary courses in other disciplines. Majors in anthropology are encouraged to have a field experience, accomplished either through regular course offerings, an internship or study abroad.

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

**Anthropology Courses**

**ANTH 101 Cultural Anthropology**

*4 hours*

A study in what it means to be human, this course uses the concept of culture to account for the tremendous variety of practices and beliefs throughout the world. Students will also examine patterns in human behavior, addressing cultural similarities as well as cultural differences. Course content provides insight into how cultural anthropologists do what they do—what methods they use to study culture and what ethical issues they may encounter while doing so. Students will be expected to engage some of these anthropological methods through completion of an ethnographic research project over the course of the semester. (HBSSM, Incl, R)

**ANTH 102 Physical Anthropology**

*4 hours*

Physical anthropology examines humans and human nature from a biological perspective. 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. The course includes weekly laboratory exercises as a means of exploring fundamental concepts. (HBSSM)

**ANTH 103 Linguistic Anthropology**

*4 hours*

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

**ANTH 104 Archaeology**

*4 hours*

Archaeology is the study of the human past through material remains. This course introduces students to the fundamental techniques employed by archaeologists to reconstruct the past. In addition to exploring the basic methodological foundations of archaeology this course provides an overview of world archaeology, including major developments in human prehistory and significant archaeological sites. (HBSSM, Hist)
ANTH 105 Genetic Perspectives on Human Origins and Diversity
1 hour
This course, taken at the same time as anthropology 102, provides a detailed exploration of the application of human mitochondrial and Y-chromosome DNA research for the study of human evolution and its resultant effects on its modern human genetic diversity. Students will personally explore this topic by participating in the National Geographic Society’s Genographic Project. In the process of investigating their own genetic heritage, students will learn about the method and theory of genetic research and its contributions to the current understanding of the human saga. Corequisite: ANTH 102.

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

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

ANTH 201 American Diversity
4 hours
What is diversity? The course will examine this complex question, asking students to examine American cultural stories about differences such as race, ethnicity, class and gender, how difference is experienced by people themselves, and the implications of each of these for social equality and inequality. In the examination of social equality’s promise and reality’s fact, the course will pay particular attention to groups of people that have been marginalized in American society. (Same as WGST 201.) (HBSSM, Intl)

ANTH 202 Gender and Culture
4 hours
Women and men alike are defined by cultural expectations and roles which often deny their full human needs and expressions. Selective cross-cultural readings, films, and novels will be used to explore the religious, ideological and cultural forces which shape women’s and men’s lives within different societies. (Same as WGST 202.) (HBSSM, Intl)

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

ANTH 205 Culture and Contemporary Life of the Navajo
4 hours
An introduction to the culture, worldview, and contemporary life of the Navajo, or Diné, the second largest American Indian tribe in the United States. Topics include the origin and history of the Navajo; the relationship between language and worldview; religion and ceremonialism; the social and symbolic importance of Navajo women; Navajo relationships with their Pueblo, Anglo and Hispanic neighbors; forces of culture change, past and present; and the expression of traditional values in contemporary life. This immersion experience is based at Rock Point, Arizona, on the Navajo Nation and includes a service-learning component involving volunteer teaching at the Navajo Evangelical Lutheran Mission School. Consent of instructor required. (summer) (HBSSM, Intl)

ANTH 207 Archaeological Method and Theory
4 hours
This course will examine the practical and conceptual dimensions of the techniques used to study past cultures. We will explore the methods used to reconstruct subsistence and diet, social and political structure, economy, technology, cognition, and symbolism. In concert with the exploration of these conceptual themes, students will learn the practical elements of dating, survey and excavation methodology, mapping, and basic laboratory techniques, including the analysis of stone tools and pottery. Prerequisite: ANTH 104. (HBSSM, Intl)

ANTH 221 Anthropology in East Africa: Forces of Culture Change Among the Maasai
4 hours
Like other peoples of East Africa, 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 declining use of Maa, the mother tongue, in favor of Swahili and English; the adoption of Christianity in place of or alongside traditional religion; changes in coming-of-age rituals; cultural dimensions of health, healing, and the spread of HIV/AIDS; 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 in order to explore the tension between pastoralism, wildlife conservation programs, and tourism. Offered January term. (Same as AFRS 221.) (HBSSM, Intl)

ANTH 285 Directed Study
2,4 hours
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.

**ANTH 301 World Archaeology**
4 hours
This course provides students with an in-depth study of world archaeology. We will examine the diversity of past human societies as revealed through archaeological research. Topics addressed in this course will range from hunter-gatherer archaeology in Europe, North America, and Australia to comparative studies of the state level societies in Mesopotamia, Egypt, South America, and Mexico. Each student will also explore a topic of personal interest by developing an essential reading list, chronology, and research paper. Prerequisite: ANTH 104. (HB, Hist, R)

**ANTH 302 Field Methods in Archaeology**
6 hours
This is a hands-on experience in archaeological field techniques offered in the summer. Students will be instructed in the fundamental skills required to do field archaeology while conducting survey, mapping, and excavations on real archaeological sites. This is a labor intensive course that requires students to participate in field work and data management procedures daily, possibly including some evenings (depending on weather conditions). This course is the equivalent of a full-time job and synthesizes classroom study with real world experiences. Offered alternate summers (even years). Prerequisite: ANTH 104 or consent of instructor; ANTH 207 is recommended. (HBSSM)

**ANTH 304 Ethnology: Behind the Mask**
4 hours
Cultures assume a variety of expressions. As outsiders, anthropologists have studied them while locals have told and lived them through unique cultural symbols and masks. Thus ethnographies, videos and stories are used to explore why different people, women and men, so variously express their values and beliefs, activities and lives. (HBSSM, Intcl)

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

**ANTH 330 Gender, Health and Medicine**
4 hours
This course will explore the cultural, historical, political and economic dimensions of health and medicine, paying particular attention to the way gender, race, ethnicity, and class shape health experiences. We will also examine inequalities in health care and health outcomes, especially how inequalities such as racism, poverty, and sexism can create and perpetuate poor health. Using cross-cultural examples from around the globe, we will examine such topics as: the politics of health care delivery; international health care policy and development programs; the medical- ization of women’s bodies; and community-based health care activism. By comparing a diversity of health experiences across cultures we can carefully examine the ways in which culture helps construct perceptions of health and effective delivery of health care. Offered alternate years. (Same as WGST 330). (HBSSM, Intcl)

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

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

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

**ANTH 401 Anthropological Theory**
4 hours
This course explores the rise of modern anthropology and the various schools of thought that have shaped the discipline, including an in depth treatment of contemporary anthropological discourse. We will discuss the issues and approaches that define the anthropological approach as well as the ethical considerations involved in anthropological inquiry. The ultimate goal of this course is to provide students with comprehensive understanding of the field of anthropology and the skills required to negotiate current trends in the discipline. This course should be taken during the junior year. Prerequisites: ANTH 101, 102, 103, 104, and junior standing. (R, S, W)

**ANTH 405 Seminar**
4 hours

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

**ANTH 493 Senior Honors Project**
4 hours
A yearlong independent research project. Applications are completed on the “Honors Program” form available at the registrar’s office, requiring the signatures of a faculty supervisor, the department head, the honors program director, and the registrar. Interdisciplinary projects require the signatures of two faculty supervisors. The project must be completed by the due date for senior projects. The completed project is evaluated by a review committee consisting of the faculty supervisor, another faculty member from the major department, and a faculty member from outside the major department. All projects must be presented publicly. Only projects awarded an “A-” or “A” qualify...
Art

Jeff Dintaman (department head)

The study of art is to engage and practice a language that is visual. The mission of the art department is to advance students in their development of the visual language within a liberal arts community. Introductory courses are designed to provide a solid foundation and to engage students of all disciplines in visual discourse. Advanced courses emphasize creativity and individual expression and enable students to develop a higher level of technical, conceptual, and aesthetic expression and understanding.

Our goal is to encourage students to a lifelong artistic pursuit of creative problem solving and individual expression. Our efforts are supported by the Luther College Fine Arts Collection, exhibitions in the college’s galleries, visiting artists to Luther, off-campus art tours, and internships in a variety of settings.

Required for a major: ART 103, 104, 108, 111, 251, 252, 491; two additional 4-credit courses at the 300 level or above; eight additional hours selected from the offerings in Art.

Exhibition requirement: Every senior art major is required to exhibit artwork in a group exhibition in the spring of their senior year [ART 491]. Opportunities to exhibit works in other years will be announced to art majors during the academic year.

Required for a minor: ART 103, 104, 108; one of ART 251 or 252; two additional 4-credit courses selected from offerings in Art, one of which must be at the 200 level or above.

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

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

Students planning to pursue graduate work in management studies are advised to consult faculty members in each department to identify coursework that will strengthen their graduate application.

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

Art Courses

ART 101 Art Matters
4 hours
An introduction to the visual arts that uses historic and contemporary examples of art to investigate the dynamic relationships among artists, viewers and works of art. No prerequisite. (HEPT)

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

ART 103 Foundations: Circa NOW
2 hours
This course introduces student to current art in the context of history and culture by using examples of contemporary art to investigate visual language, its purpose, and its cultural and historical import. No prerequisite.

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

ART 108 Drawing
4 hours
This studio course focuses on basic aesthetic and technical drawing skills through direct observation of three-dimensional objects in environments, with instructional emphasis on perspective, eye-hand coordination, proportion and scale, positive and negative space, and compositional structures. No prerequisite. (HE)

ART 109 Wheel-Thrown Pottery
4 hours
A course for students with little or no experience in pottery. Emphasis is on producing functional wheel-thrown pottery. This course will also introduce students to topics of ceramic history, claybody and glaze formulation and kiln design. No prerequisite. (HE)

ART 110 Handbuilding with Clay
4 hours
This course is designed to introduce students to the basic techniques of handbuilding techniques with clay. Assignments will focus on sculptural design and explore a wide range of shaping, surface treatment and firing methods. No prerequisite. (HE)
ART 111 Sculpture
4 hours
This course covers concepts of form and spatial relations and 3-dimensional design through a variety of projects aimed at gaining sensitivity in the composition, observation, and analysis of sculptural form. No prerequisite. (HE)

ART 112 Fiber Arts
4 hours
A weaving course for students with little or no experience that investigates traditional and contemporary fiber work through experiments with color, texture, pattern and design using a variety of looms and yarns. No prerequisite. (HE)

ART 113 The Green Book
2, 4 hours
Participants in this studio-based course will investigate the book across technology, time, culture and sustainability. Special attention will be paid to supplies and practices that now are perceived to be “green” but in their time were simply practical and expedient methods or materials. These include hand paper-making, dyes, pigments design and binding. In addition to artistic production, activities such as field trips, class discussion and writing will be included in order to better understand the “green” book in action in community. No prerequisite. (HE applies to 4 credit version)

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

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

ART 116 Printmaking
4 hours
Introduction to the aesthetic and technical considerations of the printed image through exploration of a variety of basic printmaking processes. No prerequisite. (HE)

ART 117 Film-based Photography
4 hours
An introduction to creating black-and-white still photography in the wet darkroom with emphasis on camera and darkroom techniques and image composition. Adjustable SLR 35 mm film camera required. (HE)

ART 118 The Digital Image
4 hours
An introduction to digital photography as an art making tool, working from image capture to printing of finished photos, with emphasis on technical and aesthetic issues related to digital imagery. DSLR camera is recommended but not required. (HE)

ART 119 Book Arts
4 hours
This course gives students a wide range of experiences in book arts techniques and topics. Studio activities will include both Eastern and Western book binding, handmade papers and decorative paper techniques. Conceptual and formal framework within bookmaking will include both traditional and contemporary ideas. No prerequisite. (HE)

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

ART 149 Norwegian Folk Art
4 hours
Exploring the artistic, cultural, and historical aspects of folk art created in Norway from the Middle Ages through the end of the 19th century, students will gain a knowledge of traditional Norwegian values, customs, beliefs, and way of life. Extensive use of material objects as well as slides of traditional Norwegian folk art, including architecture. (Same as FCUL 349.) (HE)

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

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

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

ART 205 Art and Technology
4 hours
This studio course examines the intersection of art and technology with particular attention to the ways that...
software, video, and interaction are used to produce emerging art forms and genres. Prerequisite: ART 104 or 108. (HE)

**ART 206 Graphic Design: Raster and Vector Graphics**  
2 hours  
This course introduces students to the use of raster and vector graphics applications as advanced art-making tools. Students will produce static 2-dimensional works of art that simultaneously explore 2-D design concepts and the cognitive processes of software learning. Prerequisite: ART 108 or consent of instructor.

**ART 207 Seminar in the Arts as a Profession**  
2 hours  
This seminar crosses boundaries between art, dance, theatre, and music as well as between the arts and business. Participants will attend various panels, presentations and field trips to explore and expand methods of organizing their own professional journeys. The course is designed to provide students with an understanding of how artists create goals and objectives, plan programs, fund, and market to the public. May be repeated for credit up to two times under two different topics and with the consent of the instructor. (Same as THD 203.)

**ART 208 Life Drawing**  
4 hours  
This studio course provides students with a thorough understanding of the structural anatomy of the human figure with emphasis on proportion, weight distribution, form and mass. Prerequisite: ART 108 or consent of instructor. (HE)

**ART 209 Intermediate Ceramics**  
4 hours  
Sculptural and vessel concepts in clay using hand-building and wheel throwing techniques, emphasizing the development of construction skills and an understanding of form, surface, and firing possibilities. Prerequisite: ART 109 or 110.

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

**ART 212 Fiber Structures**  
4 hours  
In this course students create structural fiber works using alternative materials and techniques. Such concepts as transformation, functionality, and spatial dynamics are explored through material experimentation, research, and collaboration. Translucency, flexibility, solidity, and space are explored through experimentation, research, development of 3D projects. No prerequisite. (HE)

**ART 216 Intermediate Printmaking**  
4 hours  
This course focuses on expanding and enriching practices related to the creation of original prints, including the exploration of alternative printmaking processes and the development of multi-colored images. Prerequisite: ART 116.

**ART 217 Intermediate Photography**  
2, 4 hours  
This studio course will be a further exploration of photography. Assignments will become more self-directed. Exploration of new techniques and materials will be encouraged. Connections to photographers of note will be made through the work created by the students. Prerequisite: ART 117 or 118.

**ART 222 Papermaking**  
2 hours  
This studio course has as its focus the production and use of handmade paper. Students will study the process and attributes of paper, and will produce paper which can act both as a substrate in art making or as an expressive form. Students will explore the interconnection between paper and personal creativity.

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

**ART 251 Survey of Western Art I**  
4 hours  
This course is designed to introduce students to the historical and intellectual content of Western art and visual culture from the Paleolithic to the late Gothic period by examining the ideas, events, people, and culture/art of past societies. Attention is given to source analysis and evolution of historical interpretation of the past. No prerequisite. (HEPT, Hist)

**ART 252 Survey of Western Art II**  
4 hours  
This survey course is designed to introduce students to the historical and intellectual content of Western art and visual culture from the Renaissance to the present by examining the ideas, events, people, and culture/art of past societies. Attention is given to source analysis and evolution of historical interpretation of the past. (HEPT, Hist)
ART 285 Directed Study
2, 4 hours
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.

ART 290 Art in Cultural Perspective
4 hours
This course engages students in the study of visual culture—the interaction between differing cultures as interpreted throughout history. Students examine the intersection of art, cultural and aesthetic heritage past and present. May be repeated for credit up to two times under different topics. No prerequisite. (HEPT, Intcl)

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

ART 305 3D Animation
4 hours
A studio class focused on translating illustrated ideas into computer animation within art, film, and game development. Advanced software and hardware will be used in tandem with traditional studio mediums. Course will cover computer based 3D animation with emphasis on creative content, experimentation and critical thinking. Prerequisite: ART 205.

ART 306 Digital Video Art and Time-Based Media
4 hours
This studio art course introduces students to the use of video and time-based media as art-making tools. Students will engage the essential skills of digital video art, including: production pipeline, shooting and non-linear editing. Students will additionally explore the ways film, digital video, performance art, installation, and other time-based media may interact. Prerequisite: ART 205.

ART 308 Conceptual Drawing
4 hours
Students will take part in identifying conceptual frameworks, methods, and problems in drawing through practical exploration, employing the language of drawing and drawing practice. Relationships between drawing and other studio disciplines will be explored. A student’s personal artistic expression is explored in depth. Prerequisite: ART 108 or consent of instructor. (HE)

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

ART 384 Studio Projects
1, 2 or 4 hours
Students may propose advanced study in a studio area upon completion of the studio sequence in that area. See form on the Registrar’s website. Prerequisite: completion of courses in proposed area of study.

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

ART 400 Painting Workshop
2 hours
This course emphasizes the development of one’s personal painting language and allows for the presentation of individual paintings along with discussion of topics pertinent to the advanced undergraduate’s aesthetic development, including formal matters related to painting, contemporary painting issues and interdisciplinary concerns. Prerequisite: ART 300.

ART 408 Drawing Workshop
2 hours
This studio course advances aesthetic development of the individual’s drawing work through presentation and discussion of formal analysis related to drawing, contemporary drawing issues and interdisciplinary concerns. Prerequisite: ART 208 or 308.

ART 490 Senior Project
4 hours
A self-directed project that fulfills the all-college senior project requirement. Students may propose to conduct research on an art-related topic directly related to their field of interest (e.g., art history, art education, etc.) or create a body of artwork supported by relevant research. Senior projects require a public presentation of the outcome. Typically completed in the fall semester of the senior year.

ART 491 Senior Exhibition
0 hours
All senior art majors are required to participate in the department’s group exhibition. The exhibition will be curated by art faculty. One semester of weekly studio critiques prior to the exhibit is required. Typically completed in the spring semester of the senior year.

ART 493 Senior Honors Project
4 hours
A yearlong independent research project. Applications are completed on the “Honors Program” form available at the registrar’s office, requiring the signatures of a faculty supervisor, the department head, the honors program director, and the registrar. Interdisciplinary projects require the signatures of two faculty supervisors. The project must be completed by the due date for senior projects. The completed project is evaluated
by a review committee consisting of the faculty supervisor, another faculty member from the major department, and a faculty member from outside the major department. All projects must be presented publicly. Only projects awarded an “A-” or “A” qualify for “department honors” designation. The honors project fulfills the all-college senior project requirement.

**Athletic Training**

Joe Thompson (department head), Brian Solberg (program director)

**General Learning Goals**

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

1. Identify injury and illness risk factors that may be encountered by those involved in physical activity and to plan and implement a risk management and prevention program.
2. Understand the physiological responses of human growth and development and the progression of injuries, illnesses, and disease.
3. Assess acute and chronic injuries and illnesses of physically active people to determine proper care, referring the client to other medical and health care providers when appropriate.
4. Understand the indications, contraindications, precautions, interactions, and governing regulations of medications relevant to the treatment of injuries to, and illnesses of, the physically active person.
5. Plan, implement, document, and evaluate the efficacy of therapeutic modalities and therapeutic programs in the treatment, rehabilitation, and reconditioning of injuries and illnesses in the physically active person.
6. Recognize, treat, and appropriately refer the general medical conditions and disabilities of those involved in physical activity.
7. Understand and recognize the nutritional aspects of athletics and physical activity.
8. Recognize, intervene, and appropriately refer harmful socio-cultural, mental, emotional, and physical behaviors of physically active individuals.
9. Develop, administer, and manage a health care facility and associated venues that provide health care to athletes and others involved in physical activity.
10. Understand professional responsibilities, avenues of professional development, and national and state regulatory standards for the practice of athletic training.

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

**Part I**

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

a. Completed Technical Standards form
b. Completed Health/Medical form including current immunizations documented through Health Service
c. Provide documentation of current First Aid/CPR card(s) or complete PE 190
d. Complete the blood borne pathogens training

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

**Part II**

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

**Part III**

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

**Application for admission to the ATEP is based on the following criteria:**

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

2. Schedule an interview with the Athletic Training Review Board prior to April 10.

Students who have not completed the application packet (Part 1–due April 1) and the interview (Part II–by April 10) will not be eligible for admission until the next academic year. The Athletic Training Review Board consists of the program director and athletic training staff. Student selection will be based primarily on academic progress (GPA), staff evaluations during observation hours, and the committee interview. Students will be ranked first to last based on the GPA criteria and board ranking following the interview. Each student will receive a numerical rank in the two categories that will combine into a final ranking. Once this is complete the top students will receive a letter extending them formal acceptance into the ATEP. If accepted the student will have three calendar days to accept or decline his/her position in the ATEP. Formal letter of acceptance should be submitted to the program director prior to the end of the third calendar day after notification of admission. The number of students receiving acceptance into the ATEP will be based on the number of vacancies. The maximum number of students that can be enrolled in the ATEP is 24. Students will be accepted based on 4 minus the number of returning students. Students wishing to declare formal application for admission, after the completion of the first semester, must complete 40 observation hours and all components of Parts 1 and 2 above.

**Standards for progression in the athletic training major are as follows:**

a. complete a health examination and technical standards annually
b. maintain a college cumulative GPA of 2.75 or higher
c. receive a grade of C or better in all courses required by the major
d. obtain the minimum number of supervised field experience hours:
   - Sophomore, fall: 75 hours
   - Sophomore, spring: 120 hours
   - Junior, fall: 120 hours
   - Junior, J-term: 35 hours
   - Junior, spring: 150 hours
   - Senior, fall: 150 hours
   - Senior, spring: 150 hours
   - Total: 800 hours
e. receive positive field experience evaluations
f. maintain current CPR and AED certification

**Transfer:**

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

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

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

**Requirements for a major:** ATHTR 265, 268, 365, 367, 368, 370, 372, 465, and ATHTR 468; BIO 116 or BIO 255; MATH 115, PE 364, BIO 256, ECON 242 or PSYC 350; PE 190, 223, 251, 261, 365, and PE 366; three years (minimum of 800 hours) of supervised work as an athletic training student.
Athletic Training Courses

ATHTR 185 First-year Seminar
4 hours
A variety of seminars for first-year students offered each January term.

ATHTR 265 Clinical I: Care and Prevention of Athletic Injuries
2 hours
This course will provide instruction, practice, and testing of selected athletic training clinical proficiencies. The primary focus will be on injury prevention and acute care skills. Students are required to complete 75 field experience hours supervised by Approved Clinical Instructor. Corequisite: PE 251, sophomore standing.

ATHTR 268 Clinical II: Head, Neck, Thorax, Abdomen, and Upper Extremity Assessment
2 hours
An in-depth study of the assessment of common injuries in athletics. Injuries to the head, cervical spine, thorax, and upper extremity will be covered. Students are also required to complete 120 field experience hours supervised by Approved Clinical Instructor. Prerequisite: ATHTR 265, junior standing.

ATHTR 285 Directed Study
2, 4 hours
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.

ATHTR 365 Clinical III: Spine, Lower Extremity, and Posture Assessment
2 hours
An in-depth study of the assessment of common injuries in athletics. Injuries to the abdomen, lumbar spine, and lower extremities will be covered. Students are also required to complete 120 field experience hours supervised by Approved Clinical Instructor. Prerequisite: 268, junior standing.

ATHTR 367 Clinical IV: General Medical and Pharmacology
4 hours
Designed to expose athletic training students to didactic and clinical education related to general medical conditions and pharmacology. Each student completes a series of observation experiences with local physicians, registered nurse practitioners, and physical therapists. There is one daily lecture in addition to the observation schedule. Students are required to complete 35 graded field experience hours supervised by Approved Clinical Instructor. Prerequisite: ATHTR 365, junior standing.

ATHTR 368 Clinical V: Therapeutic Modalities and Exercise
2 hours
This course will provide instruction, practice, and testing of selected athletic training clinical proficiencies. The primary focus will be on the use of modalities and therapeutic exercise for recovery from injuries. Students are also required to complete 150 field experience hours supervised by Approved Clinical Instructor. Corequisite: ATHTR 370 and ATHTR 372. Prerequisite: junior standing.

ATHTR 370 Therapeutic Modalities in Athletic Training
2 hours
Designed to introduce students to the concepts and principles of therapeutic modalities and their application in athletic training. Treatment effects, safety considerations, indications and contraindications for each modality will be presented. Class meets first seven weeks. Prerequisite: junior standing. Corequisite: ATHTR 368.

ATHTR 372 Therapeutic Exercise in Athletic Training
2 hours
This course is designed to introduce students to rehabilitation techniques in athletic training and to basic principles of design, implementation, and supervision of rehabilitation protocols. The course is divided into two sections: the first focuses on design, goals, and techniques of therapeutic exercise; the second addresses rehabilitation protocols for specific regions of the body. Class meets second seven weeks. Prerequisite: junior standing. Corequisite: ATHTR 368.

ATHTR 375 Directed Readings
Credit arr.
Students who develop an interest in a specialized area of the discipline for which course offerings are limited may follow a prescribed reading list under the direction of a member of the faculty with expertise in that area.

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

ATHTR 395 Independent Study
1, 2 or 4 hours

ATHTR 465 Clinical VI: Health Care Administration
2 hours
This course will provide instruction, practice, and testing of selected athletic training clinical proficiencies. The primary focus will be in the area of health care administration. Students are also required to complete 150 field experience hours supervised by Approved Clinical Instructor. Prerequisite: ATHTR 368, senior standing.

ATHTR 468 Clinical VII: Advanced Health Care
1 hour
This course will provide instruction, practice, and testing of advanced assessment/acute care skills.
Students will secure certification in CPR for the professional rescuer and in use of the automated external defibrillator. Students are also required to complete 150 field experience hours supervised by Approved Clinical Instructor. Prerequisite: ATHTR 465, senior standing.

ATHTR 490 Senior Project
1, 2 or 4 hours

ATHTR 493 Senior Honors Project
4 hours
A yearlong independent research project. Applications are completed on the “Honors Program” form available at the registrar’s office, requiring the signatures of a faculty supervisor, the department head, the honors program director, and the registrar. Interdisciplinary projects require the signatures of two faculty supervisors. The project must be completed by the due date for senior projects. The completed project is evaluated by a review committee consisting of the faculty supervisor, another faculty member from the major department, and a faculty member from outside the major department. All projects must be presented publicly. Only projects awarded an “A-” or “A” qualify for “department honors” designation. The honors project fulfills the all-college senior project requirement.

Biblical Languages

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

Required for a major:

- GRK 101, 102, 201, 202
- HEB 101, 102, 201

Students must also complete one advanced course in Bible.

Biology

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

The biology major is designed to be flexible in meeting the needs and interests of students. Students are introduced to the discipline in the two-semester introductory course, Principles of Biology. Beyond that, students are encouraged to select courses across the breadth of the discipline, from molecular/cellular to systemic to organismic to ecological aspects. Supplementing the biology courses is a year of general chemistry and two courses from supporting disciplines. Students are encouraged to seek undergraduate research opportunities and internship experience in addition to their coursework to better prepare them for their future career.

Required for a major:

- Plan 1 (non-teaching): Minimum of 28 hours in biology, including BIO 151 and BIO 152; 20 hours in biology numbered above 200 to include 12 hours in biology lab courses and 4 hours in a biology course numbered 300-368; CHEM 151 and CHEM 152, or CHEM 201; and any two courses (4 hours each) from the list below. No courses numbered 185 may be used to fulfill the major. No more than 4 hours from biology courses above 370 can be applied toward the major.
- chemistry: 202 or higher
- physics: 151 or higher
- mathematics: 130 or higher
- environmental studies: 134, 310 or 320

Plan II (teaching): Same as the major requirements in Plan 1 except that the 20 hours in biology numbered above 200 must include one course from each of the three categories listed below. See education department for secondary education minor requirements.

a. ecology or evolution (BIO 245, 354, or BIO 365)
b. microbiology, genetics, or physiology (BIO 243, 248, or BIO 255)
c. botany or zoology (BIO 251, 252, 253, or BIO 258)

Affiliated programs are available in medical technology, cytotechnology, and nuclear medicine technology. These programs are also described in brochures available from the biology department and the admissions office and on the department home page (http://biology.luther.edu). Transfer students must complete at least four biology courses (four hours each) at Luther.

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

Biology Courses

BIO 112 Insects, Humans, and the Environment
4 hours
A study of relationships among insects, humans, and the environment. Using insects as a model, biological concepts such as evolution, form and function, genetics, development, natural history, biodiversity, and conservation will be covered. Includes a presentation of why insects are so successful, giving
attention to their behavior and ecological roles in nature, impacts on human society as causes of famines, plagues, and epidemics, and importance in human cultures. Laboratory includes field trips and an investigative approach to learning insect biology. No prerequisite. (NWL)

**BIO 115 Human Anatomy**  
4 hours  
A basic gross anatomy course including dissection of the cat with reference and comparison made to human organ systems. For non-biology majors. Lectures and laboratory. No prerequisite. (NWL)

**BIO 116 Introduction to Human Physiology**  
4 hours  
A survey of physiological systems and principles with specific reference to the human body. This course is intended for non-biology majors. Lectures and labs. Prerequisites: BIO 115 or BIO 151 or PE 261. (NWL)

**BIO 124 Introduction to Biological Research**  
1 hour  
Designed for first- or second-year students who have performed exceptionally well in BIO 151 or BIO 152 and are interested in obtaining further experience in the process of scientific research. This course provides students with open-ended investigative experiences in the biological sciences. Students will formulate specific hypotheses, design experiments, collect and analyze data, and reach conclusions about their hypotheses. Skills such as retrieving information from appropriate biological literature and presenting information through scientific writing, orally, and visually will be developed. Prerequisite: consent of instructor.

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

**BIO 149 Introduction to Winter Biology**  
4 hours  
A field study of the natural history of the southern boreal forest ecosystem in northern Minnesota, including the physiological and behavioral adaptations of organisms to extreme cold. Course activities include skiing and snowshoeing excursions in remote natural areas, assigned readings, observations of natural history, and research projects. Students who earn credit for BIO 149 may not earn credit for BIO 249. Prerequisite: sophomore standing or higher. (NWL)

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

**BIO 152 Principles of Biology: Molecules, Cells, and Genes**  
4 hours  
A two-course introduction to fundamental biological principles as exhibited by microbes, plants, and animals. Designed as an introduction to the biology major; required for the biology major and minor. A student may take BIO 152 without having had BIO 151. Lectures and laboratory. No prerequisite. (NWL)

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

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

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

**BIO 242 Animal Behavior**  
4 hours  
An examination of the proximate and ultimate causes of behavior in animals. Topics include the development, control mechanisms, evolution, and ecology of behavior. In addition to lectures, this course includes films and behavioral studies of animals. Prerequisites: BIO 151, 152.

**BIO 243 Microbiology**  
4 hours  
A basic introduction to the study of microorganisms and the principles of immunology and virology. Laboratory includes the study of basic cell processes and the identification and culturing of typical forms. Lectures and laboratory. Prerequisites: BIO 151, 152; or BIO 115, 116.

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

**BIO 246 Ornithology**  
2 hours  
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. Prerequisites: BIO 151, 152.

**BIO 247 Subtropical and Marine Biology**
4 hours
An introduction to the ecology and taxonomy of coral reef, tide pool, tidal creek, high and low energy beach, hypersaline lake, mangrove, and upland organisms and ecosystems. In addition to field excursions, students develop and carry out independent research projects. Consent of instructor required. Usually offered every other year. Prerequisites: BIO 151, 152.

**BIO 248 Genetics**
4 hours
A study of Mendelian genetics, gene structure, mechanisms of gene expression, mutagenesis, evolutionary genetics, and genomics. Lectures and laboratory. Prerequisites: BIO 151, 152.

**BIO 249 Winter Biology**
4 hours
A field study of the natural history of the southern boreal forest ecosystem in northern Minnesota, including the physiological and behavioral adaptations of organisms to extreme cold. Course activities include skiing and snowshoeing excursions in remote natural areas, assigned readings, observations of natural history, and research projects. Students who earn credit for BIO 249 may not earn credit for BIO 149. Prerequisite: BIO 151 or BIO 152.

**BIO 251 Entomology**
4 hours
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. Prerequisites: BIO 151, 152.

**BIO 252 Botany**
4 hours
A study of the anatomy, physiology, ecology, and evolution of the major groups of plants with an emphasis on field identification of seed plants. Lectures and laboratory. Laboratory includes field trips requiring hiking. Prerequisites: BIO 151, 152.

**BIO 253 Invertebrate Zoology**
4 hours
A study of the morphology, physiology, taxonomy, and ecology of the major phyla of invertebrate animals from marine, freshwater, and terrestrial environments. Offered spring of odd-numbered years. Prerequisites: BIO 151, 152.

**BIO 255 Human Physiology**
4 hours
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. Lectures and laboratory. Prerequisites: BIO 151, 152.

**BIO 256 Biostatistics**
4 hours
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. Prerequisites: BIO 151.

**BIO 258 Vertebrate Natural History**
4 hours
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. Prerequisites: BIO 151, 152.

**BIO 261 Developmental Biology**
4 hours
A study of gametogenesis, fertilization, organogenesis, and the formation of the body. Both organismal and molecular aspects of these processes will be discussed, ending with a discussion of organ formation, especially the limb, the eye, and gonadal development. Questions such as how sperm and egg interact to create a new organism and how a single cell gives rise to the diverse group of cells that make up the adult body are central to this course. Laboratory will include observation of and experimentation with invertebrate and vertebrate systems. Prerequisites: BIO 151, 152.

**BIO 285 Directed Study**
2, 4 hours
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.

**BIO 354 Evolutionary Biology**
4 hours
An exploration of current questions in evolutionary biology through lecture, lab, and discussion of the primary literature. Topics include the role of natural selection and drift in human evolution; inferring the origins of new diseases; the effects of genomic conflict on speciation; and the challenges that hybridization poses to understanding the tree of life. Prerequisites: BIO 151, 152; (BIO 248 strongly recommended).

**BIO 357 Immunology**
4 hours
This course examines how the cells and molecules of the human immune system develop and how they work together in providing defenses against invading microorganisms. A portion of the course will emphasize reading, evaluation, and presentation of primary and secondary immunological literature. Offered alternate years. Prerequisites: BIO 151, 152 (243 and junior/senior standing strongly recommended).
BIO 362 Neuroscience 4 hours
The course explores the means by which neurons function and how they form circuitry related to sensory input, motor control and higher cognitive functions. A second component of the course is devoted to the role of primary literature within the field of neuroscience, including how hypotheses are formulated, tested and the results conveyed to the scientific community. Lecture only. Prerequisite: BIO 255.

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

BIO 364 Cell Biology 4 hours
A study of the biochemical and structural basis of cell activity. Close attention is given to protein structure and function as well as organelle activity. The laboratory stresses the use of biochemical and cytological techniques to study living systems at the cellular and molecular levels of organization. Lectures and laboratory. Prerequisites: BIO 151, 152.

BIO 365 Ecology 4 hours
A study of the complex patterns and processes in the natural world. We examine questions about the distribution and abundance of species and communities, the transfer of matter and energy in ecosystems, and how these relate to biodiversity. Lectures and laboratory. Laboratory includes field trips requiring hiking and directed research projects. Prerequisites: BIO 151, 152; and at least one 4-hour, 200-level biology class are required.

BIO 366 Histology 4 hours
Microscopic anatomy of human tissues, organs, and organ systems. Epithelial, connective, muscle, and nervous tissues, as well as digestive, cardiovascular, respiratory, immune, and urogenital systems will be covered. Lectures and laboratory. Prerequisites: BIO 151, 152. (Junior or senior standing strongly recommended).

BIO 367 Endocrinology 4 hours
This course will emphasize the role of hormones in maintaining homeostasis. We will examine the chemical messengers most relevant to human biology, and explore the structure, sites of synthesis and the mechanisms by which hormones exert their effects. Finally, through laboratory exercises, students will directly utilize current research methodologies to examine the role of hormones in physiologic control systems. Prerequisites: BIO 151, 152 (BIO 255 recommended).

BIO 368 Human Dissection and Anatomy 4 hours
An in-depth gross anatomy course which includes dissection of a human cadaver. Skeletal, muscular, nervous, digestive, cardiovascular, respiratory, and urogenital systems will be covered. Lectures and laboratory. Prerequisites: BIO 151 and BIO 152 or BIO 243. (Junior or senior standing strongly recommended).

BIO 375 Directed Readings 1-2 hours
Prerequisite: BIO 151, 152, 12 hours in biology and consent of the instructor.

BIO 380 Internship 1-2 hours
Registration in the following internships only by permission of the biology department and the cooperating institution. At least 40 interning hours are required for one credit, in a minimum of one 3-hour block of time per week during the semester. To earn study away credit during J term, the internship must be full time for a minimum of three weeks. Students keep a journal and submit reflective essays and an academic paper to earn credit. Bio 380 credits do NOT apply toward the major. Prerequisites: BIO 151, 152, 12 hours in biology, and/or consent of instructor.
A. Environmental biology internship. A work-study program in soils, conservation, forestry, fisheries, wildlife, or outdoor education. Field work to be completed in cooperation with conservation agencies, zoos, nature centers, and other environmental agencies.
B. Health career internship. A work-study program in the various health professions in cooperation with area health care delivery institutions.
C. Research internship. A work-study program at a major research institution or in an industrial setting. This would usually include participation in a specific research project.

BIO 389 Directed Research 1, 2, or 4 hours
Directed research involves students in research projects conducted under the supervision of department faculty. Encouraged for those students with expectations of graduate study. With the approval of the department, students may register for more than one semester (cumulative total may not exceed four credit hours). Prerequisites: BIO 151, 152, 12 hours in biology, and consent of instructor.

BIO 395 Independent Study 1, 2, or 4 hours
Prerequisites: BIO 151, 152, 12 hours in the department, and consent of instructor.
BIO 475 Year of Professional Study: Medical Technology
32 hours
Additional information concerning medical technology, including catalog descriptions of specific courses taken during the off-campus professional year of study, is available from W. Stevens, coordinator for medical technology. Prerequisites: BIO 151, 152, and consent of instructor.

BIO 476 Year of Professional Study: Cytotechnology
32 hours
Additional information concerning cytotechnology, including catalog descriptions of specific courses taken during the off-campus professional year of study, is available from W. Stevens, coordinator for cytotechnology. Prerequisites: BIO 151, 152, and consent of instructor.

BIO 477 Year of Professional Study: Nuclear Medicine Technology
34 hours
Additional information concerning nuclear medicine, including catalog descriptions of specific courses taken during the off-campus professional year of study, is available from M. Kaehler, coordinator for nuclear medicine technology. Prerequisites: BIO 151, 152, and consent of instructor.

BIO 485 Seminar
Credit arr.
Prerequisites: BIO 151, 152.

BIO 487 Biology Colloquium
1 hour
The 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 colloquium as often as possible. Biology majors or minors with recorded attendance at 10 colloquia are eligible to receive one hour of credit. A student may earn 2 credits of BIO 487.

BIO 490 Senior Project
1, 2, or 4 hours
Prerequisites: BIO 151, 152, and senior standing.

BIO 493 Senior Honors Project
2 or 4 hours
A yearlong independent research project. Applications are completed on the “Honors Program” form available at the registrar’s office, requiring the signatures of a faculty supervisor, the department head, the honors program director, and the registrar. Interdisciplinary projects require the signatures of two faculty supervisors. The project must be completed by the due date for senior projects. The completed project is evaluated by a review committee consisting of the faculty supervisor, another faculty member from the major department, and a faculty member from outside the major department. All projects must be presented publicly. Only projects awarded an “A–” or “A” qualify for “department honors” designation. The honors project fulfills the all-college senior project requirement. Prerequisites: BIO 151, 152, and consent of instructor. (R)

Chemistry
Carolyn Mottley (department head)
The program of instruction offered by the chemistry department is approved by the American Chemical Society Committee on Professional Training.

Required for a major: CHEM 151, 152, 202, 241, 242, 361, 365, 490, 490L. CHEM 201 may be substituted for CHEM 151 and CHEM 152.
Additionally, students must complete eight hours, including at least two hours from three of the following four categories:

- Biochemistry: CHEM 301, 362, 366
- Chemical Analysis: CHEM 344, 345
- Inorganic Chemistry: CHEM 379, 472, 473, 474

In addition, one year of calculus (MATH 151 and MATH 152) and a year of physics (PHYS 151 and PHYS 152, or PHYS 181 and PHYS 182) are required for the major. Students considering going on to a graduate program in chemistry should consider taking additional courses beyond the minimum listed above. Students interested in teaching should see the education department for secondary education minor requirements.

ACS Certified Students wishing to be certified by the American Chemical Society should complete the requirements for the major, plus all of the following courses: CHEM 301, 344, 345, 351, 362, 366, 472, 473, 474, plus 2 credits in CHEM 348, or CHEM 379 or CHEM 389.

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

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

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

Chemistry Courses
CHEM 114 The Environment: A Chemical Perspective
4 hours
A study of the environment with emphasis on the relationship between technology and our surroundings. Laboratory work may include field studies in the surrounding area. The course is designed for non-science students with little or no science background.
No prerequisite. Students who earn credit for 114 may not earn credit for either 115 or 116. (NWL)

CHEM 115 The Chemical World
4 hours
An examination of the chemicals encountered in everyday life. Designed to acquaint non-science students with chemical applications which are of current environmental and social interest. No previous background in science or mathematics is required. No prerequisite. Fulfills laboratory science requirement. Students who earn credit for 115 may not earn credit for either 114 or 116. (NWL)

CHEM 116 Chemistry and Crime
4 hours
An introductory course in forensic chemistry. Designed to acquaint non-science students with the chemical principles involved in the acquisition, analysis, and interpretation of data from crime scenes. Laboratory work will include the preparation and analysis of fingerprints, explosive residues, and simulated human biological samples. No previous background in science or mathematics is required. No prerequisite. Students who earn credit for 116 may not earn credit for 114 or 115. (NWL)

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

CHEM 141 Essentials of Chemistry
4 hours
A one-semester general chemistry class for students who require or wish to take just one semester of college chemistry with a laboratory component. Topics will be chosen from the Chemical Principles sequence (CHEM 151-152), and laboratories will introduce students to basic chemistry lab skills and techniques. This course is not intended for students going on in chemistry or biology. No prerequisite but algebra skills are assumed. Students who earn credit for 141 may not earn credit for 114, 115, 116, 151 or 152. (NWL, Quant).

CHEM 151, 152 Chemical Principles I, II
4 hours
General course intended primarily for students concentrating in the science area. Algebra skills are assumed. No prerequisite for CHEM 151. Prerequisite for CHEM 152: CHEM 151. Students who earn credit for 151 may not earn credit for 114, 115, 116, 151 or 152. (NWL, Quant)

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

CHEM 201 Advanced Chemical Principles
4 hours
A faster paced introduction to chemistry than CHEM 151 and 152. Material from both CHEM 151 and 152 will be included, but basic chemical knowledge and competence in algebra will be assumed. Lab will emphasize an introduction to several instruments and to data-handling with spreadsheets. Prerequisite: Good high school chemistry course and test into at least MATH 151 on mathematics placement test. Students who earn credit for 201 may not earn credit for 114, 115 or 116. (NWL, Quant)

CHEM 202 Analytical Chemistry
4 hours
An introduction to quantitative analysis. The course provides a detailed examination of equilibrium chemistry and its application to gravimetry and titrimetry. The theory and practice of chromatographic separations and spectroscopic detection are introduced. Prerequisite: CHEM 152 or 201. (NWL)

CHEM 241 Organic Chemistry I
4 hour
The first of a two-course sequence that examines the structure and reactivity of compounds containing carbon. Topics include bonding, nomenclature, conformations, stereochemistry, and organic acid/base chemistry. An introduction to reaction mechanism and reaction pathways is achieved through the study of the reactivity of aliphatic hydrocarbons. Spectroscopic identification of organic molecules by IR and NMR spectroscopy is also examined in detail. Three lectures per week, one three-hour lab per week. Prerequisite: CHEM 152 or 201. (NWL)

CHEM 242 Organic Chemistry II
4 hours
The second of a two-course sequence that examines the structure and reactivity of compounds containing carbon. Topics include the reactivity of aromatic hydrocarbons and molecules containing the carbonyl functional group; parallels between the behavior of these compounds and biomolecules are illustrated. Emphasis is placed on reaction mechanisms and the design of multi-step organic syntheses. Three lectures per week, one three-hour lab per week. Prerequisite: CHEM 241.

CHEM 285 Directed Study
2, 4 hours
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.

CHEM 301 Biochemistry I
4 hours
An introduction to the chemistry of the four major classes of biological molecules: proteins, sugars, lipids, and nucleic acids. The relationship between the functional roles of these molecules and their structure and reactivity will be examined using the chemical principles mastered in the prerequisite courses of general chemistry and the first semester of organic. This course will fulfill the one-semester biochemistry prerequisite of typical health professional programs. Prerequisite: CHEM 241.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 344</td>
<td>Instrumental Methods: Spectroscopic Techniques</td>
<td>2 hours</td>
<td>A detailed look at the instrumentation and applications of optical spectroscopy associated with chemical analyses. Topics will include molecular and atomic absorption, fluorescence, NMR, and IR spectrometries, as well as selected advanced spectroscopic techniques. Prerequisite: CHEM 241.</td>
</tr>
<tr>
<td>CHEM 345</td>
<td>Instrumental Methods: Separations and Electrochemistry</td>
<td>2 hours</td>
<td>A detailed look at methods of separation and electroanalytical techniques including GC, HPLC, MS, SFC, potentiometry, amperometry, and voltammetry. Prerequisite: CHEM 202 and 241 or consent of instructor.</td>
</tr>
<tr>
<td>CHEM 348</td>
<td>Biochemistry II</td>
<td>4 hours</td>
<td>This course is the second of a two-course sequence in biochemistry and includes both lecture and laboratory components. In lecture, the chemical mechanisms of some advanced metabolic and signaling pathways, including secondary metabolism, proteomics, and lipidomics, will be presented. In addition, the theoretical principles underlying many experimental techniques for the isolation and characterization of biological molecules will be presented to support projects done in the lab. The laboratory experience will emphasize multi-week experiments involving cell culture, protein purification, cellular lipid metabolism, and immunochemical methods of analysis. Prerequisites: CHEM 242 and 301. (Quan).</td>
</tr>
<tr>
<td>CHEM 351</td>
<td>Chemical Kinetics</td>
<td>2 hours</td>
<td>An introduction to the area of chemistry involving the rates at which chemical reactions occur. Topics will include classical kinetics, kinetics of fast reactions, and enzyme kinetics. Prerequisites: CHEM 152 or CHEM 201, MATH 152.</td>
</tr>
<tr>
<td>CHEM 361</td>
<td>Quantum Chemistry and Spectroscopy</td>
<td>4 hours</td>
<td>An introduction to the formalism of quantum mechanics through the core quantum mechanical models of the particle in the box, the harmonic oscillator, the rigid rotor, and the hydrogen atom. Applications of these models are then made to describe various types of spectroscopy used to study chemical systems. Prerequisites: MATH 152; PHYS 181, 182 (or PHYS 151, 152); or consent of instructor.</td>
</tr>
<tr>
<td>CHEM 362</td>
<td>Thermodynamics</td>
<td>2 hours</td>
<td>Mathematical treatment of the fundamental laws of thermodynamics and how those laws govern chemical and physical changes. Prerequisites: CHEM 152 or 201, MATH 152, PHYS 181, 182 (or PHYS 151, 152).</td>
</tr>
<tr>
<td>CHEM 365</td>
<td>Spectroscopy and Separations Lab</td>
<td>2 hours</td>
<td>A laboratory introduction to various types of spectroscopy and separation techniques and how they are used in the chemistry laboratory. Techniques will include UV/VIS, IR, fluorescence, and NMR spectroscopy, and liquid and gas phase chromatography. Prerequisites: CHEM 202, 242. (W)</td>
</tr>
<tr>
<td>CHEM 366</td>
<td>Thermodynamics and Kinetics Lab</td>
<td>2 hours</td>
<td>A laboratory introduction to the study of the energetics and rates of chemical reactions. Prerequisites: CHEM 202, 242.</td>
</tr>
<tr>
<td>CHEM 379</td>
<td>Inorganic Synthesis Lab</td>
<td>2 hours</td>
<td>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. Prerequisite: CHEM 202, 242, CHEM 365 recommended.</td>
</tr>
<tr>
<td>CHEM 389</td>
<td>Directed Research</td>
<td>1, 2 or 4 hours</td>
<td>Directed research involves students in research projects conducted under supervision of department faculty. Recommended for students who expect to attend graduate school in chemistry. With the approval of the department, students may register for more than one semester (cumulative total may not exceed four semester hours). Prerequisites: 16 hours of chemistry, approval of the research director and the department head.</td>
</tr>
<tr>
<td>CHEM 395</td>
<td>Independent Study</td>
<td>1, 2 or 4 hours</td>
<td>CHEM 472 Inorganic Chemistry: Coordination and Organometallic Chemistry</td>
</tr>
<tr>
<td>CHEM 473</td>
<td>Inorganic Chemistry: Solid State and Bioinorganic Chemistry</td>
<td>2 hours</td>
<td>An advanced course covering the solid state and bioinorganic chemistry. Offered alternate years. Prerequisite: CHEM 361.</td>
</tr>
<tr>
<td>CHEM 474</td>
<td>Physical Inorganic Chemistry</td>
<td>2 hours</td>
<td>An introduction to the use of symmetry for qualitative predictions of energy levels, molecular orbitals, and spectra of molecules. Offered alternate years. Prerequisite: CHEM 361.</td>
</tr>
</tbody>
</table>
CHEM 475 Advanced Topics in Chemistry
2 hours
Faculty will select an advanced topic of interest to students. Examples include: Advanced NMR Spectrometry, Environmental Chemistry, and Molecular Modeling. Offered alternate years. Prerequisite: CHEM 361.

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

CHEM 490L Senior Project Lab
2 hours
A semester-long laboratory experience in which students work as a group (minimum of 6 hours per week) on a project defined by the chemistry faculty. This course requirement for majors may be waived for students who have an approved summer research experience in chemistry or a related area, or who have done research in chemistry or a related area at Luther for the equivalent of 2 semester hours. Students must submit a written request to waive 490L by May 1 of their junior year. Majors for whom this lab is waived must still complete CHEM 490. The course is graded credit/no credit. Prerequisite: CHEM 365. (R)

CHEM 493 Senior Honors Project
4 hours
A yearlong independent research project. Applications are completed on the “Honors Program” form available at the registrar’s office, requiring the signatures of a faculty supervisor, the department head, the honors program director, and the registrar. Interdisciplinary projects require the signatures of two faculty supervisors. The project must be completed by the due date for senior projects. The completed project is evaluated by a review committee consisting of the faculty supervisor, another faculty member from the major department, and a faculty member from outside the major department. All projects must be presented publicly. Only projects awarded an “A-” or “A” qualify for “department honors” designation. The honors project fulfills the all-college senior project requirement.

Chinese
Laurie Iudin-Nelson (department head)

Language Learning Center
The department of Modern Languages and Literatures has a Language Learning Center in Main Building. Language students have access to computerized language learning materials, to computers with audio and video editing software, and to video study rooms where they may view prerecorded foreign language videos and DVDs or watch live international TV. The Languages Learning Center also houses the department’s Foreign Language Media Library with over 800 foreign language films and a selection of leisure reading books and audio books for language learners. Students can check out these materials as well as audio and video equipment for their class assignments. The Language Learning Center also provides language students with valuable work-study experiences related to their interest in languages.

Chinese Courses
CHIN 101, 102 Beginning Chinese I, II
4, 4 hours
This course offers an introduction to speaking, reading, listening to, and writing Chinese. Through the study of the language, the student will also gain an appreciation of Chinese culture and contemporary life.

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

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

CHIN 201 Intermediate Chinese
4 hours
A continuation of the study of Mandarin Chinese: grammar, writing, speaking, reading and listening comprehension. Speaking proficiency will be developed through active class participation. The use of authentic materials (video, music, texts) will enhance language skills and cultural knowledge. Prerequisite: 102 or equivalent.

CHIN 202 Intermediate Chinese
4 hours
A continuation of the study of Mandarin Chinese: grammar, writing, speaking, reading and listening comprehension. Speaking proficiency will be developed through active class participation. The use of authentic materials (video, music, texts) will enhance language skills and cultural knowledge. Prerequisite: 201 or equivalent.

Classical Studies
Philip Freeman (department head)

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

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

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

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

**Required for a classics major:** Nine courses—six courses in Latin or six courses in Greek, two courses in the other language, plus one course from classical studies, or ART 251, HIST 241, 242, HONR 210, MUS 341, PHIL 200, REL 321, 410. Other non-language courses may apply with the permission of the department head. Students contemplating graduate study in classics should take additional courses in both languages.

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

**Required for a classics minor:** Five courses—four courses in Greek or four courses in Latin, plus one course from classical studies, or ART 251, HIST 241, 242, HONR 210, MUS 341, PHIL 200, REL 321, 410. Other non-language courses may apply with the permission of the department head.

**Required for a classical studies minor:** Five courses to be chosen from classical studies, ART 251, HIST 241, 242, HONR 210, MUS 341, PHIL 200, REL 321, 410. Other non-language courses may apply with the permission of the department head. Students may also apply a maximum of two Greek or Latin courses to the minor.

### Classical Studies Courses

**CLAS 185 First-year Seminar**

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

**CLAS 220 Women and Gender in the Classical World**

4 hours  
This course explores the constructions and representations of women and gender in ancient Greece and Rome through an examination of textual, art historical, and archaeological evidence. The course also addresses the intersections of women’s and gender issues with issues of legal status, class, and ethnicity, and pays close attention to current scholarly methodologies and approaches to the subject. No prerequisite. (Same as WGST 220.) (HEPT)

**CLAS 230 Race and Ethnicity in the Classical World**

4 hours  
An exploration of ancient Greek and Roman notions of issues surrounding race and ethnicity, drawing on evidence from ancient historians, ethnographers, geographers, poets, and philosophers, as well as material artifacts. Topics include racism, ethnic-centrism, the dichotomy of East vs. West, representations of the barbarian, Romanization, cultural imperialism, and constructions of national identity. Close attention will be paid to current scholarly methodologies and approaches to the subject. No prerequisite. (HEPT)

**CLAS 240 Classical Mythology**

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

**CLAS 250 The World of Ancient Greece**

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

**CLAS 255 Ancient Roman Culture**

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

CLAS 260 The World of St. Patrick
4 hours
This course explores the world of late antiquity through the life and times of a young Roman nobleman, later known as St. Patrick. We will read the surviving letters of Patrick and other texts from the period to better understand life on the frontier of the Roman Empire in the fifth century. Topics will include the evolution of northwest Europe from the classical to medieval period, Christianity in late antiquity, and Celtic history, society, and mythology. No prerequisite. (HEPT, Hist, Rel)

CLAS 265 Greece and Rome on Film
4 hours
This course explores the ways in which various events and episodes from Greek and Roman myth and history have been adapted for modern film and television. We will examine a selection of films alongside their original ancient sources, and pay close attention to how these films interpret their sources, as well as how they reflect the cultural values and concerns of their audiences. What is lost or gained in the transition from page to screen? To what extent are films shaped by contemporary modes of production and reception? Are films convenient (yet inadequate) substitutes for reading, or do they allow us a valuable, continuing engagement with their original sources? Offered alternate years. No prerequisite.

CLAS 285 Directed Study
2, 4 hours
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.

CLAS 299 Study Abroad—Classics
4 hours
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. Prerequisite: consent of instructor. (Hist)

CLAS 300 Classics and Culture
4 hours
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 to 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. (HEPT)

CLAS 395 Independent Study
1, 2 or 4 hours

Communication Studies

Mark Johns (department head)
Since the ancient Greeks, the study of rhetoric (the art of effective discourse) has been recognized as a vital pillar of humane learning. It formed one of the seven liberal arts of education in medieval Europe. Modern communication studies focus on persuasion, personal development, organizational and group dynamics, human relations in a multicultural, multilingual and highly technical world. The communication studies department encourages students to use their communication expertise ethically and in service to the larger community.

Communication studies seeks to integrate the understanding of how these various human, social and technical elements relate to form the entire process of human communication. The department’s curriculum integrates theory and practice. Students who major or minor in this discipline learn communication theories and perform theoretically-grounded techniques of communication practice. They evaluate audiences by employing research methods, engage in practical educational experiences, and learn to speak, think, and write clearly, concisely, critically, and creatively. This includes an understanding and acceptance of the variety of communication styles of diverse peoples and situations. The combination of required and elective courses in the communication curriculum helps students become articulate speakers and versatile writers. Knowledge of theoretical perspectives of communication enables students to create, assign meaning to, disseminate and evaluate messages. Internships, campus and community projects, the student newspaper Chips, and the campus radio station KWLC provide practical experience.

The major in communication studies seeks to cultivate highly developed skills in individual oral and written expression, in critical thinking, in group discussion and in problem solving.

Required for a major in communication studies:
COMS 130, 132, 133, 357; one theory course of COMS 354, 356 or COMS 362; one applied human communication course of COMS 236, 252, 350, 351; one advanced oral communication course of COMS 255 or COMS 353; one media analysis course of COMS 258, 359 or COMS 463; plus two additional courses in the department.

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 which will be scheduled by the department each semester. The senior project requirement is not completed until the project has been publicly presented.

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

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

**Communication Studies Courses**

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

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

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

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

**COMS 185 First-year Seminar**
4 hours
A variety of seminars for first-year students offered each January term.

**COMS 233 Rhetoric of Spirituality**
4 hours
Engaging a variety of spiritual traditions (e.g., Christianity, Judaism, Islam, Buddhism, Taoism, Wicca, New Ageism), this course explores the relationship between communication, U. S. American popular culture, and the constitution of spiritual practice. Throughout the course, students study how popular spiritual texts contribute to the creation and maintenance of self, other, and spiritual ideologies. Offered alternate years. (HE)

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

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

**COMS 240 Nonverbal Communication**
4 hours
This course is taught in the Canary Islands where persons from a variety of European, African, American and Asian cultures can be encountered. Students are challenged to take an intercultural approach to the study of nonverbal communication acts, such as gestures, facial expressions, interpersonal distance and touch. Prerequisite: COMS 130. (HB, Intcl)

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

**COMS 252 Business Writing**
4 hours
Communication theory and research is applied to the composition of informative and persuasive messages. Students write on selected topics for a variety of audiences. (W)

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

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. Prerequisites: COMS 132, 133, or consent of the instructor. (W, S)

COMS 285 Directed Study
2, 4 hours
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.

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

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. (S)

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

COMS 351 Organizational Communication
4 hours
Applied and theoretical approaches will be used to investigate the formal and informal communications processes found in organizations. The applied aspects of the course will focus on interviewing and working in groups. Prerequisite: COMS 130 or consent of department head. (HBSSM)

COMS 353 Argumentation
4 hours
The course takes a rhetorical perspective on argument. Basic principles of argumentation are explored: problem solving through evidence, reasoning, and persuasion. Analysis and criticism of various types of contemporary speech making based on principles, models, and theories of argumentation. Prerequisite: COMS 132. (HE, E, S)

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

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

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

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

COMS 360 Health Communication
4 hours
The course focuses on health-related issues in the multicultural society. Students will examine different values and beliefs related to health in different cultures (e.g., through customs and health-related campaigns/promotions in various cultures) and how
they affect health practice in the multicultural society. By taking the functional and the critical approach to communication issues in healthcare settings, students will become better equipped to analyze, understand, improve, and/or solve those issues that arise in the healthcare field in today’s multicultural society. Offered alternate years. (Intcl)

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

COMS 375 Directed Readings
1 or 2 hours

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

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

COMS 395 Independent Study
1, 2, or 4 hours

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

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

COMS 490 Senior Project
2 hours

COMS 493 Senior Honors Project
4 hours
A yearlong independent research project. Applications are completed on the "Honors Program" form available at the registrar’s office, requiring the signatures of a faculty supervisor, the department head, the honors program director, and the registrar. Interdisciplinary projects require the signatures of two faculty supervisors. The project must be completed by the due date for senior projects. The completed project is evaluated by a review committee consisting of the faculty supervisor, another faculty member from the major department, and a faculty member from outside the major department. All projects must be presented publicly. Only projects awarded an “A-” or “A” qualify for “department honors” designation. The honors project fulfills the all-college senior project requirement.

Computer Science

David Ranum (department head)

The computer science major at Luther is designed to provide each student with the academic base needed to keep abreast of the changing computer world. 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 clustered in three groups: theory, systems, and applications. Since computer science relates to so many different disciplines, students are encouraged to select additional supporting courses from a broad range of academic areas.

Because majors in computer science and management information systems have substantial requirements of courses in computer science, students may major in either discipline but not in both. This same policy holds true for CS/MIS minors.

Required for a major: CS 150, 151, 200, 220; two from CS 241, 243, 341, or CS 441; two from CS 251, 351, or CS 451; one from CS 361, 363, 365, or CS 462. The yearlong senior project (CS 490-491) is also required.

Required for a minor: CS 150, 151, 200; one from CS 241, 243, 341, or CS 441; one from CS 251, 351, or CS 451.

Advanced Placement Credit: Advanced placement credit is dependent on successful completion of CS 151 or one of the other computer science courses required for the major. CS 150 is the lowest numbered course for which advanced placement credit will be considered.
Computer Science Courses

CS 125 Survey of Computer Science
4 hours
This course is intended as a broad introduction to computer science for students who wish to study a single course in computing. It also provides an overview to students who are considering further work in computer science, but do not choose to begin with CS 150. Topics included are the bit-level, with hardware and computer architecture; operating systems and computer networks; high-level languages and their compilers; databases; computer graphics; software engineering; scientific computing; artificial intelligence; algorithm analysis and complexity; social and legal issues. Students learn a high-level programming language as a major part of the course. Particular attention is paid to the Internet and the World Wide Web. Credit is not available for students who have already received credit for CS 150 or above. (Quant)

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

CS 150 Introduction to Computer Science I
4 hours
An introduction to computer science emphasizing problem solving. Problems are selected from a variety of interesting areas such as graphics, image processing, cryptography, data analysis, astronomy, video games, and environmental simulation. Topics include algorithm design and object oriented programming. (Quant)

CS 151 Introduction to Computer Science II
4 hours
A continuation of the ideas presented in 150 with particular emphasis on data structures. Implementation of abstract data types such as stack, queue, tree, and graph as well as important algorithms. Analysis of sorting and searching algorithms. Recursion. Prerequisite: CS 150.

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

CS 200 Software Design and Development
4 hours
This course builds upon the foundation of CS 150 and CS 151. It emphasizes modern programming practices and introduces students to complex ideas such as graphical user interfaces, model/view/controller architecture, threading, XML, Linux programming environments, programming tools, and program documentation. Prerequisite: CS 151. (W, S, R)

CS 220 Discrete Structures
4 hours
Propositional and predicate logic, methods of proof, induction, recursion and recurrence relations, sets and combinations, binary relations (including equivalence relations and partial orderings), functions, Boolean algebra and computer logic, and finite state machines. Prerequisites: MATH 152 or above; or CS 150, 151, or 200; or consent of instructor. (Same as MATH 220.)

CS 241 Computer Architecture
4 hours
An introduction to fundamental ideas of computer architecture and operating systems: digital logic, data representations, CPU, architecture, machine and assembly language, memory design, bus organization, input/output processing, interrupts. Prerequisite: CS 200.

CS 243 Database Management Systems
4 hours
Principles of database management systems and database design. This course takes a top-down, bottom-up approach to database management systems. In the first part of the course, key topics include data modeling, query planning, and query writing. In the second part of the course, we take a bottom-up look at the implementation of a database management system. Topics in the second part of the course include disk and file management, transaction and processing, meta-data management, query planning and implementation, parsing queries, indexing, and query optimization. Prerequisite: CS 200.

CS 251 Programming Languages
4 hours
A comparison of the structure, design, and applications of various programming languages. Topics include history, language definition, formal models of syntax and semantics, data types and structures, data abstraction, control structures, data flow, and runtime considerations. Languages will be discussed in a logical organization based upon the major paradigms including imperative, logic, functional, and object oriented. Examples from classic and contemporary languages. Prerequisite: CS 200.

CS 285 Directed Study
2, 4 hours
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.

CS 341 Computer Networks
4 hours
Concepts, principles, protocols, and applications of computer networks with a focus on the Internet. 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. Issues in network privacy and security. Prerequisite: CS 200.

**CS 351 Advanced Data Structures and Algorithms**
4 hours
Balanced tree structures, including B-trees. Hashing techniques, including expandable hash files. External sorting algorithms. Memory management algorithms. File design and file processing. Emphasis on algorithm analysis and design; algorithms drawn from a variety of applications. Prerequisites: CS 200, MATH/CS 220.

**CS 361 Artificial Intelligence**
4 hours
Artificial intelligence problems and solution techniques. Problem spaces, graph and tree traversals, heuristic search. Knowledge representation methodologies, knowledge engineering, and expert systems. Philosophical and social issues. Offered alternate years. Prerequisite: CS 200.

**CS 363 Computer Graphics**
4 hours
An introduction to computer graphics, with an emphasis on applications programming. A commonly used application programming interface (API) is used to study geometric transformations, parallel and perspective projections, hidden surface removal, light sources, shading, and reflection. Students will write programs using the API and a high level programming language. Offered alternate years. Prerequisite: CS 200.

**CS 365 Internet Programming**
4 hours
In this course we examine three-tier Internet application architectures. Applications developed for the Internet typically have a database back end, an application server in the middle, and a web server on the front end. We will examine application programming frameworks from CGI to Servlets, and other modern application programming frameworks such as Ruby on Rails. Other topics include XML-based architectures such as RSS and web services, data transformation using XSL and XSLT. The course is largely project-driven; students will implement a complete web-based application. Prerequisite: CS 200. Offered alternate years.

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

**CS 385 Understanding Entrepreneurship in Silicon Valley**
4 hours
Internet technology has fundamentally changed marketing, communications and the operations of every business in our society. Silicon Valley is home to the people, places and power sources that drive this machine. Students in this 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. Prerequisite: junior or senior standing. (Same as management 385).

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

**CS 441 Operating Systems**
4 hours
A study of operating system structures and algorithms emphasizing multiple user systems, CPU scheduling in a multi-tasking environment, concurrency and parallel computing concepts including communication and synchronization issues, storage management, and protection and security. Prerequisite: CS 200.

**CS 451 Formal Languages and Automata**
4 hours
Theory and practice of automata, formal languages, and computability. Chomsky hierarchy. Introduction to computational complexity. Students write a compiler for a simple programming language. Prerequisites: CS 200, MATH/CS 220.

**CS 462 Numerical Analysis**
4 hours
Roots of equations and solutions of systems of linear equations, interpolation and approximation, differences and numerical integration, and numerical solutions of ordinary differential equations. Offered alternate years. Prerequisites: CS 150, MATH 240. (Same as MATH 462.)

**CS 485 Seminar**
Credit arr.

**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. (W, S, R)

**CS 491 Senior Project**
2 hours
A continuation of CS 490. Prerequisite: CS 490. (W, S, R)

**CS 493 Senior Honors Project**
4 hours
A yearlong independent research project. Applications are completed on the “Honors Program” form available at the registrar’s office, requiring the signatures of a faculty supervisor, the department head, the honors program director, and the registrar. Interdisciplinary projects require the signatures of two faculty supervisors. The project must be completed by the due date.
for senior projects. The completed project is evaluated by a review committee consisting of the faculty supervisor, another faculty member from the major department, and a faculty member from outside the major department. All projects must be presented publicly. Only projects awarded an “A-” or “A” qualify for “department honors” designation. The honors project fulfills the all-college senior project requirement. (W, S, R)

Economics

Ramona Nelson (department head)

The economics program emphasizes the role of economics in monetary policy, social issues, and commerce. Students can select from two plans of study. Plan 1 emphasizes quantitative skills including calculus and fundamentals of accounting. 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, 242, 247, 248, 490, ACCTG 150, MATH 141 or MATH 151, and four economics courses above 250. Students completing more than one major may elect to complete the 490: Senior Project requirement in a major other than economics.

Plan II. ECON 130, 242, 247, 248, 256, 490, two courses from ECON 255, 333, 362, 366, or 368, and two courses from POLS 247, 258, 355, 362, or POLS 364, and one additional economics course numbered 250 or above which has not already been counted. Completion of MATH 141 or MATH 151 is recommended. Students completing more than one major may elect to complete the 490: Senior Project requirement in a major other than economics.

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

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

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

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

Economics Courses

ECON 130 Principles of Economics
4 hours
An introduction to the uses of economic theory in the analysis of problems emergent in large societies. Specific topics include consumer choice, decision making by firms in price taking and price searching situations, and inflation and aggregate employment analysis. No prerequisite. (HBSSM, E)

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

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

ECON 242 Statistics
4 hours
A first course in statistics which introduces descriptive and inferential statistical tools as they apply to economics, management, and the social sciences. Prerequisite: MATH 110 or above, or consent of instructor. (HBSSM, Quant)

ECON 247 Intermediate Economic Theory: Macro
4 hours
Analysis of the factors influencing the aggregate level of national income, employment, and inflation from a variety of perspectives, including the post-Keynesian. Prerequisites: ECON 130, MATH 110 or above (130 recommended), or consent of instructor. (HBSSM)

ECON 248 Intermediate Economic Theory: Micro
4 hours
Analysis of the determinants of resource allocation and income distribution with emphasis on the consequences of different methods of dealing with scarcity. Prerequisites: ECON 130, MATH 110 or above (MATH 130 recommended), or consent of instructor. (HBSSM)

ECON 255 Environmental Economics
4 hours
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. Prerequisite: ECON 130. (HBSSM, E, W)

ECON 256 Economic History
4 hours
This course focuses on applying basic methods of economic way of thinking (cost/benefit analysis, supply and demand analysis, simulation) through empirical examination of episodes in American, European and
ECON 285 Directed Study
2, 4 hours
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.

ECON 333 Economics of Information and Networks
4 hours
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. Prerequisite: ECON 130. (HBSSM, E)

ECON 361 Money, Credit, and Banking
4 hours
Development of the monetary and banking system. Nature and functions of monetary theories and policy. Prerequisites: ECON 130 and MATH 110 or above (MATH 130 recommended). (HBSSM)

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

ECON 366 Public Finance: The Economics of the Public Sector
4 hours
Economic analysis of activity undertaken through government, with emphasis on what is meant by such concepts as efficiency and fairness. Exploration of the ways in which different societies, at different times, have used the various tools of public finance. Prerequisite: ECON 130. (HBSSM)

ECON 368 Law and Economics
4 hours
The economic way of thinking is used to explore the relationships between law and economics, to consider how different kinds of laws and legal structures will/should/might work. Real-world examples—real statues, real cases—are used throughout to focus discussion in a comparison of competing models of law and economics. Prerequisite: ECON 130. (HBSSM, E, W)

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

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

ECON 395 Independent Study
1, 2 or 4 hours

ECON 442 Introduction to Econometrics and other Research Methods
4 hours
Econometrics is the use of statistical methods in economic research. This is an applied, rather than a theoretical, course, and involves the use of tools such as VisualBasic within Excel (as a teaching method; Excel is not a statistics package). However, although the course requires a background in both economics and mathematics (see prerequisites) it also places econometrics in a wider context, studying where it is, and where it is not, appropriate as a research tool. Thus, the course provides an introduction to economic research methods in general, and students gain practice in the writing of research papers. Prerequisites: ECON 247 and ECON 248, any statistics course, any Mathematics course numbered 151 or higher. Must earn a grade of B or above in all prerequisite courses. (HBSSM, Quant, W)

ECON 485 Seminar
Credit arr.

ECON 490 Senior Project
4 hours
This course requires students to draw upon their economic education to formulate and address important public policy, business and ethical questions. Students meet in a seminar setting to study and discuss topics of special interest through the prism of an economic way of thinking. Students are also required to write and publicly present a research paper in which they apply their own economic analysis to an issue. Prerequisite: senior standing.

ECON 493 Senior Honors Project
4 hours
A yearlong independent research project. Applications are completed on the “Honors Program” form available at the registrar’s office, requiring the signatures of a faculty supervisor, the department head, the honors program director, and the registrar. Interdisciplinary projects require the signatures of two faculty supervisors. The project must be completed by the due date for senior projects. The completed project is evaluated
by a review committee consisting of the faculty supervisor, another faculty member from the major department, and a faculty member from outside the major department. All projects must be presented publicly. Only projects awarded an “A-” or “A” qualify for “department honors” designation. The honors project fulfills the all-college senior project requirement. (W, S, R)

Education

Judith Bowstead Nye (department head)

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

For complete information regarding the education programs and licensure requirements at Luther, consult the education department website, education.luther.edu. Changes in state requirements appear periodically, so printed material may be out of date; the education department endeavors to keep the departmental website updated. You may also wish to consult the Education Department Handbook and the Field Experience Handbook, available through the education office, or the Music Department Student Handbook available in the music office. 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. Secondary and K–12 students with advisors in other departments should also seek regular consultation with the education department staff and faculty.

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. Entrance into the teacher education program

The student must be approved to enter the teacher education program at Luther College after obtaining passing scores on the PPST exam and departmental approval in all teaching areas.

Criteria for applying for admission to the teacher education program (Note: admission to the teacher education program is a prerequisite to enrolling in education courses above 300):

1. 2.75 minimum overall GPA.
2. Satisfactory completion of EDUC 185/215 (Clinical Experience I in the Schools) or 217 (Introduction to Music Education).
3. Sophomore standing (completion of 27 semester hours).

4. Three recommendations from faculty and staff.
5. Passing scores on the Praxis I (PPST) exam: reading (175), writing (174), Mathematics (173). These tests are administered at Luther three times a year; contact the education office for more information.

6. Approval of the candidate by all teaching-area departments and the education department.

B. Approval for the professional semester (student teaching)

Criteria for admission to the professional semester:

1. Satisfactory progress in the teacher education program.
2. Approval by all teaching-area departments.
3. 2.75 minimum overall GPA and 2.75 minimum GPA in all teaching areas including education department coursework. (Note: minimum major GPA requirement in all departments is a 2.75 except in modern languages, which is 3.0, and mathematics/biology/chemistry, which requires a 2.50 GPA in the major).
4. Removal of all incompletes.

Completion of the foundation courses, EDUC 185/215 (Clinical Experience I in the Schools) or EDUC 217, 220, and 221.

- Elementary Education majors will have completed (before the student teaching semester) their mathematics and science courses plus EDUC 223, 320, 325, 326, 327, 328, and EDUC 329.

- Secondary Education minors will have completed methods coursework in their field of study plus 90 percent of their major requirements.

- K–12 Art, Music, Health and PE majors will have completed methods coursework in their field of study plus 90 percent of their major requirements.

5. Satisfactory completion of a working portfolio.

Important Information for all students interested in the Teacher Education Program:

1. Students must be approved for the Teacher Education Program before they are permitted to register for 300–400 level courses in the education department. Transfer students should see Jennifer Ohlsen.

2. Candidates are approved for admission to teacher education once each semester: October 1 and March 1. Students need to submit completed application in advance of these dates.
3. The education and all teaching area departments review teacher education candidates.

4. Students may not transfer methods courses at the 300 level or above from another institution.

Students wishing to complete the professional semester should check the education department website, education.luther.edu, and select "Academic Programs" for specific requirements in each area. The application process for fall student teaching begins the preceding year with the professional semester application meeting on the second Tuesday in September. The application process for spring student teaching begins the preceding year with the professional semester application meeting on the first Tuesday in March.

C. Approval for licensure after student teaching and graduation

Criteria for teaching certification (licensure):

Luther College prepares students to be eligible for licensure in the State of Iowa. Luther also prepares students to receive a preliminary license in most other states.

1. Completion of bachelor of arts degree, 2.75 minimum final overall GPA and 2.75 minimum final GPA in all teaching areas—including education department coursework (except in modern languages, which is 3.0, and mathematics/biology/chemistry, which requires a 2.50 GPA in the major).

2. Successful completion of professional portfolio and portfolio presentation.

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

4. If required by your state, successful completion of pre-licensure examinations, such as the Praxis II test. All elementary majors must successfully complete Praxis II (tests 0114 or 0111).

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

Each state regulates certification rules for teacher licensing. 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. All students must complete the Luther College program and meet the Iowa requirements, irrespective of the state in which the student plans to eventually teach, in order to be approved for licensure. Check with education department on your particular program.

Elementary Education (K–6)

Required for a major: EDUC 185 or 215 (Clinical Experience I in the Schools), EDUC 220, 221, 222, 223, 320, 325, 326, 327, 328, 329, 486, plus two courses from EDUC 227, 228, and EDUC 229; PAID 111, 112; PAID2 450 (Making Decisions for U.S. Schools); two semesters of laboratory science (one biological science and one physical science); MATH 123. Note: EDUC 325-329 must be taken within one year of student teaching.

The elementary major requires an academic endorsement or a special endorsement. If more than one endorsement is selected, a ninth semester may be necessary for completion of the program.

1. Academic endorsement requirements (K–8):
   Prescribed coursework in one discipline (see education department website for requirements in specific disciplines)
   OR

2. Special endorsement requirements: If you elect a special endorsement you must also complete an academic concentration. This is 12 semester hours in a single discipline outside of the elementary major. Students may also elect a social science general concentration (12 hours in any social science coursework) or science general concentration (12 hours in any science coursework).
   - Instructional Strategist II: Behavior Disorders and Learning Disabilities (K–12): Requirements to teach as an Instructional Strategist II: EDUC 240, 242, 245, 246, 344, 347, and student teaching in a classroom with students at both elementary and secondary levels, who have learning and/or behavior disorders.
   - Early Childhood (preK–K): Requirements to teach early childhood: EDUC 330, 331; SCI 130; SOC 101 and SOC 347 or EDUC 240; PE 342 or PSYC 240; student teaching in kindergarten and pre-kindergarten.
   - Reading (K–8): Requirements to teach K–8 reading: EDUC 223, 320, 326, 347, 376, 378; one of LING 131, 242 or ANTH 103; COMS 132; a minimum of four weeks of student teaching in a reading resource classroom/program.
   - English Language Learners/English as a Second Language (ESL: K–12): Requirements to teach ESL: EDUC 240, 323, 324, 340, 345, LING 241; COMS 350; EDUC 223 and EDUC 320 (or EDUC 378 and ENG 334); one of LING 131, 242 or ANTH 103; COMS 132 or 236; two semesters of one foreign language or proficiency at the intermediate level; student-teaching experience in elementary and secondary ELL/ESL classrooms.
   - Middle School (5-8): The middle school endorsement will require that students take a core of required courses and two "specialty" areas. This may be in any combination—mathematics, science, language arts, and social studies. Minnesota-bound students seeking middle school...
licensing should consult with Jennifer Olufsen in the education department.

Core courses: EDUC 332, 333, and EDUC 278 or 378, and EDUC 326, and a student teaching practicum. In addition, two of the following specialty areas must be completed:

Mathematics Specialization: 12 semester hours in mathematics to include one of the following: MATH 130, 131, 140, 141, or MATH 151.

Science Specialization: 12 semester hours in science, to include coursework in life science, earth science, and physical science. The life and physical science courses will apply toward this specialization in the same way that they do for the elementary education major. Earth science would include either SCI 123, ENVS 133, or ENVS 134.

Language Arts Specialization: 12 semester hours in language arts to include coursework in composition (PAID 111 and 112), language usage (LING 131), speech (COMS 132), young adult literature (ENG 334), literature across cultures, PAID 111 and 112, ENG 130, 147, 240, 251, (or any upper level literature course).

Social Studies Specialization: 12 semester hours in social studies to include coursework in U.S. history/government (HIST 101), world history (any non-U.S. history course offered by the history department), and geography (HIST 126).

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 website for specific requirements for second teaching areas (listed under academic programs).

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

Requirements for certification in English, foreign language, health, mathematics, science, and social studies: EDUC 185/215 (Clinical Experience I in the Schools), EDUC 220, 221, 252, 352, 366, 367 (or EDUC 468 for certification in health), EDUC 278 (content only, no practicum), EDUC 486; PAID 2 450 (Making Decisions for U.S. Schools).

Requirements for secondary reading endorsement: Major in one of the above disciplines. In addition, completion of EDUC 223, 320, 347, 376, 278 or EDUC 378; LING 131 (or LING 242 or ANTH 103), COMS 132; ENG 334.

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

Required for licensure (in addition to the major in art, physical education, or health): EDUC 185/215 (Clinical Experience I in the Schools), EDUC 220, 221, professional semester (EDUC 486); PAID 111; PAID 2 450 (Making Decisions for U.S. Schools).

Each major has specific methods requirements: for art: ART 228 (for 4 hours) and EDUC 352; for physical education: EDUC 365; and for health: EDUC 252, EDUC 278 or 378, and HLTH 468.

K–12 Teaching Minor: Music

Required coursework: Completion of Luther College general requirements and the music major plus EDUC 217 (EDUC 217 is required; EDUC 185/215 is not required), EDUC 220, 221, 360, 361, and EDUC 486 (professional semester includes student teaching at both the elementary and secondary levels); MUS 351 or MUS 353; PAID 2 450 (Making Decisions for U.S. Schools).

Students who wish to pursue vocal music education must additionally complete EDUC 460, 462, and EDUC 464. Students who wish to pursue instrumental band education must also complete EDUC 255, 260, 265, 270, 275, 280, and EDUC 464. Students who wish to pursue instrumental orchestra education must also complete EDUC 255, 260, 265, 270, 275, 280, and EDUC 468. (Band and orchestra education students will need EDUC 462 for licensure in surrounding states. With EDUC 462, 280 is not needed.)

Students who wish to pursue both vocal and instrumental (either band or orchestra) must complete EDUC 217, 255, 260, 265, 270, 275, 280, 360, 361, 460, 462, 464 or EDUC 468, 466, the advanced conducting of their choice, and four semesters of lessons on their secondary instrument (either primary or secondary instrument must include voice). Students electing to complete both band and orchestra must complete both EDUC 464 and EDUC 468. Students electing to student teach in any two areas must student teach for 18 weeks.

a. Additional criteria for applying for admission to the teacher education program (teaching minor; K–12 Music): (Admission to the teacher education program is a prerequisite to enrolling in education courses above 300). See also general requirements for admission to the Teacher Education Program.

1. Satisfactory completion of EDUC 217, MUS 121, 121L, 122, 122L, and one instrumental methods courses (instrumentalists only).

2. Successful completion of piano proficiency or currently enrolled in piano study (studio or class).

b. Additional 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.
3. Requirements listed above must be completed by the professional semester application due date (November for a placement in the following fall, early April for a placement in the following spring). Check the Education Handbook 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).

c. Additional criteria for licensure (see also general requirements for licensure): Wisconsin-bound music majors must take EDUC 378 and the EDUC 378 practicum component during their student teaching semester.

Education Courses

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

EDUC 185 First-year Seminar
4 hours
A variety of seminars for first-year students offered each January term.

EDUC 215 Clinical Experience I in the Schools
4 hours
Student works as an observer-aide under a teacher in a public/private area school. Concentrated instruction in preparation for these duties plus seminars which accompany the experience. Students taking this course in January must complete application materials in the education department by October 1 of the previous semester. Available in the fall to transfer students and late deciders only. First-year students enroll in EDUC 185 (first-year seminar) offered during January term. All other students enroll in EDUC 215.

EDUC 217 Introduction to Music Education
1 hour
An introduction to the music education program at Luther College, music education in elementary and secondary schools and to the profession at large. The course presents a variety of teaching methods and resources used in the K–12 school system. Students will observe in the public schools, hear public school music educators, examine the competencies required for music education licensure, critique current technology, and actively participate in class sessions. Prerequisites: MUS 121, 121L.

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

EDUC 221 The Diverse and Exceptional Learner
4 hours
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. (HB)

EDUC 222 Instructional Strategies with Computer Applications K–6:
4 hours
This course examines the use of behavioral objectives, lesson planning, testing, evaluation, classroom management, instructional techniques, learning theory applications, and instructional media in elementary education. Course objectives are achieved through writing instruction and practice using conventional writing tools and computer applications.

EDUC 223 Children’s Literature
4 hours
The study of children’s literature: genre identification, analysis, review, and curriculum integration. Prerequisites: EDUC 185/215, 220.

EDUC 227 Music in Elementary School
2 hours
Designed to assist elementary school teachers in presenting music to children; overview of general music program in the elementary school, including content, methods, and materials; instruction in basic music concepts. Prerequisite: EDUC 222.

EDUC 228 Art in Elementary Schools
2, 4 hours
Introduction to theories of creativity, developmental stages in art and methods of teaching visual art to children K–6. Basics in appreciation, history and criticism as well as use of materials will also be discussed. Students pursuing an elementary education major may take this course for 2 or 4 hours. Students pursuing a K–6 art academic endorsement or a K–12 art education minor should register for this course for
EDUC 229 Physical Education in Elementary School
2 hours
A study of curricular experiences in elementary physical education, including lectures and laboratory experiences with current movement education techniques. Prerequisite: junior or preferably senior standing.

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

EDUC 242 Introduction to Learning Disabilities and Behavioral Issues
4 hours
This K–12 introductory course includes a historical perspective to the field of learning disabilities and behavioral issues, characteristics and etiology, definitions and identification procedures, conceptual orientations, treatment and intervention, impact of the disability throughout the lifespan on the individual and family, and current trends and issues. Required of all students seeking the Instructional Strategies II endorsement. Prerequisites: EDUC 185/215.

EDUC 245 Career/Vocational Assessment and Instructional Planning
2 hours
This K–12 course covers the assessment of career/vocational skills and interests, aspects of the Individuals with Disabilities Educational Act (IDEA) 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. Required of all students seeking the Instructional Strategies II endorsement. Prerequisites: EDUC 185/215.

EDUC 246 Classroom Management and Collaboration
4 hours
A K-12 course in individual behavior management, behavioral change strategies and classroom management for working with elementary and secondary students in special education. Methods and strategies for consulting and collaborating with parents, paraprofessionals, classroom teachers, support service personnel, and other individuals involved in the education program will be covered. Required for all students desiring approval for the Instructional Strategist II endorsement. Prerequisite: EDUC 185/215.

EDUC 252 Introduction to Middle and High School 5-12 Methods
2 hours
An introduction to the general methods of secondary teaching. Such topics as objectives, planning, testing, evaluation, classroom management, instructional techniques, educational technology, media and the inclusion of special education students in the regular classroom will be considered. Should be taken as close to EDUC 352 as possible. Required for certification in health. Not required of art, physical education, and music majors. Co/prerequisites: EDUC 185/215, 220, 221.

EDUC 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.

EDUC 260 Brass Methods
2 hours
Methods and materials of teaching brass instruments to elementary and secondary students. Includes knowledge of and proficiency on brass instruments, pedagogy, materials, assessment and grading for individual and small group studio lessons. Required for instrumental music licensure.

EDUC 265 Double Reed Methods
2 hours
Methods and materials of teaching double reed instruments to elementary and secondary students. Includes knowledge of and proficiency on double reed instruments, pedagogy, materials, assessment and grading for individual and small group studio lessons. Required for instrumental music licensure.

EDUC 270 String Methods
2 hours
Methods and materials of teaching bowed string instruments (violin, viola, cello and double bass) to elementary and secondary students. Includes knowledge of and proficiency on string instruments, pedagogy, materials, assessment and grading for individual and small group studio lessons. Required for instrumental music licensure.

EDUC 275 Flute, Clarinet and Saxophone Methods
2 hours
Methods and materials of teaching these instruments to elementary and secondary students. Includes knowledge of and proficiency on these instruments,
pedagogy, materials, assessment and grading for individual and small group studio lessons. Required for instrumental music licensure.

EDUC 278 Content Area Reading, Middle School/Secondary  
2 hours  
Introduction to the teaching of reading in content areas for secondary teachers: procedures used in recognizing content area reading problems, improving reading by developing literacy strategies in reading, writing, speaking, and listening. Required for all students seeking secondary school licensure, Wisconsin-bound music education students, and students seeking Health certification. Prerequisite: EDUC 185, 215, or 217.

This course has an additional one-semester hour practicum component. If you are an elementary education major pursuing a Reading endorsement, you will student-teach in a Reading classroom and will not take the practicum component. Other students completing an endorsement that requires this course will need to register for the practicum when they register for student teaching.

EDUC 280 Voice Methods  
2 hours  
Methods and materials of teaching voice to elementary and secondary students. Includes knowledge of and proficiency with the vocal instrument, proficiency, pedagogy, materials, assessment and grading for individual and small group studio lessons. Required for instrumental music licensure but not required with completion of EDUC 462.

EDUC 285 Directed Study  
2, 4 hours  
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.

NOTE: Students may not register for education department courses above the 300 level until they have been admitted to the teacher education program.

EDUC 320 Introduction to Reading  
4 hours  
Based on a synthesis of research identifying characteristics of highly effective reading teachers, this course focuses on five pillars of effective reading instruction: teacher knowledge, classroom assessment, effective practice, differentiating instruction, and family/community connections. Special attention is paid to language acquisition, phonics and word identification, fluency, vocabulary, comprehension and reading assessment. This course may be used to meet the reading requirement for Wisconsin certification. Fall enrollment is recommended for those seeking reading endorsement certification. Prerequisites: EDUC 185/215, 220, 221, 222.

EDUC 323 Teaching Methods for English Language Learners  
4 hours  
Basic introduction to historical and contemporary theories and methods of English as a second language instruction with an emphasis on methodologies for teaching reading, writing, listening and speaking with pronunciation skills within the context of content areas grounded in academic and social/cultural language goals.

EDUC 324 Assessment for English Language Learners  
2 hours  
This K–12 course is an introduction to assessment for English language learners including formal and informal tools, interpretation of assessment data, use of data to inform instruction, and the fundamental technical aspects of assessment.

NOTE: EDUC 325, 326, 327, 328, and EDUC 329 must be taken within one year prior to student teaching.

EDUC 325 Elementary Mathematics Methods  
2 hours  
This course is an introduction to the pedagogy and curriculum of a NCTM standards-based mathematics program in the elementary school. This course includes the planning, teaching, and evaluation of mathematics lessons within the context of a mathematics unit. Prerequisites: EDUC 185/215, 220, 221, 222. Corequisites: MATH 123, EDUC 326.

EDUC 326 Elementary Language Arts Methods  
2 hours  
This course is an introduction to oral and written communication skills for the twenty-first century, curriculum and pedagogy of a language arts program based on standards established by the International Reading Association and the National Council of Teachers of English, the six components of the language arts, and current learning theories that support teaching language arts in the elementary classroom. This course includes the planning, teaching, and evaluation of language arts using a comprehensive approach that examines language acquisition and development and integrates literature, writing, grammar, speaking, viewing, listening, spelling, and handwriting. Prerequisites: EDUC 185/215, 220, 221, 222. Co-requisite: EDUC 325.

EDUC 327 Elementary/Middle School Junior Block Clinical Placement — Methods Practicum  
2 hours  
As a part of the elementary education methods course sequence the student observes and teaches small and large groups of students in an elementary classroom. During the practicum the student develops and teaches a unit to document the planning, teaching, assessment and reflection protocol. Prerequisites: EDUC 325, 326 (or two of the following: EDUC 325, 326, 328, 329).
EDUC 328 Elementary Social Studies Methods
2 hours
This course is an introduction to curriculum and pedagogy for social studies instruction based on the National Council of Social Studies Standards. Ten thematic strands frame the instructional planning for elementary and middle level curriculum. Students develop competencies in specific social studies related skills and become aware of current directions in elementary social studies including instructional technology. This course is designed to assist pre-service teachers in developing appropriate tools for teaching social studies using an interdisciplinary approach. Prerequisites: EDUC 185/215, 220, 221, 222. Corequisite: EDUC 329.

EDUC 329 Elementary Science Methods
2 hours
This course is an introduction to the curriculum and pedagogy of a standards-based science program in the elementary school. This course includes hands-on opportunities with the activities that support the inquiry of science as practiced in the elementary school classroom. Pre-requisites: EDUC 185/215, 220, 221, 222. Corequisite: EDUC 328.

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

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

EDUC 332 The Middle School Learner
4 hours
Focuses on the growth and development of the middle school aged student, specifically addressing emotional, physical, social, and cognitive developmental characteristics. A particular emphasis placed on how these factors relate to success in the school setting and how teachers accommodate the learning characteristics of the middle school student. Prerequisite: EDUC 185/215, 220, 221.

EDUC 333 Middle School Methods
4 hours
This course explores the cognitive and social development of early adolescents. The unique organization structures of middle schools are examined. Methods of teaching designed to meet the diverse needs of middle school students are emphasized. Includes a required practicum in the schools. Prerequisites: EDUC 185/215, 220, 221.

EDUC 340 Methods of Second Language Acquisition
2 hours
Introduction and overview of second language acquisition theories, protocols for second language teaching, instructional strategies and program formats in the K–12 ESL classroom. Prerequisite: EDUC 185/215.

EDUC 344 Methods and Strategies for Teaching Students with Learning Disabilities and Behavioral Issues
4 hours
This course provides an exploration of the various methods, techniques, and materials that are used in the education of students who have learning disabilities and behavioral issues in a variety of different settings including the general education classroom. Methods and materials for instruction in mathematics, reading, written language, spoken language, social skills, listening skills, organizational skills, and skills to enhance life/career choices will be addressed. Must be taken during the junior-level methods course sequence. Required of all students seeking the Instructional Strategies II endorsement. Prerequisites: EDUC 185/215, 220, 221, 242, 327/366, and junior standing.

EDUC 345 ESL Methods II: Advanced Methods/Curriculum Design for Teaching English as a Second Language, K–12
2 hours
Analysis, evaluation and development of curriculum for teaching English language learners with a focus on authentic pedagogy and application of the Sheltered Instructional Observational Protocol (SIOP) in developing thematic, integrated lessons in K–12 ESL programs. Prerequisite: EDUC 323.

EDUC 347 Assessment in Special and Remedial Education
4 hours
This K–12 course is an introduction to the assessment process including formal and informal tools, special education legal guidelines concerning assessment, interpretation of assessment data, the use of assessment data in instructional planning, and the basic technical aspects of assessment. There is significant emphasis on literacy skill evaluation through both formal and informal measures. This course is required of all students seeking the Instructional Strategist II: behavior disorders/learning disabilities endorsement and/or the reading endorsement. Prerequisites: EDUC 220, 221, and junior standing.

EDUC 352 Advanced Teaching Methods: Secondary
2 or 4 hours
Advanced study of secondary teaching methods for students seeking licensure in art, English, mathematics,
science, and social science. Study of special methods used to teach the individual’s major subject area. Teaching methods and professional participation in one’s academic discipline will be covered, as well as inclusion of special education students in a regular classroom and applications of technology. Students spend a minimum of forty contact hours in cooperating school classrooms in addition to on-campus meetings. Must be taken prior to professional semester. Required for certification in art, English, foreign language, mathematics, science, and social sciences. Not required of health, physical education and music majors. The 2-credit option is only for secondary students with two majors and two corresponding licensure areas. Prerequisite: EDUC 252.

EDUC 353 Advanced Methods — World Languages K–12
2 or 4 hours
Advanced study of secondary teaching methods for students seeking licensure in foreign languages. Teaching methods and professional participation in the language classroom will be covered, as well as inclusion of special education students in a regular classroom and applications of technology. World language methods prepares teachers for language instruction in kindergarten through high-school classrooms. World language methods prepares teachers for language instruction in kindergarten through high-school classrooms. Students spend forty contact hours in cooperating-school elementary and secondary classrooms, in addition to on-campus class meetings. Must be taken prior to professional semester. Prerequisite: admission into teacher education program.

EDUC 360 Foundations of Music Education
4 hours
Designed to develop a philosophy of music education, concepts of program development and current approaches to music teaching. Role of technology, rehearsal and lesson planning, assessment, and curriculum will be emphasized. Required for music education licensure. Prerequisites: EDUC 217, 220, acceptance into teacher education program or consent of instructor.

EDUC 361 Clinical Experiences in Music Education
4 hours
100 hour clinical practicum that follows Education 360. 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. Prerequisites: EDUC 217, 220, 360, admission to the teacher education program, MUS 250 (MUS 260, 265, 270, 275; 285 for instrumentalists) or consent of instructor.

EDUC 365 Methods, Elementary and Secondary Physical Education
2 hours
Lesson planning, media, educational technology, methods, and classroom management for teaching elementary and secondary physical education classes. Practicum in working with college skills classes. Consent of instructor required prior to registration. Prerequisite: junior standing.

EDUC 366 Advanced Methods Clinical Placement
2 hours
As a part of the secondary education methods course sequence the student observes and teaches small and large groups of students in a public/private school classroom in the discipline. During the three week practicum, the student develops and teaches a unit to document planning, teaching, assessment and reflection protocols. Note: taken during the January Term, this course would meet the January II general graduation requirement and if placed in a middle school classroom meets the clinical requirement for the middle school endorsement. Prerequisite: one of EDUC 352, 353 or 356

EDUC 367 Advanced Teaching Methods II
2 hours
Continued study of advanced teaching methods for students seeking licensure in English, foreign language, mathematics, science, social science, health/physical education with special emphasis on analysis of best practice, methodological research and curriculum design within the respective content area. This course builds on the content of Education 352 and the clinical appointment in Education 366 and must be taken prior to Education 486. Prerequisite: EDUC 366.

EDUC 370 Practicum in International Education
2 hours
Students will work as observer-aides in K–12 schools in international settings under the direction of Luther College faculty. Students will attend seminars, and participate in cultural and environmental activities which link to competencies for teacher preparation. This course focuses upon comparative education, professional development, cross-cultural skill development and personal growth through study abroad. Prerequisite: EDUC 185/215, 220, or consent of instructor. Offered in the summer only.

EDUC 376 Readers at Risk
2 hours
This course will explore the developmental nature of the exceptional reader, including underachieving and gifted students. It examines current research on learner characteristics, instructional approaches and principles of effective reading and instruction. Prerequisite: EDUC 320.
EDUC 378 Content Area Reading, Elementary/Middle School
2 hours
Introduction to the teaching of reading in content areas for elementary teachers: assessment in content area reading; improving content area literacy by developing strategies in reading, writing, speaking, and listening. Required for elementary reading endorsement. Prerequisite: EDUC 185/215 or EDUC 217.

This course has an additional one-semester hour practicum component. If you are an elementary education major pursuing a Reading endorsement, you will student-teach in a Reading classroom and will not take the practicum component. Other students completing an endorsement that requires this course will need to register for the practicum when they register for student teaching.

EDUC 395 Independent Study
1, 2, or 4 hours

EDUC 460 Middle and High School Vocal Methods
2 hours
Students learn physiology and pedagogy of the high school adolescent voice. Included in the curricula are planning, assessment, literature, music literacy, and grading. Students teach private and in-class voice lessons to secondary students. Prerequisite: admission to the teacher education program and EDUC 361.

EDUC 462 General Music Education: Elementary and Middle School
4 hours
Survey of the general music program in the elementary and middle school. Study of the music student, content, materials, and methods of instruction. Includes Orff and Kodaly approaches, the young adolescent, the changing voice, technology, and classroom management. Includes a clinical component in area schools. Required of all vocal music education minors (and needed by instrumental education minors seeking licensure in neighboring states). Prerequisite: admission to the teacher education program and EDUC 361.

EDUC 464 Middle and High School Band Methods
4 hours
A study of the organization, direction and management of the band program in the public schools. The course includes the curricula, pedagogy and assessment of marching, jazz and concert bands. It also covers the organization and business management of the band program and instrument repair/maintenance. Laboratory hours include participation with area school bands. Prerequisite: admission to the teacher education program and EDUC 361.

EDUC 466 Middle and High School Choral Methods
4 hours
Students learn choral literature, pedagogy, rehearsal techniques, rehearsal planning, music literacy strategies, assessment and grading, rehearsal management and administration. Prerequisite: admission to the teacher education program and EDUC 361.

EDUC 468 Middle and High School Orchestra Methods
4 hours
A study of the organization, direction and management of the orchestra program in public schools. The course includes the curricula, pedagogy and assessment of the 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. Prerequisite: admission to the teacher education program and EDUC 361.

EDUC 486 Teaching Practicum
2, 12 hours
Observation and teaching in area schools. Student teaching experiences are offered in each of the following areas: elementary education, secondary education, and K–12 student teaching in art, music, and physical education. Those who do 18 weeks of EDUC 486 to meet the Wisconsin certification and additional licensure endorsements will register for 2 additional credits during January term.

EDUC 490 Senior Project
1 hour

EDUC 493 Senior Honors Project
4 hours
A yearlong independent research project. Applications are completed on the “Honors Program” form available at the registrar’s office, requiring the signatures of a faculty supervisor, the department head, the honors program director, and the registrar. Interdisciplinary projects require the signatures of two faculty supervisors. The project must be completed by the due date for senior projects. The completed project is evaluated by a review committee consisting of the faculty supervisor, another faculty member from the major department, and a faculty member from outside the major department. All projects must be presented publicly. Only projects awarded an “A-” or “A” qualify for “department honors” designation. The honors project fulfills the all-college senior project requirement.

English
Mark Z. Muggli (department head)

English courses invite students to read works that open the mind and heart, to engage in complex analysis and critical thinking, and to seek beauty and persuasion in writing and speech. Because reading and writing are so completely interconnected, they are both part of all departmental courses. English majors study the range of literature written in English from its medieval
beginnings to the present, and from poetry and drama to novels, film, and creative nonfiction. In addition to writing essays of literary criticism and analysis, majors can choose courses in which they write poetry, fiction, news stories, or personal essays.

The study of English helps students develop into what the college mission statement identifies as “whole persons.” The satisfactions of reading and writing perceptively and skillfully stay with them throughout their lives. Skills in analysis and communication lead English majors to work in a wide range of settings after graduation. Some become teachers; many pursue further education in literature, writing, law, ministry, journalism, librarianship, or administration; and others serve society through work as varied as publishing, human resources, business, or arts administration.

Prerequisites: First-year students may enroll in courses numbered ENG 110 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 (beginning in January); students must have completed PAID 111 and 112 (or transfer equivalents), to enroll in courses numbered ENG 210, 211, 212, 213, 231, 260, 261, 312-356, and junior status to enroll in courses numbered 361 and above. Students are encouraged to complete ENG 230 before enrolling in courses numbered ENG 352 and above. The full range of English courses is open to students of all majors.

Required for a major:

Plan I, 33 hours including ENG 230, 260 or 261, 485; one course from ENG 251, 352, 353, 354, one course from ENG 361, 362, 363, 364, one course from ENG 365, 366, 367, 368, and three additional courses (one of which may be a foreign language literature course when the literature is read in its original language, LING 242, or ENG 380). Also see correlative requirement for the major.

Plan II (writing emphasis). Same major requirements as in Plan I, but include at least three of the following courses: ENG 210, 211, 212, 213, 312, or 314. Writing internships (ENG 380) are also available. Students who have completed the appropriate course work may write an extensive work of poetry, fiction, or nonfiction as their senior project. 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 242. Also see correlative requirement for the major, and education department for secondary education minor requirements.

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 C).

Required for a minor: ENG 230; 260 or 261; one of ENG 210, 211, 212, 213, 312, 314, 361, 362, 363, 364, 365, 366, 367, or ENG 368; one of ENG 251, 352, 353, or ENG 354; one 3-4 hour elective.

Required for a writing minor: Three courses from ENG 210, 211, 212, 213, 312, 314 or COMS 252, one English department course in literature, and one 3-4 hour elective in the department. A student with an English major may not also earn a writing minor.

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 four-credit Senior Project with an emphasis on criticism or theory.

English Courses

ENG 110 Introduction to College Writing
2 or 4 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. The four-hour course is offered only in the summer when the course meets daily for six weeks. Hours do not count towards an English major. Prerequisite: consent of instructor.

ENG 130 Literary Ventures
4 hours
An introductory literature course, with specific focus and readings announced each semester. This course is both an introduction to the pleasures of reading and interpretation and also an opportunity for student writing in a range of analytic and creative forms. Open to all students in all majors. Students may enroll in more than one version of the course. Sample topics: Caribbean Women Writers, Literature of the Apocalypse, Multiple Hamlets, Poems for Life. (HEPT)

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

ENG 147 Literature of the African Peoples
4 hours
Modern African writers are some of the most dynamic and innovative writers as they draw from and respond to different literary traditions, such as their own oral traditions and European models. This course serves as an introduction to the various themes and styles of written literature of 20th-century Africa. The course will begin with a historical analysis of European colonialism in Africa, using a variety of primary and secondary sources. Representative authors include Tsitsi Dangarembga, J.M. Coetzee, Buchi Emecheta,
Chinua Achebe, Ngugi wa Thiong’o, Andre Brink, Tayib Salih, and Nawal El Saadawi. Offered alternate years. Prerequisite: PAID 111. (Same as AFRS 147.) (HEPT, Hist, Intcl)

ENG 185 First-year Seminar
4 hours
A variety of seminars for first-year students offered each January term.

ENG 210 Effective Writing
4 hours
A writing course for students in all disciplines. The course includes practice and instruction in writing for a variety of audiences, emphasizing revising and responding to others’ writing. Students discuss well-crafted prose essays that include effective argument and clear language and organization. This course cannot be taken concurrently with Paideia I. Prerequisite: PAID 111, 112 or transfer equivalents. (HE, W)

ENG 211 Writing for Media
4 hours
A comprehensive course in news writing, reporting, and writing for media. Focus on the issues and skills central to journalism and professional writing for various media. Readings and examples from newspapers, online and print magazines, and electronic journalism. Prerequisite: PAID 111, 112 or transfer equivalents. (HE, W)

ENG 212 Creative Writing: Poetry and Fiction I
4 hours
An introductory course in the writing of poems and stories that explore lived and imagined experience. Writing will include exercises 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. Prerequisite: PAID 111, 112 or transfer equivalents. Graded credit/no credit. (HE, W)

ENG 213 Creative Writing: Nonfiction
4 hours
A reading and writing course in the art of the personal essay. Reading will survey the genre, examining essays from a variety of periods and kinds. Writing will include some larger pieces and attention to matters of craft such as voice, tone, and patterns of development, which will help students cultivate a personal style. Prerequisite: PAID 111, 112 or transfer equivalents. (HE, W)

ENG 220 The Writer’s Voice
4 hours
When writers write, they sing, whisper, and shout. This course, an introduction to the English major, emphasizes literature and writing as forms of personal and cultural expression. Our central literary focus is on poetry, but may include fiction, drama, or non-fiction. The course also gives extended attention to student writing as a performative act, conscious of voice, audience, and purpose. (This course is designated for intentional writing instruction in the major.) Prerequisite: PAID 111. (HEPT, W)

ENG 231 Film
4 hours
Study of the varieties of film experience from documentaries to feature-length films, American and foreign. Practice in film analysis and criticism of current films based upon viewing, discussing, and writing about films. Emphasis upon acquiring knowledge and appreciation of the techniques by which filmmakers achieve their effects, rather than upon systematic study of film history. Prerequisite: PAID 111, 112 or transfer equivalents. (HEPT)

ENG 240 Africana Literature
4 hours
A study of one topic in the wide range of literature by Africans and African-Americans. Focuses will vary, but will be centered around a particular theme, period, or group of writers. Representative topics include: Africana Women’s Writing, Caribbean Literature, the African-American Novel, and Contemporary Africana Fiction. Prerequisite: PAID 111, 112 or transfer equivalents. (Same as AFRS 245.) (HEPT, Intel)

ENG 245 Literature By Women
4 hours
A study of how women writers from different historical periods use poems, stories, essays, and plays to address gender issues in the private and public world. The course looks at how literature both presents and critiques culture and its construction of gender, as well as how it offers new visions and choices for women and men. Readings include such writers as Jane Austen, Charlotte Bronte, Virginia Woolf, Toni Morrison, Alice Walker, and Maxine Hong Kingston. Prerequisite: PAID 111. (Same as WGST 245.) (HEPT)

ENG 251 African-American Literature
4 hours
A survey of African-American literature. Primary emphasis will be on literature written since 1920 when the Harlem Renaissance began. Includes authors such as Langston Hughes, Richard Wright, Zora Neale Hurston, Ralph Ellison, James Baldwin, Alice Walker, and Toni Morrison and gives attention to theories of race and culture formation. Prerequisite: PAID 111. (Same as AFRS 236, WGST 251.) (HEPT, Intel, E, W)

ENG 260 Shakespeare
4 hours
For four centuries Shakespeare has been celebrated as the greatest writer in English. This course will help students more fully understand the power of his plays, both as literature for reading and scripts for performance. Reading plays of each major type (comedies, tragedies, and histories), 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. Prerequisite: PAID 111, 112 or transfer equivalents. (HEPT, E, S)

**ENG 261 Shakespeare Performed**
4 hours
The study of representative Shakespeare plays, with special emphasis on the close analysis and public performance of one play. All students will do analytical writing and will be involved in some aspect of the performance. English 260 and 261 have common goals and both fulfill the departmental “Shakespeare” requirement, but because of the two courses’ differing emphases, students may earn credit for both courses. Although students with previous experience in Shakespeare or acting are welcomed, the course is open to all students sophomore and above. Prerequisite: PAID 111, 112 or transfer equivalents. (Same as THD 261). (HEPT, E, S)

**ENG 285 Directed Study**
2, 4 hours
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.

**ENG 312 Creative Writing: Poetry and Fiction II**
4 hours
An advanced-level course in the writing of poems and stories for students dedicated to making imaginative, emotional, and technical discoveries in the practice of their craft. Readings in contemporary poetry and fiction, as well as in-class exercises and student workshops. Prerequisites: PAID 111, 112 or transfer equivalents, and ENG 212. (HE, W, S)

**ENG 314 Rhetoric: History, Theory, Practice**
4 hours
A study of the origin and development of rhetoric. Readings in rhetorical theory and case studies of oral and written rhetorical discourse with an emphasis on written composition. Extensive analytical and persuasive writing. Prerequisite: PAID 111, 112 or transfer equivalents. (HEPT, W)

**ENG 320 Contemporary Literature**
4 hours
A study of significant works written since 1945, predominantly by British and/or American writers, in both poetry and prose. Readings trace the recent evolution and refinement of literary techniques and themes, with emphasis on the variety of aesthetic responses to contemporary culture and thought. Prerequisite: PAID 111, 112 or transfer equivalents. (HEPT)

**ENG 334 Young Adult Literature**
4 hours
Study of literature for young adults (ages 12-18), with emphasis on reading of representative fiction, creative nonfiction, and poetry. Course also includes history of the genre, interpretive approaches to texts, resources and materials for teaching. Designed for teaching majors; useful for others working with young people. Prerequisite: PAID 111, 112 or transfer equivalents. (HEPT)

**ENG 352 American Frontiers: American Literature to 1860**
4 hours
American writers since the very beginnings have inscribed the natural landscape and crossed frontiers of the human heart and soul. We will explore these frontiers and the authors who transcend boundaries into uncharted space in stories of Spanish conquistadors and Native Americans; the narratives of English colonists, African-American slaves, and explorers Lewis and Clark; nature essays of Emerson and Thoreau, illustrated by the Hudson Valley School; poetry by Bradstreet, Wheatley, Whitman, and Dickinson; fiction by Hawthorne, Melville, and Beecher Stowe. Offered alternate years. Prerequisite: PAID 111, 112 or transfer equivalents. (HEPT, Hist)

**ENG 353 American Literature 1860 to the Present**
4 hours
An invitation to explore currents and crosscurrents, traditions and individual talents, movements and masterpieces from the Civil War era to the present. Works will be chosen from a variety of genres, and course units may emphasize particular regions, periods, or themes, such as Southern voices (Faulkner, Hurston, Welty), the era of World War I (Hemingway, Cummings, Dos Passos), and feminist fiction and poetry (Kingston, Walker, Sexton). Offered alternate years. Prerequisite: PAID 111, 112 or transfer equivalents. (HEPT)

**ENG 354 American Novel**
4 hours
A study of major American novelists from the mid-nineteenth century to the present, such as Melville, Stowe, Twain, Cather, Faulkner, and Morrison. Some attention is given to theoretical approaches to American literature. Prerequisite: PAID 111, 112 or transfer equivalents. (HEPT)

**ENG 361 Chaucer and Medieval Literature**
4 hours
From heroes fighting monsters to Arthurian romances, medieval literature is best known for its stories of chivalry. Less well-known but equally wonderful are the comic tales of sex in trees and greedy friars dividing a fart. We will read Beowulf, narrative poems about love and adventure by Marie de France, the tale of Sir Gawain and the Green Knight, and much more, with in-depth attention to Chaucer’s *Canterbury Tales*. Prerequisite: junior standing. (Same as WGST 361). (HEPT)

**ENG 362 Renaissance Literature**
4 hours
English literature came into its own during the Renaissance, as Sidney, Spenser, and Raleigh courted Queen Elizabeth’s favor through love poetry, and sonnets were all the vogue. The period also produced
the counter-cultural poetry of Donne and Marvell, and profound religious lyrics of Herbert, and the golden age of English drama with the plays of Marlowe, Shakespeare, and Jonson. The course will explore this rich body of literature through both literary and cultural analysis, with options for a range of student writing. Offered alternate years. Prerequisite: junior standing. (HEPT)

ENG 363 Milton
4 hours
How could angels in Heaven and humans in Paradise rebel against the God who created the world and made it good? Is it better to rule in Hell than serve in heaven? What would it be like to live in Edenic bliss, anyway? John Milton sought to answer those questions in *Paradise Lost*. Second only to Shakespeare in its influence on later writers, Milton’s work probes religion, politics, and gender in a remarkable melding of classical and Christian traditions. We will read this epic, as well as other poems and prose in which Milton engaged the tumultuous events of the English civil wars and its aftermath. Prerequisite: junior standing. (HEPT)

ENG 364 Restoration and Eighteenth-Century British Literature
4 hours
This course explores the range and variety of British literature written after the restoration of the British monarchy in 1660, and before the revolution in France in 1789. Literary artists in this era produced innovative writing in several new genres, including journalism, travel writing, biography, satire, and the novel. The literature of the eighteenth century was also a crucible for modern understandings of gender, race, and class identities. In this course, we explore these literary developments within their historical contexts, aiming for a broad coverage of canonical and not-so-canonical texts. Representative authors may include Dryden, Congreve, Behn, Swift, Pope, Johnson, Fielding, Burney, and Haywood. Offered alternate years. Prerequisite: junior standing. (HEPT, Hist)

4 hours
The era of the American and French revolutions profoundly affected England, inspiring cultural debates about slavery and women’s roles, as well as new ways of looking at the natural world, human perception, imaginative creation, and the Gothic past. We will study the cultural milieu and read such writers as Blake, Equiano, Burke, Wollstonecraft, Austen, William and Dorothy Wordsworth, Coleridge, Percy and Mary Shelley, Byron, and Keats. Offered alternate years. Prerequisite: junior standing. (HEPT)

ENG 366 The Victorians
4 hours
The Victorians experienced cataclysmic changes in science, economics and industry, national identity, gender roles, and faith. Novelist wrestled with these changes, chronicling the broad social world and the schisms that divided it. Poets of the period registered extremes of doubt, or returned to an idealized past, or looked forward to developments like the liberation of women. Representative authors may include the Brontës, Dickens, George Eliot, Hardy, Tennyson, and Barrett Browning. Offered alternate years. Prerequisite: junior standing. (HEPT)

ENG 367 Twentieth-Century British Literature
4 hours
Many Europeans braced themselves for the start of the twentieth century, firm in their belief that it might augur the end of the world. For thousands of soldiers slaughtered during the “war to end all wars,” it was. Between World War I and II, British writers and Irish nationalists transformed the literary landscape with a radically new approach to language, form, and style. Women writers explored new freedoms in sexuality and in their literary subjects. In the second half of the century, novelists and poets confronted the legacy of economic reform, urbanism, and the remnants of British colonialism around the globe. Readings might include writers such as Yeats, T. S. Eliot, Woolf, Forster, Katherine Mansfield, Jean Rhys, Ted Hughes, and Graham Greene. Offered alternate years. Prerequisite: junior standing. (HEPT)

ENG 368 The British Novel
4 hours
In *Northanger Abbey*, Jane Austen’s narrator remarks, “The person, be it gentleman or lady, who has not pleasure in a good novel, must be intolerably stupid.” In this course, we defy stupidity by enjoying a variety of good British novels, beginning with the eighteenth-century, and arriving, after many pages and multiple plot twists, in the modern era. We consider the history of the genre, the social and political context of the texts, and the development of the British literary tradition. Representative authors may include Burney, Fielding, Austen, Dickens, George Eliot, Thackeray, Conrad, and Woolf. Prerequisite: junior standing. (HEPT)

ENG 380 Internship
1, 2, or 4 hours
Supervised on-campus or off-campus work experience that builds on the strengths of an English major. Must have signature of department head. Open to sophomores (those who have completed PAID 111, 112 or transfer equivalents), juniors, and seniors. One internship may be used to satisfy requirements for the English major, but not for the minor.

ENG 395 Independent Study
1, 2, or 4 hours
An intensive, collaborative study of a selected period, movement, or writers, emphasizing the methods and assumptions of literary analysis and selected critical theories. The course format is student-initiated
The interdisciplinary major in environmental studies is designed to provide students with fundamental resources for understanding the complex and dynamic relations between humans and the natural world. The major integrates perspectives from the social sciences, the natural sciences, and humanities to develop the conceptual and analytic skills required for a balanced approach to environmental issues. Students completing a major in environmental studies also gain depth of knowledge in one specific area of study through a concentration.

**Required for a major:** Twelve courses in approved environmental studies courses including five core courses, a four or five course concentration in one area, and two or three elective courses from an approved list. Students pursuing the major must choose one of the three options for a concentration listed below. Six of the 12 courses must be at the 200 level or above. No more than three disciplinary courses counting for another major or minor may be applied to the environmental studies major.

**Core Courses:** ENVS 134, 485; PHIL 140, BIO 151, POLS 258.

**Concentrations:**

1. **Environmental Policy:** ECON 255 (ECON 130 prerequisite may be waived with instructor permission); POLS 355; two of SOC 356, PHIL 230, HIST 291, REL 341, PAID 450:Biodiversity, PAID 450:Ethics, Energy and Climate Policy, PAID 450:Food and the Environment.

2. **Environmental Sciences:** BIO 256; one of the following: CHEM 151 and 152 or CHEM 201; two courses (8 hours) from a single discipline of which at least 4 hours must be at the 300-level from the following: ENVS 310, 320, 339, BIO 244, 246, 251, 252, 253, 258, 354, 365, CHEM 202, 241, 344, 345.

3. **Individualized:** Student develops a proposed course of study for their concentration in consultation with an environmental studies faculty member. This proposal must explain the four courses to be taken for the concentration, how they link together, and the rationale behind the proposal. Such proposals are typically completed during the spring semester of the sophomore year and must be submitted to the Environmental Studies Steering Committee no later than Dec. 1 of the junior year.

**Required for a minor:** Five courses in approved environmental studies courses including ENVS 134 or BIO 151, PHIL 140 or POLS 258, and ENVS 485. No more than two disciplinary courses counting for another major or minor may be applied to the environmental studies minor.

In addition to all environmental studies courses being able to be used as electives for the major or minor, courses from other departments approved to be used as...
major or minor electives for environmental studies include:

ANTH 101, 102, or ANTH 104 Cultural or Physical Anthropology or Archaeology
ANTH 302 Field Methods in Archaeology
ART 115 Scandinavian Fine Handcrafts
BIO 112 Insects, Humans, and the Environment
BIO 149 Introduction to Winter Biology
BIO 151 Principles of Biology: Ecology, Evolution, and Biodiversity
BIO 152 Principles of Biology: Molecules, Cells, and Genes
BIO 239 Ecology of Desert Southwest
BIO 243 Microbiology
BIO 245 Ecology of Ecuador
BIO 246 Ornithology
BIO 247 Subtropical and Marine Biology
BIO 248 Genetics
BIO 249 Winter Biology
BIO 251 Entomology
BIO 252 General Botany
BIO 253 Invertebrate Zoology
BIO 255 Physiology
BIO 256 Biostatistics
BIO 258 Vertebrate Natural History
BIO 259 The Environment: A Chemical Perspective
CHEM 114 The Environment: A Chemical Perspective
CHEM 151, 152 General Chemical Principles I & II
CHEM 201 Advanced Chemical Principles
CHEM 255 Environmental Economics
ECON 123 Introduction to Meteorology
PAIDEIA II 450 Biodiversity
PAIDEIA II 450 Food and the Environment
PAIDEIA II 450 Ethics, Energy and Climate Policy
PHIL 120 Ethics
PHIL 140 Environmental Philosophy
PHIL 230 Philosophy of Science
POLS 258 Environmental Politics and Policy
POLS 355 Constitutional Law
REL 341 Environmental Ethics
SCI 123 Introduction to Meteorology
SOC 356 Environmental Sociology
THD 126 Movement Fundamentals I

Environmental Studies Courses

ENVS 112 Energy and the Physical World
4 hours
The unifying theme of energy molds the physical concepts of motion, gravitation, electromagnetism, heat, radiation, and nuclear physics. Solar, wind, nuclear, tidal, hydroelectric, and thermal electric energy conversion processes are also included. This course is intended for the general student with no special background in mathematics or science. (Same as PHYS 112 and SCI 112.) (NWL)

ENVS 130 Environmental Forays
4 hours
In this course students will explore the relationship between humans and the physical environment by 1) reading seminal texts that address this relationship, such as A Sand County Almanac and Silent Spring, 2) studying basic ideas and concepts central to environmental studies, and 3) using the prairie-forest border region of Northeast Iowa as a laboratory for investigating how humans interact with the natural world. (NWNL)

ENVS 133 Environmental Conservation
4 hours
An introduction to conservation of the natural environment. Emphasizing ecological principles, the course covers the history of environmental conservation, the soil, air, and water components of the biosphere, and biological diversity. Laboratory/field trips emphasize the ecology of major habitats of northeastern Iowa and human efforts to solve environmental problems. (NWL)

ENVS 134 Environmental Geology
4 hours
The study of geology as it relates to human activities, with an emphasis on applied environmental studies. Rocks and minerals; plate tectonics; earthquakes; volcanoes; streams and flooding; water, soil, and mineral resources; mass movements; energy resources; field geology techniques. Laboratory/field trips emphasize the environment of northeast Iowa. (NWL)

ENVS 139, 239, 339, 439 Special Topics
Credit arr.
ENVS 140 Physical Geography
4 hours
Physical geography synthesizes and connects elements of our physical environment, emphasizing patterns of interaction between elements and with mankind. This course will provide a framework for understanding the spatial relationships and processes that operate in the physical environment around us. The course will cover the major components of the earth system (atmosphere, hydrosphere, biosphere and lithosphere) including regulatory processes, distribution patterns, and impacts of human activity. (NWNL)

ENVS 175 Introduction to GIS
2 hours
This course is an applied practicum in geospatial technology that fosters effective use of Geographic Information Systems. Students who successfully complete the course will be able to create, manipulate, and manage geographic data to perform analysis tasks, to visualize geographic data, and to use geographic data analyses to support decision making. No prerequisite.

ENVS 185 First-year Seminar
4 hours
A variety of seminars for first-year students offered each January term.

ENVS 215 Environmental Education
4 hours
An introduction to the theory and practice of environmental education while providing a foundation of basic environmental science content. Emphasis is placed on learning local and regional natural history as well as phenology and basic ecological processes. Students gain skills and learn methods necessary to effectively teach about the natural world. Focus is placed on planning and implementing environmental education programs, inquiry and interdisciplinary approaches, and place-based education. The course will include training for environmental curricula such as Project Wild and Project Wet. Prerequisite: one natural world lab course. (NWL)

ENVS 285 Directed Study
2, 4 hours
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.

ENVS 310 Earth: Evolution of a Habitable Planet
4 hours
Among the planets of our solar system, the Earth alone has remained hospitable to life throughout its long history. What processes and feedbacks have consistently maintained conditions on the Earth’s surface within the bounds required for the survival of life? From the earliest Earth to the modern day, we will explore the intertwined histories of life, atmospheric chemistry, geologic processes, and the climate system. Additional emphasis on the scientific techniques used to reconstruct Earth history. Laboratory includes field trips exploring regional geology. Prerequisite: ENVS 134. (NWNL)

ENVS 320 Soil Genesis, Morphology and Classification
4 hours
Simply put, life depends on soil. Soils effectively link the physical, biological and chemical environments and the study of soils is paramount to understanding and integrating concepts in archaeology, biology, chemistry, geology, and environmental science. Students will gain a basic understanding of soil formation processes and the relationships between soils and other Earth systems as well as conducting basic field description of soils and interpreting the environmental history recorded in soil profiles. Offered in alternate years. Prerequisite: ENVS 134 (NWNL)

ENVS 375 Directed Readings
1-2 hours

ENVS 380 Internship
1, 2, or 4 hours
Supervised work-study placement with a public or private organization engaged in environmental concerns. Prerequisites: consent of department head.

ENVS 389 Directed Research
1, 2, or 4 hours

ENVS 395 Independent Study
1, 2, or 4 hours

ENVS 485 Seminar
4 hours
This course will be an interdisciplinary seminar for students completing the environmental studies major or minor. It will be topical in nature and will combine lecture and seminar approaches to the exploration of environmental issues and policies. Prerequisites: completion of all other courses for the major or minor, or consent of instructor.

ENVS 490 Senior Project
1, 2, or 4 hours
ENVS 493 Senior Honors Project
2 or 4 hours
A yearlong independent research project. Applications are completed on the “Honors Program” form available at the registrar’s office, requiring the signatures of a faculty supervisor, the department head, the honors program director, and the registrar. Interdisciplinary projects require the signatures of two faculty supervisors. The project must be completed by the due date for senior projects. The completed project is evaluated by a review committee consisting of the faculty supervisor, another faculty member from the major department, and a faculty member from outside the major department. All projects must be presented publicly. Only projects awarded an “A-” or “A” qualify for “department honors” designation. The honors
project fulfills the all-college senior project requirement.

Ethics and Public Life

Ethics and Public Life Courses

EPL 450 Global Citizenship

4 hours
This course is designed for students who have lived or spent a semester or more studying abroad. It will enable students to reflect on how their immersion in a foreign culture has affected their values and vocation. By combining practical experiences with scholarly and artistic works, students will a) reflect on the role of culture, b) think about the articulation and application of values in the public sphere, c) explore the relation among politics, economics, culture, and society, and d) develop their own ethical perspectives as “global citizens.” There will be a heavy emphasis on writing, group work, and oral presentations.

Foreign Culture

Foreign Culture Courses

FCUL 138 Scientific and Medical Terminology

4 hours
A study of scientific terms based on Greek and Latin: roots, prefixes, suffixes, and word formation. Especially useful for students in medical, biological, and related fields. No knowledge of Greek or Latin required.

FCUL 139, 239, 339, 439 Special Topics

Credit arr.

FCUL 185 First-year Seminar

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

FCUL 241 Russian Culture Through Film

4 hours
This course will cover 20th-century Russian/Soviet culture and history through the medium of film. We will begin with classics of early Soviet film (including Eisenstein, Vertov, Pudovkin) and then view and discuss classic films of the Stalinist era and WWII (1930s-50s). We will continue with classic films and comedies of the 1960s and 70s (including Ryazanov, Gaidai, Tarkovsky). The later 1980s-90s (glastras, perestroika, and the post-Soviet era) witnessed the emergence of films that revealed difficult social and historical themes (for example: Little Vera; Burnt by the Sun; Prisoner of the Caucasus, Brother 1). The course will conclude with discussion of film and society in present day Russia. Films are in Russian (with English subtitles). Readings and discussions are in English. Offered on a rotating basis. No prerequisite. (HEPT, Hist, Intcl)

FCUL 243 Time of Stalin: Literature and Memoirs

4 hours
This course, through the medium of literature and memoirs, focuses on Russia/Soviet Union in the early years after the Bolshevik Revolution (1917) until Gorbachev’s glasnost and perestroika. Students will learn about the rise of Stalin, the time of terror and purges at the height of Stalin’s regime (mid-1930s), WWII, the “Thaw” after Stalin’s death in 1953, and the implications Stalinism has on present-day Russia. We will seek answers to the questions of how Stalin was allowed to rise to power, retain political control, and instigate policies that caused the deaths of approximately 20 million Soviet citizens—many of whom were Bolsheviks and loyal members of the Communist Party. Literary readings include memoirs, poetry, and novels. A significant part of the course concerns the role of women in the Bolshevik Revolution and their fate under Stalinism. This course fulfills requirements of international studies, women’s studies, and Russian studies. The course is taught in English and readings are in English. (Same as WGST 243.) Offered alternate years. No prerequisite. (HEPT, Hist, Intcl, E, W)

FCUL 341 Russian Life and Culture

4 hours
A study of the cultural, political and social institutions that have shaped Russia from the time of Kievan Rus’ to the present period. Key historical and philosophical themes will be discussed in reference to art, literature, architecture, music, and Russian Orthodoxy. The course is taught in English and readings are in English. Offered on a rotating basis. No prerequisite. (HE, Hist, Intcl)

FCUL 343 Soviet Dissidents: Vocation of Change

4 hours
This course will discuss the major writings and activities of Soviet dissidents Aleksandr Solzhenitsyn, Andrei Sakharov, and Natan Sharansky. Special emphasis will be placed on the socio-historical context and the important role of dissidents both in the Soviet Union and in the world arena during the last decades of the USSR (1960s-1991), and how the perception of dissident activity has changed over time. We will focus on questions of human rights, religious and creative freedom, refusniks, the right to emigrate, environmental concerns, ideological differences between East and West, the theories of Co-existence and Convergence, and the role of the West in these debates. When applicable, the role of these dissidents in current politics will be discussed. The course is taught in English and readings are in English. Offered on a rotating basis. No prerequisite. (HEPT, Hist, Intcl, W)
FCUL 347 The Dramas of Ibsen and Strindberg
4 hours
A study of representative plays of two of the most influential dramatists of the 19th and 20th centuries. This course is taught in English. No prerequisite. Does not count toward a major in Scandinavian studies. (HEPT)

FCUL 349 Norwegian Folk Art
4 hours
Exploring the artistic, cultural and historical aspects of folk art created in Norway from the Middle Ages through the end of the 19th century, students will gain a knowledge of traditional Norwegian values, customs, beliefs and way of life. Extensive use of material objects as well as slides of traditional Norwegian folk art, including architecture. (Same as ART 149.) (HE)

FCUL 451 Masterworks of 19th Century Russian Literature
4 hours
A survey of 19th century Russian literature (in translation) from Romanticism to Realism. Reading and discussion of selected works of major Russian authors, including Pushkin, Dostoevsky, Tolstoy, Chekhov, Gogol, and Lermontov. The course is taught in English and readings are in English. Prerequisite: RUS 202, or consent of the instructor. (HEPT, Hist, E, W)

FCUL 452 Masterworks of 20th Century Russian/Soviet Literature
4 hours
A survey of 20th century Russian/Soviet literature (in translation) from 1900 to the present. Reading and discussion of works by major Russian/Soviet writers, including Gorky, Mayakovsky, Akhmatova, Mandelstam, Zoshchenko, Pasternak, Solzhenitsyn, and Bulgakov. The course is taught in English and readings are in English. No prerequisite. (HEPT, Hist, E, W)

French

Laurie Iudin-Nelson (department head), Ruth Caldwell (section head)

Required for a major: Thirty-two hours, starting at FREN 201 or above, including FREN 344, 345 or FREN 347, and FREN 346 or FREN 348: 460 or FREN 464; correlative writing requirement (FREN 344 and FREN 346 or FREN 348); language immersion experience; a senior project (unless this is completed in another major); an oral proficiency examination in French. Students interested in teaching should see the education department for secondary education minor requirements.

Recommended supporting courses for students majoring in French: Two semesters of another modern or a classical language; linguistics courses, such as FREN 131, 241, 242, 245 or FREN 247.

Required for a minor: No fewer than 18 hours, including FREN 345 or FREN 347, and one literature course above 300; language immersion experience; an oral proficiency examination in French.

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

Language immersion experience: For majors, a minimum of one semester of academic study in a country where French is an official language. For minors, at least one January term of academic study in such a country, although a semester is strongly recommended. Those preparing to teach must spend at least one semester of academic study in such a country. Program selection and other options must be approved by the department for all majors and minors prior to departure. After having fulfilled the study-abroad requirement, all majors who are enrolled in on-campus courses for at least one semester are required to complete a 4-hour course in French. All majors and minors are strongly urged to help maintain and advance their language skills by completing courses in the language during their final semesters at Luther.

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

French 101, 102
4, 4 hours
A practical approach to the French language, in which the student begins speaking French from the first day and completes the year with a basic ability to speak, write, read, and understand French. Prerequisite for FREN 102: FREN 101 or equivalent.

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

French 185
4 hours
A variety of seminars for first-year students offered each January term.
FREN 201, 202 Intermediate French
4, 4 hours
Review of structures through drills designed to develop skills, combined with individual practice in the language learning center. Graded readings chosen for their insights into French social and intellectual traits. Prerequisite: FREN 102 or equivalent as indicated by the placement test.

FREN 285 Directed Study
2, 4 hours
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.

FREN 342 Introduction to French Culture
4 hours
An introduction to the study of French history, culture, and society, investigating selected trends and developments from its early history to the present that have contributed to the formation and continuing evolution of contemporary French identity. Prerequisite: FREN 202, or consent of instructor. Offered on a rotating basis. (HEPT, W)

FREN 344 Advanced Grammar and Composition
4 hours
An in-depth review of French grammar with systematic work in French composition. The course is intended to help students develop strategies for the production of effective written French. More complex grammatical, syntactic and stylistic structures, as well as more sophisticated vocabulary and expressions are introduced and practiced through a variety of activities: syntactic, structural and grammatical analysis of texts, study of common problem words for non-native French speakers, short translation and stylistic exercises, and guided writing projects in different genres. Prerequisite: FREN 202, or consent of instructor. (HE, W)

FREN 345 Conversation and Phonetics
4 hours
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. Prerequisite: FREN 202, or consent of instructor. (S)

FREN 346 Introduction to French Literature I
4 hours
Historical survey of French literature from the earliest texts to the end of the 17th century. Emphasis on the development of literary forms, including the epic, drama, lyrical poetry and narrative literature. Fundamental concepts of analysis and criticism are presented. Attention will be paid to increasing the student’s fluency in writing. Offered alternate years. Prerequisite: FREN 344 or consent of instructor. (HEPT, W)

FREN 347 Introduction to Commercial French
4 hours
An introduction to business in a French context, including business vocabulary, commercial correspondence, economic geography, and the role of government in business transactions. Specific topics will be addressed on a rotating basis. Offered on a rotating basis. Prerequisite: FREN 202, or consent of instructor. (HB, Intcl)

FREN 348 Introduction to French Literature II
4 hours
Historical survey of French literature from the 18th century to the present and general introduction to the principal literary forms—prose, poetry, and drama—as illustrated by some of the best known authors in the French-speaking world. Fundamental concepts of analysis and criticism are presented. Attention will be paid to increasing the student’s fluency in writing. Offered alternate years. Prerequisite: FREN 344 or consent of instructor. (HEPT)

FREN 485 Seminar
Credit arr.

FREN 490 Senior Project
1, 2, or 4 hours
The senior project requirement gives students an opportunity of 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 compile a senior project in both majors.
FREN 493 Senior Honors Project
4 hours
A yearlong independent research project. Applications are completed on the “Honors Program” form available at the registrar’s office, requiring the signatures of a faculty supervisor, the department head, the honors program director, and the registrar. Interdisciplinary projects require the signatures of two faculty supervisors. The project must be completed by the due date for senior projects. The completed project is evaluated by a review committee consisting of the faculty supervisor, another faculty member from the major department, and a faculty member from outside the major department. All projects must be presented publicly. Only projects awarded an “A-” or “A” qualify for “department honors” designation. The honors project fulfills the all-college senior project requirement.

For French courses in translation, see foreign culture.

General Studies

The Luther College curriculum allows for the offering of courses under the heading of General Studies. This heading is reserved for those courses whose primary content lies outside a departmental subject area, and there are normally no academic prerequisites for those courses. The courses bear full academic credit and advance students toward total number of credits for graduation; however, the courses do not fulfill requirements for major or minors. General Studies courses are typically offered in the January Term; however, one course, Critical Reading and Learning Strategies, has been designated to be offered in the semester.

The slate of General Studies courses offered in January Term are reviewed and approved by the faculty each year. These courses are “non-departmental” special topic courses. Descriptions for these courses appear in the schedule of course offerings for the appropriate term.

General Studies Courses

GS 110 Critical Reading and Learning
2 hours
We become better students when we become better critical readers aiming to withhold judgment until we have considered texts or issues carefully and thoughtfully. In this course we practice critical reading strategies, including inspectional, analytical, and syntopical ways of approaching issues and texts. In this course we also review and practice best learning strategies in the context of a liberal arts curriculum.

GS 200 Lives that Matter: Vocation, Self, and Service
4 hours
This course is designed to help students connect their own gifts, talents, and vocation with the needs of the world. The course begins with an on-campus week of readings and discussion. The classes will introduce students to the major concepts of community, service, compassion, social justice, social change, leadership, and vocation. These classes will also enable students to identify their own strengths. The second week of the course will be an intensive service experience in the Twin Cities in order to allow students to address a specific need such as homelessness. During the last week, students will return to campus for further readings, discussion, and reflection in order to incorporate their service experience into an understanding of their own vocation in relation to the needs they witnessed and addressed. The final week will also introduce students to opportunities for service in the Decorah community. Additional fees will apply. Prerequisite: sophomore status.

German

Laurie Iudin-Nelson (department head), Ruth Kath (section head), Sören Steding (Münster program director)

Required for a major: Thirty-two hours, starting at 201 or above, including GER 202, 345 or GER 346; 450 or GER 460; correlative writing requirement (GER 345 or GER 346 plus GER 450 or GER 460); language immersion experience; a senior project (unless this is completed in another major); an oral proficiency examination in German. Students interested in teaching should see the education department for secondary education minor requirements.

Recommended supporting courses for students majoring in German: Two semesters of another modern or a classical language: LING 131, 135, 141, 241, 242, or 247.

Required for a minor: No fewer than 18 hours, including GER 202, and one literature course above 300; language immersion experience; an oral proficiency examination in German.

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

Language immersion experience: For majors, a minimum of one semester of academic study in a country where German is an official language. For minors, at least one January term (or a similar program) of academic study in such a country, although a semester is strongly recommended. Those preparing to teach must spend at least one semester of academic study in such a country. Program selection must be approved by the department for all majors and minors prior to departure. Luther College offers a semester program in Münster, Germany, every other year (2010, 2012, 2014). However, other programs may also fulfill this requirement.

After having fulfilled the study-abroad requirement, all majors who are enrolled in on-campus courses for at
least one semester are required to complete a 4-hour course in German. Consult with department for details on petition procedure for alternative ways of satisfying this requirement. All minors are strongly urged to help maintain and advance their language skills by completing courses in German during their final semesters at Luther.

Language Learning Center

The department of Modern Languages and Literatures has a Language Learning Center in Main Building. Language students have access to computerized language learning materials, to computers with audio and video editing software, and to video study rooms where they may view prerecorded foreign language videos and DVDs or watch live international TV. The Languages Learning Center also houses the the department's Foreign Language Media Library with over 800 foreign language films and a selection of leisure reading books and audio books for language learners. Students can check out these materials as well as audio and video equipment for their class assignments. The Language Learning Center also provides language students with valuable work-study experiences related to their interest in languages.

German Courses

GER 101, 102 Elementary German I and II
4, 4 hours
The basic structures of German. Students will learn to understand, speak, read, and write German at a beginner’s level and gain awareness of the culture of German-speaking countries. Prerequisite for GER 102: GER 101, or consent of instructor.

GER 105 Münster Preparation
1 hour
This course prepares students accepted to the Münster Semester for the semester abroad. Prerequisite: acceptance to the Münster Program.

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

GER 185 First-year Seminar
4 hours
A variety of seminars for first-year students offered each January term.

GER 201 Intermediate German I
4 hours
Completion of basic grammatical structures. Beginning composition and conversation through greater emphasis on the creative aspects of language use, i.e., speaking and writing. Prerequisite: GER 102 or equivalent.

GER 202 Conversation and Comprehension
4 hours
This course is for students who have completed GER 201 and who want to develop their speaking as well as their oral and reading comprehension skills, increasing proficiency in extended narration and dialogue and developing knowledge of German-speaking cultures. Prerequisite: GER 201 or consent of instructor.

GER 285 Directed Study
2, 4 hours
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.

GER 342 German Culture
4 hours
This course introduces students to the study of German history, culture, and society. It investigates selected trends and developments in contemporary German culture and examines their historical backgrounds. A special emphasis will be put on German media and film. Offered on a rotating basis. Prerequisite: GER 202 or consent of instructor.

GER 344 German Play
4 hours
Brief survey of the German drama. Study of several representative modern plays. Emphasis on pronunciation and dramatic expression. Students will write and produce an original German play. Offered on a rotating basis. Prerequisite: GER 202 or equivalent. (HE, S)

GER 345 Advanced Composition and Conversation
4 hours
Emphasis on present-day German to increase students’ fluency and ease of expression. The course is offered only in Münster, Germany, during the study-abroad program. Prerequisite: GER 202 or equivalent. (W, S)

GER 346 German Literary History
4 hours
This course offers an introduction to the history of literature in German, examining the development of what is now recognized as the German literary canon. Attention is given to the most important authors and their works, and to the emergence of major topics and genres over time. Fundamental concepts of analysis and criticism are presented and applied to lead the student to an informed appreciation of literary works. Offered on a rotating basis. Prerequisite: GER 202, or consent of instructor. (HEPT; Hist, W)

GER 347 Introduction to Business German
4 hours
Examination of current German business practices and communication. Emphasis on vocabulary acquisition, advanced grammar, and reading skills, as well as intercultural conduct in business situations. Offered on a rotating basis. Prerequisite: GER 202 or consent of instructor.

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

**GER 385 Seminar**  
Credit arr.

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

**GER 450 Masterpieces of German Literature**  
4 hours  
The course focuses on masterpieces of poetry, prose, and drama in German through 1900, with attention on the continuing impact of these works on modern German culture. May be repeated up to three times for credit under three different topics. Prerequisite: GER 202 or consent of instructor. Offered on a rotating basis. (HEPT, W, R)

**GER 453 The German Language**  
4 hours  
The course follows the history of the Germanic language family from Indo-European to the establishment of dialects such as Gothic, Old English, Old Norse, and Old High German, then concentrates on the history of the German language through Middle and New High German and the development of a standard language. It concludes with a study of modern dialects and the colloquial language. The course is offered only in Münster, Germany, during the study-abroad program. Prerequisite: GER 202 or consent of instructor. (Hist, S, R)

**GER 455 German Film and Media**  
4 hours  
This course explores the history and aesthetic qualities as well as the cultural and social aspects of German cinema since the 1920s, and examines the development and role of the media in German society. It provides students with a basic knowledge of the extensive body of cinematic work in German and with an understanding of the media landscape in past and present Germany. The influence of American mass culture, and the place of German film and media in and outside of Europe will be explored. Offered on a rotating basis. Prerequisite: GER 202 or consent of instructor. (HEPT, Hist Intel, W)

**GER 460 Contemporary German Literature and Culture**  
4 hours  
A course with rotating topics on German literature and culture, with emphasis on texts of the 20th and 21st 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. May be repeated up to three times for credit under three different topics. Offered on a rotating basis. Prerequisite: GER 202 and any 300 level course, or consent of instructor. (HEPT, W, R)

**GER 467 Applied Business German**  
4 hours  
While in Germany, students will gain firsthand experience in the German business world by visiting corporations and administrative institutions. Excursions to businesses and to state and federal entities. The course is offered only in Münster, Germany, during the study-abroad program. Prerequisite: GER 202 or consent of instructor. (Intcl, S)

**GER 485 Seminar**  
Credit arr.

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

**GER 493 Senior Honors Project**  
4 hours  
A yearlong independent research project. Applications are completed on the “Honors Program” form available at the registrar’s office, requiring the signatures of a faculty supervisor, the department head, the honors program director, and the registrar. Interdisciplinary projects require the signatures of two faculty supervisors. The project must be completed by the due date for senior projects. The completed project is evaluated by a review committee consisting of the faculty supervisor, another faculty member from the major department, and a faculty member from outside the major department. All projects must be presented publicly. Only projects awarded an “A-” or “A” qualify for “department honors” designation. The honors project fulfills the all-college senior project requirement.

**Greek**

**Philip Freeman** (department head)

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

**Greek Courses**

**GRK 101 Elementary Greek I**  
4 hours  
The first course of a two-semester sequence emphasizing basic grammar, vocabulary, and syntax of ancient Greek. Translation passages are drawn from different Greek works, including the New Testament. No prerequisite.

**GRK 102 Elementary Greek II**  
4 hours  
The second course of a two-semester sequence which continues the study of ancient Greek grammar, vocabulary, and syntax. Passages are drawn from a variety of
Greek works, including the New Testament. Prerequisite: GRK 101.

GRK 201 Intermediate Greek
4 hours
A review of ancient Greek grammar, vocabulary, and syntax, followed by readings in both the New Testament and classical authors. Prerequisite: GRK 102. (HEPT)

GRK 202 Readings in Greek
4 hours
Fourth-semester readings from one or more ancient Greek authors or works, such as Homer, Plato, Sophocles, and the New Testament. Prerequisite: GRK 201. (HEPT)

GRK 285 Directed Study
2, 4 hours
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.

GRK 301 Advanced Greek Prose
4 hours
Prose readings chosen from a single Greek author or from a variety of authors within a particular genre. Authors and works may include Herodotus, Xenophon, Lysias, Plato, the New Testament, the Septuagint, or others. May be repeated for credit when topics vary. Prerequisite: GRK 202. (HEPT)

GRK 302 Advanced Greek Poetry
4 hours
Poetry readings chosen from a single Greek author or from a variety of authors within a particular genre. Authors and works may include Homer, Hesiod, Sappho, Sophocles, Euripides, or others. May be repeated for credit when topics vary. Prerequisite: GRK 202. (HEPT)

GRK 375 Directed Readings
1, 2, or 4 hours
Consent of instructor.

GRK 395 Independent Study
1, 2, or 4 hours

GRK 490 Senior Project
4 hours

GRK 493 Senior Honors Project
4 hours
A yearlong independent research project. Applications are completed on the “Honors Program” form available at the registrar’s office, requiring the signatures of a faculty supervisor, 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 “departmental honors” designation. The honors project fulfills the all-college senior project requirement.

Health
Joe Thompson (department head)

Professional Health: The major in health is designed to be flexible in meeting the needs and special interests of students. The department offers both teaching and non-teaching majors. Additionally, several areas of emphasis are offered within the non-teaching major.

Required for a major:
Plan I (teaching). HLTH 125 (or SCI 130), HLTH 201, 233, 249, 352, 358, 465, 468; PE 100 (Personal Fitness and Wellness), PE 190, 261; NURS 138 (or HLTH 232); EDUC 278 or 378. Additional courses recommended: PSYC 241, SOC 347. See education department for K–12 minor requirements.

Plan II (non-teaching). HLTH 201, 233, 249, 352, 358, 465; PE 100 (Personal Fitness and Wellness), PE 190, 261; and completion of 12 additional hours in one area of emphasis described below:

1. Wellness. Selected from the following: HLTH 125 and 226 (or SCI 130 as a substitute for both); HLTH 372, 380; PE 223, 224, 366; BIO 116; ANTH 202; PAID2 (Health Care Ethics); MGT 240; PSYC 240; or other courses approved by the department chair.

2. Women’s Health. Selected from the following: HLTH 125 and 226 (or SCI 130 as a substitute for both); HLTH 380; ANTH 202; BIO 116; PAID2 (Health Care Ethics); NURS 138 (or HLTH 232); PSYC 241; SOC 242; WGST 130; or other courses approved by the department chair.

3. Family Health. Selected from the following: HLTH 125 and 226 (or SCI 130 as a substitute for both); HLTH 380; ANTH 202; BIO 116; PAID2 (Health Care Ethics); NURS 138 (or HLTH 232); PSYC 240, 241; SOC 347; or other courses approved by the department chair.

4. Management. Selected from the following: HLTH 372, 380; ACCTG 150; ECON 130; PAID2 (Health Care Ethics); MGT 240, 351, 352, 353; or other courses approved by the department chair.

5. Mental Health. Selected from the following: HLTH 380; BIO 116; PAID2 (Health Care Ethics); PE 342; PSYC 240, 241, 243, 353, 465; SOC 469. Additional courses recommended: BIO 115 or BIO 152; or other courses approved by the department chair.
Required for a minor: HLTH 125 (or SCI 130); HLTH 201, 233, 249, 352, 358, 465; PE 100 (Personal Fitness and Wellness), PE 190.

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

Health Courses

HLTH 125 Basic 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. The course will also include application of nutrient metabolism principles to dietary recommendations and evaluation. (NWNL when combined with HLTH 226).

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

HLTH 185 First-year Seminar
4 hours
A variety of seminars for first-year students offered each January term.

HLTH 201 Foundations of Health Education
2 hours
This is an introductory course for health majors. It provides students with the scope and practice of health educators historically, philosophically, theoretically, and ethically. Specifically, this course examines the roles and responsibilities of health educators and the settings where they are employed, professional ethics, selected theories, and future directions.

HLTH 226 Nutrition for Health and Human Performance
2 hours
An advanced course emphasizing the nutritional aspects of health, fitness, and human physical performance. This course will include discussion of energy substrates, micronutrients, principles of exercise physiology, fluid replacement, dietary planning, and dietary supplements. The course will also include application of nutritional concepts to dietary recommendations, evaluation, and planning. Prerequisite: HLTH 125 or SCI 130. Offered alternate years. (NWNL when combined with HLTH 125).

HLTH 232 Human Relationships and Sexuality
2 hours
This course explores the psychological, biological, and sociological aspects of human sexuality. Topics include healthy relationships, sexual behaviors, sexual attitudes, gender roles, sexually transmitted diseases, and sex education in U.S. schools. (Students cannot receive credit for both HLTH 232 and NURS 136). Offered alternate years.

HLTH 233 Mental/Emotional Health: Stress Management
4 hours
This course approaches stress management from a holistic perspective. Causes of stress, physical symptoms produced by stress, and modalities for dealing with stress are emphasized. Students will gain stress management knowledge, techniques, and responsible applications in daily lives.

HLTH 249 Personal and Community Health
4 hours
Course objectives include dissemination of current health and healthcare information, experiential learning opportunities, and investigation of cultural differences in wellness programs.

HLTH 285 Directed Study
2, 4 hours
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.

HLTH 352 Consumer Health and Safety Education
2 hours
An overview of resources, materials, and instructional strategies to enhance consumer and safety education. Consumerism, health education, accident prevention, and risk management in schools, homes, farms, industry, and communities will be examined.

HLTH 358 Substance Abuse Education
4 hours
An introduction to social, psychological, pharmacological, and cultural aspects of substance use and abuse. An overview of resources, materials, and instructional strategies available to the substance abuse educators will be presented. Methods of identifying substance abuse problems and substance abuse prevention theories will also be discussed.

HLTH 372 Administration and Management of Fitness Programs
2 hours
Administrative and management issues confronting professionals in the fitness industry will be explored. An overview of organizational issues, scheduling, facilities, personnel, fiscal management, and marketing will be examined. Students will also discuss organizational and management operations as they apply to the fitness professional. Offered alternate (even) years.

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

HLTH 395 Independent Study
1, 2, or 4 hours
HLTH 465 Current Issues in Health
2 hours
This course affords students the opportunity to examine local, national, and international health issues. Students will actively participate in selecting course topics, work collaboratively with others in developing and implementing course objectives, and will research, write, and present information on selected course topics.

HLTH 468 Health Instruction and Curriculum Design
4 hours
Preparation in the area of elementary and secondary teaching. Students will gain pertinent knowledge and skills needed to implement comprehensive school health education (CSHE), including instructional techniques and strategies, curriculum and evaluation and development, objectives development, lesson and unit planning, controversial topics in health education, classroom technology, ethical issues in teaching, and classroom management. Educational reform that focuses on improving the health of today’s youth will be examined. Prerequisite: HLTH 249, or consent of instructor.

HLTH 485 Seminar
Credit arr.

HLTH 490 Senior Project
1, 2, or 4 hours

HLTH 493 Senior Honors Project
4 hours
A yearlong independent research project. Applications are completed on the “Honors Program” form available at the registrar’s office, requiring the signatures of a faculty supervisor, the department head, the honors program director, and the registrar. Interdisciplinary projects require the signatures of two faculty supervisors. The project must be completed by the due date for senior projects. The completed project is evaluated by a review committee consisting of the faculty supervisor, another faculty member from the major department, and a faculty member from outside the major department. All projects must be presented publicly. Only projects awarded an “A” or “A” qualify for “department honors” designation. The honors project fulfills the all-college senior project requirement.

Hebrew Courses

HEB 101 Elementary Hebrew I
4 hours
The first course of a two-semester sequence introducing the essential forms, grammar, and vocabulary of the language. Practice gained through graded exercises and readings provides the basis for translating passages drawn from the prose and poetry of the Hebrew Bible. No prerequisite.

HEB 102 Elementary Hebrew II
4 hours
The second course of a two-semester sequence which continues the presentation of basic forms and vocabulary. The course includes translation passages of increasing length and complexity, and more reading is done directly from the Hebrew Bible. Prerequisite: HEB 101.

HEB 201 Intermediate Hebrew
4 hours
Selected books and/or passages from the Hebrew Bible chosen according to student interest with the guidance and approval of the instructor. Prerequisite: HEB 102 or consent of instructor. (HEPT)

HEB 375 Directed Readings
1, 2, or 4 hours
Prerequisite: consent of instructor

History

Marvin Slind (department head)

Required for a major:

Plan I (non-teaching). The major normally consists of 8 courses (32 hours, excluding senior project) of history, including at least one course in U.S. history, one course in European history, and one course in non-western history. Each student must complete two courses at the 300 level, a writing intensive course (HIST 485: Jr/Sr seminar), and senior project. Double majors may elect to complete their senior project in another discipline. Students select remaining history courses based on their interests with the approval of and consultation with history faculty.

Plan II (teaching in U.S. and/or world history). Same as Plan I requirements. Students planning to teach in secondary education must also complete at least one certification area (U.S. history, world history, or both) for teaching history in the state of Iowa; a minimum of four courses in U.S. history (for certification in U.S. history) and/or four courses in world history (for certification in world history). See education department for secondary education minor requirements.

Required for the history minor: The minor normally consists of 5 courses. Students must have at least one course in U.S. history, one course in European history

Hebrew

Philip Freeman (department head)

Knowledge of classical Hebrew is an essential tool for in-depth study of the Hebrew Bible and the ancient Near East. Hebrew also provides a useful introduction to the structure and word formation of the Semitic family of languages.
and one course in non-western history. One of the 5 courses must be at the 300-level or above. Students select other history courses based on their interests with the approval of and consultation with the history faculty.

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

History Courses

HIST 101 Introduction to the History of the United States for Elementary School Teachers
4 hours
This course provides a basic survey of the social, economic, political, and diplomatic history of the United States for students with little background in U.S. history. Answering the questions: What is America and what does it mean to be American? What is the nature of U.S. democracy? How do the lives of ordinary people intersect with the great events of our past? The course will emphasize content that will be of greatest use for students preparing to teach social studies in the upper elementary grades. (HB, Hist, Intcl)

HIST 126 Human Geography
4 hours
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. (HBSSM, Intcl)

HIST 135 African-American History
4 hours
A survey of African-American history from the 17th century to the present. Highlights the issues and struggles of black people in their rural and urban context and places the African experience in America in the larger world considering, for example, the impact of events outside of America, such as the Haitian Revolution, British emancipation of slavery, and European nationalism. (Same as AFRS 135.) (HB, Hist, Intcl)

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

HIST 149 Europe to 1648
4 hours
An introductory survey of European history from ancient Greece to the end of the “Religious Wars” (and the Peace of Westphalia) in 1648. Topics will include: Greece from the Bronze Age to the Hellenistic Empires, Ancient Rome (Republic and Empire), Medieval Europe, the Renaissance, and the Reformation and Age of Religious Wars. (HBSSM, Hist)

HIST 150 Europe, 1648 to the Present
4 hours
An introductory survey of European history from the end of the wars of religion in the 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. (HBSSM, Hist, Intcl)

HIST 161 East Asian History
4 hours
An introduction to the basic themes and content of East Asian history from the earliest times to the present. Students will explore the lives of both great and ordinary people who lived in what are now China, Japan, Korea, and Vietnam. Students will consider how empire, international trade, relations of production, and ideologies affected the construction and reproduction of social and cultural groups. Offered alternate years. (HB, Hist, Intcl)

HIST 162 South Asian History
4 hours
An introduction to the basic themes and content of South Asian history from the earliest times to the present. Students 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. Offered alternate years. (HB, Hist, Intcl)

HIST 163 Modern Middle East History
4 hours
Students in this course investigate the history of the Middle East, including Iran, Turkey, and northern Africa. The course begins with the Mongol sack of Baghdad in 1258, but its focus on the 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. Offered alternate years. (HB, Hist, Intcl)

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

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

HIST 185 First-year Seminar
4 hours
A variety of seminars for first-year students offered each January term.

HIST 201 New Worlds and a New Nation, 1500–1820
4 hours
This course explores the history of the British Colonies that will become the United States. Beginning with Native American cultures, European colonization and settlement, slavery, growing regional differences, the American Revolution and the early years of the Republic. Students will study Native and European and African interactions, the development of different demographic, economic and labor systems and their political consequences. Offered alternate years. (HBSSM, Hist)

HIST 202 Disunion and Reunion, 1820–1900
4 hours
This course explores the tumultuous history of the U.S. in the nineteenth century. This period brought increased conflict among U.S. citizens over reform, westward expansion, constitutional questions, politics and slavery. Students will study the changes wrought by political conflicts over the place of slaves, new immigrants and women in the nation. Particular attention will be given to the Civil War, Reconstruction, expansionism, and industrialization. (HBSSM, Hist)

HIST 203 The United States in the Modern World 1900–Present
4 hours
This course explores the impact on the United States of the social, economic and political forces unleashed in the twentieth century. Students will study U.S. domestic politics from the progressives through the present including conflict over the roles of women, racial minorities and new immigrants, the rise of consumer society and U.S. economic power, U.S. foreign policy including the two world wars, the cold war and the Vietnam conflict. We will also look at the impact of late twentieth century globalization on the U.S. Offered alternate years. (HBSSM, Hist, Intcl)

HIST 226 History and Material Culture
4 hours
This course explores how the study of material culture—objects made or modified by human beings—can inform us about how people thought, lived, and behaved in the past. The course draws upon the multi-disciplinary nature of material culture studies to offer as a fresh approach to history by using insights from folk art, anthropology, and the decorative arts to augment and broaden what historians have learned through the use of written records. Significant attention is given to the ways in which museums contribute to the study of material culture by collecting, preserving, identifying, exhibiting, and interpreting these objects. Required for museum studies students. Offered alternate years. (HBSSM, Hist)

HIST 227 Public History
4 hours
This course explores the various ways in which history is created, incorporated into and presented in U.S. popular culture. The course will combine hands-on work with local historical societies, museums, and other public history venues with academic study of public history techniques and ethical challenges. Topics may include the ways in which historical road markers, entertainment corporations (such as the History Channel and Disney), local and regional history associations present history to the public and how the public interacts with these discourses on history. A comparison of the differences in purpose and audience between public and scholarly presentations of history is a central theme of the course. Offered alternate years. (HBSSM, Hist)

HIST 235 Martin Luther King, Jr., and the Civil Rights Movement
4 hours
This course will examine King’s life and the Civil Rights Movement of the 1950s through the 1970s. It will include an analysis of his organization, the SCLC, various other civil rights organizations, and the black church, the primary black institution during this period. (Same as AFRS 235.) (HB, Hist)

HIST 241 Rome: Republic and Empire
4 hours
A survey of the Roman Republic and Empire, concentrating on the social and economic background of Rome’s rise and fall as well as on the military and political aspects of expansion and decline. Special emphasis on the Punic and Macedonian Wars, civil war and the end of the Republic, Roman influence on France and Britain, Christianity in the imperial period, and Roman interaction with the Germans. Offered alternate years. (HBSSM, Hist)
HIST 242 Medieval History
4 hours
An introduction to medieval European history from the dissolution of the Roman Empire to the end of the Great Schism. The class focuses on western Europe, but pays close attention to its encounters with the Muslim east and the Viking north. Special emphasis is given to the flowering of medieval culture (monasteries, mystics, villages, and universities) as well as the crises of the period (crusades, heresy and inquisition, Hundred Years' War, and the Black Death). Offered alternate years. (HBSSM, Hist)

HIST 250 History of Great Britain
4 hours
Beginning with the Glorious Revolution and ending with the Second World War, this class focuses on the social, political, and religious history of Great Britain. Special attention is paid to the Enlightenment, Imperialism, the Industrial Revolution, and the nation at war. Offered alternate years. (HBSSM, Hist, Intcl)

HIST 256 Scandinavian Immigration History
4 hours
A study of the history of immigrants to the United States from Norway, Sweden, Denmark, Finland, and Iceland, and their descendants. Drawing on the rich ethnic resources of Luther College and Vesterheim museums, this course examines the nature of the immigration experience and the development within immigrant communities of a sense of old world ethnicity combined with a rising U.S. nationalism. Offered alternate years. (HB, Hist, Intcl)

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

HIST 285 Directed Study
2, 4 hours
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.

HIST 290 Gender and Women's History
4 hours
Faculty teaching this course will focus on the history of gender within their own period of expertise. The course will examine such gender questions as: Why and how should we study the history of gender? What do gender roles from the past tell us about our own gender experience? How do the histories of men and women as gendered persons intersect? The course will focus on these questions as they are related to the history of work, family, politics, and social behavior for the particular period and nation the instructor selects. (Same as WGST 290) (HBSSM, Hist)

HIST 291 Environmental History
4 hours
This course introduces students to the field of environmental history. Students will examine the ways in which humans, plants, animals, and microbiota have acted as agents in the history of the world. The course emphasizes historical developments after 1300 and especially investigates the roles of science, colonialism, capitalism, and the state in changing the physical state of the environment and the ways humans understand their surroundings. Offered alternate years. (HBSSM, NWNL, Hist, Intcl)

HIST 299 Topics in History—Abroad
4 hours
In-depth study of selected topics in history, taught during January term as part of Luther's study-abroad offerings. Individual subjects will vary depending on faculty member and location. Possible subjects include: Viking life in Scandinavia and Ireland; reading local history in India; the Holocaust; and the Reformations in Europe. Prerequisite: sophomore status or above. (HB, Hist, Intcl)

HIST 321 Topics in U.S. History
4 hours
In-depth study of a selected topic in U.S. history. Instruction in this course will require students to read and assess monographs written by prominent historians related to the topic. Students will write an eight to 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. Prerequisite: previous enrollment in one or more of HIST 135, 201, 202, 203 as applicable or consent of instructor. (HBSSM, Hist)

HIST 337 Pan-Africanism
4 hours
An introduction to the ideas and movements which developed in efforts to unite African people spread throughout the world by the slave trade. The course examines key African and Diasporic African intellectual and ideological responses to enslavement and colonization, and subsequently to economic, social, and political marginalization. The course starts with an exploration of African American separatist discourse during the Americans' Revolutionary periods, moves through New World emancipation of slaves, colonization in Africa, and concludes with national movements and liberation struggles in Africa, Latin America, the Caribbean, and Europe. (Same as AFRS 337.) (HB, HEPT, Hist, Intcl)
HIST 338 Slavery in Comparative Perspective
4 hours
A study of slavery in America, tracing the different attempts to understand the peculiar institution from U.B. Phillips through Blassingame and Julius Lester. Slavery will be viewed from the perspective of both the oppressed and oppressors. Offered alternate years. (Same as AFRS 338.) (HB, Hist)

HIST 348 Vikings in History
4 hours
This course covers the “Viking Era,” approximately 780–1070 CE. It will examine Viking society, religion and mythology, social structure, maritime technology and shipbuilding, political developments, literature and arts, and Viking expansion. Pre-requisite: HIST 149, 150, 241 or 242. (HBSSM, Hist)

HIST 351 Topics in European History
4 hours
In-depth study of selected topics in European history, covering such themes as economic, social, political, intellectual, and military history. Possible subjects include: the Carolingians; medieval mystics; the Black Death; the Dutch Golden Age; Islam and Christianity; historical encounters; the history of Spain; the Age of Scientific Revolution and Enlightenment; the French Revolution and Napoleon; British history (different periods depending on instructor); Hitler and Nazi Germany. Prerequisite: previous enrollment in HIST 149, 150, 241, or HIST 242 recommended. (HB, Hist)

HIST 352 Scandinavia and the Baltic
4 hours
A survey of Scandinavian and Baltic history (including Finland and Iceland), beginning with the Viking age and ending with the current status of the welfare state in the relevant countries. Special emphasis on the Great Power periods of Denmark and Sweden in the 16th and the 17th centuries, and on the emergence of Norwegian and Finnish national movements in the 18th and 19th centuries. Discussion as well of current political and economic issues in Scandinavia. Offered alternate years. (HB, Hist, Intcl)

HIST 354 Russian History
4 hours
A general survey of Russian-Soviet history from earliest times through and beyond the Soviet period to the present day. Special emphasis given to the Russian Revolution of 1917, rise of Stalin, World War II, reconstruction and collapse of the Soviet state. Offered alternate years. Prerequisites: HIST 149, 150, 241 or HIST 242, and permission of instructor. (HB, Hist, Intcl)

HIST 355 The Reformation in Renaissance Europe
4 hours
An in-depth analysis of the various elements of the Protestant and Catholic 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. (Rel, HBSSM, Hist)

HIST 361 Topics in East Asian History
4 hours
In-depth study of a selected topic in East Asian history. Topics may cover the whole history of a particular country or may focus on a more limited time period in that country’s history. Topics may also investigate diplomatic, economic, or cultural interactions between countries or explore themes common to multiple East Asian states. Previous enrollment in HIST 161 recommended. Offered alternate years. (HBSSM, Hist)

HIST 362 Topics in South Asian History
4 hours
In-depth study of a selected topic in South Asian history. Topics may cover the whole history of a particular country or may focus on a more limited time period in that country’s history. Topics may also investigate diplomatic, economic, or cultural interactions between countries or explore themes common to multiple South Asian states. Previous enrollment in HIST 162 recommended. (HBSSM, Hist)

HIST 371 Topics in African History
4 hours
In-depth study of a selected topic in African history. Instruction in this course will require students to read and assess monographs by African historians on the topic. Topics may include but are not limited to apartheid in South Africa and Zimbabwe, decolonization, nationalism, environmental history of sub-Saharan Africa. Prerequisite: Previous enrollment in HIST 161 or 271 recommended. (HBSSM, Hist)

HIST 372 Topics in Asian History
4 hours
In-depth study of a selected topic in Asian history. Instruction in this course will require students to read and assess monographs by Asian historians on the topic. Topics may include but are not limited to the history of China and Japan, India and Pakistan, and Southeast Asia. Prerequisite: Previous enrollment in HIST 161 or 271 recommended. (HBSSM, Hist)

HIST 373 Topics in European History
4 hours
In-depth study of a selected topic in European history. Instruction in this course will require students to read and assess monographs by European historians on the topic. Topics may include but are not limited to the history of Germany, France, England, and Italy. Prerequisite: Previous enrollment in HIST 161 or 271 recommended. (HBSSM, Hist)

HIST 380 Internship
2-8 hours
Supervised on- or off-campus work situations in public or private organizations.

HIST 395 Independent Study
1, 2, or 4 hours

HIST 480 Internship
Credit arr.

HIST 485 Junior/Senior Seminar
4 hours
A detailed study of specialized topics in African, Asian, European or U.S. history depending on instructor. Selections of topics may also focus on themes and ideas that transcend national boundaries. Students will engage in original research; case studies have a strong
emphasis on historical writings. Prerequisite: 16 credits in history or consent of instructor. (R, W)

**HIST 490 Senior Project**

2 hours
Projects build upon students’ previous experience with scholarly research and include both a substantial piece of writing as well as an oral presentation of the findings. Senior projects will be written under the direction of the faculty member most appropriate to the research topic. Each student will make individual arrangements with that professor.

**HIST 493 Senior Honors Project**

4 hours
A yearlong independent research project. Applications are completed on the "Honors Program" form available at the registrar’s office, requiring the signatures of a faculty supervisor, the department head, the honors program director, and the registrar. Interdisciplinary projects require the signatures of two faculty supervisors. The project must be completed before the due date for senior projects. The completed project is evaluated by a review committee consisting of the faculty supervisor, another faculty member from the major department, and a faculty member from outside the major department. All projects must be presented publicly. Only projects awarded an "A-" or "A" qualify for "department honors" designation. The honors project fulfills the all-college senior project requirement. (R, S, W)

**Honors**

**Terry Sparkes** (program director)

A full description of honors program opportunities is included in the Academic Information section at the beginning of this catalog. The following listing includes only curricular offerings. For information see the program director.

**Scholars Colloquium**
The Scholars Colloquium (HONR 130) is a one credit discussion-based course for first-year students who have been awarded the Regents scholarship. This is an opportunity to engage with other high-achieving first-year students in thoughtful discussion of issues and ideas from a wide range of topics.

**Honors Core**

HONR 210, 220, 310, and HONR 320 are interdisciplinary honors courses for students after their first year. Their goal is to enrich students' liberal arts education by helping them understand major crossroads in the development of human responses to questions about the natural world, human society, and ultimate meaning and values. These challenging courses will examine the major conceptual developments that have shaped the modern world.

Each of the core courses will be noted as honors courses on the transcript. To be eligible to enroll in these courses students must apply for admission to the core. The application process will be open to all students with a cumulative GPA of (typically) 3.0 or higher. Applications will be evaluated by the honors committee. Successful completion of all four courses will be noted on a transcript by the designation: “Completion of Honors Core.”

**Honors Courses**

**HONR 130 Scholars Colloquium**

1 hour
This is a discussion-based course that provides small-group discussions of reading, local or national current events, and cultural and intellectual events available on campus. These events may include lectures (by Luther faculty members and visiting scholars and dignitaries), concerts (ranging from classical to jazz to contemporary), theatre and dance performances, films, poetry readings, and art shows.

**HONR 210 The Ancient World**

4 hours
This course examines major developments in the ancient world. It investigates key ideas and texts, including literary and artistic expression, in areas such as the flowering Greco-Roman philosophy; mathematics and astronomy in ancient Greece, Rome, and Africa; the contemporary blossoming of Buddhist, Confucian, and classical Hindu thought; and the cosmologies of ancient civilizations of the Americas. (HEPT)

**HONR 220 From Ancient to Modern: Transitions and Encounters**

4 hours
This course examines major developments between antiquity and the beginnings of the modern period. It explores such developments as the attempt to reconcile Christianity with ancient Greco-Roman philosophy, the rise of Islamic thought, new intellectual movements in South and East Asia, theological debates of the European Reformation, and encounters among peoples and cultures as a result of global exploration and migration. Prerequisite: HONR 210. (HE)

**HONR 310 Modernity: Social Thought**

4 hours
This course examines key turning points in the development of social thought from the Enlightenment to the present. It focuses on modern theories concerning issues such as toleration, the nation-state, colonialism, class struggle, and psychoanalysis, as well as postmodern developments in intercultural relations and theories of culture, gender, and power. Prerequisite: HONR 210, 220. (HB)

**HONR 320 Modernity: Natural Sciences**

4 hours
This course examines major developments in the natural sciences from the scientific revolution onward. It investigates key issues on subjects such as cosmology, the growth of biological sciences and evolutionary theory, relativity and quantum mechanics, and
computational science, with attention to social and cultural context and the social and ethical implications of these developments. Prerequisite: HONR 210, 220. (NWNL)

HONR 420 The Senior Symposium
no credit
The Senior Symposium will be a chance for select students to discuss intellectual ideas with the President and Dean of the college. Students will apply during the spring of their junior year to participate the following fall and spring. Selection will be by the Honors Committee. Those students will meet once per month with the President/Dean to discuss an article, or book, or some issue of scholarly interest (no academic credit awarded).

HONR 493 Senior Honors Project
4 hours
Consult specific departmental guidelines. Senior honors projects must be presented publicly and will be evaluated by a committee of three faculty members (one of whom is the project advisor, one who is from outside the department). Successful completion of a senior honors project (A or A-) earns a student honors in their major and is reflected in the transcript, for example, Major: English with honors.

International Studies
Mark Lund (program director)
The international studies minor develops global understanding through interdisciplinary coursework in the social sciences and humanities. The minor emphasizes cultural, religious, political, economic, and historical approaches to contemporary global issues, international experience, and second-language competency. Students will explore such key topics as globalism/nationalism/localism, war and peace, environmental sustainability, social and economic justice, cultural identity, and intercultural understanding. The international studies minor focuses on nations other than the United States. The minor is taken in conjunction with any major of the student’s choice. Students declaring the minor should discuss course selections with their academic advisor and the international studies director.

Requirements for the minor: Students may complete a minor comprised of general international studies courses or a minor which provides a regional concentration. Regardless of the plan, the following core courses are required: IS 130 and 485, foreign language, and study abroad.

Foreign language: One course beyond the all-college language requirement, except for those students exempted from language study under option C of the college’s foreign language requirement. Students who choose the regional concentration plan should study a language of the region. The international studies director may consider exceptions for individual situations and will make recommendations for those regional concentrations for which Luther does not offer appropriate language study.

Study Abroad: One study-abroad course, a student teacher placement outside the United States, or long-term residence abroad approved by the international studies director. As with language study, for those pursuing the regional concentration plan, the study-abroad course should take place in the appropriate geographic region; exceptions may be considered by the international studies director.

Plan I (General). The core courses plus four courses, from at least two departments, from any of the courses listed below in category A and B. Additional courses, including Paideia II and special topics courses of appropriate content, may be approved by the international studies director.

Plan II (Regional concentration). The core courses plus four courses from category B, three of which are under one region and represent at least two different departments, and language and study-abroad courses appropriate to the region.

A. General international studies courses:

4. Latin America: BIO 245; SPAN 460.
5. Native Peoples: ANTH 204; MUS 248.
7. Western Europe: ART 149, 252; ENG 368; FCUL 349; FRÉN 342, 347, 460; GER 342, 460; HIST 150, 351, 352; MUS 267 and MUS 268; PAID 245 (English Theatre); REL 442; SCST 349, 462.

International Studies Courses

IS 130 Introduction to International Studies
4 hours
An introduction to international awareness, cultural understanding, and contemporary global issues such as war and peace, economic and social development, environmental sustainability, world religions, nation-
alis, and globalization and cultural identity. Should be taken by completion of the sophomore year. (Intcl)

**IS 135 Exploring Britain**
4 hours
A yearlong course in which Nottingham students travel to a variety of historical and cultural sites. Trips include approximately six weekend field trips to sites that may include London, Stratford-upon-Avon, the Lake District, Northern Ireland, Scotland, and Wales. Course work will also include research, reading, presentations and discussion pertaining to each trip.

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

**IS 185 First-year Seminar**
4 hours
A variety of seminars for first-year students offered each January term.

**IS 285 Directed Study**
2, 4 hours
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.

**IS 485 International Studies Seminar**
4 hours
An advanced level research and discussion course focusing on common themes in modern international affairs. Includes an advanced level research project. Prerequisites: IS 130, plus three courses fulfilling the minor.

**Italian**

*Laurie Iudin-Nelson* (department head)

**Italian Courses**

**ITAL 101, 102 Beginning Italian I and II**
4, 4 hours
A practical approach to the Italian language, in which the student begins speaking Italian from the first day and completes the year with a basic ability to speak, write, read, and understand Italian. Prerequisite for ITAL 102: ITAL 101, or consent of instructor. Offered alternate years.

**ITAL 185 First-year Seminar**
4 hours
A variety of seminars for first-year students offered each January term.

**Language Learning Center**

The department of Modern Languages and Literatures has a Language Learning Center in Main Building. Language students have access to computerized language learning materials, and to video study rooms where they may view prerecorded foreign language video cassettes or watch live international TV received by four satellite dishes. The Language Learning Center also provides language students with valuable work-study experiences related to their interest in languages.

**Latin**

*Philip Freeman* (department head)

Knowledge of Latin opens the way not only to the large and influential body of Roman literature but also to a continuing tradition of Latin literature that extends through the Middle Ages, Renaissance, and into the modern era. Coursework in Latin provides invaluable background for the study of law, theology, medieval literature and history, Romance languages and literatures, linguistics, English literature, art, music, and the development of Christianity.

**Latin Courses**

**LAT 101 Elementary Latin I**
4 hours
The first course of a two-semester sequence emphasizing basic grammar, vocabulary, and syntax of Latin. No prerequisite.

**LAT 102 Elementary Latin II**
4 hours
The second course of a two-semester sequence which continues the study of ancient Latin grammar, vocabulary, and syntax. Passages are drawn from a variety of Latin works. Prerequisite: LAT 101.

**LAT 201 Intermediate Latin**
4 hours
A review of Latin grammar, vocabulary, and syntax, followed by readings from a variety of authors and works. Prerequisite: LAT 102. (HEPT)

**LAT 202 Readings in Latin**
4 hours
Fourth-semester readings from one or more Latin authors or works, such as Cicero, Catullus, Virgil, and Medieval Latin. Prerequisite: LAT 201. (HEPT)

**LAT 285 Directed Study**
2, 4 hours
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.

**LAT 301 Advanced Latin Prose**
4 hours
Prose readings chosen from a single Latin author or from a variety of authors within a particular genre. Authors and works may include Cicero, Livy, Tacitus, early Christian literature, Medieval Latin, or others. May be repeated for credit when topics vary. Prerequisite: LAT 202. (HEPT, W)
LAT 302 Advanced Latin Poetry
4 hours
Poetry readings chosen from a single Latin author or from a variety of authors within a particular genre. Authors and works may include Virgil, Horace, Ovid, or others. May be repeated for credit when topics vary. Prerequisite: LAT 202. (HEPT, W)

LAT 375 Directed Readings
1, 2, or 4 hours
Consent of instructor.

LAT 395 Independent Study
1, 2, or 4 hours

LAT 490 Senior Project
4 hours

LAT 493 Senior Honors Project
4 hours
A yearlong independent research project. Applications are completed on the "Honors Program" form available at the registrar's office, requiring the signatures of a faculty supervisor, the department head, the honors program director, and the registrar. Interdisciplinary projects require the signatures of two faculty supervisors. The project must be completed by the due date for senior projects. The completed project is evaluated by a review committee consisting of the faculty supervisor, another faculty member from the major department, and a faculty member from outside the major department. All projects must be presented publicly. Only projects awarded an "A- or A" qualify for "department honors" designation. The honors project fulfills the all-college senior project requirement.

Library and Information Studies

Christopher Barth (acting 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.

Course Start Template

LIST 185 First-year Seminar
4 hours
A variety of seminars for first-year students offered each January term.

LIST 375 Directed Readings
1st 2 hours
Readings on specific topics in Library and Information Studies under the direction of a member of the department.

LIST 380 Internship
1, 2, or 4 hours
Supervised on- or off-campus work in public or private organizations. Students must complete their internship within the Library and Information Services organization at Luther College or at another library (J-term or summer only). A plan must be submitted for approval before the internship begins. Minimum 2.50 GPA and sophomore standing. Prerequisite: consent of faculty internship coordinator.

Linguistics

Laurie Iudin-Nelson (department head), Laurie Zaring (program director)

Linguistics Courses

LING 131 Introduction to Linguistics
4 hours
The capacity to acquire and use languages such as English is surely one of the more remarkable features of human behavior. This course explores what it means to know a language. Topics include the nature of the knowledge of language and how it relates to child language acquisition and other aspects of human cognition; the nature of dialectal differences in languages and the sociolinguistic factors which determine them; and the ways in which and the cultural reasons for which languages change over time. (HB)

LING 135 Words
4 hours
This course examines the nature of words, how they are structured, how their forms and meanings evolve, and what all of this tells us about the nature of human cognition. Offered alternate years. (HB)

LING 141 Language and Gender
4 hours
As social beings, we order our existence according to characteristics that link us to and distinguish us from each other. One of the most salient of these is gender, and since language is the primary symbolic system by which we express our experiences, it is no surprise that language and gender interact in intricate ways. This course explores the relationships between language, gender, and society. In what ways do men and women use language differently? How do these differences reflect and/or maintain gender roles in society? While the course takes primarily a linguistic perspective, it will also draw on insights from anthropology, sociology, psychology, and women's studies. Offered every third year. (HBSSM, Intcl, R, S, W)

LING 185 First-year Seminar
4 hours
A variety of seminars for first-year students offered each January term.
LING 241 Breaking the Language Barrier
4 hours
Very young children can acquire a language without really trying, but learning a language later in life is a much more difficult task. Drawing on linguistic, cognitive, and methodological research, this course examines how second language acquisition differs at the various stages of life, what structural elements of language (phonological, grammatical, and lexical) are most challenging to acquire, and what one can do to make language learning and teaching as effective as possible. Offered in even-numbered years. (HB)

LING 242 Introduction to the English Language
4 hours
The English language has evolved in many ways over the centuries to become the world language it is today. This course examines changes in the phonological, grammatical, and lexical structure of the language from Old English to Modern English, investigating issues of language variation and social discrimination, the relationship between historical events and changes in the language, and the connection between language change and linguistic universals. (HB, Hist)

LING 245 History of the Romance Languages
4 hours
Although all Romances languages have Latin as their source, each is in many ways distinct from its siblings and from Latin. This course examines the primary changes in the phonology, morphology, syntax, and lexicon of Latin as it developed into the Romance language family, and explores the relationship between the ways in which a language changes and the historical events which shape the lives of its speakers. Prerequisite: FREN, SPAN, ITAL, or LAT 102 or above, or permission of the instructor. Offered every three years. (HB, Hist)

LING 247 Dialects
4 hours
In this course, we examine the power of dialect as a means of expressing our own, and identifying other people’s, social identities. Using both linguistic and sociological criteria, we address such questions as: What is a dialect? In what ways do social phenomena such as regional loyalties, socioeconomic status, ethnicity, gender, and age shape the dialect we speak? What consequences does dialect variation have with regard to social equality? To what extent can this variation help us understand how and why languages change over time? Offered every third year. Prerequisite: a prior course in linguistics. (HBSSM, Intcl, R, W)

LING 395 Independent Study
1, 2, or 4 hours

Management

Ramona Nelson (department head)
Certificate in International Management Studies: This certificate is awarded to students of modern languages and management. The specific requirements are described in the Academic Information section of the catalog.

**Management Courses**

**MGT 120 Personal Finance**
4 hours
A survey of the financial decisions encountered in managing personal and family financial affairs. Topics will include budgeting, housing decisions, auto leasing, personal loans and credit card debt, managing risk through home, health, auto and life insurance, legal protection, taxes, investments and savings for retirement.

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

**MGT 185 First-year Seminar**
4 hours
A variety of seminars for first-year students offered each January term.

**MGT 240 Principles of Management**
4 hours
Historical and contemporary approaches to managing people and organizations. Includes assessing, developing, practicing, and applying management competencies, knowledge, and skills. Prerequisite: sophomore standing or above. (E, W)

**MGT 285 Directed Study**
2, 4 hours
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.

**MGT 351 Principles of Marketing**
4 hours
A survey course emphasizing the marketing concept, the marketing environment, marketing research, consumer behavior, business-to-business marketing, market segmentation, product strategy, channel strategy, promotional strategy, and pricing strategy. This course has a writing instruction that partially fulfills the writing requirement. Prerequisite: junior standing or above, or consent of instructor. (E)

**MGT 352 Human Resource Management**
4 hours
Principles involved in managing human resources to promote harmony and coordination within an organization. Consideration of such areas as employee recruitment, placement, development, performance evaluation, and compensation. This course includes writing instruction that partially fulfills the writing requirement. Prerequisite: junior standing or above, or consent of instructor. (E)

**MGT 353 Financial Management**
4 hours
Introduction to the two major decisions faced by the finance manager: financing (raising cash) and capital budgeting (investing cash). A focus on cash flow-based decision-making including time value of money, the relationship between risk and return, the cost of capital, capital structure, and leverage. This course includes writing instruction that partially fulfills the writing requirement. Prerequisite: ECON 242, ACCTG 150, or consent of instructor.

**MGT 360 International Business Management**
4 hours
This course seeks to acquaint the student with the theories, environmental factors, procedures, and terminology that combine to make international business management more challenging than its domestic counterpart. Topics covered include theories of trade, modes of entry into foreign markets, international organizations, export procedures, foreign currency exchange, the international monetary system and the effects of culture, politics, laws, and geography on cross border transactions. Prerequisite: junior standing or above, or consent of instructor. (Intcl)

**MGT 361 Business Law: The Legal Environment of Business**
4 hours
A study of the sources of law and their application to contracts, sales, negotiable instruments, agency, business organization and government regulation. Emphasis on critical thinking including legal and ethical considerations in making business decisions. Prerequisite: junior standing or above or consent of instructor. (E)

**MGT 362 Entrepreneurship**
4 hours
Seminar in concepts and fundamentals of starting or acquiring a business. Emphasis on investigating the necessary steps in planning and operating the small business. Frequent problems encountered by the owner/manager are discussed. Prerequisite: junior standing or above or consent of instructor. (S)

**MGT 363 Negotiations and Conflict Resolution**
4 hours
A seminar in the concepts and fundamentals of negotiating and resolving conflicts. Students will investigate the necessary skills to be successful negotiators. Alternative dispute resolutions systems will be studied as a means of resolving interpersonal and intergroup conflicts. Emphasis will be on the basic management fundamentals necessary for effective conflict resolution using problems frequently encountered by individuals in their personal and professional encounters. Prerequisite: junior standing or consent of instructor. (HB).
MGT 364 Sales, Advertising and Promotion  
4 hours  
An introduction to professional salesmanship emphasizing its relationship to marketing concepts. Case studies and demonstrations are used throughout the course. Prerequisite: MGT 351 or consent of instructor.

MGT 365 Investments  
4 hours  
Analysis of the investment environment, instruments, markets, and institutional aids for purposes of formulating broad personal investment programs. Prerequisite: foundation courses or consent of instructor.

MGT 367 Organizational Behavior  
4 hours  
Organizational reality viewed through the structural, human resource, political, and symbolic frames. Emphasis is placed on multi-frame diagnosis and action. Decision-making, leadership, conflict, and other traditional management topics are examined using alternative perspectives. The course also emphasizes the science and practice of influence. Prerequisite: MGT 240, junior standing or above, or consent of instructor.

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

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

MGT 385 Understanding Entrepreneurship in Silicon Valley  
4 hours  
Internet technology has fundamentally changed marketing, communications and the operations of every business in our society. Silicon Valley is home to the people, places and power sources that drive this machine. Students in this 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. Prerequisite: junior or senior standing. (same as computer science 385).

MGT 395 Independent Study  
1, 2, or 4 hours  

MGT 485 Seminar  
Credit arr.

MGT 490 Senior Project  
1 hour  

MGT 493 Senior Honors Project  
4 hours  
A yearlong independent research project. Applications are completed on the “Honors Program” form available at the registrar’s office, requiring the signatures of a faculty supervisor, the department head, the honors program director, and the registrar. Interdisciplinary projects require the signatures of two faculty supervisors. The project must be completed by the due date for senior projects. The completed project is evaluated by a review committee consisting of the faculty supervisor, another faculty member from the major department, and a faculty member from outside the major department. All projects must be presented publicly. Only projects awarded an “A-” or “A” qualify for “department honors” designation. The honors project fulfills the all-college senior project requirement. (S, R)

Management Information Systems  
Ramona Nelson (department head)

Required for a major: The foundation courses, which include ECON 130, 242, ACCTG 150, MIS 130, and MATH 141 or MATH 151. Other requirements include MIS 140, 210, 310, 320, 490, 491, CS 150 and CS 151. The MIS 490 and 491: Senior Project courses are required to complete the major. 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. (MIS courses numbered above 300 are intended for students with junior standing.) Students majoring in this area are urged to consider the following courses as electives: COMS 132 and COMS 252, ENG 210, PHIL 100 and PHIL 120, SOC 101, POLS 130, PSYC 130. Students planning on graduate study should consider MATH 240, 321, 322, 463.

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

Required for a minor: MIS 130, 140, 210, 320, CS 150.

Because majors in computer science and management information systems have substantial requirements of
Management Information Systems Courses

MIS 130 Introduction to Information Systems
4 hours
An introduction to the structure and use of information systems (IS) in business. Topics include basic IS components, logical structure of database systems, types and application of decision support systems, disaster planning and recovery, privacy/security considerations, information accuracy, IS contribution to value chains, e-commerce principles, and analysis, design and acquisition of information systems. Students will use specialized and general-purpose software packages to solve business problems.

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

MIS 140 Technical Aspects of Information Systems
4 hours
An introduction to the technology upon which information systems are built. Topics include fundamental computer and network architecture, system and network software, communications protocols, decision support system structure and configuration, and methods for developing IS software and for constructing IS infrastructure.

MIS 185 First-year Seminar
4 hours
A variety of seminars for first-year students offered each January term.

MIS 210 Information Systems Analysis and Design
4 hours
A detailed look at developing the requirements for and the architecture of information systems. Topics include structured and object-oriented analysis and design methods, entity-relationship diagrams and relation normalization, graphical user interface design methods, test case development, prototyping, and properly documenting all of the above. Prerequisite: MIS 130 and MIS 140. (W)

MIS 285 Directed Study
2, 4 hours
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.

MIS 310 Implementing Information Systems
4 hours
Methods for implementing an information system from its requirements and design document. Topics include detailed design methods, custom development versus customizing commercial packages; implementation language selection; database implementation and configuration; query writing; integrating software, hardware, and networking components; and component and system testing. Prerequisite: MIS 210 and CS 151.

MIS 320 Management of Information Technology
4 hours
Managerial aspects of developing, maintaining, and supporting information systems and its associated technology. Topics include project planning, staffing and management, processes for outsourcing information systems, supporting and administering information system infrastructure, addressing ethical and social implications, considerations for data acquisition and database management, planning for system growth, flexibility, and accessibility. Prerequisite: MIS 130, junior standing. (E)

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

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

MIS 395 Independent Study
1, 2, or 4 hours

MIS 462 Systems Analysis and Design
4 hours
Overview of the information systems development process, project management tools of the analyst, feasibility study, data collection and analysis, design, final plan selection, system evaluation, implementation. This course is recommended for seniors only. Majors taking this course will continue with MIS 490. Prerequisite: foundation courses, senior standing, or consent of instructor.

MIS 485 Seminar
Credit arr.

MIS 490 Senior Project
2 hours
A capstone project that provides the opportunity for the MIS major to apply the material that he or she has learned in the previous MIS courses. Students will work as a team to specify, design, and implement a small system for a real user. Required of all MIS majors (even those with a second major). Prerequisite or corequisite: MIS 310 and MIS 320.
MIS 491 Senior Project
2 hours
A continuation of MIS 490. Required of all MIS majors (even those with a second major). Prerequisite: MIS 490.

MIS 493 Senior Honors Project
4 hours
A yearlong independent research project. Applications are completed on the “Honors Program” form available at the registrar’s office, requiring the signatures of a faculty supervisor, the department head, the honors program director, and the registrar. Interdisciplinary projects require the signatures of two faculty supervisors. The project must be completed by the due date for senior projects. The completed project is evaluated by a review committee consisting of the faculty supervisor, another faculty member from the major department, and a faculty member from outside the major department. All projects must be presented publicly. Only projects awarded an “A- or A” qualify for “department honors” designation. The honors project fulfills the all-college senior project requirement. (S, R)

Mathematics
Richard Bernatz (department head)
The department offers two majors: mathematics and mathematics/statistics. For purposes of advising students, advanced courses may be classified as follows: MATH 235, 253, 351, 452, and 462 are called applied; MATH 365, 454, 456, 459, 471, 472 are called foundational; and MATH 321, 322, 327, and 328 are called statistical. Only two of MATH 321, 322, 327, and 328 may count towards a mathematics Plan I or Plan II major.

Mathematics is an extremely versatile major. Mathematics is both the primary language and the theoretical foundation of modern technology, yet its roots in Western culture are as deep as those of any classical discipline.

Statistics is the science of reasoning from uncertain empirical data. Statisticians build mathematical models to solve problems in business, the natural sciences and the social sciences. The intent of the mathematics/statistics major is to cover the undergraduate mathematics necessary for an understanding of statistics.

Requirements for majors:
Math: Plan I (Theory). MATH 220 and 240; either MATH 454 or 471; one of CS 150, 151 or 200; and a minimum of three additional courses in the math department numbered 200 or above.

Math: Plan II (Applications). MATH 220 and 240; either MATH 454 or 471; one of CS 150, 151 or 200; and four additional courses in the math department numbered 200 or above.

Math: Plan III (Teaching). A Plan I mathematics major that includes MATH 321, 365, and 471. Complete one of MATH 235, 253, 322, 351. Credit hours of required and elective mathematics courses must total a minimum of 30 hours. See education department for secondary education minor requirements.

Mathematics/Statistics: MATH 220, 240, 253, 321, 322, 327, 328, and CS 150, 151 or 200. MATH 454 is recommended. (A student may not major in both mathematics and mathematics/statistics.)

Required for a mathematics minor: At least 17 hours in mathematics, including MATH 240 and two additional courses numbered 200 or above.

Required for a second teaching area: At least 24 hours, including 151, 152, 220, 240, 321, and 365. Computer science 150, 151, or 200, and education 352 are required. The second teaching area license is offered only in the state of Iowa.

Suggested patterns for majors planning careers in the following areas:
3. Actuarial science: A mathematics/statistics major plus ECON 247 and ECON 248, MGT 353 and MGT 363, and courses in computer science.

First-Year Placement

The mathematics department placement procedure uses high school records, scores on ACT or SAT tests, and a placement test in mathematics as a basis for a recommendation. Students who are well prepared should begin in the calculus sequence, MATH 151 and MATH 152, or in special cases, MATH 240. MATH 130-141 contain various amounts of precalculus material as well as calculus concepts. Students who need calculus, but who also need a review of some algebra or trigonometry, should start with MATH 130 or MATH 140 depending on placement results. MATH 123 is only for students who major in elementary education. MATH 110 and MATH 115 are designed for students who will not be taking calculus.
Advanced Placement Credit

1. A student will receive credit for MATH 151 with a score of 4 or 5 on the AP Calculus A/B Exam. A student will receive credit for MATH 151 and MATH 152 with a score of 4 or 5 on the AP Calculus B/C Exam.

OR

2. A student who places into MATH 152 will receive, upon completion of the course with a grade of C or better, Luther College credit for the preceding calculus course, MATH 151 (if credit has not already awarded through AP or transfer credit).

A student who places into MATH 240 may petition the head of the math department, upon completion of the course with a grade of C or better, to receive Luther College credit for the preceding calculus course(s), MATH 151 and/or MATH 152 (if credit has not already awarded through AP or transfer credit). Approval of the petition will depend upon whether the student has previously covered the content of MATH 151 and/or MATH 152.

Mathematics Courses

MATH 110 Mathematics in Our World
4 hours
Quantitative literacy plays an important role in an increasing number of professional fields, as well as in the daily decision-making of informed citizens in our changing society. This course is designed to improve students' quantitative reasoning and problem-solving skills by acquainting them with various real-world applications of mathematical reasoning, such as fair division, voting and apportionment, graph theory, probability, statistics, the mathematics of finance, check digits and coding, and geometry. This course is recommended for students who wish to take a non-calculus-based mathematics class as they prepare for their lives as informed members of a larger world. Prerequisite: high school algebra. (Quant)

MATH 115 Introduction to Statistics
4 hours
The course uses data sets from the social and natural sciences to help students understand and interpret statistical information. Computer software is used to study data from graphical and numerical perspectives. Topics covered include measures of central tendency and dispersion (“descriptive statistics”), probability distributions, sampling methods, point and interval estimation (“confidence intervals”), correlation, regression, contingency tables and tests of hypotheses. This class does not count towards the mathematics major or minor or the mathematics/statistics major. Prerequisite: high school algebra. (Quant)

MATH 123 Mathematics for Elementary School Teachers
4 hours
This course provides pre-service K–8 teachers a strong foundation in the mathematics content areas as described in the NCTM’s Principles and Standards for School Mathematics. The content standards include: Numbers and Operations, Algebra, Geometry, Measurement, Statistics and Probability. This course will engage students in standards-based mathematics learning to prepare them for the pedagogical practices they will learn in EDUC 325. Prerequisite: one year of high school algebra, one year of high school geometry and admission into the teacher education program. Corequisite: EDUC 325. (Quant)

MATH 130 Precalculus with Derivatives I
4 hours
Algebraic and graphical representations of functions; exponentials; techniques of solving equations and inequalities; modeling; introduction to instantaneous rates of change: limits, derivatives of polynomial functions; continuity. Graphing calculator use is required. (Students who earn credit for MATH 130 may not earn credit for MATH 140.) (Quant)

MATH 131 Precalculus with Derivatives II
4 hours
Continuation of topics of MATH 130 to rational, logarithmic, and exponential functions and their derivatives; applications. Graphing calculator use is required. (Students who earn credit for 131 may not earn credit for MATH 140.) Offered only in January term. Prerequisite: MATH 130. (Quant)

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

MATH 140 Precalculus with Derivatives I and II
4 hours
Algebraic and graphical representations of functions: polynomial, rational, exponential, and logarithmic; techniques of solving equations and inequalities; modeling; introduction to instantaneous rates of change: limits, derivatives; continuity; applications of derivatives. Graphing calculator use is required. (Students who earn credit for MATH 140 may not earn credit for MATH 130 or MATH 131.) (Quant)

MATH 141 Calculus I with Algebra and Trigonometry
4 hours
Continuation of topics of MATH 131 or MATH 140: trigonometric functions and their derivatives, chain rule, the mean value theorem, Riemann sum approximation for integrals, definite integrals, antiderivatives, applications. Graphing calculator use is required. (Students who earn credit for MATH 141 may not earn credit for MATH 151.) Prerequisite: MATH 131 or MATH 140 or consent of instructor. (Quant)
MATH 151 Calculus I
4 hours
Topics related to instantaneous rates of change: functions, limits, continuity, derivatives, mean value theorem and applications; antiderivatives and definite integrals. Graphing calculator use is required. (Students who earn credit for MATH 151 may not earn credit for MATH 130, 140, or MATH 141.) Prerequisites: a minimum of one and one-half years of algebra, one-half year of trigonometry, and one year of geometry. (Quant)

MATH 152 Calculus II
4 hours
Applications of the definite integral, techniques of integration, differential equations, power series, Taylor series, and an introduction to computer algebra systems. Prerequisite: MATH 141 or MATH 151 or consent of instructor. (Quant)

MATH 185 First-year Seminar
4 hours
A variety of seminars for first-year students offered each January term.

MATH 220 Discrete Structures
4 hours
Propositional and predicate logic, methods of proof, induction, recursion and recurrence relations, sets and combinatorics, binary relations (including equivalence relations and partial orderings), functions, Boolean algebra and computer logic, and finite state machines. Prerequisite: MATH 152 or above; or CS 150, 151, or 200; or consent of instructor. (Same as CS 220.) (Quant)

MATH 235 Operations Research
4 hours
Model building. Analytic tools useful to management chosen from linear programming, simplex algorithm, sensitivity analysis, duality; integer linear programming; goal programming; dynamic programming; networks, PERT-CPM, maximum flow, shortest path; simulation; nonlinear programming. Offered alternate years. Prerequisite: MATH 152 or above. (Quant)

MATH 240 Linear Algebra
4 hours
Matrices, abstract vector spaces, subspaces, spanning sets, linear independence, bases, linear transformations, isomorphisms, eigenvalues and eigenvectors, inner product spaces. Prerequisite: MATH 152, or consent of instructor. (Quant)

MATH 253 Multivariable Calculus
4 hours
Vector valued functions: limits, continuity, derivatives, and integrals. Length of space curves, tangents and normals to curves. Functions of several variables: limits, continuity, partial derivatives, directional derivatives, the gradient, tangent plane approximation and differentials, extreme value, multiple integrals, vector fields, line integrals, Green’s theorem, surface integrals, Stokes’ theorem, the divergence theorem. Prerequisite: MATH 240. (Quant)

MATH 260 Elementary Number Theory
4 hours
Divisibility theory in the integers, prime numbers, Euclidean algorithm, Diophantine equations, congruences, divisibility tests, Euler’s theorem, public key cryptography, primitive roots, quadratic reciprocity law. Usually offered in alternate years. Prerequisites: MATH 220 or MATH 240. (Quant)

MATH 285 Directed Study
2, 4 hours
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.

MATH 321 Probability and Statistics I
4 hours
Axioms and laws of probability, independence, conditional probability, combinatorics, discrete and continuous random variables, mathematical expectation, central limit theorem, descriptive statistics, confidence intervals. Only two of MATH 321, 322, 327, and MATH 328 may apply toward the math major. Prerequisite: MATH 152. (Quant)

MATH 322 Probability and Statistics II
4 hours
Sampling distribution theory, theory of estimation and hypothesis testing, confidence intervals, inferences for means and proportions, correlation and regression, chi-square tests. Only two of MATH 321, 322, 327, and MATH 328 may apply toward the math major. Prerequisite: MATH 321. (Quant)
MATH 351 Ordinary Differential Equations
4 hours
An introduction to first and second order differential equations, existence and uniqueness theorems, higher order linear differential equations, Laplace transforms, power series solutions, boundary value problems, systems of linear differential equations, and applications in the physical, biological, and social sciences. Prerequisite: MATH 240. (Quant)

MATH 358 Chaotic Dynamical Systems
4 hours
This course will focus on discrete dynamical systems and iterated functions. Topological and geometric methods will be used to gain qualitative understanding of solutions to systems of nonlinear differential equations. Topics will include phase portraits, bifurcations, symbolic dynamics, chaos, fractals, Julia sets, and the Mandelbrot set. Prerequisites: MATH 240. (Quant)

MATH 365 Geometry
4 hours
Elements of Euclidean and non-Euclidean geometries: incidence, betweenness, separation, congruence, and parallel postulates. Geometry of physical space. Historical development. A proof oriented course. Prerequisites: MATH 220, 240. (Quant)

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

MATH 385 Seminar
Credit arr.

MATH 395 Independent Study
1, 2 or 4 hours

MATH 452 Partial Differential Equations
4 hours
An introduction to initial and boundary value problems associated with certain linear partial differential equations (e.g., 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. Prerequisites: MATH 351. (Quant)

MATH 456 Functions of a Complex Variable
4 hours
Extending calculus to functions of a complex variable. Complex numbers, limits, derivatives, Cauchy-Riemann equations, analytic functions, contour integrals, Cauchy integral formula. Taylor series, Laurent series, residues, conformal mappings, and applications. Offered in alternate years. Prerequisite: MATH 253. (Quant)

MATH 459 Topology
4 hours
An introduction to general, or point-set, topology. Topological spaces and continuous functions. Order, metric, product, and subspace topologies. Limit points, connectedness, compactness, countability axioms, separation axioms, Urysohn lemma and metrization theorem. Usually offered in alternate January terms. Prerequisite: MATH 220, 240. (Quant)

MATH 462 Numerical Analysis
4 hours
Roots of equations and solutions of systems of linear equations, interpolation and approximation, differences and numerical integration, and numerical solutions of ordinary differential equations. Offered in alternate years. Prerequisites: MATH 240, CS 150. (Same as CS 462.) (Quant)

MATH 471 Abstract Algebra I
4 hours
Introduction to the basic structures of abstract algebra: groups, subgroups, cosets, isomorphisms, factor groups, homomorphisms, rings, integral domains, fields, ideals, and polynomial rings. Prerequisites: MATH 220, 240. (Quant)

MATH 472 Abstract Algebra II
1, 2, or 4 hours
Topics may include simple groups, Sylow theorems, divisibility in integral domains, generators and relations, field extensions, splitting fields, solvability by radicals, Galois theory, symmetry, and geometric constructions. Offered on demand. Prerequisite: MATH 471. (Quant)

MATH 485 Seminar
Credit arr.

MATH 490 Senior Project
1, 2, or 4 hours

MATH 493 Senior Honors Project
4 hours
A yearlong independent research project. Applications are completed on the “Honors Program” form available at the registrar’s office, requiring the signatures of a faculty supervisor, the department head, the honors program director, and the registrar. Interdisciplinary projects require the signatures of two faculty supervisors. The project must be completed by the due date for senior projects. The completed project is evaluated by a review committee consisting of the
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.

MUST 185 First-year Seminar
4 hours
A variety of seminars for first-year students offered each January term.

MUST 220 Collections Management
4 hours
Addresses specific topics of curatorship and management of collections, including: acquisition practices; legal and ethical issues; collections organization, conservation, and preservation; and data collection, organization, and management. The course will emphasize practices and technology that will ensure the continued potential and relevance of objects in the pursuit of knowledge and enjoyment of science, art, and nature. Offered alternate years.

MUST 380 Internship in Museum Studies
2, 4 hours
Provides students with hands-on experience that stresses the kind of museum work relevant to their major disciplinary field including, but not limited to, research, exhibition, education, collections management, preservation, and administration. The end result being a tangible representation of their experience, whether it be a research document, portfolio, website, exhibit, or other product approved by their internship coordinator. This end product must be exclusively the student’s own work. The internship must be completed at a nationally or regionally recognized, reputable museum or cultural institution and is subject to the approval of the program director. Students taking 2 credits must work a minimum of 75 hours and those taking 4 a minimum of 150 hours in the semester. Prerequisites: MUST 120, 220.

Music

Tim Peter (department head)

Required for a major: MUS 121, 122, 121L, 122L, 231, 231L, 250, 332, 332L, 341, 342, 343, 344, and 7 semesters of private lesson study in the student’s major applied area.

The above courses are the music major core. A sequence of courses can be arranged to allow a student to begin a major in the sophomore year.

Recital requirement: All music majors must present a half recital or its equivalent in general recital appearances.
Ensemble requirement, piano proficiency, recital attendance: All music majors must complete an ensemble requirement which may be satisfied in a variety of ways. (See music department policies booklet.) Music majors are also required to meet a piano proficiency requirement and to attend recitals as directed by departmental policy.

Transfer students: Prior to initial registration, all transfer students must make an appointment with the music department to determine the number of music credits and other requirements for the major that will be accepted for transfer. Any transfer student expecting to graduate as a music major at Luther College must complete at least 8 hours of course work in the department and at least 3 semesters of private lesson study in the student’s major applied area while at Luther College.

Permission to continue major: Acceptable musical and academic progress, regularly reviewed by the music faculty, shall permit the student to continue as a major in the department.

Required for certification to teach music K–8 and 5–12: Completion of the music major, completion of the music education minor K–12, and student teaching at elementary and secondary levels. See education department for K–12 minor requirements.

Required for a minor: MUS 121, 122, 121L, 122L, either MUS 341, 344, or MUS 342 and MUS 343, four semesters of applied music study, and a minimum of two additional elective courses (totaling 4-6 credits) with at least one course from the following: MUS 231/231L, 236, 237, 247, 248, 250 (recommended), MUS 272, 341, 342, 343, 344 (with instructor’s permission), and MUS 445 but not MUS 273 or applied music. The student must also satisfy the ensemble requirement with four semesters of participation (or an approved equivalent) and fulfill the current recital attendance requirement during two of the semesters he/she is registered for private lessons.

Study plans: Upperclass students are encouraged to develop supplemental study plans with their advisors in one of the following areas: church music, conducting, historical musicology, instrumental performance, music education, music technology, theory/composition or vocal/opera performance. For further information, see Recommended Study Plans in the latest edition of the music department policies.

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

Music Courses

**MUS 111 The Materials of Music**
2 hours
Students with little or no music theory background are provided an opportunity to study and make music through singing with solfège, playing the piano, composing and studying scores. This course prepares students for Music Theory and Ear Training 121/121L.

**MUS 120 Introduction to Musical Styles**
4 hours
Designed to acquaint the general student with music as one of the humanities. Development of perceptive listening: a survey of western music as an art form. No prerequisite. (HE)

**MUS 121 Theory I**
3 hours
An intensive study of music fundamentals and materials. Includes written exercises, original composition, and the analysis of musical examples. Keyboard exercises and computer-assisted instructional materials are integrated into the course. MUS 131 is the honors section of Theory I. Corequisite: MUS 121L. (HE)

**MUS 121L Ear Training I**
1 hour
A study including sightsinging, rhythmic performance, dictation (melodic, harmonic, rhythmic), and related skills, all designed to develop the student’s musical ear to the highest degree possible. MUS 131L is the honors section of Ear Training I. Corequisite: MUS 121.

**MUS 122 Theory II**
3 hours
A continuation of Theory I. Includes modulation, small forms, and variation technique. Keyboard exercises and computer-assisted instructional materials are integrated into the course. MUS 132 is the honors section of Theory II. Prerequisites: MUS 121, 121L. Corequisite: MUS 122L. (HE)

**MUS 122L Ear Training II**
1 hour
Continuation of MUS 121L. Taken concurrently with MUS 122. MUS 132L is the honors section of Ear Training II. Prerequisites: MUS 121 and MUS 121L.

**MUS 135 Principles of Improvisation**
2 hours
A seminar that introduces instrumentalists and vocalists to basic concepts and techniques of music improvisation. Individual and ensemble exercises guide students in explorations of jazz, blues, and free-form styles. Special regard is given to personal philosophy and harmonic, melodic, and rhythmic vocabulary.

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

**MUS 185 First-year Seminar**
4 hours
A variety of seminars for first-year students offered each January term.
MUS 231 Theory III
3 hours
A continuation of Theory II. Covers advanced harmonic materials, including counterpoint, chromaticism, and larger forms. Keyboard exercises and computer-assisted instructional materials are integrated into the course. An introduction to library research is provided. Prerequisites: MUS 122, 122L. Corequisite: MUS 231L.

MUS 231L Ear Training III
1 hour
A study including sight-singing, rhythmic performance, keyboard and improvisation exercises, dictation (melodic, harmonic, rhythmic), and related skills, all designed to develop the student's musical ear to the highest degree possible. Taken concurrently with MUS 231. Prerequisites: MUS 122, 122L.

MUS 236 Music, Worship and Culture
4 hours
A study of the theology and history of worship in society within the principal branches of the church, from Biblical times through the present, with particular emphasis on defining and illustrating the musical expressions of corporate worship within the context of the rapid cultural and technological changes in the 20th century. Offered alternate years. No prerequisite. (HE)

MUS 237 Worship and Music in the Life of the Church
2 hours
This course will familiarize students with the role that music plays in liturgical and 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. Alternate years. No prerequisite.

MUS 238 Composition Workshop
1 hour
A workshop for students interested in exploring composition and improvisation. No prior composition experience necessary, but facility on an instrument or voice is helpful. Students also participate in a weekly composition seminar and interact with guest composers. Class culminates in a concert of new works. Prerequisite: MUS 332 or consent of instructor.

MUS 247 History of Jazz
4 hours
A survey of the history and development of jazz, from the 1890’s to the present. Includes origins and early jazz through the modern jazz era. Listening activities focus on the major figures of each historical period. Offered alternate years. (Same as AFRS 247.) (HEPT, Hist, Intcl)

MUS 248 World Music Cultures
4 hours
A survey of the traditional music of the Americas, Africa, India, Northern and Eastern Europe. Introduction to ethnomusicological terminology, placing emphasis on music as a culture and as a sonic event. Offered alternate years. (HE, Intcl)

MUS 250 Introduction to Conducting
2 hours
A study of the fundamental gesture, technique, and score preparation. Additional focus is given to oral communication and writing related to the art of conducting and self-evaluation. Prerequisites: MUS 332, 332L.

MUS 251 Diction for Singers I: Italian and German
2 hours
Use of the International Phonetic Alphabet as an aid to learning accurate pronunciation for singing Italian and German. (First seven weeks, Italian; second seven weeks, German.) Offered alternate years.

MUS 265 Diction for Singers II: French and English
2 hours
Use of the International Phonetic Alphabet as an aid to learning accurate pronunciation for singing French and English. (First seven weeks, French; second seven weeks, English.) Alternate years.

MUS 266 Diction for Singers II: French and English
2 hours
Use of the International Phonetic Alphabet as an aid to learning accurate pronunciation for singing French and English. (First seven weeks, French; second seven weeks, English.) Alternate years.

MUS 267 Vocal Literature I: Italian/Spanish and German
2 hours
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 7 weeks.

MUS 268 Vocal Literature II: French and British/American
2 hours
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 7 weeks.

MUS 272 Symphonic Music
2 hours
A survey of the repertoire of the orchestra including literature from the 17th century to the present. Emphasis is placed on concepts of style and historical evolution. Alternate years. No prerequisite.

MUS 273 Chamber Music
1 hour
Instruction in the literature for small ensembles. Ensembles should be approved by an instructor before registration. Open to all students regardless of major. All ensemble members must be registered.

MUS 285 Directed Study
2, 4 hours
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.
MUS 332 Theory IV
3 hours
A continuation of Theory III. A culmination of theory study, which focuses on twentieth-century and world music. An introduction to music notation software is provided. Prerequisites: MUS 231, 231L. Corequisite: MUS 332L.

MUS 332L Ear Training IV
1 hour
A continuation of MUS 231L. Normally taken concurrently with MUS 332. Prerequisites: MUS 231, 231L.

MUS 338 Composition: Private Lesson
1-2 hours
Individual composition lessons designed to develop compositional facility in a variety of styles and media. Students also participate in a weekly composition seminar and interact with guest composers. May be repeated for credit. May be taken for 1 or 2 credits as directed by instructor. Prerequisite: MUS 238 or consent of instructor.

MUS 341 History of Music: Antiquity through 1750
4 hours
A survey of musical life and literature from Ancient Greece through the Baroque era: the Greek theoretical legacy; sacred and secular developments of the Middle Ages and Renaissance; invention of opera and growth of idiomatic instrumental styles; life and works of Bach and Handel; American topics: early psalters and hymnals. Prerequisites: MUS 122, 122L. (Hist, R, W)

MUS 342 History of Music: The Classical Period
2 hours
A survey of musical life and literature from 1730 to 1825: origins and development of the divertimento, symphony, string quartet, piano concerto, and related genres; developments in opera and sacred vocal forms; life and works of Haydn, Mozart and Beethoven; American topics: early instruction books and singing schools, shape-notes, the Moravians, William Billings. Prerequisites: MUS 122, 122L.

MUS 343 History of Music: The Romantic Era
2 hours
A survey of musical life and literature in the 19th century: the Lied and song cycle, romantic opera, concert overture, symphonic poem, program symphony, virtuoso violin and piano schools; survey of the life and works of Schubert, Schumann, Mendelssohn, Chopin, Berlioz, Liszt, Brahms, Wagner, Verdi, Bruckner, Mahler and Richard Strauss; American topics: the Negro spiritual, minstrel shows, Lowell Mason, Louis Moreau Gottschalk, Stephen Foster. Prerequisites: MUS 122, 122L.

MUS 344 History of Music: Contemporary
4 hours
A survey of musical life and literature from the late-nineteenth century to the present: tonality in its luxuriant-chromatic phase; the fin-de-siècle in Europe and America; jazz, atonality and serialism; mid-century symphonic music; popular music, concert music, and performance art since 1945. Prerequisites: MUS 332, 332L. (HEPT, Hist, R, W)

MUS 351 Advanced Conducting: Choral
2 hours
A detailed study of rehearsal techniques, musical components, and conducting expressiveness and effectiveness related to a choral rehearsal. Additional attention is given to a general choral repertoire survey and written self-evaluations. Strongly recommended for vocal performance music majors and required for vocal music education majors. Prerequisite: MUS 250.

MUS 353 Conducting: Instrumental
2 hours
A study of advanced gesture technique as applied to instrumental rehearsal and performance. Additional attention is given to rehearsal techniques, score study, accompaniment, and performance practice. Prerequisite: MUS 250.

MUS 356 Electro-Acoustic Music
2 hours
An introductory course in electro-acoustic music in which students: 1) listen to music 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. Prerequisite: consent of instructor. Alternate years.

MUS 362 Opera Workshop: Scenes
1, 2, or 4 hours
The study, rehearsal and staging of operatic repertoire (such as arias, scenes or one-act operas) through public performance and/or in-class assignments. Credit is dependent on role(s) and other duties assigned. This course may be repeated for credit. Prerequisites: MUS 130 (Private Voice Instruction) and consent of voice teacher.

MUS 363 Opera Workshop: Production
1, 2, or 4 hours
The study, rehearsal, and performance of a music faculty directed opera. Credit dependent on role(s) and other duties assigned. This course may be repeated for credit. Prerequisite: MUS 130 (Private Voice Instruction) and consent of voice teacher.

MUS 371 Orchestration
2 hours
A survey of the fundamentals and practices of arranging and composing for large ensembles. Course culminates with readings of student arrangements and/or compositions. Alternate years. Prerequisites: MUS 332, or permission of instructor.
MUS 375 Directed Readings
2 hours
Students who develop an interest in a specialized area of the discipline for which course offerings are limited may follow a prescribed reading list under the direction of a member of the faculty with expertise in that area.

MUS 376 Vocal and Instrumental Accompanying
2 hours
A performance seminar for pianists. Students are coached in repertoire that requires keyboard accompaniment. The goal is for pianists to develop and refine skills unique to the art of accompanying while becoming familiar with a wide variety of musical styles. Emphasis on vocal accompanying with additional consideration of instrumental repertoire. Prerequisite: consent of instructor. (S)

MUS 377 Vocal and Instrumental Accompanying
2 hours
A performance seminar for instrumentalists. Students are coached in repertoire that requires instrumental accompaniment. The goal is for instrumentalists to develop and refine skills unique to the art of accompanying while becoming familiar with a wide variety of musical styles. Emphasis on vocal accompanying with additional consideration of instrumental repertoire. Prerequisite: consent of instructor. (S)

MUS 378 Independent Study
1, 2, or 4 hours

MUS 445 Performance Practices of the Renaissance and Baroque Periods
2 hours
An historical study of the interpretation of music based on reading from the letters, diaries, essays, critical reviews, and performance treaties of the period. Seminar format with a substantial performance project. Open to music majors, or by consent of instructor. Alternate years.

MUS 446 Performance Practices of the Classical and Early Romantic Periods
2 hours
An historical study of the interpretation of music based on reading from the letters, diaries, essays, critical reviews, and performance treaties of the period. Seminar format with a substantial performance project. Open to music majors, or by consent of instructor. Alternate years.

MUS 454 Modal Counterpoint
2 hours
A study of the sixteenth century modal counterpoint style of Palestrina. Written exercises lead to the composition and performance of a mass movement. Prerequisite: MUS 332.

MUS 455 Analytical Studies
2 hours
This course is designed to further the analytical skills of a student through intensive study of selected works from music literature. About six pieces will be studied in a semester, with the choice of scores representing a variety of styles, periods, and the special interest of students enrolled in the course. Alternate years. Prerequisite: MUS 332.

MUS 469 Advanced Ear Training
1 hour
A continuation of MUS 332L. Offered alternate years. Prerequisite: MUS 332, 332L.

MUS 485 Seminar
Credit arr.

MUS 490 Senior Project
1 hour

MUS 493 Senior Honors Project
4 hours
A yearlong independent research project. Applications are completed on the "Honors Program" form available at the registrar’s office, requiring the signatures of a faculty supervisor, the department head, the honors program director, and the registrar. Interdisciplinary projects require the signatures of two faculty supervisors. The project must be completed by the due date for senior projects. The completed project is evaluated by a review committee consisting of the faculty supervisor, another faculty member from the major department, and a faculty member from outside the major department. All projects must be presented publicly. Only projects awarded an “A-” or “A” qualify for “department honors” designation. The honors project fulfills the all-college senior project requirement. (R, S, W)

Applied Music
One credit is given for one half-hour lesson per week for a full semester. Attendance at class seminars may be expected. Final semester examinations before a faculty jury will be held for most students taking private lessons.

MUS 115 Class Instruction—Piano, Voice, or Guitar
1 hour
For piano and voice majors and non-majors 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. Prerequisite: MUS 115, or equivalent.

MUS 117 Class Instruction—Piano
1 hour
For music majors only. Emphasis is on developing the skills required on the piano proficiency test. Additional fees will be assessed for this course. Prerequisite: MUS 116 or piano placement recommendation.

MUS 118 Preparation for Piano Proficiency Test
0 hours
For first-semester music majors with significant background in piano. Two one-hour sessions will help these students prepare for the Piano Proficiency Test. Prerequisite: piano placement recommendation.
**MUS 130 Private Instruction**
1 hour
For all applied music students in their first year of study. Non-majors and music majors in their secondary areas may repeat this course for credit in subsequent years. Studio seminars may be required. Additional fees will be assessed for this course.

**MUS 230 Private Instruction**
1 hour
For music majors and minors in their second year of study. Non-majors and music majors in their secondary areas may register for this course with consent of instructor. Studio seminars may be required. Additional fees will be assessed for this course. Prerequisite: music major or music minor with 2 semesters of MUS 130 (Private Instruction).

**MUS 300 Music Ensembles**
no credit
Brass Choir, Cantorei, Cathedral Choir, Chamber Orchestra, Collegiate Chorale, Collegium Musicum, Concert Band, Jazz Orchestra, Jazz Band, Nordic Choir, Norsemen, Aurora, Philharmonia, Symphony Orchestra, Varsity Band, Wind and Percussion Ensemble.

**MUS 330 Private Instruction**
1 hour
For music majors in their third year of study. Non-majors and music majors in their secondary areas may register for this course with consent of instructor. Studio seminars may be required. Additional fees will be assessed for this course. Prerequisite: music major or music minor with 2 semesters of MUS 230 (Private Instruction).

**MUS 360 Vocal Coaching**
1-2 hours
Guidance in the proper execution of vocal music dealing with diction, musical style, and assistance in repertoire selection. Additional fees will be assessed for this course. Prerequisites: upper level (MUS 330) voice and consent of instructor.

**MUS 430 Private Instruction**
1 hour
For music majors in their fourth year of study. Non-majors and music majors in their secondary areas may register for this course with consent of instructor. Additional fees will be assessed for this course.

**Nursing**
Sheryl Juve (department head)

**Admission to the nursing major**:
Luther’s nursing program, with its longstanding connection to the 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.

**Minimum criteria for admission to the nursing major include:**
1. A minimum cumulative grade point average (GPA) for college courses taken at Luther College of 2.50.
2. A minimum grade of C in all courses required for the nursing major.
3. Repetition of any single course required for the major no more than once.
4. Repetition of a total of no more than two courses required for the major.

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

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

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

Students must be able to provide their own transportation to clinical facilities. They must also pay for their own uniforms. Nursing courses in the junior year are taken off campus in Rochester, MN. A baccalaureate completion program for registered nurses is also available. This program is in accordance with the Iowa Articulation Plan for Nursing Education. Please contact the nursing department for details. A brief description of the baccalaureate completion program is found under the Admissions section of this catalog.

**Required for a major:** NURS 231, 232, 350, 353, 354, 360, 365, 368, 471, 473, 477, 478, 490.

**Correlative requirements:** BIO 115, 116, 243; CHEM 141; SCI 130, 355, 361, 362; PSYC 130, 240. A course in statistics is recommended for nursing majors who intend to do graduate work.
Nursing Courses

NURS 138 Human Sexuality
4 hours
A study of the field of human sexuality. The origins of sex roles, myths, stereotypes, and realities of this important aspect of life will be presented. The complexity of the sociological, psychological, biological, and legal components of the sexual being will also be included. The class is open to all students on campus. Students cannot receive credit for both NURS 138 and HLTH 232. (Same as WGST 138.) (HB)

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

NURS 185 First-year Seminar
4 hours
A variety of seminars for first-year students offered each January term.

NURS 285 Directed Study
2, 4 hours
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.

NURS 231 Nursing, the Individual, and the Health Continuum I
4 hours
A focus on the concepts of the health continuum and the role of the nurse. An introduction to the caring process with an emphasis on developing beginning clinical skills and knowledge of the nursing process and therapeutic interaction. Prerequisites: admission to nursing major; BIO 115, 116; CHEM 141. Corequisite: BIO 243, PSYC 130.

NURS 232 Nursing, the Individual and the Health Continuum II
4 hours
A focus on the concepts of the health continuum, the role of the nurse, and an introduction to the application of the caring process. Emphasis is placed on the beginning clinical skills and knowledge of health assessment. Prerequisite: NURS 231. Corequisites: PSYC 240, SCI 130.

NURS 340 Transition to Baccalaureate Nursing
4 hours
A seminar and laboratory course designed to facilitate transition of the registered nurse from diploma or associate degree nursing education to baccalaureate degree nursing education. Prerequisites: R.N. licensure, BIO 115, 116, and BIO 243; CHEM 141; SCI 130; PSYC 130, 240; one of SOC 101, ANTH 101 or ANTH 201, or SW 201; admission to the nursing major. Offered as needed.

NURS 350 Psychosocial Nursing
4 hours
Theory and application of psychosocial concepts in determining needs of self, clients, and family. Application of the caring process with an emphasis on therapeutic interaction and the nursing process to individuals experiencing a disruption in their psychosocial health. Offered every semester concurrently with NURS 353 or NURS 354.

NURS 353 Interruptions of the Health Continuum I
4 hours
Students use the caring process to help adult clients experiencing pathophysiological interruptions to health. Emphasis is on developing skills to provide care primarily for adults with acute illness. The nursing process, health assessment, principles of rehabilitation, teaching-learning and discharge planning are included. Offered every fall concurrently with NURS 350, 360, and SCI 355, 361.

NURS 354 Interruptions of the Health Continuum II
4 hours
Continuation of 353. Emphasis is on refining clinical skills in caring primarily for adults with surgical interruptions and/or those experiencing critical illness. Offered every spring concurrently with NURS 350, 360, 365, 368, and SCI 362. Prerequisites: NURS 353, SCI 355, 361.

NURS 360 Nursing of Children: A Family-Centered Approach
4 hours
The caring process with an emphasis on the nursing process is applied to the care of children who are both well and experiencing illness. A family-centered approach is developed. Assessment, teaching, and guidance are used to support and promote optimal health for the child within the family. Offered every semester concurrently with NURS 353 or NURS 354.

NURS 365 Trends and Issues in Nursing
2 hours
Identification and exploration of current issues and trends in nursing. Emphasis is on economic, ethical, legal, political, social, and technological forces affecting nursing practice. Professional nursing concepts, levels of nursing proficiency and career planning are examined. Offered every spring concurrently with NURS 350, 354, 360, 368, SCI 362.

NURS 368 Research Methods in Nursing
2 hours
The research process as a problem solving sub-tool of caring is studied. Research designs are examined, and students will begin the senior project. Offered every spring semester concurrently with NURS 350, 354, 360, 365, and SCI 362.

Note: Prerequisites for courses numbered 350 and above are: NURS 231, 232; BIO 115, 116, and BIO 243, CHEM 141; SCI 130; PSYC 130 and PSYC 240.
NURS 380 Internship
1, 2, or 4 hours
A work-study on-the-job learning experience which provides an opportunity for nursing students to expand the breadth and/or depth of knowledge in a specific area of nursing. Prerequisites: 12 credits in nursing courses and consent of department.

NURS 395 Independent Study
1, 2, or 4 hours

NURS 471 Maternity Nursing: A Family-Centered Approach
4 hours
The caring process with an emphasis on the nursing process is applied to the care of families with a focus on the childbearing phase, including normal and high risk patients. Teaching and health promotion are emphasized, along with client management skills. Prerequisites: NURS 350, 353, 354, 360, 365, 368, SCI 355, 361, 362.

NURS 473 Community-Centered Care
4 hour
The study of the community and its population groups. Focus on levels of prevention in the use of the nursing process to promote, maintain and protect the health of individuals, groups and communities. The caring process is emphasized. Clinical experience is in schools, agencies, and community groups providing services in Northeast Iowa. Prerequisites: NURS 350, 353, 354, 360, 365, 368, SCI 355, 361, 362. (Fulfills Intcl requirement when offered during the summer in Nottingham).

NURS 477 Synthesis of Nursing Practice
4 hour
The caring process is used to assist clients experiencing pathophysiological interruptions to health. Emphasis is on refining clinical skills in caring for adults with more complex chronic illnesses and the collaborative role of the professional nurse across the multidisciplinary health care team. Leadership/management concepts are emphasized. Prerequisites: NURS 350, 353, 354, 360, 365, 368, SCI 355, 361, 362.

NURS 478 Health Care Management
2 hours
A study and analysis of economic, social, political and ethical factors that affect management of human, technological, and financial resources in health service organizations. Includes the historical development of health care delivery and reform issues in the U.S. and selected other industrialized nations. There will be a particular focus on strategic and operational management of hospitals, long-term care facilities and home health care agencies. Rural versus urban issues will also be addressed. Prerequisites: NURS 350, 353, 354, 360, 365, 368, SCI 355, 361, 362.

NURS 490 Senior Project
1 hour
Prerequisite: NURS 368.

NURS 493 Senior Honors Project
4 hours
A yearlong independent research project. Applications are completed on the “Honors Program” form available at the registrar’s office, requiring the signatures of a faculty supervisor, the department head, the honors program director, and the registrar. Interdisciplinary projects require the signatures of two faculty supervisors. The project must be completed by the due date for senior projects. The completed project is evaluated by a review committee consisting of the faculty supervisor, another faculty member from the major department, and a faculty member from outside the major department. All projects must be presented publicly. Only projects awarded an “A- or A” qualify for “department honors” designation. The honors project fulfills the all-college senior project requirement.

Paideia

David Falset, Katherine Narveson (Paideia directors); Ruth Kath (Paideia II coordinator)

The Luther College Paideia Program consists of many activities and opportunities, including a three-course interdisciplinary core curriculum; performances and events, including an annual lecture series; library acquisitions; student writing services; networked computer classrooms; a faculty development program that includes sabbatical grants and summer workshops; and a faculty journal Agora: Luther College in Conversation. All these activities receive financial support from the Paideia Endowment, originally established through National Endowment for the Humanities grants matched by friends of Luther College.

Paideia is the ancient Greek word for education. The word implies both formal and informal learning, as well as the culture that is generated when such learning is held in common. The use of the name Paideia for Luther College’s core academic program is a recognition that life in community depends on centuries of shared wisdom.

The latest in a series of core academic programs established in 1964, the Paideia curriculum consists of two required interdisciplinary components: a common two-semester sequence for first-year students (PAID 111, 112), and a Paideia II course taken during the junior or senior year (PAID II 450).

Paideia Courses

Paideia 111, 112
4, 4 hour
A two-semester common course for all first-year students, focused on one or more themes that confront
us as learners and as citizens. Paideia I is committed to developing students’ abilities as critical readers, writers, informed speakers, and researchers. The course draws on European, African, Asian, and American traditions so that students will encounter multiple perspectives in seeking answers to the questions posed by the course. Material is drawn from ancient times through the present. Students must successfully complete the course to graduate and are not allowed to withdraw from Paideia 111 and 112.

Paideia II 450
4 hours
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 II courses pay special attention to the nature of moral decision-making and to the continued development of students’ writing skills. The Paideia II requirement is completed during the junior or senior year in a course taught at Luther College or in a designated Luther-sponsored program. Students may satisfy Paideia II in one of four ways:

1. By enrolling in a single Paideia II course taught by faculty from two or more disciplines (departments)
2. By co-enrolling in an interdisciplinary cluster of two paired courses specially designed by participating faculty
3. By enrolling in a specially designed sequence of two courses taught by two different faculty members in the same academic year
4. Through the completion of an interdisciplinary minor with a designated Paideia II component

Paideia II courses offered during the ’08-10 academic years:

A. Biodiversity
This course examines various aspects of Earth’s most serious ecological crisis: the prospect of mass extinction of plant and animal species. The course surveys the evolutionary sources and the ecological significance of biological diversity, assesses the fate of human cultures which failed to recognize and observe the limits of ecological disturbance, and assesses the influence of intellectual, moral and religious traditions both in creating and now attempting to respond to the biodiversity crisis.

B. Making Decisions for U.S. Schools
This course examines issues about schooling in the United States and explores the questions which educators, citizens, parents and students face regarding education. In addition to looking at features of schools, students examine the relationship between religion, politics and economics in the schools of our nation. Students explore religious and secular values and their effect on educational decisions and behaviors, particularly as those values related to ethnicity, race, class and gender. The course also discusses how contemporary educators, parents, citizens and students must understand the legacy of historical decisions about schools that continue to influence modern systems of education.

C. The Color of Change: Black Intellectual Thought and Social Transformation in America
This course takes students on a journey through the intellectual landscape of the black American experience. From the moment of their arrival upon American shores, blacks began creating intellectual analyses of racial oppression, seeking to observe, comment upon, and transform a world which limited their social inclusion. Provocative thought committed to creating a more just and ethical America has come from the likes of slaves, abolitionists, writers, politicians, musicians and dancers, artists, educators, lawyers, journalists, civil rights leaders, and athletes. The selection of intellectual figures will come from an array of professional backgrounds and social experiences, thus serving to represent the diversity of thought and creativity which characterizes black intellectual contributions to social change in America.

D. Health Care Ethics
This course provides a case-study approach to contemporary ethical issues in U.S. health care. Utilizing resources derived from Christianity and Western moral traditions, students develop their own moral framework to respond to issues like abortion, genetic engineering, and the allocation of scarce resources. Attention is given to the communal dimension of moral deliberation and to the social, political, economic, legal, religious, and technological forces that impact health care practice today.

E. Bioethics in a Multicultural World
This course will critically examine contemporary bioethical issues from a multicultural perspective. Attention will be given to the biological and ethical concepts related to various issues such as justice in health care, genetic counseling and screening, environmental influence on public health, and other contemporary health care and health research issues. The course is being developed for seminary students from LSTC and other members of the ACTS, a consortium of Chicago seminaries; Luther students will be enrolled as space permits. The first week will be an intensive introduction to principles of ethics and biology that inform bioethical issues, and to the history of health care disparities and eugenics in the US. Both case study and community organizing methods for research and project development will also be introduced. During the second week, student teams will develop a Field Project by conducting visits to five different individuals, congregations, or organizations involved in some aspect of health care, then draft a report to present to the class for discussion during the third week. A final paper will be submitted by the end of class. Students will have some additional charge to cover housing (at LSTC) and costs for participation in Chicago exploration activities (i.e. CTA transportation passes, city passes for museums, at least one theater and one sporting event, etc.) Actual costs not yet determined.
F. Humans living with Nature: a New Zealand case study
This course uses such outdoor activities as hiking, kayaking, and white water rafting to examine the relation between humans and nature. The investigation takes place at two levels: (a) students will question in general how humans ought to coexist with the natural world and (b) students will explore how humans have interacted with the natural world in the Island nation of New Zealand. Students will prepare oral presentations on such topics as invasive species, indigenous peoples, alternative energy, ecotourism, and so forth, and will keep a daily journal in which they respond to the physical activities, class discussions, and on-site meetings.

G. Body of Knowledge
This course will explore the role of subjectivity as the foundation for ethical decisions. At its heart, this course asks to what degree can our embodied and sensed experience be a root of critical action in our relationships with ourselves, others and the world at large. Specifically, the course will look at particular sets of ethical questions from the perspective of embodiment. Examples include medical decision making, imprisonment and punishment, cultural standards of beauty, and social suffering. When we shift our understanding of reality from an assumption of shared objective knowledge to one which recognizes individual and subjective sensory experience we may be able to strip bare layers of cultural bias and understand ourselves as individuals who participate in various social structures. Through the use of personal reflection, critical reading, and sensory and movement practices, we will raise awareness of the body as a site of perception and action, and analyze how we might choose to participate in informed and ethical ways.

H. English Theatre: Mirror of Society and the Human Condition
This course is a study of London and Stratford theatre in its contexts—the history, culture, and values of England and the modern world. The theatre, the richest in the world in its variety and depth (from highbrow to farce, Shakespeare to Stoppard), serves as focus for exploration of the cities London and Stratford, and of the intellectual, aesthetic, and moral territory of drama.

I. Bodies, Sticks, and Mindfulness: the Spirituality, Ethics, and Politics of Martial Arts
The course will explore the practice and code of martial arts with a particular emphasis on Capoeira and Bushido. It will primarily focus on the use of these forms of martial arts as practices of self-cultivation, the ethical questions that are raised by martial arts and its use as spiritual practice, and the historical contexts in which these forms of martial arts were developed. The course will contain a practical segment in which students practice basic exercises. Based on these exercises the course will analyze the philosophies of body and spirituality that underlie these practices. In a third section, the course will examine how Capoeira was used in response to colonialism and how the bushido ethos was utilized for in the colonial effort of Japan. Finally, the course will explore the ethical issues that arise at the intersection of spirituality, martiality, and politics.

J. Constructing Islam
Understanding Islam is essential in today's geopolitical climate. This course will explore the nature of Islam, examine how Islam and Muslims are represented in global media, especially in light of the events of September 11, 2001, and consider the relevance of movements like Islamic Democracy, Islamic Economics and Islamic Feminism or an understanding of Islam in the contemporary world. The representation of Islam and Muslims in a variety of rhetorical forms in the U.S. will be evaluated and compared with media messages in Islamic countries, and the ethical implications of these constructions will be analyzed.

K. Global Citizenship
This course is designed for students who have 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.

L. Queering Subjectivities
Through the explicit study and discussion of selected readings of queer theory, the categories of sexuality and gender will be problematized and deconstructed. Through the concept of queering, the dichotomies and dualisms of contemporary life and their impact on the subject will be exposed. The intersections of subjectivities such as sex, gender, race and class, for example, will also be explored. We will question how alternative and subversive subjectivities are created and affirmed. The ethics of category construction and the processes and politics involved will be examined from the disciplines of sociology, feminist theory, and communication studies, etc.

M. Hip-Hop and Cultural Identity
This class examines the history, culture and politics surrounding the creation and commercialization of the African American movement known as "hip-hop." Growing out of the five boroughs of New York, hip-hop has revealed itself as a global cultural arts movement. This course will examine how hip-hop functions as an important site of cultural production and identity formation within a racialized society. Students will explore how the intersection of race, gender, sexual orientation and class is inherently a part of hip-hop's dialogue of identity formation while considering whether hip-hop challenges or reinforces racial, gender, and sexual orientation stereotypes. The course will also grapple with topics relating to the commercial success and market-driven commodi-
fication of hip-hop, questioning if such mass consump-
tion inevitably undermines hip-hop’s original intent of 
social resistance and empowerment.

N. Schooling in Jamaica and the US: Cross-Cultural 
Comparisons in Contemporary Education
This course will provide students with an opportunity to 
visit Jamaican and US schools and to observe and 
reflect on how stakeholders in each public education 
system address concerns related to poverty and 
academic achievement. The course will help students 
confront and understand ethical challenges and 
dilemmas around major issues facing the Jamaican and 
US education systems while exploring the underlying 
social, political and cultural dynamics that have created 
these concerns.

O. Making Peace and Breaking Bread
Although ordinary and even humble, food is an 
important link to the ideas of community and 
peacemaking. The choices we make regarding food and 
those with whom we break bread carry deep ethical, 
political and spiritual implications. In exploring the 
international communities of Assisi and Taizé, and the 
stories of Saints Francis and Clara of Assisi and Brother 
Roger of Taizé, students will be challenged to 
recognize the potential violence and polarization that 
underlie unexamined patterns of consumption, 
individualism and nationalism. The course will include 
a week with the Taizé community, and international 
community known as the “city of peace,” and a week 
with the Taizé community, an international 
community committed to prayer, reconciliation and 
ecumenism. Travels will be framed by the rich and 
complex cities of Paris and Rome.

P. Green Germany: Advanced Models of Sustainability
This course will survey social structures that have 
historically supported and promoted environmental 
pollution and destruction, particularly in Europe, and 
will draw on similarities between the German and 
American situations. Students will study and visit 
environmentally sustainable projects and engage with 
political parties and local citizen organizations in 
Germany, Iceland, and Denmark. Central to the 
course are ethical issues in the development of environ-
mentally sustainable projects, including both the 
 immediate impacts and long term implications on the 
local populations. The group will be based in Haarum, 
northern Germany, a major wind energy center, and 
will visit Hamburg, Berlin, Denmark, and Iceland.

Q. Ethics, Energy, and Climate Policy
Since energy is vital to all dimensions of life, patterns 
related to energy production and consumption pose a 
host of social, political, and environmental challenges 
that require moral deliberation. This course draws 
upon the Christian stewardship tradition and the 
concept of sustainable development to examine U.S. 
energy issues. The course gives special attention to the 
energy policy of the Bush Administration, fossil fuels, 
the potential of renewable energy sources, and various 
issues related to nuclear energy. A day-long field trip 
to a coal-fired power plant is required.

R. Race: The American Dilemma
This course will examine how the concept of race has 
been constructed in America and how individuals and 
institutions are affected, consciously and 
unconsciously, by such constructions. We begin from 
the premise that “race” is not a biological reality but a 
social construct that deeply influences relations at every 
level of American society. We will look especially at 
how race and racism are inherently connected to 
gender, sexuality, class, conceptions of God, and 
ethical and religious values. Students will be asked to 
examine their own racial attitudes and assumptions, 
especially how these attitudes affect their behavior both 
personally and in the public sphere.

S. CyberEthics
This course explores the legal and ethical issues 
connected with computers, the Internet, and the 
digital reality they create. It is the nature of 
technological innovations to be a challenge to every 
legal and ethical system. As our lives are changed by 
these inventions, existing laws will have to be expanded 
or new laws will have to be created. Our underof 
“right” and “wrong” must be applied to new 
circumstances, and even as society adapts these new 
insights, technology itself changes again. Topics 
covered include Internet governing, cyber-rights and 
cyber-liberties, privacy, intellectual property, 
professional codes of ethics, freedom of speech, and 
issues related to ethical use of technology.

Philosophy
Storm Bailey (department head)

Philosophy means the love of wisdom. More 
specifically, philosophy is the systematic, rational 
query 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 
depth by 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.
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 were enrolled at the college prior to 2006-07 are particularly encouraged to seek admission to advanced philosophy courses if within one course of meeting the prerequisite. Given appropriate academic interest and experience, consent of instructor to enroll can be obtained with advisor’s assistance.

**Philosophy Courses**

**PHIL 100 Introduction to Philosophy**
4 hours
An introduction to basic questions in philosophy concerning God, the nature of reality, knowledge and truth, human nature, morality, and the individual in society, together with the range of arguments and answers that philosophers have developed in response to them. (HEPT)

**PHIL 110 Logic**
4 hours
A study of reasoning and argumentation, with attention to informal logic and fallacies and an introduction to formal symbol systems, including propositional and predicate logic. (Quant)

**PHIL 120 Ethics**
4 hours
A topical introduction to moral philosophy, considering both historical and contemporary developments. Topics include human nature, standards of morality, obligation and rights, justice, responsibility and freedom, character and action. (HEPT)

**PHIL 130 Philosophy of Religion**
4 hours
A study of attempts to bring rational justification and clarification to religious beliefs and practice, focusing primarily on the concepts of Christian theology. Topics may include: the existence and attributes of God, faith and reason, death and immortality, miracles and revelation, the problem of evil, and religious pluralism. (Same as REL 230.) (HEPT)

**PHIL 200 Ancient Philosophy**
4 hours
An examination of the development of philosophy among the Greek speaking peoples and the civilizations they influenced. Primary focus will be on the thought of Plato and Aristotle as the major founders of western philosophical thought, with a brief review of subsequent developments in Hellenistic and Roman philosophy. Prerequisite: one course in philosophy. (HEPT)

**PHIL 220 Early Modern Philosophy**
4 hours
An examination of the development of modern European philosophy. Primary focus will be on the formation of scientific philosophies in the seventeenth and eighteenth centuries and upon the synthesis of these views in Kant’s philosophy. Prerequisite: one course in philosophy. (HEPT)

**PHIL 230 Philosophy of Science**
4 hours
A study of the nature of scientific methodology, which has entitled the sciences (especially the natural sciences) to their authoritative status as reliable sources of knowledge and rational belief. This involves issues such as the relation between theory and evidence, the nature of confirmation, explanation, probability, and rational considerations in delivering and consuming scientific information. Prerequisite: one course in philosophy, or two courses in natural science. Offered alternate years. (HEPT, NWNL)

**PHIL 240 Philosophy of Art**
4 hours
A study of the nature of art and its relationship to the human condition. Issues covered include definitions of art, the relationship between art and the community, the nature of aesthetic experience, and standards of taste. Prerequisite: one course in philosophy, or two courses in fine arts. Offered alternate years. (HEPT)

**PHIL 260 Feminist Philosophy**
4 hours
Examination of feminist philosophies, including issues in epistemology, ethics, social philosophy, political philosophy, philosophy of religion and historical interpretation. Focus on the challenges which feminist theory presents to traditional philosophical assumptions in the Western tradition. Prerequisite: one course in philosophy, or two courses in women’s and
gender studies. Offered alternate years. (Same as WGST 260.) (HEPT)

PHIL 285 Directed Study
2, 4 hours
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.

PHIL 300 19th and 20th Century Philosophy
4 hours
A study of philosophical movements which developed in response to German idealism, including existentialism, phenomenology, pragmatism, analytic and post-modern philosophy. Prerequisites: two courses in philosophy. Offered alternate years. (HEPT)

PHIL 310 Metaphysics and Epistemology
4 hours
A comparative and critical study of major theories about being and knowing. Metaphysical issues focus on the nature of reality, including the relationship between mind and matter, substance and attribute, time, space, causation, change, modality, and identity. Epistemological topics concern the possibility, origins, nature, and extent of human knowledge. The course includes classical as well as contemporary readings, covering a wide range of philosophical theories and their interaction. Prerequisite: two courses in philosophy. Offered alternate years. (HEPT)

PHIL 320 Topics in Value Theory
4 hours
Study of particular theories, movements, issues, major philosophers in value theory. Examples include major works in virtue ethics, utilitarian theory, deontological ethics. Prerequisite: two courses in philosophy. Offered alternate years. (HEPT)

PHIL 330 Philosophy of Mind
4 hours
A investigation of historical and contemporary attempts to address a wide range of questions concerning the mind and mental phenomena, such as: Is the mind independent of the body/brain? Can consciousness be explained? Can machines think? How can we account for personal identity? Is free will an illusion? Is evolutionary theory relevant to our understanding of the mind? Prerequisites: two courses in philosophy, or at least one course in psychology numbered 300 and above. Offered alternate years. (HEPT)

PHIL 375 Directed Readings
Credit arr.

PHIL 395 Independent Study
1, 2, or 4 hours

PHIL 400 Advanced Topics in Philosophy
4 hours
Designed for students with significant interest and experience in philosophy. Prerequisite: Three courses in philosophy. Offered alternate years.

PHIL 485 Seminar
4 hours
In-depth study of specific topics or philosophers in seminar format, designed for students with significant experience in philosophy. Prerequisite: Three courses in philosophy.

PHIL 490 Senior Project
1, 2 or 4 hours

PHIL 493 Senior Honors Project
4 hours
A yearlong independent research project. Applications are completed on the “Honors Program” form available at the registrar’s office, requiring the signatures of a faculty supervisor, the department head, the honors program director, and the registrar. Interdisciplinary projects require the signatures of two faculty supervisors. The project must be completed by the due date for senior projects. The completed project is evaluated by a review committee consisting of the faculty supervisor, another faculty member from the major department, and a faculty member from outside the major department. All projects must be presented publicly. Only projects awarded an “A” or “A−” qualify for “department honors” designation. The honors project fulfills the all-college senior project requirement.

Physical Education
Joe Thompson (department head)

Required Physical Education

A seven-week physical education skills activity (PE 110) and a seven week Fitness and Wellness class (PE 100) are required for graduation. Each is offered for one hour of credit. The skills and wellness requirement may also be completed with a 4-semester-hour course combining wellness and skills (PE 180). The physical skills requirement (PE 110) will be waived for students who have participated in varsity athletics at Luther for at least two traditional seasons in the same sport. A student may apply a maximum of four credit hours of physical education skills (PE 100 and PE 110 classes) toward the 128 hours required for graduation. Additional classes may be completed, but may not be counted toward the 128 hours. A student may audit skills classes by following the college procedures for auditing. Any student may register for physical education skills classes on a credit/no credit basis.

Subsequent to a medical examination or review of documentation, a student’s program in physical education may be modified to follow the limitations
Physical Education

suggested by the college physician or disabilities coordinator.

Physical Education Major/Minor

The major in physical education is designed to be flexible in meeting the needs and special interests of students. The department offers both teaching and non-teaching majors. Additionally, several areas of emphasis are offered within the non-teaching major.

Required for a major:

Plan I (teaching). PE 100 (Personal Fitness and Wellness) plus two additional 110 courses (selected from the courses titled "racquet sports," "individual and dual sports," or "team sports."), PE 190, 221, 247, 250, 251, 260, 261, 342, 364, 365, 366, 446, 456, 463; EDUC 365. See education department for K–12 minor requirements.

Plan II (non-teaching). PE 100 (Personal Fitness and Wellness), PE 190, 247, 261, 342, 365, 366; and completion of one area of emphasis described below.

1. Exercise Science. PE 223, 224, 260, 364 (or BIO 256); HLTH 125 and 226 (or SCI 130 as a substitute for both); two of PE 243, 244, 248, 380, HLTH 233, 372; or other courses approved by the department chair.

2. Sport Psychology. PE 248, 250; PSYC 130; two of PE 231, 243, 244, HLTH 233; one of PSYC 240, 243, 350, 353, or other courses approved by the department chair.

Required for a minor: PE 100 (Personal Fitness and Wellness), PE 190, 247, 261, 342, 365, 366; and completion of one area of emphasis described below.

Sports Management Concentration: To complete the sports management concentration a student is required to complete a major in physical education and a minor in management, or a major in management and a minor in physical education.

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

Coaching

Required for coaching endorsement (men and women): PE 190, 250, 251, 261, 342, 366, PAID2, Recommended: PE 244.

Physical Education Courses

PE 100 Personal Fitness and Wellness

1 hour
This course will focus on the knowledge and skills necessary for developing and maintaining a healthy, physically active lifestyle throughout one’s lifespan. General topics include major health issues such as physical fitness, nutrition, stress management, substance abuse and disease prevention. Students will participate in both lecture and activity during each week. (Wel)

PE 110 Skills Classes

1 hour
Activities available may include: aerobics, archery, badminton, basketball, biking, bowling, conditioning, cross-country skiing, fly fishing, golf, individual and dual sports, orienteering, personal fitness and wellness, pickleball, pilates, racquet sports, racquetball, scuba diving, social dance, swimming (including lifeguarding and W.S.I.), team sports, tennis, volleyball, weight training, and yoga. (Skl)

PE 139, 239, 339, 439 Special Topics

Credit arr.

PE 180 Wellness and Fitness Abroad

4 hours
This physical education course affords students a unique opportunity to explore wellness concepts and participate in fitness activities in an international setting. The course is designed to promote healthy lifestyles and increase the enjoyment of physical activity. The international setting, which may vary from year to year, exposes students to a different culture and unique fitness activities. This course will fulfill both the wellness and skills health and physical education general education requirement. Consent of instructor. (Wel, Skl)

PE 185 First-year Seminar

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

PE 190 First Aid

1 hour
Instruction, preparation, and practice in first aid techniques, principles, and procedures necessary in providing emergency care. The test for First Aid and CPR certification from either the American Red Cross or the American Heart Association will be administered to students enrolled in this course. Students successfully meeting the minimum standards set by the appropriate agency will be certified.

PE 221 Special Skills Classes for Physical Education Majors

2 hours
This course will provide students with special instruction, preparation, and participation in outdoor activities, social dance, and tumbling.

PE 223 Principles of Strength Training and Conditioning

2 hours
The course will be taught in accordance with the principles recommended by the National Strength and Conditioning Association. Course content will include: facility organization and management; equipment purchase and maintenance; program design and
organization; theory of strength training and conditioning; and experiential learning in weight training and conditioning.

**PE 224 Principles of Fitness Assessment and Exercise Prescription**
2 hours
Theories of fitness training, review of clinical and diagnostic cardiovascular information, and program design and evaluation will be discussed. Areas of emphasis will be population characteristics, participant screening and referral process, and fitness planning and prescription.

**PE 231 Psychological Skills Training**
2 hours
This course is designed to teach skills and techniques that can be used to enhance performance and personal growth in sport and exercise. Managing competitive stress, emotion management, improving confidence, controlling concentration, performance preparation, and increasing communication skills will be emphasized. Offered alternate years during January term.

**PE 243 Sport and Society**
4 hours
Students will examine how sport has influenced their lives and their perspectives and take a broader look at how sport has been influential in American society (e.g. family, gender, race, education, media, and politics). Offered alternate years.

**PE 244 Psychology of Coaching**
2 hours
Intended to familiarize prospective coaches with the area of sport psychology, this course focuses on the coach’s role and influence on the psychological well-being of athletes, coaching philosophy, coaching styles, team building, and other topics. Offered alternate years.

**PE 247 Foundations of Physical Education**
2 hours
An introductory course involving historical, philosophical, and sociological foundations of physical education, exercise science, and sport. An overview of the field, as well as contemporary issues concerning physical education and the related areas of exercise science and sport, are examined. Emphasis is placed upon career opportunities in this multi-faceted profession.

**PE 248 Foundations of Sport Psychology**
4 hours
This course examines psychological theories and research related to sport and exercise behavior. The course is designed to introduce students to the field of sport and exercise psychology by providing a broad overview of the major topics in the discipline. Offered alternate (even) years.

**PE 250 Coaching of Sports**
2 hours
Theory and technique of coaching baseball, basketball, football, golf, soccer, softball, swimming, tennis, track and field, volleyball, wrestling. Taught in 2 credit hour units. A maximum of 4 such credit hours may be counted toward the 128 required for graduation. Some sports are offered alternate years.

**PE 251 Care and Prevention of Athletic Injuries**
2 hours
Instruction and practice in the recognition and initial care of injuries to physically active individuals. Instruction and practice in preventative measures and first aid techniques relating primarily to settings in physical education and athletics.

**PE 260 Adaptive Physical Education**
4 hours
A study of the nature of neuromuscular and skeletal-muscular limitations of an atypical student and the methods of adapting physical and recreational activities to fit the student’s needs and abilities. The primary emphasis is on experiential learning. Luther students work individually with young students (ages 3-18) from local and area school districts to adopt activities to their special needs.

**PE 261 Applied Human Anatomy**
2 hours
A study of the essential features of anatomy with special reference to the principles of structure in the human body. Applications of human anatomy to health, athletic injury, movement and principles of sports skills will be made. (NWNL when combined with PE 365)

**PE 285 Directed Study**
2, 4 hours
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.

**PE 342 Growth and Development: Motor Learning**
4 hours
An examination of the growth and development patterns across the lifespan. Developmental theories and research findings in human growth and development are explored. Principles of motor learning theory will be incorporated as they relate to teaching movement across the lifespan. This course involves a laboratory and service-learning component.

**PE 364 Measurement and Evaluation**
2 hours
Designed to introduce students to basic measurement and evaluation principles. Topics include research design and data collection, statistical concepts, test selection and administration, evaluation, and grading principles.
PE 365 Kinesiology
2 hours
Designed to introduce students to the study of human movement. It will include the identification of planes of motion and the movements possible at the various joints. It will focus on the primary muscles that accomplish each movement and those which serve to assist and stabilize. It will also include the analysis of basic movement patterns such as walking, running, jumping, throwing, and striking. The class will meet twice a week. Prerequisite or corequisite: PE 261. (NWNL when combined with PE 261)

PE 366 Physiology of Exercise
4 hours
Designed to provide scientific background and laboratory experience essential for understanding the nervous, muscular, cardiovascular, and respiratory system responses and adaptation to physical stress. Prerequisite: BIO 116 or PE 261 or consent of instructor. (NWL)

PE 370 Personal Trainer Practicum
1-2 hours
This experiential learning course is designed to give students the opportunity to apply knowledge, skills, and abilities acquired in the classroom. Students will serve as a personal trainer for members of the campus community, provide physical assessments, prescribe appropriate exercise, provide proper instruction on equipment usage, and develop and retain a client base. Prerequisites: PE 223, 224.

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

PE 395 Independent Study
1, 2, or 4 hours

PE 446 Methods of PE in Secondary Schools
4 hours
An examination of techniques used in teaching selected team, individual, and dual sports, and social dance in the secondary schools. Lesson planning, evaluation procedures, class and behavior management, teaching techniques, and skills testing will be incorporated into this lecture-laboratory course. Prerequisite: PE 221 and two PE 110 skills courses titled: “team sports,” “individual sports,” “racquet sports.”

PE 456 Administration and Curriculum in Physical Education
2 hours
Administrative and curricular issues in physical education will be explored. Current topics and trends involving physical education and athletic programs will be examined. Students will also explore curriculum models and be afforded practical work in projects involving the elementary or secondary physical education setting.

PE 463 Teaching Movement Skills in the Elementary School
4 hours
A study of the dynamic and rapidly changing field of elementary physical education. This course will examine current trends and pedagogy. Unit planning, teaching strategies, and practical teaching experiences are woven into this lecture-laboratory course. Pre- or corequisite: PE 221 and two of the following PE 110 skills courses: team sports, individual sports, and racquet sports.

PE 485 Seminar
Credit arr.

PE 490 Senior Project
1, 2, or 4 hours

PE 493 Senior Honors Project
4 hours
A yearlong independent research project. Applications are completed on the “Honors Program” form available at the registrar’s office, requiring the signatures of a faculty supervisor, the department head, the honors program director, and the registrar. Interdisciplinary projects require the signatures of two faculty supervisors. The project must be completed by the due date for senior projects. The completed project is evaluated by a review committee consisting of the faculty supervisor, another faculty member from the major department, and a faculty member from outside the major department. All projects must be presented publicly. Only projects awarded an “A-” or “A” qualify for “department honors” designation. The honors project fulfills the all-college senior project requirement.

Physics

Jeffrey Wilkerson (department head)
The student majoring in physics will gain a solid background in our current understanding of the physical universe. Learning how that understanding evolves through the interplay between theory and experiment is equally important. The department maintains a computer-based instructional laboratory, a planetarium and an astronomical observing facility for use with classes. Research facilities include computer labs for theoretical research, modern experimental labs and astronomical observatories both on and off campus. Students are encouraged to participate in collaborative research with members of the physics faculty.

Required for a major: The program is determined for each student on an individual basis with the approval of his or her major advisor from the physics faculty. The major consists of PHYS 181, 182, 281, 282, 311, 312 and three additional full courses numbered above 300. Two of these additional courses must be chosen from PHYS 361, 364 and PHYS 411. In addition,
coursework equivalent to MATH 151, 152, 240 and MATH 351 is required. Students beginning the math sequence above MATH 151 need not receive credit for the courses skipped, only to complete coursework through the MATH 351 level. Further supporting courses in mathematics, computer science, and other sciences are desirable. Each program is designed to meet the needs and special interests of the student, and interdisciplinary study is encouraged in order to obtain a broad base for the major. Programs with emphasis in applied physics, engineering, astrophysics, biophysics, energy resources and environmental sciences, geophysics, history of science, teacher preparation, business-science, and technical writing are indicative of the many broad areas that may be developed for the student. Students interested in teaching should see the education department for secondary minor requirements.

Required for a minor: Eighteen hours in courses numbered above PHYS 150, excluding PHYS 185.

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

Advanced Placement Credit: Students with exceptional preparation in physics (a thorough calculus-based course) may begin in PHYS 182 or PHYS 281 after consultation with a member of the physics faculty. Students earning a grade of B- or above in this higher numbered course will receive credit for PHYS 181 and (when appropriate) PHYS 182.

Physics Courses

PHYS 112 Energy and the Physical World
4 hours
The unifying theme of energy molds the study of the physical concepts of motion, gravitation, electromagnetism, heat, radiation, and nuclear physics. Solar, wind, nuclear, tidal, hydroelectric, and thermal electric energy conversion processes are also included. This course is intended for the general student with no special background in mathematics or science. (Same as ENVS and SCI 112.) (NWL)

PHYS 114 Sound and Musical Acoustics
4 hours
Intended for the student who has a special interest in the acoustical phenomena associated with music, speech, and psychology. The physical basis of sound, its production and detection, with applications to speech, hearing, music, and acoustics of musical instruments and buildings. No special background in mathematics is assumed. (NWL)

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

PHYS 151, 152 General Physics
4, 4 hours
An investigation of the important principles of physics, including recent developments. Designed for the arts major as well as students majoring in one of the sciences. This course meets the basic requirements in physics for preprofessional students in health related fields, including medicine. Topics include mechanics, energy, fluids, heat, wave motion, electricity and magnetism, light and optics, and nuclear physics. 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, nor for both PHYS 152 and PHYS 182. Prerequisite for PHYS 152: PHYS 151 or PHYS 181 or consent of instructor. (NWL, Quant)

PHYS 181 Classical Physics I
4 hours
An introduction to the ideas of physics. Topics include Newtonian mechanics, energy, work, oscillations, and fluid dynamics. The laboratory work focuses on measurement and observation to enhance conceptual understanding of the material. The laboratory component is integral to the curriculum and is not offered as a separate course. Physics 181 is the first of a four-semester sequence of courses designed for physics and pre-engineering students. Physics 181 and 182 are also appropriate for students majoring in other physical sciences. Pre-/corequisite: mathematics 151. (NWL)

PHYS 182 Classical Physics II
4 hours
This course continues the discussion of physical ideas begun in Physics 181. Topics include optics, electricity and magnetism, electromagnetic waves, and electric circuits. The laboratory work focuses on measurement and observation to enhance conceptual understanding of the material. Prerequisite: 181 or 151. Pre-/corequisite: mathematics 152. (NWL)

PHYS 185 First-year Seminar
4 hours
A variety of seminars for first-year students offered each January term.

PHYS 238 Statics
4 hours
Analysis of static equilibrium problems for engineering structures. Involves vectors and scalar treatment of coplanar and noncoplanar force systems. Particle and rigid body equilibrium, area and mass moments of inertia, equivalent force systems, distributed forces, friction, internal forces. Offered alternate years. Prerequisites: PHYS 151 or PHYS 181, MATH 151.
PHYS 281 Modern Physics I
4 hours
An introduction to thermodynamics and statistical physics, special relativity as well as elementary topics in quantum physics. The history and development of experimental and theoretical work in the physics of the 20th century will be strongly emphasized. The laboratory work emphasizes experimental technique, problem solving and data analysis, and is integral to the curriculum. Topics of investigation in the laboratory will include a number of important experiments drawn from the history and development of modern physics. Students are encouraged to alter or extend many of the experiments and engage in projects. Prerequisite: PHYS 182 or PHYS 152 and MATH 152. (NWL)

PHYS 282 Modern Physics II
4 hours
A continuation of Modern Physics I with applications of quantum physics to nuclear, atomic, solid state, elementary particle physics and astrophysics. Topics of investigation in the laboratory will include a number of classic experiments drawn from the history and development of modern physics. Students are expected to alter or extend many of the experiments and engage in projects. The course includes instruction in scientific writing. Prerequisite: PHYS 281.

PHYS 285 Directed Study
2, 4 hours
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.

PHYS 311 Advanced Laboratory I
2 hours
An introduction to linear circuits, including transistors and other solid state devices, techniques of electrical measurement, and application of electrical measurement techniques in experiments in modern physics. Prerequisite: PHYS 282.

PHYS 312 Advanced Laboratory II
2 hours
The emphasis of this course is the laboratory study of the principles of experimental design, procedures and analysis. Students design and perform a number of experiments from several branches of physics. The course includes instruction in scientific writing. Students write experimental reports and deliver oral presentations of their results. Prerequisite: PHYS 311.

PHYS 352 Mechanics of Materials
4 hours
Application of Newtonian mechanics to deformable solids, development of equations of elasticity in rectangular and curvilinear coordinates. Stress and strain, torsion, determinate and indeterminate problems, bending and deflection of beams, two-dimensional problems, variational methods and energy principles, fracture, fatigue. Recommended for students considering future study in mechanical engineering, civil engineering, engineering mechanics, or materials science. Offered every three years. Prerequisite: PHYS 281. Pre/corequisite: MATH 351.

PHYS 354 Astrophysics
4 hours
A general, intermediate course on the physics of astronomical objects. Includes introduction to descriptive astronomy. Topics include celestial mechanics, structure of and evolution of stars and topics taken from galactic astronomy and cosmology. Offered every three years. Prerequisite: PHYS 281.

PHYS 359 Thermal Physics
4 hours
Concepts of entropy, temperature and thermodynamics. An emphasis on classical and quantum statistics with applications to a wide variety of physical systems. Offered every three years. Prerequisite: PHYS 181.

PHYS 361 Classical Mechanics
4 hours
This course presents kinematics and dynamics of particles using Newtonian, Lagrangian and Hamiltonian techniques. Topics include conservation laws, central force motion, oscillations and normal mode analysis, small oscillations, rotating rigid bodies and motion in non-inertial reference frames. Offered alternate years. Prerequisite: PHYS 281. Pre/corequisite: MATH 240.

PHYS 364 Electricity and Magnetism
4 hours
A study of electric and magnetic fields leading up to Maxwell’s equations and their applications. The topics include the electrostatic and magnetostatic fields in vacuum and in matter, scaler potentials, vector potentials, electrodynamics and electromagnetic waves. Offered alternate years in spring. Prerequisite: PHYS 281. Pre/corequisite: MATH 351.

PHYS 369 Numerical Physics
4 hours
This course focuses on approaches to complex physical situations that are not practically solvable using analytical methods. The numerical methods and physical problems studied are applicable to several branches of physics including astrophysics, atomic physics, thermal physics, fluid mechanics, and condensed matter physics. Prerequisite: PHYS 281. Pre/corequisite: MATH 240.

PHYS 380 Internship
1, 2 or 4 hours
On-the-job learning experience relating to fields of physics or engineering. The plan must be presented for departmental approval before the experience begins. Normally 12 hours of physics above 150 will be required.
PHYS 389 Directed Research
1, 2 or 4 hours
Directed research involves students in research projects under the supervision of department faculty. Recommended for students who expect to attend graduate school in physics or engineering. With the approval of the department, students may register for more than one semester (cumulative total may not exceed 4 semester hours). Prerequisites: approval of the research director and the department head. Normally 12 hours of physics above 150 will be required.

PHYS 395 Independent Study
1, 2, or 4 hours

PHYS 401 Particle and Nuclear Physics
4 hours
This course is intended to introduce students to the properties and interactions of nuclei and elementary particles. Attention will be paid both to the historical experimental development of these related fields as well as their theoretical aspects. Students will be introduced to nuclear properties including stability, structure and reactions, radioactivity and applications of fission and fusion. Among topics in particle physics that will be addressed are the quark model of hadrons, charged-lepton and neutrino physics, the strong and weak interactions, symmetries and conservation laws and experimental methods in particle physics. Offered every three years. Prerequisite: PHYS 282. Pre-/corequisite: MATH 351.

PHYS 411 Quantum Mechanics
4 hours
This course provides an introduction to the theory of nonrelativistic quantum mechanics. Both the conceptual and formal structure of the theory are discussed. A brief review of the experimental basis for quantization motivates the development of the Schrödinger wave equation. The principles of wave mechanics are then applied to various one dimensional problems, including the harmonic oscillator. The properties of angular momentum are developed and applied to central potentials in three dimensions. Matrix mechanics and spin angular momentum are also discussed, allowing for a complete treatment of the physics of hydrogen-like atoms. Prerequisite: PHYS 282. Pre-/corequisite: MATH 351.

PHYS 490 Senior Project
1 hour
Students will design and implement a project under the supervision of the faculty. Prerequisite: senior standing.

PHYS 491 Senior Project
2 hours
Students will write a research paper reporting the nature, outcomes and significance of the project undertaken in PHYS 490. Prerequisite: PHYS 490

PHYS 493 Senior Honors Project
4 hours
A yearlong independent research project. Applications are completed on the "Honors Program" form available at the registrar's office, requiring the signatures of a faculty supervisor, the department head, the honors program director, and the registrar. Interdisciplinary projects require the signatures of two faculty supervisors. The project must be completed by the due date for senior projects. The completed project is evaluated by a review committee consisting of the faculty supervisor, another faculty member from the major department, and a faculty member from outside the major department. All projects must be presented publicly. Only projects awarded an "A-" or "A" qualify for "department honors" designation. The honors project fulfills the all-college senior project requirement.

Political Science

Paul Gardner (department head)

Political science is, in one sense, an ancient discipline. From the beginnings of human society, people have made observations about the nature of their government, the personalities of their leaders, and the consequences of governmental action. Plato, Aristotle, and a long line of great political thinkers have pondered the questions of politics and political institutions. On the other hand, political science as it is taught today is a very new discipline, which has been developed primarily in the United States in the past 100 years. During this period, scholars have attempted to move from mere observations about politics to scientific observations about politics. The goal has been to describe and explain political phenomena with greater accuracy. Political phenomena are studied at various levels—individual, group, local government, national government and international.

Required for a major:
Plan I. Thirty-two hours in the department, including POLS 130, 132; two courses in the POLS 300-370 range; POLS 485. Students will fulfill the writing and speaking requirements by completing POLS 485 and the research requirement by completing POLS 485 and a senior project. The senior project does not have to be completed in political science. Normally a maximum of four internship hours can be counted toward the major. The major is flexible, but it requires frequent consultation with the major advisor.

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

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

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

Political Science Courses

POLS 130 American Politics
4 hours
An overview of the historical and contemporary practice of American politics that focuses on the nature of politics and government; the founders’ ideas about the democratic republic; the constitutional theory and actual distribution of political power among the branches and levels of government; the problems and possibilities of governing America today; and the avenues available for citizen participation and influence. (HBSSM, Hist)

POLS 132 Global Politics
4 hours
This course will introduce students to (1) global issues, with examination of themes like globalization, economic development and poverty, global warming, ethnic conflict, democratization and war, and (2) global governance, with an emphasis on the role of states, non-state actors and multilateral institutions. (HBSSM, Intcl)

POLS 133 Politics and Society in the Nation’s Capital
4 hours
This course will focus on the politics and society of the nation’s capital. The essence of the course will be visits with government officials, lobbyists, lawyers, as well as exploration of the social issues one would expect to find in a major urban setting. A special effort will be made to meet with Luther alumni working in Washington D.C. (HB)

POLS 134 Mock Senate
4 hours
The first half of the course explores the U.S. Senate as a political institution and three or four contemporary policy issues. The second half of the course is a simulation of the Senate in which students portray current Senators; the simulation includes committee hearings, introduction and markup of bills, party caucuses, and a two-day session of the full Senate. (HB)

POLS 139, 239, 339, 439 Special Topics
Credit arr.
These courses offer student and faculty the opportunity to explore an area of mutual interest. Topics have included Vietnam and Its Legacy; Political Novels and Films; Regional International Conflict; Courts in American Society.

POLS 171 Mock Trial
0 hours
This course involves preparation by students for the annual Drake University Intercollegiate Mock Trial Tournament. Because this competition is held in late March, the class will meet 2-3 times a week during January, February, and March. During this time, students will work closely with a faculty sponsor and local attorneys who will guide them in preparing the case. Course may be repeated.

POLS 185 First-year Seminar
4 hours
A variety of seminars for first-year students offered each January term.

POLS 237 Politics of the Middle East
4 hours
This course examines the political problems of this vital region of the world, with a focus on the Arab-Israeli conflict, the politics of oil, and other resource issues, the role of religion in politics, and the question of democratization. Offered alternate years. (HB, Hist, Intcl)

POLS 242 Comparative Political Analysis
4 hours
An introduction to the theories and concepts of comparative politics. Case studies cover major political systems around the world. The course will emphasize performance as well as historical, cultural and ideological bases of these diverse political systems. (HBSSM, Hist, Intcl)

POLS 243 Law and the American Legal System
4 hours
An introduction to the actors and institutions in the American legal system, historical and contemporary schools of legal thought, and the relationship among law, justice and morality. (HBSSM)

POLS 247 Social Policy
4 hours
By focusing on current governmental efforts to reduce poverty, this course will investigate the influence of race, gender, class, ideology, demography, organized interests, and a market economy on how social policy is made in America. (HBSSM, Hist, Intcl)

POLS 252 Politics and Religion
4 hours
This course will focus on both the history of the relationship between politics and religion in America and current political issues that are difficult to separate from a very religious and a religiously diverse nation. We will devote significant attention to how religious beliefs influence the way citizens think and act politically and about how government decisions influence religious practices. (Rel, HB, Hist)
POLS 258 Environmental Politics and Policy
4 hours
In this course, students will identify and examine environmental issues confronting the United States, as well as the larger world. Students will identify and evaluate both current and proposed policies for addressing those issues. We will pay particular attention to the range of actors involved in the making of environmental policy and will emphasize the relationship among politics, economics, ethics, and science in the making of environmental policies in the United States and internationally. (HBSSM)

POLS 285 Directed Study
2, 4 hours
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.

POLS 335 Terrorism and Democracy
4 hours
This course will use works of social science, fiction and film to explore the following issues: the sources of modern terrorism, the political nature of terrorism and the tensions inherent in democracies between civil liberties and national security. A variety of terrorist organizations and countries will be investigated, with special attention to how the United States and other democracies have responded to terrorist attacks. (HBSSM, Hist, Intcl)

POLS 333 Political Parties and Interest Groups
4 hours
An examination of the function of political parties and interest groups as links between voters and government. What has been the impact of third parties, new campaign techniques, party reforms, single issue and public interest groups, and campaign finance rules? Will American political parties decline as interest groups build strength, or will there be a new party alignment? (HBSSM, Hist)

POLS 355 Constitutional Law
4 hours
Relying primarily on Supreme Court opinion, the course emphasizes how the Supreme Court has and should interpret the Constitution. The course examines the role of the Supreme Court and the allocation of governmental powers within the American constitutional/political system. (HEPT, HB)

POLS 356 Civil Rights and Liberties
4 hours
A study of the relationships between the individual and the state, emphasizing the limitations of government and the civil and political rights of individuals. Both Supreme Court cases and theoretical writings will be used. Offered alternate years. (HEPT, HB)

POLS 357 Congress and the Presidency
4 hours
An examination of the role of Congress and the Presidency in the American political system. Included are the powers and responsibilities of both institutions, the relationship between them, struggles over power and influence, and the capacity of Congress and the President to work together to make effective public policy. (HBSSM, Hist)

POLS 359 Politics and the Media
4 hours
This course explores the influence of the print and broadcast media on American politics. Topics to be covered include the history and present structure of the media, how “news” is defined and presented to the public, and how the way political issues are presented in the media influences the way Americans see politics. The course will also cover the efforts of political candidates, elected officials, and government bureaucrats to present themselves to the public and their impact on public opinion. (HBSSM)

POLS 362 Politics of Africa, Asia, and Latin America
4 hours
A comparative examination of selected political systems in African, Asian, and Latin American nations along the continuum of modernization and democratization. (HBSSM, Hist, Intcl)

POLS 363 International Relations
4 hours
An examination of theories and contemporary issues in international relations and international political economy. (HB, Hist)

POLS 364 United States Foreign Policy
4 hours
The first segment of the course examines the evolution of American foreign policy from 19th century isolationism to global power in the 20th century. The second segment explores the making of foreign policy today, with a focus on the role of the President, Congress, the State Department, and other institutions involved in policy formation. (HBSSM, Hist)

POLS 365 American Political Thought
4 hours
An examination of how American political thinkers, leaders, and contemporary commentators have dealt with the issues of power, equality, sovereignty, and representation. The course also focuses on the relations in American political thinking between abstract political concepts and practical politics. Offered alternate years. (HBSSM, HE)

POLS 366 Political Thought
4 hours
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. (HB, HEPT)
POLS 367 Political Leadership
4 hours
Political leadership is different than other forms of leadership because politics is a unique activity. We will use biography, fiction, classical political theory, speeches, and contemporary social science writings to study the nature of political leadership. The course will pay special attention to the tension between being a good person and a good leader and will explore the idea of politics as a vocation. (HB, HEPT)

POLS 375 Directed Readings
1, 2, or 4 hours
Individual or group directed reading programs on specific topics under the direction of a member of the department of political science. Weekly conferences required.

POLS 380 Internship
2-8 hours
Supervised off-campus work situations in public or private organizations.

POLS 389 Directed Research
1, 2, or 4 hours
Directed research involves students in research projects conducted under the supervision of departmental faculty.

POLS 395 Independent Study
1, 2, or 4 hours

POLS 485 Seminar
4 hours
Open to junior or senior political science majors, the seminar will focus on major political thinkers or themes. The course will rely on discussion, student presentations, and independent projects.

POLS 490 Senior Project
1, 2, or 4 hours

POLS 493 Senior Honors Project
4 hours
A yearlong independent research project. Applications are completed on the “Honors Program” form available at the registrar’s office, requiring the signatures of a faculty supervisor, the department head, the honors program director, and the registrar. Interdisciplinary projects require the signatures of two faculty supervisors. The project must be completed by the due date for senior projects. The completed project is evaluated by a review committee consisting of the faculty supervisor, another faculty member from the major department, and a faculty member from outside the major department. All projects must be presented publicly. Only projects awarded an “A-“ or “A” qualify for “department honors” designation. The honors project fulfills the all-college senior project requirement.

Psychology
Richard Halverson (department head)

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

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

Requirements for a major: The following psychology courses are required for a major: PSYC 130, two 200 level courses. PSYC 349, 350, two courses numbered between PSYC 351 and PSYC 359, one 400 level course and one elective. These psychology courses must be supported by MATH 130 (or above), two Natural World lab courses chosen from: BIO 116 (or above), PHYS 151 (or above), CHEM 115 (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).

Requirements 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 psychology electives approved in consultation with a member of the psychology department. If a statistics course judged comparable to PSYC 350 is taken in another department, substitute an additional elective course in psychology for PSYC 350.

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

PSYC 130 General Psychology
4 hours
An introduction to the field of psychology intended for both majors and 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. (HBSSM)

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

PSYC 185 First-year Seminar
4 hours
A variety of seminars for first-year students offered each January term.

PSYC 240 Developmental Psychology
4 hours
Developmental psychology is the branch of psychology that studies how people change as they age. This course focuses on the description, prediction, and explanation of physical, cognitive, and psychosocial aspects of age-related change, from conception to old age. Prerequisite: PSYC 130. (HB)

PSYC 241 Psychology of Health and Illness
4 hours
This course deals with the scientific and professional contributions of the discipline of psychology to the promotion and maintenance of health; the prevention and treatment of illness; and the identification of etiologic and diagnostic correlates of health, illness, and related dysfunctions. Prerequisite: PSYC 130. (HB)

PSYC 242 Evolutionary Psychology
4 hours
Evolutionary psychology applies the principles of Darwinian natural and sexual selection to the study of the human mind and behavior. The central assumption of the field is that the mind evolved to solve recurrent survival and reproduction problems in the ancestral environment. Selected topics within evolutionary psychology will be examined and critically evaluated. Prerequisite: PSYC 130. (HB)

PSYC 243 Personality and Individual Differences
4 hours
An examination of the major psychological approaches to personality and topics such as cognitive ability, attitudes, and other latent structures underlying consistencies in behavior. Special attention will be given to certain selected theorists and their contrasting views of personal change/consistency, human nature, and psychological investigation. Prerequisite: PSYC 130. (HB)

PSYC 244 Animal Cognition
4 hours
This course is an introduction to the study of cognition in animals, including how animals perceive, think, learn, remember, and communicate. We will explore these issues within both psychological and biological frameworks, and will include topics such as the evolution of intelligence, cognition as adaptation, animal consciousness, and language in apes. An emphasis on comparing animal cognitive processes to human cognition will be part of the course. Prerequisite: PSYC 130. (NWNL)

PSYC 249 Brain and Behavior
4 hours
This course explores the biological basis of behavior through the fields of behavioral and cognitive neuroscience. The focus is on how the brain regulates human behavior, with emphasis on particular psychological topics such as developmental processes, perceptual processes, learning and memory, motivation and emotion, thinking, and disorders; as well as biological topics such as neural communication, neuroanatomy, and neurophysiology. Recent research is discussed in terms of its applications to understanding human behavior and brain disorders. Prerequisite: PSYC 130. (NWNL, HB)

PSYC 285 Directed Study
2, 4 hours
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.

PSYC 349 Research Methods in Psychology
2 hours
This course provides an introduction to the ways in which the scientific method is applied to psychology. Attention is given to the methods used by psychologists to describe, predict, and explain psychological phenomena. Students will learn the nature of observational, quasi-experimental, and experimental methods, with a specific focus on issues of reliability and validity. Required for PSYC 352, 353, 354, and PSYC 356. Prerequisite: PSYC 130. (E)

PSYC 350 Behavioral Statistics
4 hours
A first course in statistics which introduces descriptive and inferential statistical tools as they apply to organization and analysis of data in the behavioral sciences. Required for PSYC 352, 353, 354, and PSYC 356. Prerequisites: PSYC 130; MATH 110 or MATH 115 or MATH 130 (preferred) or above.

PSYC 352 Cognitive Processes
4 hours
A study of the mental processes involved in the acquisition, organization, representation, and retrieval of information by humans. Topics to be covered include attention, recognition memory, short-term and long-term memory, concept formation, problem solving,
and creativity. Lecture, discussion, and weekly laboratories. Students conduct original research. Prerequisites: PSYC 130, 349, 350. (R, S, W)

**PSYC 353 Social Psychology**  
4 hours  
Social psychology is the scientific study of how people think about, influence, and relate to one another. Some major topic areas include attitude formation and change, aggression, attraction, conformity, person perception and group processes. Lectures, discussions, and weekly laboratories will be held. Students will be involved in original research. Prerequisite: PSYC 130, 349, 350. (R, S, W)

**PSYC 354 Learning and Behavioral Theory**  
4 hours  
A study of the basic theories, methodology, and findings in the areas of conditioning and discrimination learning for both humans and animals. Applications of behavioral theories, such as behavior modification, will be made throughout the course. Lecture, discussion, and weekly laboratories. Prerequisites: PSYC 130, 349, 350. (R, W)

**PSYC 356 Stress, Coping, and Well-Being**  
4 hours  
This course focuses on psychological, biological, and social factors involved in stress, coping, and well-being. Correlates, causes, and consequences of stress will be examined, as will the role of appraisal and coping as mediating/moderating influences. Students will conduct and present original research on stress, coping, and well-being. Topics to be covered include models of stress, measurement, stressful events, appraisals, coping, adaptation, and treatment. Prerequisites: PSYC 130, 349, 350; (R, S, W)

**PSYC 380 Internship**  
Credit arr.  
Course graded credit/no credit.

**PSYC 381 Internship**  
Credit arr.  
Supervised learning experience in a psychological work setting. Interested students should discuss internship well in advance of placement with the psychology internship advisor. Prerequisites: 130, overall GPA of 2.5 or higher, and consent of the instructor. Students may not receive credit for more than four hours while at Luther. Course graded A–F.

**PSYC 389 Directed Research**  
1, 2, or 4 hours  
Directed research involves students in research projects conducted under the supervision of departmental faculty. Encouraged for those students with expectations of graduate study. With the approval of the department, students may register for more than one semester. Prerequisites: two semesters of psychology, approval of the research director and the department head.

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

**PSYC 461 Industrial and Organizational Psychology**  
4 hours  
This course focuses on the application of psychological methods and principles in business and industry. Emphasis is placed on the interaction of employees and their organization. Specific topics include leadership and supervision, job satisfaction, personnel practices, performance appraisal, and human factors research. Prerequisite: PSYC 130.

**PSYC 465 Abnormal Psychology**  
4 hours  
An examination of the major psychological disorders including depression, schizophrenia, personality disorders, psychosomatic disorders, organic disorders, and the disorders of childhood. Emphasis is placed on the description and classification of psychopathology and on the research relating to etiology and treatment. Prerequisites: PSYC 130 and a 200-level course, junior status.

**PSYC 466 Psychological Tests and Measurement**  
4 hours  
This course is designed to acquaint the student with psychological measurement, in general, and psychological tests, in particular. The course will survey the measurement of aptitude, personality, interest, and adjustment using objective tests, projective tests, rating scales, and interviews. The validity, reliability, and application of these measurement techniques will be emphasized. Prerequisites: PSYC 130, 350.

**PSYC 468 Introduction to Counseling**  
4 hours  
An introduction to models of counseling with emphasis on selected processes and skills necessary to apply the models in a variety of settings. One class meeting per week is devoted to practice of skills. Other topics include professional ethics and the efficacy of major models of counseling. Prerequisites: PSYC 130 and PSYC 465, or consent of instructor.

**PSYC 485 Seminar**  
Credit arr.

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

**PSYC 493 Senior Honors Project**  
4 hours  
A yearlong independent research project. Applications are completed on the "Honors Program" form available at the registrar’s office, requiring the signatures of a faculty supervisor, the department head, 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
Religion

Robert Shedinger (department head)

How can people on both sides of a conflict claim that God is on their side? Why do some faith communities affirm women in leadership positions while others do not? How can someone claim faith in a particular religious tradition while also valuing the traditions of another? Through questions like these, courses in the study of religion prepare students for lives of deep reflection and civic engagement by inviting them to think critically about the role that religious ideas, literatures, rituals, institutions, and values play in shaping individuals and societies both historically and in the contemporary world.

The study of religion at Luther College seeks to be interdisciplinary, intercultural, and transformative. It is interdisciplinary in that religion courses draw on a wide array of perspectives from fields like history, literature, the social sciences, and philosophy to make sense of the role religion plays in the world, helping students to integrate and synthesize learning from their other courses. It is intercultural in that students engage religious faith and practice in a global context, empowering them to move beyond a concern for immediate interests into a greater awareness of their place in a complex and ever-changing world. It is transformative by raising critical questions about fundamental aspects of religious faith and practice in order to expand students’ understandings of both self and others, leading to a life of purposeful service in the world.

The study of religion provides a strong complement to programs of study in business, international studies, law, library science, literature, medicine, music, political science, and psychology, while also forming a foundation for careers in ordained and lay ministry, social service, volunteer service, and social advocacy. Many of our majors and minors pursue graduate study in theology and religious studies.

Because the academic study of religion provides a strong foundation for the liberal arts, all Luther students take two religion courses as part of the common ground experience of the general education program. The first of these is a course in biblical literature, where students develop the skills of close reading, analysis, and critical inquiry necessary for further study in religion and the liberal arts. The second course may be drawn from the full array of religion course offerings.

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-seminary students should also consult with campus pastors.

Required for a major: Nine four-credit courses, distributed as follows: one introductory course from REL 101, 111, 112; four core courses, two from the Christian tradition (REL 221, 232, 241), and two from at least one additional religious tradition (REL 261, 262, 354, 356, 360, 362, 366, and 438); one seminar (REL 485); and three electives from departmental offerings in religion, although one elective may be chosen from philosophy offerings and one may be chosen from biblical languages (GRK 201, 375; HEB 101, 102, 201).

Ethical perspective: Because ethics is an important sub-discipline in the study of religion, religion majors will engage in the study of ethical perspectives in most of their courses. Religion majors, therefore, will fulfill this general education requirement by completing the major. Students interested in a special focus on ethics are encouraged to take one or more of the following courses: REL 241, 334, 337, 341, 442.

Required for a minor: Five four-credit courses, distributed as follows: one introductory course from REL 101, 111, 112; two core courses, one from the Christian tradition (REL 221, 232, 241), and one from at least one additional religious tradition (REL 261, 262, 354, 356, 360, 362, 366, and 438); one seminar (REL 485); and one elective from departmental offerings in religion.

Note: Each student must take REL 101 (or 111 or 112) as a prerequisite to all other religion courses and as partial fulfillment of the general graduation requirements. These courses focus on the academic study of biblical literature and may be taken during the first or second year.

Religion Courses

REL 101 Introduction to Biblical Studies 4 hours
An introduction to the academic study of biblical literature with an emphasis on selected writings, themes, and methods of interpretation. Students will also become familiar with extra-biblical sources (textual and archaeological) which contribute to understanding the Bible in its historical, socio-economic, theological, and literary contexts. Students who earn credit for REL 101 may not earn credit for REL 111 or REL 112. (BL, Rel)

REL 111 Introduction to Hebrew Bible Studies 4 hours
An introduction to the academic study of the literature of the Hebrew Bible and Apocrypha/Deuterocanon with an emphasis on selected writings, themes, and methods of interpretation. Students will also become familiar with extra-biblical sources (textual and archae-
REL 112 Introduction to New Testament Studies
4 hours
An introduction to the academic study of the literature of the New Testament with an emphasis on selected writings, themes, and methods of interpretation. Students will also become familiar with extra-biblical sources (textual and archaeological) which contribute to understanding the New Testament in its historical, socio-economic, theological, and literary contexts. Students who earn credit for REL 112 may earn credit for REL 111 but not for REL 101. (BL, Rel)

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

REL 185 First-year Seminar
4 hours
A variety of seminars for first-year students offered each January term.

REL 211 Bible and Christian Faith
4 hours
The Bible, commonly called the “Word of God,” has always been more than “a book” for Christians. Contemporary forms of biblical criticism, however, have posed challenges for many Christians who look to the Bible as a resource for Christian faith and practice. In general, this course will wrestle with two fundamental questions: 1) What is the Bible? and 2) What is faith? In particular, it will examine possible relationships between the Bible and Christian faith. Attention will be given to the “battle for the Bible” between so-called “conservatives” and “liberals.” The issues considered in this course will be analyzed within the context of examining the ways in which the relationship between the Bible and one’s faith influences how one thinks about and lives in the world and with others. Prerequisite: one of REL 101, 111, or REL 112. (Rel, HEPT)

REL 212 Sex in the Bible
4 hours
This course will examine constructions of gender, sexuality, marriage, and family in the Bible. Students will analyze selected texts from both the Hebrew Bible and New Testament in their social, historical, political, economic, ideological, and religious contexts. Students will also learn how to apply approaches drawn from the fields of sexuality studies to the critical study of biblical texts. Prerequisite: one of REL 101, 111, or REL 112. (Same as WGST 212). (Rel, HEPT, Hist)

REL 213 History of Christian Thought
4 hours
A survey of central events, ideas, and figures in the history of Christianity from the early church to the present. The course will focus on primary texts, and attention will be given to the ways that Christian theology has developed over the centuries within a variety of cultures. Prerequisite: one of REL 101, 111, or REL 112. (Rel, HEPT, Hist)

REL 227 Luther and Lutheranism
4 hours
This course closely examines the life and thought of Martin Luther, provides an overview of the development of Lutheran Churches from the Reformation to the present, and explores some of the issues debated in Lutheran Churches today. Prerequisite: one of REL 101, 111, or REL 112. (Rel, HEPT, Hist)

REL 228 Catholic Life and Thought
4 hours
A study of the Catholic Church in America in light of its historical and sociological background, its body of basic beliefs and practices, and its current situation since Vatican II. Special attention is given to comparison and contrast with Protestant positions. Prerequisite: one of REL 101, 111, or REL 112. (Rel, Hist)

REL 229 Religion and Culture in Russia and Eastern Europe
4 hours
A study of the rise of the Russian Orthodox Church from its origins in Eastern (Byzantine) Christianity to the present and the way it has shaped and been shaped by Russian culture through the Kievan, Muscovite, Imperial, and Soviet periods. Particular attention will be given to the rise of Bolshevism and the emergence of the Soviet state, the consequences for religion of these political changes, and recent changes in policy toward religion growing out of the collapse of communism. Prerequisite: one of REL 101, 111, or REL 112. (Rel, Hist)

REL 230 Philosophy of Religion
4 hours
A study of attempts to bring rational justification and clarification to religious beliefs and practice, focusing primarily on the concepts of Christian theology. Topics will include: the existence and attributes of God, faith and reason, death and immortality, miracles and revelation, the problem of evil, and religious pluralism. (Same as PHIL 130.) Prerequisite: one of REL 101, 111, or REL 112. (Rel, HEPT)

REL 232 Christian Theology
4 hours
A study of teachings basic to the Christian faith using classical and contemporary sources from both the Protestant and Catholic traditions, such as those about God, relations among religions, Jesus, the Church, and creation and its interpretations for today in light of their biblical and historical foundations. Prerequisite: one of REL 101, 111, or REL 112. (Rel, HEPT, Intcl)
REL 241 Christian Ethics
4 hours
An introduction to the biblical and theological sources of Christian ethics, types of moral theories, and methods of moral deliberation. Students develop a moral framework for a response to a variety of issues related to human sexuality, ecology, business, medicine, and war. Prerequisite: one of REL 101, 111, or REL 112. (Rel, HEPT)

REL 261 Religions of South Asia
4 hours
This course will introduce the religious and philosophical traditions of South Asia. Particularly, it will focus on the historical, textual, and doctrinal foundations of Hinduism, Buddhism, Jainism, and Sikhism. It will analyze excerpts of their sacred scriptures, survey their beliefs, study their practices, and explore their ethical systems. Additional consideration will be given to contemporary issues facing these traditions. Prerequisite: one of REL 101, 111, or REL 112. (Rel, HEPT, Intcl)

REL 262 Religions of East Asia
4 hours
This course will introduce the religious and philosophical traditions of China, Korea, and Japan. Particularly, it will focus on the historical, textual, and doctrinal foundations of Buddhism, Confucianism, Daoism, and Shintoism. It will analyze excerpts of their sacred scriptures, survey their beliefs, study their practices, and explore their ethical systems. Additional consideration will be given to contemporary issues facing these traditions. Prerequisite: one of REL 101, 111, or REL 112. (Rel, HEPT, Intcl)

REL 285 Directed Study
2, 4 hours
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.

REL 312 The World of the Bible
4 hours
Using archaeological, literary, and artistic sources together with the Bible, this course examines the environment within which the biblical books were written. Both Old and New Testaments are examined in the light of outside sources. Prerequisite: one of REL 101, 111, or REL 112. (Rel)

REL 316 Jesus and the Gospels
4 hours
An examination of the different ways in which the Jesus tradition was assimilated in the first two centuries of the common era. The course centers its attention on the four New Testament portraits of Jesus because they became the accepted interpretation of Jesus. Those portraits will be compared and contrasted with other ancient options available from recent discoveries. Topics studied will include the canonical Gospels and the Synoptic problem, several non-canonical Gospels (including especially the Gospel according to Thomas), and the quest for the historical Jesus. Prerequisite: one of REL 101, 111, or REL 112. (Rel, HEPT)

REL 320 Sacred Spaces of Western Europe: Italy and Germany
4 hours
This course offers an on-site introduction to the “Joint Declaration on the Doctrine of Justification,” signed in 1999, and to the significant venues of Lutheran-Catholic ecumenism. In order to provide background for the modern ecumenical movement between the two church traditions, the course traces the development of the religious, ecclesiological, and liturgical heritage of Germany and Italy, highlighting the historical development of Christianization from Rome (ancient sites, Vatican) to the Roman settlements among Germanic peoples through the origins of the schism of Martin Luther’s time (Wittenberg) to modern efforts on behalf of Roman Catholic-Lutheran reconciliation currently underway (Ecumenical Research Institute, Strasbourg, France—“Joint Declaration on the Doctrine of Justification”). The course is of particular benefit to students interested in the areas of European history and culture, museum studies, religion, ministry, and languages. Prerequisite: one of REL 101, 111, or REL 112. Offered alternate years. (Rel, Hist, Intcl)

REL 321 From Cross to Empire
4 hours
This course in early Christian history explores the diversity of Christian beginnings through the writings of early Christians that were not included in the New Testament canon. Focusing on the first four centuries of the common era, the course will trace the historical development of Christianization from Rome (including especially the Gospel according to Thomas), and the quest for the historical Jesus. Prerequisite: one of REL 101, 111, or REL 112. (Rel, HEPT)

REL 324 Religion in America
4 hours
A historical survey of the role of religion in American life, focusing on the interaction between religion and culture in the United States. The course will examine the development of religious pluralism in the U.S. and explore selected issues that have arisen and continue to affect American culture, such as religious liberty, revivalism, utopianism, immigration and ethnicity, slavery, fundamentalism, and the contributions of women and minorities. Prerequisite: one of REL 101, 111, or REL 112. (Rel, HB, Hist)
REL 332 Human Nature and Religion
4 hours
All religious traditions are in some measure shaped by their conceptions of human nature. Academic theories of religion, too, are shaped by conceptions of human nature. Human self-understanding is therefore central both to the believer’s search for religious meaning and to the scholar’s search for the meaning of religion. This course will examine the roles played by conceptions of human nature in various religious traditions and in various theories of religion. The course will also assess whether and how contemporary scientific accounts of human nature challenge traditional belief systems. Prerequisite: REL 101 or 111 or REL 112. Offered alternate years. (Rel, HEPT, HB)

REL 334 Dietrich Bonhoeffer
4 hours
An introduction to the life and thought of Dietrich Bonhoeffer, a Lutheran theologian executed for his participation in a conspiracy to assassinate Adolf Hitler. His theological ethics are examined in their historical context through three major primary texts: The Cost of Discipleship, Ethics, and Letters and Papers from Prison. Attention is given to the significance of Bonhoeffer’s work for today. Prerequisite: one of REL 101, 111, or REL 112. Offered alternate years. (Rel, HEPT)

REL 335 Science and Religion
4 hours
Ever since the rise of modern science in the 17th-century a lively debate has centered on supposed conflicts between the methods and content of science and those of the religious life. Are the assertions of faith open to scientific scrutiny? Are the biblical narratives of creation compatible with evolutionary theory? Is the experience of revelation in conflict with the empirical methods of science? This course explores aspects of the history and substance of such issues. Prerequisite: one of REL 101, 111, or REL 112. (Rel, HEPT)

REL 337 God and Gender
4 hours
An investigation of how our understanding and experience of gender are connected to our views of God, human beings, and the natural world. The course explores the works of a variety of thinkers and pays special attention to issues raised by feminist theologians who stand both inside and outside the Christian tradition. Possible topics include: language about God, human sexuality, views of women in the Bible, the nature of biblical authority, the feminist movement, the men’s movement, images of nature in Western religious thought, and the ordination of women. Prerequisite: one of REL 101, 111, or REL 112. Offered alternate years. (Same as WGST 337.) (Rel, HE, Intcl)

REL 341 Environmental Ethics
4 hours
A critical examination of issues in environmental ethics from diverse Christian perspectives. The course examines root causes of environmental problems, philosophical and theological assumptions about nature, and resources for response in Christian traditions. Particular attention is given to demographic and economic factors at the global level as well as personal consumption decisions at the local level. Case studies ground reflection in concrete situations. Typically offered during alternate years at Holden Village, a Lutheran retreat center in the Cascade Mountains of Washington state. Prerequisite: one of REL 101, 111, or REL 112. Offered alternate years. (Rel, HEPT)

REL 354 Judaism
4 hours
The course will provide a basic introduction to the development of Judaism as a religious culture from its beginnings to the present day. By reading primary texts from the biblical, rabbinic, medieval, and modern periods, students will examine religious experiences, worldviews, beliefs, behaviors, and symbols of the Jewish tradition, and the historical forces—cultural, political, social, and economic—that have shaped Judaism. Throughout the course we will address issues raised by the history of Judaism that are particularly relevant today—imperialism, genocide, post-Holocaust theology, the State of Israel, gender, and so on. Prerequisite: one of REL 101, 111, or REL 112. (Rel, HEPT, Hist, Intcl)

REL 356 Islam
4 hours
This course will introduce students to the history, development, and theological traditions of Islam. Special attention will be given to Muhammad and the founding of the Muslim community; the Quran and Sunnah (the way of the Prophet) and their roles as sources for Muslim religious traditions; and the various expressions of Islam in the contemporary world, especially revivalism and modernism. The relationship between Islam and Christianity will also be a topic of consideration. Prerequisite: one of REL 101, 111, or REL 112. (Rel, HEPT, Hist, Intcl)

REL 360 Contemporary Islamic Movements
4 hours
This course explores the development and influence of a variety of Islamic movements that are growing in the contemporary world. After an overview of the basic structure of Islamic thought and of the Islamic Revivalist and Modernist movements of the nineteenth and twentieth centuries, attention will be given to contemporary expressions of these larger trends such as Islamic Democracy, Islamic Economics, Islamic Feminism, and Progressive Islam. Special attention will be given to the role of Islamic thought in the post-9/11 world. Prerequisite: one of REL 101, 111, or REL 112. (Rel, HEPT, Intcl)
REL 362 Gender and Sexuality In Asian Religions
4 hours
This course will explore the construction of gender and the role of sexuality in the religious traditions of South and East Asia. It will investigate gender and sexual politics in primary texts and institutional settings. In addition, the course will analyze feminist readings of scriptures and institutional policies from within and without the respective traditions. Particular emphasis will be given to Asian feminist theories. Prerequisite: one of REL 101, 111, or REL 112. (Same as WGST 362.) (Rel, HEPT, Intcl)

REL 366 Experiencing Mahayana Buddhism
4 hours
This course introduces students to Mahayana Buddhism. It explores the development of Mahayana traditions, and its influence on culture. The primary teaching method is experiential. Students will visit temples in China and/or Japan, have instructions by an abbot, participate in the monastic life, will meet scholars of Buddhism, visit holy sites, and participate in Buddhist 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. Prerequisite: one of REL 101, 111, or 112. (HEPT, Rel, Intcl)

REL 380 Internship
1, 2, or 4 hours
A supervised internship program integrating study and practical experience. Internships may be designed to fit with a student’s particular interests in the field of religion. Sites are chosen and programs are approved in consultation with the religion department’s internship coordinator and career center. Credit is granted on a credit/no credit basis for participation in assigned activities and the writing of a reflection journal. Prerequisite: religion major or minor and completion of the religion general education requirement.

REL 381 Internship
1, 2, or 4 hours
A more extensive internship program integrating study and practical experience. Internships may be designed to fit with a student’s particular interests in the field of religion. Sites are chosen and programs are approved in consultation with the religion department’s internship coordinator and career center. A letter grade (A-F) is awarded based on participation in assigned activities, the writing of a reflection journal, and completion of additional academic activities such as reading and writing assignments developed in consultation with the religion department internship coordinator. Prerequisite: religion major or minor, junior standing, GPA of at least 3.0 in the major.

REL 395 Independent Study
1, 2, or 4 hours

REL 410 Traveling Acts in Greece and Turkey
4 hours
In this course students study the book of Acts as a travel narrative while visiting the ruins of ancient Greco-Roman cities in which the first Christians lived, worked, and gathered together as communities of “the Way.” By exploring archaeological ruins, museums, and churches in such places as Athens, Corinth, Thessaloniki, Ephesus, and Pergamon we will attempt to reconstruct the diverse social and political world of the early Christians—a world in which understanding the rhetoric of Acts and its attempt to create a unified and harmonious story of Christian beginnings. The course also explores larger themes in the study of religion such as the construction of sacred space, religious pilgrimage, asceticism, and inter-religious exchange. Prerequisite: REL 101 or REL 112. Offered alternate years. (Rel, Hist)

REL 411 Archaeology and the Bible
4 hours
This course will explore the role of archaeology in biblical studies as well as studies of the history of ancient Israel. The course will consist of an examination of the methods and techniques used in Palestinian archaeology; an overview of the role that archaeology has played in biblical studies from the nineteenth century to the present; and an examination of specific archaeological sites and artifacts and their relation to biblical texts. Prerequisite: one of REL 101, 111, or REL 112. Offered alternate years. (Rel, Hist)

REL 432 Christianity and Contemporary Culture
4 hours
An examination of selected contemporary issues and responses of Christian theologians to them. Possible issues include: secularization, language about God, relationships between science and religion, environmental problems, human sexuality, the feminist movement. Readings from both Christian and non-Christian thinkers. Prerequisite: one of REL 101, 111, or REL 112. Offered occasionally. (Rel)

REL 438 Topics In Asian Religions
4 hours
This course will explore one particular topic in the field of Asian religions. Likely topics include meditation theory, nationalism and religion, and theories of justice. This course is designed for students with a particular interest in Asian studies, religious studies, or philosophy. Prerequisite: one of REL 101, 111, or REL 112. Offered alternate years. (Rel)

REL 442 Hate, Holocaust, Hope
4 hours
Through the use of film, eye-witness testimonies, historical narrative, and fiction, this course will
examine the background, development, and meaning of the Holocaust, the deliberate state-supported murder of European Jews and other groups labeled as “undesirable” or “subhuman” by the Nazi regime. It will focus especially on theological and ethical issues raised by this event (such as anti-Semitism, genocide, other types of prejudice and hate crimes, and theological responses) and relate these issues to contemporary society. Prerequisite: one of REL 101, 111, or REL 112. Offered alternate years. (Rel, HE)

**REL 485 Seminar**
4 hours
Prerequisite: three courses in religion, or consent of instructor. (W)

**REL 490 Senior Project**
1-2 hours

**REL 493 Senior Honors Project**
4 hours
A yearlong independent research project. Applications are completed on the “Honors Program” form available at the registrar’s office, requiring the signatures of a faculty supervisor, the department head, the honors program director, and the registrar. Interdisciplinary projects require the signatures of two faculty supervisors. The project must be completed by the due date for senior projects. The completed project is evaluated by a review committee consisting of the faculty supervisor, another faculty member from the major department, and a faculty member from outside the major department. All projects must be presented publicly. Only projects awarded an “A-” or “A” qualify for “department honors” designation. The honors project fulfills the all-college senior project requirement.

**Russian Studies**

**Laurie Iudin-Nelson** (department head, program director)

The Russian studies major is intended to provide students with sufficient background in Russian language and culture to permit consideration of graduate work in related fields. It is also intended to prepare students in such diverse fields as economics, business, the sciences, medicine, law, and education to enter their vocation prepared to contribute to decisions and issues which relate to Russian-American interactions.

The Russian studies minor may be taken in conjunction with any major of the student’s choice. Students should consult with the appropriate department for details regarding those majors. Courses normally do not count for both a major and a minor. Russian language study is a central component of both the major and the minor in Russian studies.

The following courses are approved as electives for the Russian studies major and minor:

**List A:** FCUL/RUS 241, 341, 343, HIST 354, REL 229

**List B:** FCUL/RUS 243, 451, 452

**Requirements for a major:** 36 hours including RUS 201, 202, and RUS 345; three elective courses from the preceding list of approved courses in Russian studies, including one course from list A and one course from list B; a language immersion experience; a senior project. Russian Studies majors who choose to complete a senior project in a second major are not required to complete the senior project in Russian Studies.

**Requirements for a minor:** A minimum of 20 hours including RUS 201, 202, and at least three courses selected from the preceding list of approved courses in Russian studies.

Appropriate special topics courses, Paideia II courses, and study-abroad courses are reviewed by the Russian Studies Board and may be approved for the Russian Studies minor. Students may petition the Russian Studies Board to have relevant courses meet degree requirements.

**Language immersion experience:** For majors, a minimum of a semester of academic study (minimum of 12 credits) in a country where Russian is an official language. For minors, a language immersion experience is strongly recommended, but not required. Program selection must be approved by the department for all majors and minors prior to departure. All majors and minors are encouraged to help maintain and advance their language skills by completing courses in the language during their final semesters at Luther.

**Language Learning Center**

The department of Modern Languages and Literatures has a Language Learning Center in Main Building. Language students have access to computerized language learning materials, to computers with audio and video editing software, and to video study rooms where they may view prerecorded foreign language videos and DVDs or watch live international TV. The Languages Learning Center also houses the department’s Foreign Language Media Library with over 800 foreign language films and a selection of leisure reading books and audio books for language learners. Students can check out these materials as well as audio and video equipment for their class assignments. The Language Learning Center also provides language students with valuable work-study experiences related to their interest in languages.

**Russian Studies Courses**

**RUS 101, 102 Beginning Russian I, II**
4, 4 hours
Introduction to Russian grammar through reading, writing, listening, and speaking in Russian. The course will focus upon developing speaking and listening
comprehension skills with a framework of practical vocabulary and grammatical structures. The student will also gain an appreciation of Russian culture and contemporary life through music and audiovisual materials. Prerequisite for RUS 102: RUS 101 or equivalent.

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

**RUS 185 First-year Seminar**
4 hours
A variety of seminars for first-year students offered each January term.

**RUS 201, 202 Intermediate Russian**
4, 4 hours
A continuation of the study of Russian grammar. Speaking proficiency will be developed through active class participation. Emphasis will be placed on developing writing skills in Russian and in reading authentic texts. Students will continue developing listening comprehension skills through use of music and audiovisual materials. Prerequisite for RUS 201: RUS 102. Prerequisite for RUS 202: RUS 201 or equivalent.

**RUS 241 Russian Culture Through Film**
4 hours
This course will cover 20th-century Russian/Soviet culture and history through the medium of film. We will begin with classics of early Soviet film (including Eisenstein, Vertov, Pudovkin) and then view and discuss classic films of the Stalinist era and WWII (1930s-50s). We will continue with classic films and comedies of the 1960s and 70s (including Ryazanov, Gaidai, Tarkovsky). The later 1980s-90s (glasnost, perestroika, and the post-Soviet era) witnessed the emergence of films that revealed difficult social and historical themes (e.g., *Little Vera*, *Burnt by the Sun*, *Prisoner of the Caucasus*, *Brother 2*). The course will conclude with discussion of film and society in present-day Russia. Films are in Russian (with English subtitles). Readings and discussion are in English but certain assignments will be completed in Russian. Students without background in Russian language should enroll in FCUL 241. Offered on a rotating basis. Prerequisite: RUS 202 or consent of instructor. (HEPT, Hist, Intl)

**RUS 243 Time of Stalin: Literature and Memoirs**
4 hours
This course, through the medium of literature and memoirs, focuses on Russia/Soviet Union in the early years after the Bolshevik Revolution (1917) until Gorbachev’s glasnost and perestroika. Students will learn about the rise of Stalin, the time of terror and purges at the height of Stalin’s regime (mid-1930s), WWII, the “Thaw” after Stalin’s death in 1953, and the implications Stalinism has on present-day Russia. We will seek answers to the questions of how Stalin was allowed to rise to power, retain political control, and instigate policies that caused the deaths of approximately 20 million Soviet citizens—many of whom were Bolsheviks and loyal members of the Communist Party. Literary readings include memoirs, poetry, and novels. A significant part of the course concerns the role of women in the Bolshevik Revolution and their fate under Stalinism. This course fulfills requirements of international studies, women’s studies, and Russian studies. Readings and discussion are in English but certain assignments will be completed in Russian. Students without background in Russian language should enroll in FCUL 243. Offered on a rotating basis. Prerequisite: RUS 202 or consent of the instructor. (HEPT, Hist, Intl, E, W)

**RUS 285 Directed Study**
2, 4 hours
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.

**RUS 341 Russian Life and Culture**
4 hours
A study of the cultural, political, and social institutions that have shaped Russia from the time of Kievan Rus’ to the present period. Key historical and philosophical themes will be discussed in reference to art, literature, architecture, music, and Russian Orthodoxy. The course is taught in English and readings are in English, but students will complete certain assignments in Russian. Students without a background in Russian language should enroll in FCUL 341. Offered on a rotating basis. Prerequisite: RUS 202, or consent of instructor. (HE, Hist, Intl)

**RUS 343 Soviet Dissidents: Vacation of Change**
4 hours
This course will discuss the major writings and activities of Soviet dissidents Aleksandr Solzhenitsyn, Andrei Sakharov, and Natan Sharansky. Special emphasis will be placed on the socio-historical context and the important role of dissidents both in the Soviet Union and in the world arena during the last decades of the USSR (1960’s-1991), and how the perception of dissident activity has changed over time. We will focus on questions of human rights, religious and creative freedom, refusniks, the right to emigrate, environmental concerns, ideological differences between East and West, the theories of Co-existence and Convergence, and the role of the West in these debates. When applicable, the role of these dissidents in current politics will be discussed. The course is taught in English and readings are in English, but students will complete certain assignments using authentic Russian texts. Students without a background in Russian language should enroll in FCUL 343. Offered on a rotating basis. Prerequisite: RUS 202 or consent of the instructor. (HEPT, Hist, Intl, W)

**RUS 345 Conversation and Composition**
4 hours
Emphasis on the development of written and oral expression and mastery of grammar. Reading and
listening comprehension will be developed through use of authentic texts (literary and popular press), films, video (news and popular media), and song texts. Speaking and writing skills will be developed within this context of authentic materials. Prerequisite: RUS 202. (L, W)

RUS 375 Directed Readings
1, 2, or 4 hours

RUS 395 Independent Study
1, 2, or 4 hours

RUS 451 Masterworks of 19th Century Russian Literature
4 hours
A survey of 19th century Russian literature (in translation) from Romanticism to Realism. Reading and discussion of selected works of major Russian authors, including Pushkin, Gogol, Lermontov, Dostoevsky, Tolstoy, and Chekhov. The course is taught in English and readings are in English, but students will complete certain assignments in Russian. Students without a background in Russian language should enroll in FCUL 451. Prerequisite: RUS 202, or consent of instructor. (HEPT, Hist, E, W)

RUS 452 Masterworks of 20th-Century Russian/Soviet Literature
4 hours
A survey of 20th-century Russian/Soviet literature (in translation) from 1900 to the present. Reading and discussion of works by major Russian/Soviet writers, including Gorky, Mayakovsky, Akhmatova, Mandelstam, Zoshchenko, Pasternak, Solzhenitsyn, Bulgakov. The course is taught in English and readings are in English, but students will complete certain assignments in Russian. Students without a background in Russian language should enroll in FCUL 452. Prerequisite: RUS 202, or consent of instructor. (HEPT, Hist, E, W)

RUS 485 Seminar
Credit arr.

RUS 490 Senior Project
1, 2, 4 hours

RUS 493 Senior Honors Project
4 hours
A yearlong independent research project. Applications are completed on the “Honors Program” form available at the registrar’s office, requiring the signatures of a faculty supervisor, the department head, the honors program director, and the registrar. Interdisciplinary projects require the signatures of two faculty supervisors. The project must be completed by the due date for senior projects. The completed project is evaluated by a review committee consisting of the faculty supervisor, another faculty member from the major department, and a faculty member from outside the major department. All projects must be presented publicly. Only projects awarded an “A” or “A-” qualify for “department honors” designation. The honors project fulfills the all-college senior project requirement.

For Russian literature and culture courses in English translation, see foreign culture.

Scandinavian Studies

Laurie Iudin-Nelson (department head), Kathy Stokker (section head)

Required for a major: Thirty-one hours, starting at SCST 201 or above; an oral proficiency examination in Norwegian.

Recommended supporting courses for students majoring in Norwegian: Two semesters of another modern or a classical language and one or more linguistics courses such as LING 131, 135, 141, 241, 242, or 247.

Required for a minor: 18 hours, including SCST 345 and one literature course above 300; an oral proficiency examination in Norwegian.

Language immersion experience: For majors, a minimum of one semester of academic study in Norway. For minors, a term of study abroad is strongly recommended, but not required. Those preparing to teach must spend at least one semester in Norway. Program selection and other options must be approved by the department for all majors and minors prior to departure. All majors and minors are strongly urged to help maintain and advance their language skills by completing courses in the language during their final semesters at Luther.

Language Learning Center

The department of Modern Languages and Literatures has a Language Learning Center in Main Building. Language students have access to computerized language learning materials, to computers with audio and video editing software, and to video study rooms where they may view prerecorded foreign language videos and DVDs or watch live international TV. The Languages Learning Center also houses the department’s Foreign Language Media Library with over 800 foreign language films and a selection of leisure reading books and audio books for language learners. Students can check out these materials as well as audio and video equipment for their class assignments. The Language Learning Center also provides language students with valuable work-study experiences related to their interest in languages.

Scandinavian Studies Courses

SCST 101, 102 Elementary Norwegian I, II
4 hours
Speaking Norwegian from the first day of class, students learn to apply a practical knowledge, first to their own situation in this country and subsequently to
selected aspects of Norwegian culture ranging from everyday customs and manners, travel and shopping, to history, the arts and education. Prerequisite for SCST 102: SCST 101, or consent of instructor.

**SCST 139, 239, 339, 439 Special Topics**
credit arr.

**SCST 185 First-year Seminar**
4 hours
A variety of seminars for first-year students offered each January term.

**SCST 201, 202 Intermediate Norwegian**
4 hours
With the aim of developing the students’ ability to communicate in the language and to increase their knowledge of the country, the course combines readings, recent Norwegian feature films, oral discussions, dramatization, and written compositions with a general review of grammar and pronunciation. Prerequisite: SCST 102 or equivalent.

**SCST 285 Directed Study**
2, 4 hours
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.

**SCST 345 Composition, Conversation, and Advanced Grammar**
4 hours
This course is for students who have completed four semesters of college-level Norwegian or the equivalent. It focuses on developing skills in speaking, writing and reading comprehension and offers ample opportunity for individual practice and feedback. Several recent feature films and novels provide the basis for class discussion and writing assignments, while the course culminates in an oral report based on individual research. Prerequisite: SCST 202 or consent of instructor. (S, W)

**SCST 346 Scandinavian Immigration History**
4 hours
A study of the history of immigrants to the United States from Norway, Sweden, Denmark, Finland, and Iceland, and their descendants. Drawing on the rich ethnic resources of Luther College and Vesterheim museums, this course examines the nature of the immigration experience and the development within immigrant communities of a sense of old world ethnicity combined with a rising U.S. nationalism. Students taking the course for credit in Scandinavian studies will be required to do some of the reading in a Scandinavian language and meet one day a week in which the class is conducted in Norwegian. Prerequisite: SCST 202, or consent of instructor. (HB, Hist)

**SCST 348 Vikings in History**
4 hours
This course covers the “Viking Era,” approximately 780–1070 CE. It will examine Viking society, religion and mythology, social structure, maritime technology and shipbuilding, political developments, literature and arts, and Viking expansion. Students will submit papers written in Norwegian, Danish or Swedish. Students without a background in Scandinavian studies should enroll in HIST 348. Prerequisite: HIST 149, 150, 241 or HIST 242. (HBSSM, Hist)

**SCST 349 Norwegian Folk Art**
4 hours
Exploring the artistic, cultural and historical aspects of folk art created in Norway from the Middle Ages through the end of the 19th-century, students will gain a knowledge of traditional Norwegian values, customs, beliefs and way of life. Extensive use of material objects as well as slides of traditional Norwegian folk art, including architecture. Students will be required to do some of the reading in Norwegian. Students without a background in Scandinavian studies should enroll in FCUL 349 or ART 149. Prerequisite: SCST 202, or consent of instructor. (HE)

**SCST 352 Scandinavia and the Baltic**
4 hours
A survey of Scandinavian and Baltic history (including Finland and Iceland), beginning with the Viking age and ending with the current status of the welfare state in the relevant countries. Special emphasis on the Great Power periods of Denmark and Sweden in the 16th and the 17th centuries, and on the emergence of Norwegian and Finnish national movements in the 18th and 19th centuries. Discussion as well 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. (HB, Hist)

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

**SCST 431 Survey of Modern Norwegian Literature**
4 hours
Reading of representative texts from 1814 (the time of Norwegian independence) to the present. All readings and discussion in Norwegian. Offered on a rotating basis. Prerequisite: SCST 202. (HE, W)

**SCST 451 Henrik Ibsen**
4 hours
Norway’s preeminent playwright, Henrik Ibsen, lived most of his life outside of his homeland, which he nevertheless observed with unmatched acuity. The course follows Ibsen’s development as a dramatist while also exploring the cultural context of his time. The course includes recent film productions of selected plays and an opportunity to experience an Ibsen play as performed by the Commonweal Theater in Lanesboro, MN. Readings and discussions are otherwise entirely in
Norwegian. Offered on a rotating basis. Prerequisite: SCST 202 or equivalent. (HEPT, R, W)

SCST 462 Modern Scandinavian Writers
4 hours
Selected reading from the works of modern Scandinavian authors. Offered on a rotating basis. Prerequisite: SCST 202.

SCST 463 Norway's Nobel Prize-Winning Writers
4 hours
Through the lives and literature of Nobel Prize-winning authors, Bjørnstjerne Bjørnson, Knut Hamsun, and Sigrid Undset, the history of Norway unfolds with its struggles and triumphs from the Middle Ages through Norway's World War II occupation by Hitler's forces. Reading selected works and viewing films based on them, as well as researching the authors' lives and times, students will gain an understanding of the highlights of Norway's history and literary production. Prerequisite: SCST 202. (HEPT, R, W)

SCST 485 Seminar
Credit arr.

SCST 490 Senior Project
1, 2, or 4 hours

SCST 493 Senior Honors Project
4 hours
A yearlong independent research project. Applications are completed on the “Honors Program” form available at the registrar’s office, requiring the signatures of a faculty supervisor, the department head, the honors program director, and the registrar. Interdisciplinary projects require the signatures of two faculty supervisors. The project must be completed by the due date for senior projects. The completed project is evaluated by a review committee consisting of the faculty supervisor, another faculty member from the major department, and a faculty member from outside the major department. All projects must be presented publicly. Only projects awarded an “A- or A” qualify for “department honors” designation. The honors project fulfills the all-college senior project requirement.

For Scandinavian studies courses in translation, see foreign culture.

Science
Science Division staff

Science Courses

SCI 110 Medical Terminology
1 hour
This course is designed to meet the needs of students anticipating careers in the health sciences. The course will focus on the origin and contemporary meaning of medical terms. This course does not count toward the natural science requirement.

SCI 111 Physical Science
4 hours
A basic course dealing with important aspects of the physical and chemical world. Topics include the development of the scientific method, Galileo, Newton and the study of motion, work, energy, electricity and light, elements and the Periodic Law, compounds and chemical bonds, and the chemical nature of matter. The laboratory program will stress the development of skills in designing and conducting laboratory experiments. This course is intended for the student with no special background in science or mathematics. Strongly recommended for elementary education majors. (NWL)

SCI 112 Energy and the Physical World
4 hours
The unifying theme of energy molds the physical concepts of motion, gravitation, electromagnetism, heat, radiation, and nuclear physics. Solar, wind, nuclear, tidal, hydroelectric, and thermal electric energy conversion processes are also included. This course is intended for the general student with no special background in mathematics or science. (Same as ENVS and PHYS 112.) (NWL)

SCI 121 Introduction to Astronomy
4 hours
A course designed to develop an understanding and appreciation of our larger environment, the physical universe itself: planets, stars, galaxies, and space. Instruments and methods used in astronomical investigations. The Spitz planetarium is used throughout the course. Occasional evening observation periods using both the naked eye and the telescope. (NWL)

SCI 123 Introduction to Meteorology
4 hours
Topics may include, but are not limited to, origin and composition of the atmosphere, atmospheric variables and measurement, solar radiation and the earth’s energy budget, precipitation forms and processes. Significant attention is given to the mechanics and thermodynamics of atmospheric circulations on a broad range of scale: planetary (short-term climate considerations), synoptic (week-long circulations such as mid-latitude cyclones and hurricanes), and mesoscale (hours-long events such as convective complexes and supercells). Students will participate in forecasting activities. (NWNL)

SCI 125 Great Ideas in Natural Science
A look at how our understanding of the natural world has grown over the past 500 years. This course will examine a set of important concepts selected from the fields of astronomy, biology, chemistry, geology, physics and psychology. Specific topics will include the origin of the universe, atomic theory of matter, the chemical nature of the physical and biological systems and biological evolution. The growth of each topic will
be traced through the accumulation of experimental evidence and the formulation of theories. Similarities and distinctions among topics will be highlighted. (NWWNL)

**SCI 130 Principles of Nutrition**  
4 hours  
An introductory course emphasizing the biochemical and practical aspects of nutrition. This course will include the study of nutrients, metabolism, dietary guidelines, nutrition for various age groups, and diet therapy. **This course does not fulfill the laboratory science requirement.** (NWWNL)

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

**SCI 185 First-year Seminar**  
4 hours  
A variety of seminars for first-year students offered each January term.

**SCI 355 Pharmacology**  
2 hours  
A study of selected drug groups and their effects, correlated with pathophysiologic content. Offered every fall concurrently with NURS 350, 353, 360, and SCI 361. Taught in Rochester. **Prerequisite:** Junior level status in nursing major, NURS 231 and NURS 232.

**SCI 361 Pathophysiology I**  
2 hours  
A study of the alterations in biological processes which disrupt homeostasis. Relation of an understanding of normal body functions to the physiologic changes that occur as the result of trauma, disease, and treatment of disease. This course will deal with pathophysiology of a variety of body systems. Taught in Rochester. **Prerequisites:** BIO 116 or BIO 255 and a course in chemistry.

**SCI 362 Pathophysiology II**  
2 hours  
A study of the alterations in biological processes which disrupt homeostasis. Relation of an understanding of normal body functions to the physiologic changes that occur as the result of trauma, disease, and treatment of disease. This course will deal with pathophysiology of a variety of body systems. Taught in Rochester. **Prerequisite:** SCI 361.

**Social Work**

Colin Betts (department head), Craig Mosher (program director)

The social work major aims to prepare undergraduate students for beginning level generalist social work practice while a secondary objective is to prepare students for graduate (MSW) study. Skills and knowledge for lifelong learning and active citizenship are included.

Graduates of the social work program find professional employment in child welfare, family counseling, chemical dependency, mental health, developmental disabilities, community action, aging, medical settings, churches, environmental organizations, schools, corrections, and other areas of social services.

The social work major is accredited by the Council on Social Work Education at the baccalaureate level, allowing students to gain advanced standing in M.S.W. programs at many graduate schools of social work.

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

Within the context of the liberal arts program at Luther College, the social work major includes nine areas of emphasis: social work values and ethics, human diversity, social and economic justice, populations at risk, social welfare policy and services, human behavior and the social environment, social work research, social work practice, and field practicum. These do not necessarily represent specific courses but, rather, clusters of facts, ideas, and skills, which are needed for providing effective social services.

**Required for a major:** SW 101, 102, 201, 204, 301, 303, 304, 305, 401, 402, 403; correlative courses consisting of ANTH 201 (or SOC 345), BIO 115 or equivalent, and POLS 247. The first social work field experience (SW 102) is recommended before the junior year. Three correlative courses: SOC 101, PSYC 130, and ECON 130 are recommended but students may select others if they better meet their needs. Recommended for students considering graduate study in social works SCI 350 (social statistics), or PSYC 350 (behavioral statistics), or MATH 115 (introduction to statistics).

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

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

1. Choose a social work faculty member as their advisor and utilize this person in future planning.
2. Earn a C or better in all social work practice courses (SW 201, 301, 401, 402, and SW 403).
3. Maintain a grade point average of 2.0 overall.
4. Continue to demonstrate their suitability to enter the profession of social work.

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

**Social Welfare Minor**

The social welfare minor focuses on the development of social welfare and the behavior of individuals, families, organizations, and communities in the context of their social environment. The minor helps provide an understanding of the social welfare system in the United States, the values and theories behind it, and the social issues facing our nation. It does not provide the specific skills needed for actual social work practice. Graduate schools of social work examine the course work taken in approved, accredited undergraduate programs on a case-by-case basis and allow students to have advanced standing if they have taken certain courses in undergraduate social work. Though some course requirements are the same, students may not major in social work and minor in social welfare.

**Requirements for a minor in social welfare:** Five courses are required. This includes three courses: SW 101, 204, 305; plus two additional courses selected from the following: SW 102, 185, 304, 305; ANTH 201 or SOC 345; BIO 115 or equivalent. 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.

**Social Work Courses**

**SW 101 Introduction to Social Work and Social Welfare**
4 hours
A survey course covering the development of the social welfare institution and the social work profession in the United States. Included is information on how social welfare and social work impact on diverse populations, populations at risk, and promotion of social and economic justice in our society. Content on social work values and ethics is interspersed throughout the course. (HB, E)

**SW 102 Social Work Field Experience**
4 hours
Full time supervised field experience as a participant-observer in a social service agency.

**SW 139, 239, 339, 439 Special Topics**
Credit hrs.
Courses offered under this title are intended to introduce students in a formal way to the variety of issues, methods, and settings in social work practice. Topics may include: mental health, child welfare, aging, chemical dependency, and rural social work.

**SW 185 First-year Seminar**
4 hours
A variety of seminars for first-year students offered each January term.

**SW 186 Service Learning in Crisis Intervention**
1 hour
Building on the knowledge and skills learned in SW/WGST 185 (Crisis Intervention: Interpersonal Violence), this course will provide students an opportunity to engage in a service-learning field experience and seminar. The field experience and seminar will allow students to blend their educational goals around the issues of interpersonal violence with the needs of local communities. Service-learning plans will be designed to meet the skills, abilities, and interests of the students while addressing community issues related to interpersonal violence. A minimum of 40 hours will be spent in a service-learning field placement. Under the guidance of the instructor, students will plan, prepare, implement, and evaluate their service learning. A two-hour seminar will be held every two weeks throughout the semester. (Same as WGST 186.) Prerequisite: SW 185 (Crisis Intervention: Interpersonal Violence) offered only to first-year students during January term, or consent of instructor.

**SW 201 Fundamentals of Social Work Practice I**
4 hours
An introduction to the generalist method of social work practice that includes the study of and practice of basic counseling skills. This course provides a foundation model for social work practice which is built and expanded upon in SW 301 and SW 401. Prerequisite: SW 101 or SW 102, or consent of instructor.

**SW 204 Human Behavior in the Social Environment I**
4 hours
This course focuses on theories of human behavior and the interaction between behavior and the social environment. The course develops a conceptual framework for social work practice by examining knowledge and theory related to the development of human behavior across the life span in relation to individuals’ emotional, spiritual, physical, intellectual, social and cultural contexts. A life cycle approach is used to understand the experience of individuals in their environment and explore theories of human behavior and responses to life cycle challenges. Human diversity, global perspectives, and an eco-systems approach to understanding human behavior are emphasized. Prerequisite: SW 101, or consent. (HB)

**SW 285 Directed Study**
2, 4 hours
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.

**SW 301 Social Work Practice II**
4 hours
Applies the generalist model learned in SW 201 to social work practice with families and groups. Skills for family and group work are developed through a laboratory group and an experience leading a group in the community. Prerequisite: SW 101, 102, and 201.

**SW 303 Human Behavior in the Social Environment II**
4 hours
This course describes how organizations, communities, society and the natural environment impact individuals, families, and groups. A social justice lens will be used to understand the dynamic interaction among systems in the macro social environment. A key focus is on the interplay between human behavior and the physical, social and political environment. Special attention is given to global perspectives, issues of human diversity in a macro context, and self-examination in relation to ethical and human diversity issues. Prerequisite: SW 101, or consent of instructor. (HB)

**SW 304 Social Welfare Policies, Programs, and Issues**
4 hours
An examination of social welfare policy from a theoretical basis to policy as a dimension of generalist social work practice. Includes a study of contemporary social welfare issues, programs and legislation. Emphasis is placed on issues relating to how social policy impacts human diversity, populations at risk, and social and economic justice in the United States. Content on social work values and ethics is interspersed throughout the course. Prerequisites: SW 101, 102, 201; 204 (which may be taken concurrently); POLS 247, or consent of the instructor. (S)

**SW 305 Research Methods for Social Work**
4 hours
An introduction to social work research designed to increase the generalist practitioner’s ability to understand, evaluate, and utilize the research literature for practice. A wide variety of social work research methods are examined with an emphasis on doing practice research. Prerequisite: SW 101, junior standing or consent of instructor. SOC 301 may be substituted with consent. (HBSSM, R, W)

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

**SW 401 Social Work Practice III**
4 hours
Application of the generalist model to working with task groups in organizations and communities and how this work impacts human diversity, populations at risk, and social and economic justice. Content on social work values and ethics is interspersed throughout the course. A knowledge base and skills for community social work will be developed. Prerequisite: SW 301, or consent of instructor.

**SW 402 Field Instruction in Social Work Practice**
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. Prerequisites: all courses required for the major and consent of instructor.

**SW 403 Professional Seminar**
4 hours
Emphasis on integration of previous course content and the application of social work ethics, values, skills, and knowledge. Work-related issues of field placement are studied in preparation for generalist social work practice. Students give presentations to the class based upon their field learning. Taken concurrently with SW 402. Prerequisites: all courses required for the major and consent of instructor. (HBSSM)

**SW 485 Seminar**
Credit arr.

**SW 490 Senior Project**
1, 2, or 4 hours
A continuation of learning from SW 304 and 305. Students write a paper on policy analysis, or the research they have conducted, relevant to social work practice. Prerequisite: SW 305.

**SW 493 Senior Honors Project**
4 hours
A yearlong independent research project. Applications are completed on the “Honors Program” form available at the registrar’s office, requiring the signatures of a faculty supervisor, the department head, the honors program director, and the registrar. Interdisciplinary projects require the signatures of two faculty supervisors. The project must be completed by the due date for senior projects. The completed project is evaluated by a review committee consisting of the faculty supervisor, another faculty member from the major department, and a faculty member from outside the major department. All projects must be presented publicly. Only projects awarded an “A-” or “A” qualify for “department honors” designation. The honors project fulfills the all-college senior project requirement. (R, W)

**Sociology**

Colin Betts (department head), Brett Johnson (program director)

Sociologists study human behavior in groups, the interactions between people and the patterned structure of relationships which 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. Students who contemplate graduate study should participate in research opportunities with the faculty and should complete SOC 376. 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 numbered above 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.

### Sociology Courses

**SOC 101 Introduction to Sociology**  
4 hours  
Introduction to theoretical perspectives and foundational principles of “thinking sociologically.” Key concepts include: culture, inequality/poverty, deviance/crime, gender, social construction of reality, social change, and social structure. (HBSSM)

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

**SOC 185 First-year Seminar**  
4 hours  
A variety of seminars for first-year students offered each January term.

**SOC 242 Sociology of Gender**  
4 hours  
Examines the gendered structure of our everyday lives; makes gendered assumptions and practices explicit; and uncovers the impact of gender in the social world. Emphasis on historical and cross cultural constructions of gender that provide alternatives to gender inequality and a basis for social change. Prerequisite: SOC 101. (Same as WGST 242.) (HBSSM)

**SOC 253 Crime and Deviance**  
4 hours  
A theoretical analysis of the relationship of deviant behavior and subcultures to community standards of conventional behavior as expressed in law and norms, as well as an analysis of the extent, distribution, and character of crime and delinquency. Prerequisite: SOC 101. (HBSSM)

**SOC 261 Social Conflict**  
4 hours  
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. Prerequisite: SOC 101. Offered alternate years. (HBSSM)

**SOC 285 Directed Study**  
2, 4 hours  
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.

**SOC 301 Research Methodology**  
4 hours  
Examines the process of conducting and evaluating sociological research. Areas of emphasis include: research design, techniques of sampling, methods of data collection, principles of measurement, basic methods of data analysis, and ethical considerations. Prerequisite: SOC 101 and junior standing. (HBSSM, W)

**SOC 345 Race, Class, and Gender in Contemporary Society**  
4 hours  
An assessment of how race, class, and gender influence the attainment of societal honors, rewards, and power in the United States today. Similarities and differences in social structures and ideologies of modern society are emphasized for race, class, and gender. Prerequisite: SOC 101. (HBSSM, Intcl)

**SOC 347 Sociology of the Family**  
4 hours  
Consideration of the historical and cultural foundations of the institution of marriage and the family. Emphasis on cross-cultural trends as they relate to the family, including socialization practices, changing status of women, and dating patterns. Prerequisite: SOC 101. (HBSSM)

**SOC 350 Social Statistics**  
4 hours  
A first course in applied statistics that focuses on interpretation of quantitative data about the social world. Students will use statistical software for data analysis. Prerequisite: SOC 101, MATH 110 or above. (HBSSM)

**SOC 351 Women and Crime**  
4 hours  
Examines women’s experiences as both victims and perpetrators of crime and deviance, in the U.S. and
Sociology 159

Internationally. Analyzes the history and theory of women’s criminal activities, the social construction of women’s victimization, and the impact of culture, structure, and inequality on women’s behavior. Prerequisite: SOC 101. (Same as WGST 351). (HBSSM)

SOC 356 Environmental Sociology
4 hours
Examines how cultural, social, and economic forces shape the relationships between societies and their natural environments. Environmental dynamics such as pollution and natural resource use are connected with social dynamics of human population, industrial production, poverty, urban planning, and consumer culture. Examination of environmental movements and counter-movements illustrate how understandings of the natural environment change over time and are often in contention. Prerequisite: 101. (HBSSM)

SOC 358 Social Psychology
4 hours
A study of the relationship between the individual and society and the interactions produced. Emphasis on research in the areas of self, identity, symbolic interaction, and social movements. Prerequisite: SOC 101. (HBSSM)

SOC 376 Social Theory and Praxis
4 hours
This course gives students knowledge of and experience with the classical and contemporary perspectives on human social behavior. Students will study the original works of theorists, critically analyze their ideas, and apply these perspectives to current events, media artifacts, and sociological topics. This course is highly recommended for students considering further study in graduate school. Prerequisite: SOC 101. (HBSSM)

SOC 380 Internship
1, 2, or 4 hours
Course graded credit/no credit.

SOC 381 Internship
1, 2, or 4 hours
Course graded A–F.

SOC 395 Independent Study
1, 2, or 4 hours

SOC 453 Seminar: Law and Human Rights
4 hours
Examines the construction and application of law by various societies, with a particular focus on international and human rights law. Studies the people and groups who create law, the development of human rights, the effects of race, class, gender and nationality on legal standards, and the impact of globalization on international law. Prerequisite: SOC 101. (HBSSM, Intcl)

SOC 468 Seminar: Gender, Globalization and Development
4 hours
In this course we will examine the phenomena of globalization and development from a sociology of gender perspective. We will focus on the global intersections of contemporary societies and cultures, and the gendered dynamics therein. Questions we will raise include: How does globalization affect women’s and men’s lives? How is power distributed, and how does this impact development processes? What impact do gender dynamics play in the social institutions of development: economic, political, and cultural? (Same as WGST 468.) Prerequisite: SOC 101. (HBSSM, Intcl)

SOC 469 Seminar: Mental Health and Mental Illness
4 hours
An examination of abnormal mental behavior in terms of both causes and treatment. A particular focus will be on how group, cultural, and societal factors influence causality and treatment approaches. Prerequisite: SOC 101. (HBSSM)

SOC 472 Seminar: Social Institutions
4 hours
An examination of selected major social institutions in American society (family, education, religion, politics, or industry). Prerequisite: SOC 101. (HBSSM)

SOC 475 Seminar: Social Movements
4 hours
Explores theoretical issues related to social movements—why they emerge, how they evolve, how they are organized, why people join them, what factors determine their success—while learning about various historical and contemporary social movements such as the Black civil rights, environmental, religious right, and gay rights movements. Prerequisite: SOC 101. Offered alternate years. (HBSSM)

SOC 490 Senior Project
1, 2, or 4 hours

SOC 493 Senior Honors Project
4 hours
A yearlong independent research project. Applications are completed on the “Honors Program” form available at the registrar’s office, requiring the signatures of a faculty supervisor, the department head, the honors program director, and the registrar. Interdisciplinary projects require the signatures of two faculty supervisors. The project must be completed by the due date for senior projects. The completed project is evaluated by a review committee consisting of the faculty supervisor, another faculty member from the major department, and a faculty member from outside the major department. All projects must be presented publicly. Only projects awarded an “A–” or “A” qualify for “department honors” designation. The honors project fulfills the all-college senior project requirement. (HBSSM)
Spanish

Laurie Iudin-Nelson (department 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. Students interested in teaching should see the education department for secondary minor requirements.

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

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

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

Language immersion experience: For majors, a minimum of twelve 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. Those preparing to teach must complete at least twelve weeks of academic study in such a country. Program selection must be approved by the department for all majors and minors prior to departure. All majors and minors are encouraged to help maintain and advance their language skills by completing courses in the language during their final semesters at Luther.

Language Learning Center

The department of Modern Languages and Literatures has a Language Learning Center in Main Building. Language students have access to computerized language learning materials, and to video study rooms where they may view prerecorded foreign language video cassettes or watch live international TV received by four satellite dishes. The Language Learning Center also provides language students with valuable work-study experiences related to their interest in languages.

Spanish Courses

SPAN 101, 102 Elementary Spanish I, II, 4, 4 hours
Introduction to the basic skills needed for communicating in Spanish. Stress on both oral and written forms. Intended for those with no previous Spanish study. Prerequisite for SPAN 102: 101, or consent of instructor.

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

SPAN 185 First-year Seminar
4 hours
A variety of seminars for first-year students offered each January term.

SPAN 201 Intermediate Spanish
4 hours
This course is for students who have successfully completed at least one year of college-level Spanish or the equivalent. Prerequisite: SPAN 102 or equivalent.

SPAN 285 Directed Study
2, 4 hours
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.

SPAN 301 Advanced Grammar and Translation
4 hours
This course is for students who have completed Spanish 201 or the equivalent and who require more practice with advanced grammar structures. This course is especially recommended for those who plan to teach Spanish. Focus on advanced grammar functions and correcting common mistakes. Translation exercises reinforce grammar fundamentals. Prerequisite: SPAN 201 or consent of instructor.

SPAN 302 Conversation and Listening Comprehension
4 hours
This is a course for students who have completed intermediate-level coursework in Spanish and who have a solid background in Spanish grammar. Focus on developing speaking and oral comprehension skills, increasing proficiency in extended narration and dialogue and developing knowledge of Spanish-speaking cultures. Prerequisite: SPAN 201 or consent of instructor. (S)

SPAN 303 Written Expression
4 hours
This is a course for students who have completed intermediate-level coursework in Spanish and who have a solid background in Spanish grammar. Focus on developing skills in writing and reading comprehension in a variety of cultural contexts. The course culminates in a research project. Prerequisite: SPAN 201 or consent of instructor. (R, S, W)

SPAN 340 Language and Culture in the Spanish-Speaking World
4 hours
This January-term study abroad course will introduce students to the culture of a Spanish-speaking country first-hand. Course locations may include Perú, Dominican Republic, Spain, Ecuador, Mexico, Argentina and other countries where Spanish is an official language. In addition to language and culture instruction at a local institution, students will live with host families and participate in guided visits to sites that illustrate the diverse cultural history of the country. This course satisfies the immersion requirement for the
Spanish minor. All interested students must complete an interview with the instructor prior to enrollment. May be repeated for credit up to three times in three different locations. Prerequisite: 302 strongly recommended, consent of instructor. (Intcl)

**SPAN 341 Spanish for Medical Professionals**  
4 hours  
This course is designed for students studying to become medical professionals and who require training in Spanish to serve Spanish-speaking clients in hospital or clinical settings. In addition to exploring medical terminology related to the human body, illnesses and treatments, we will also study communication between Spanish-speaking clients and English-speaking providers in U.S. clinical settings. The course takes place abroad in Spain or Latin America and thus fulfills the immersion requirement for the Spanish minor. In addition to academic work, students will live with host families; visit local clinics, hospitals or medical offices; and participate in guided tours to sites that illustrate the diverse cultural history of the country. All interested students must complete an interview with the instructor prior to enrollment. Prerequisite: 302 strongly recommended, consent of instructor. (Intcl)

**SPAN 346 Introduction to the Study of Hispanic Literature**  
4 hours  
An introduction to the basic dramatic, narrative, and poetic forms of Hispanic literature utilizing representative works of Spanish and Spanish-American authors. The course will focus on critical approaches to literature, introduce bibliographic resources, and continue development of writing proficiency. Prerequisite: SPAN 303, or consent of instructor. (HEPT, S, W)

**SPAN 350 Practical and Professional Uses of Spanish**  
4 hours  
A course for students of Spanish who desire further training in specific professional and practical contexts. Focus on Spanish for business and medical professionals. Development and assessment of writing and speaking skills in these contexts. May satisfy the language requirement for students who arrive with advanced proficiency. Prerequisite: Span 301, 302 or 303. Offered in January term. (Intcl, S, W)

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

**SPAN 450 Seminar in Spanish Peninsular Literature and Culture**  
4 hours  
A seminar with rotating topics on Spanish peninsular literature and culture. Topics may include the Spanish Civil War, literature by Spanish women writers, the history of Spanish film, Golden Age Spanish literature, and others. Significant writing practice, including a research project. Assessment of speaking proficiency. May be repeated for credit up to three times under three different topics. Prerequisite: SPAN 346 or consent of instructor. (HE, Intcl, S, R, W)

**SPAN 460 Seminar in Latin American Literature and Culture**  
4 hours  
A seminar with rotating topics on Latin American literature and culture. Topics may include the short story in Latin America, Latin American poetry, memory and political violence, Latin American women writers and the representation of Latin America in literature and film. Significant practice in writing, including a research project. Formal assessment of speaking skills. May be repeated up to three times for credit under three different topics. Prerequisite: SPAN 346 or consent of instructor. (HE, Intcl, S, R, W)

**SPAN 465 Latino Literature of the United States**  
4 hours  
This course, offered in Spanish, explores the cultural history and current situation of U.S. Latinos and Hispanics. Students read and analyze short stories, novel, autobiographies, and poetry representative of Cuban-American, Puertorican, Mexican-American, Dominican-American, and other Latino authors with special emphasis on bilingualism, ethnicity, and gender in identity formations. Prerequisite: SPAN 346 or above. (HE, Intcl, S, R, W)

**SPAN 470 Issues in Film: Spain and Latin America**  
4 hours  
This course will present important social and historical issues as portrayed in the Spanish and Portuguese-speaking film industry. Issues will include race and slavery, gender, dictatorship, and economic inequalities. In addition, students will compare film theories and techniques from the United States, Spain, and Latin America. Prerequisite: SPAN 346 or higher. (HE, Intcl, S, R, W)

**SPAN 485 Seminar**  
Credit arr.

**SPAN 490 Senior Project**  
2 hours  
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 project at end of term. Prerequisites: SPAN 346 and senior status.

**SPAN 493 Senior Honors Project**  
4 hours  
A yearlong independent research project. Applications are completed on the “Honors Program” form available at the registrar’s office, requiring the signatures of an Honors Program Director, the department head, the honors program director, and the registrar.
Interdisciplinary projects require the signatures of two faculty supervisors. The project must be completed by the due date for senior projects. The completed project is evaluated by a review committee consisting of the faculty supervisor, another faculty member from the major department, and a faculty member from outside the major department. All projects must be presented publicly. Only projects awarded an “A-” or “A” qualify for “department honors” designation. The honors project fulfills the all-college senior project requirement. (S, R, W)

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

For Spanish courses in translation, see foreign culture.

Theatre/Dance

Jeff Dintaman (department head)

The theatre/dance department offers all students an opportunity to explore, through theory and practice, two distinct but related art forms. Students are encouraged to develop their individual creative strengths while exploring the process, theory, history, aesthetics, and literature of dance and theatre.

The department acknowledges the interrelationship of the two art forms while recognizing the uniqueness of each. Theatre performance and production, dance performance, choreography and production, theatre education, dance education, and theatre or dance management are all possible directions for the major.

Required for a major: The following courses are required of every major: THD 110 (6 times), THD 121, 125, 130, 134, 322, 490, 491; one from THD 367, 368, 369, and choice of track I, II or III.

Track I (Theatre Performance). THD 126, 245, one from THD 364, 366, and a second course from THD 367, 368, 369. Correlative requirement: ENG 260 (Shakespeare).

Track II (Dance). THD 126, 246, 356 and one from THD 364, 366.

Track III (Design). THD 242, 243, one from THD 364, 366, and a second course from THD 367, 368, 369. Correlative requirement: ART 120 (Drawing) or ENG 260 (Shakespeare).

All theatre/dance majors are required to be substantially involved in the cocurricular program throughout each academic year.

Required for a minor in theatre/dance: THD 110 (3 times); THD 121, 125, 130, 134, 322.

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

Required for a teaching major in speech and theatre: COMS 130, 132, 133 (or COMS 354), COMS 236, 355, THD 110 (5 times), THD 121, 125, 134, 322, and one of THD 364, 366. See education department for secondary education minor requirements.

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.

Theatre/Dance Courses

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

THD 110 Production Practicum
0 hours
An intensive experiential research ensemble devoted to crafting, creating, developing, performing and producing a faculty-directed theatre and/or dance event. Students in this course will be involved in research and theoretical discussion supporting active involvement in a collaborative process of performance, design and production management, such as director/designer assistant; set construction; lighting, sound, costume, properties, make-up/hair, and stage management. Theatre/Dance majors must complete 6 Production Practicums, while minors must complete 3. Course may be repeated an unlimited number of times. Enrollment by audition or consent of instructor.

THD 120 Viewing Performance
4 hours
How does an audience member participate in the viewing process? How does an audience member make choices in viewing—cultivating one’s imagination and broadening the ability to identify with artists’ choices? By viewing contemporary dance and theatre performances through film, video and live representation, Viewing Performance examines lenses of perception—the eye and role of the audience. This course also examines how the elements of performance and environment are proportioned to create meaning and sensation. We will consider how socio-political and economic perspectives affect artists’ choices. Guest performers, critics and practitioners will complement and expand the syllabus. This course is intended for non-theatre/dance majors. (HEPT)

THD 121 Art of Illusion
4 hours
"Nothing is so beautiful as a bare stage; yet its loneliness and its openness is often too strong a statement and it must be enclosed.”—Peter Brook.

This course is designed to introduce students to the illusionary arts that are employed in creating theatre.
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 of illusion found in the world of the theatre. Field trips to theatre productions, art and theatrical museums will be a part of this course. (HE)

**THD 122 Stagecraft Practicum**
1 hour
This course introduces students to the crafts of stage technology, applying them to the fields of theatre and dance. Students in this course will be assigned work in areas of scenery, properties, costume, makeup, lighting, and sound. The course does not fulfill the Fine Arts or Human Expression general education requirement. Offered every semester on a credit/no credit basis. May be repeated. No prerequisite.

**THD 123 10-Minute Plays**
4 hours
Students will learn the craft of playwriting and play production through the creation of and production of 10-minute plays. The class will encompass writing, casting, directing, designing and performing the work of the class. No experience in any performing area is assumed. No prerequisites. (HE, W)

**THD 125 Acting I: Text in Performance**
4 hours
An introduction to performance concepts and skills utilizing text as a beginning point for the performance experience. The course will include analysis and performance of diverse texts through solo and group work, incorporating elements of movement, spoken text, and music. Letters, novels, poems, plays, biographies, journals, and newspapers are examples of potential performance texts. No experience in any performing area is assumed. No prerequisites. (HE, W)

**THD 126 Movement Fundamentals I: Practices of Alignment and Function**
4 hours
An introductory movement course exploring vital integrative connections between somatic practice and performance preparation. Somatic skills including dynamic alignment and functional anatomy provide the groundwork for embodied movement exploration. The study and practice of dynamic alignment and embodied anatomy unfolds new relationships between physical function and expression. (HE)

**THD 130 Contact Improvisation**
4 hours
An introduction to the fundamentals of Contact Improvisation, a dance form that explores elements of physical contact among participants. Emphasis will be placed on finding mindful and physical ways to prepare to be “ready” to dance; cultivating a quiet core amidst the wilderness of physical disorientation; finding the root of levity, contact point, weight sharing, pathways into the floor and air; and focusing attention on the details of sensation. Students will engage in practices for building skills of trust, receptivity, and responsiveness, as well as tolerance for waiting in the unknown. (HB, HE, W)

**THD 131 Theatre Improvisation**
4 hours
Improvisational work in the theatre takes many forms ranging from theatre games to comedy sports to rehearsal exploration. The class will examine and experience the fundamentals of improvisational training. Readings from improvisational theorists and practitioners like Viola Spolin and Keith Johnstone will supplement the in-class investigation and participation in improvisational technique. No prerequisite. (HE)

**THD 134 Design I: Visual Principles**
4 hours
A study of the relationship between the performer, the elements of art, and the principles of design. Through a wide variety of hands-on exercises, students will explore how design can enhance the performer’s ability to express thoughts, emotions, and ideas. Areas of study will include the designer’s vocabulary and means of expression; the connection between design, the performer, and the audience; and methods of articulating visually to various audiences. Course fee: $75.00 for trips to area theatre performances. (HE, R)

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

**THD 185 First-year Seminar**
4 hours
A variety of seminars for first-year students offered each January term.

**THD 203 Seminar in The Arts as a Profession**
2 hours
This seminar crosses boundaries between art, dance, theatre and music as well as between the arts and business. Participants will attend various panels, presentations and field trips to explore and expand methods of organizing their own professional journeys. The course is designed to provide students with an understanding of how artists create goals and objectives, plan programs, fund, and market to the public. May be repeated for credit up to two times under two different topics and with the consent of the instructor. (Same as Art 207).

**THD 242 Lighting History and Design**
4 hours
A study of the history of lighting for the performing arts and an introduction to and practice in theatrical stage lighting. Coursework will cover the function of light in design; lighting equipment and terminology; communication graphics through practical laboratory explorations. Application of principles for performance events and contemporary lighting problems will be
studied through extensive hands-on applications. (HE, R, W)

**THD 243 Costume History and Design**  
4 hours  
A survey of costume history and design with an emphasis on how historical clothing design influences costume design for the performing arts. Coursework will introduce students to the basic principles of the art and technique of costume design, and execution of a range of techniques and processes. Application of principles in renderings for specific theatrical, musical theatre and dance works through extensive hands-on applications. (HE, Hist, R, W)

**THD 245 Acting II: Body, Voice and Vulnerability**  
4 hours  
This course explores fundamental skills and concepts related to acting in the theatre. The focus includes developing the capacity to be open, vulnerable, and responsive in a group setting (ensemble); establishing a strong connection with a partner (talking and listening); understanding the pursuit of an objective and the use of tactics; and beginning work in the analysis and personalization of dramatic text. Basic vocal and physical exploration is an important part of the course. Prerequisite: THD 125 or consent of instructor. (HE)

**THD 246 Movement Fundamentals II: Practices of Range and Efficiency**  
4 hours  
An intermediate movement course building technical practice from basic somatic skills. This technique course supports awareness of individual movement patterns and sequences allowing for the development of new movement possibilities. This increased range and efficiency opens the door to new levels of creative expression in communication and performance. This course may be repeated twice. Prerequisite: THD 126 or consent of instructor. (HE)

**THD 261 Shakespeare Performed**  
4 hours  
The study of representative Shakespeare plays, with special emphasis on the close analysis and public performance of one play. All students will do analytical writing and will be involved in some aspect of the performance. English 260 and 261 have common goals and both fulfill the departmental "Shakespeare" requirement, but because of the two courses' differing emphases, students may earn credit for both courses. Although students with previous experience in Shakespeare or acting are welcomed, the course is open to all students sophomore and above. Prerequisite: Paid 111, 112 or transfer equivalencies. (Same as English 261). (HEPT)

**THD 285 Directed Study**  
2, 4 hours  
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.

**THD 322 Production Studio**  
1 hour  
An experiential collaborative component for the theatre/dance major. Set within a faculty directed project or production, the student participates in research, dialogue and the underpinnings of producing work. Prerequisite: junior/senior status or consent of instructor.

**THD 338 Contemporary Plays**  
4 hours  
Focusing mainly on plays authored in the past 50 years, the works of American and British playwrights will comprise about a third of the reading with the remaining plays from around the globe with particular emphasis on non-European playwrights. Introduction to production analysis (how a play works in the theatre) and attention to student writing. No prerequisites. (HEPT, W)

**THD 354 Design II: Scenography**  
4 hours  
An exploratory study of performance design: scenery, costuming, sound, and/or lighting. Coursework will develop a student’s individual approach to design and practical problem-solving for live performance with an emphasis on the function of design and aesthetics for the 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. Prerequisites: THD 134 or ART 121, or consent of instructor. (HE, R)

**THD 355 Acting III: Vocabulary and Sensibility**  
4 hours  
This course builds on the concepts introduced in Acting II, investigating more fully some of the specific acting challenges present in any performance situation. A more intensive study of the text and character is accomplished through increased scene work. Vocal and physical explorations continue as central elements in the course. Prerequisite: THD 245. (HE, R)

**THD 356 Movement Fundamentals III: Practices of Vocabulary and Intention**  
4 hours  
An advanced movement course crystallizing performance skills through the development of individual movement versatility and invention. Technique practice builds from somatic skills and contemporary dance vocabulary through both technical phrasing and improvisational scoring. This depth of integrative practice prepares the mover to refine movement vocabulary and clarify movement intention. Writing course. May be repeated twice. Prerequisite: THD 246. (HE, W)
THD 364 Directing
4 hours
A study of the theories and practices related to directing for the theatre. Coursework will include emphasis on communication principles and script analysis as well as laboratory experiences in directing. Prerequisites: THD 120 or THD 121 and THD 125 or THD 130, or consent of instructor. (HE)

THD 366 Dance Composition
4 hours
An introduction to the basic tools of dance-making, this course explores the development and crafting of movement, time, space, and design elements. Consideration of compositional methods in other art forms—theatre, music, visual art, literature—will inform the development of skills for creating dance/movement events. Students will prepare solo and group movement studies for informal performance and observe, discuss, and critique each other’s work as they learn how to see dance as well as make it. Prerequisites: THD 120 or THD 121 and THD 126 or THD 130, or consent of instructor. (HE)

THD 367 Theatre History I
4 hours
A study of major developments in the theatre—playwriting, acting, staging, architecture—from their roots through the 1850s, with reading of numerous representative plays. A study of theatre around the world from primitive rituals to classical Greek and Roman, Indian, Chinese, Japanese, and African theatre and native performance. The plays, period developments, and movements studies will provide foundation for discussion of how modern readers and audiences can have a meaningful encounter with these ancient works. No prerequisite. (HEPT, Hist, S, R, W)

THD 368 Theatre History II
4 hours
A study of the development of the modern theatre, its drama, and its stage crafts, from 1850 through the present, with reading of numerous representative plays. Two-thirds of the plays studied will be by playwrights from around the globe and the remaining third will be plays by American and British playwrights. No prerequisite. (HEPT, Hist, S, R, W)

THD 369 Dance History
4 hours
This course takes an ethnographic approach to Euro-Western, Asian and African dance forms. Conventions and figures in ballet and modern/contemporary dance are emphasized. Contextualized analysis of the art forms of dance making and doing enlivens students understanding of social, political and historical happenings. This course studies a breadth of representative artists, artworks and practices ranging from the 17th century through the present. Depth is accomplished through students’ culminating research projects. (HEPT, Hist, R, W)

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

THD 389 Directed Research
1, 2, or 4 hours
THD 395 Independent Study
1, 2, or 4 hours
THD 490 Theatre/Dance 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. Prerequisites: THD 120, 125, 130, and THD 134, or consent of instructor.

THD 491 Theatre/Dance Senior Project
2 hours
Students will complete an individualized or collaborative senior project. The project will include a written artist’s statement, process documentation, post-project reflection/critique, and will be presented publicly. Students will orally defend their project before the department following the public presentation. Double majors may petition the department to accept another department’s senior project in lieu of the theatre/dance senior project requirement. Acceptable substitutes should reflect the department’s mission and goals for student learning. Prerequisite: THD 490 and senior standing. (S, R, W)

THD 493 Senior Honors Project
4 hours
A yearlong independent research project. Applications are completed on the “Honors Program” form available at the registrar’s office, requiring the signatures of a faculty supervisor, the department head, the honors program director, and the registrar. Interdisciplinary projects require the signatures of two faculty supervisors. The project must be completed by the due date for senior projects. The completed project is evaluated by a review committee consisting of the faculty supervisor, another faculty member from the major department, and a faculty member from outside the major department. All projects must be presented publicly. Only projects awarded an “A-” or “A” qualify for “department honors” designation. The honors project fulfills the all-college senior project requirement. (S, R, W)
Women and Gender Studies

Novian Whitsitt (department head)

The Women and Gender Studies Program is an interdisciplinary academic program devoted to the critical analysis of gender and the pursuit of knowledge about women. Combining the methods and insights of traditional academic disciplines with the perspectives and insights of Women and Gender Studies scholarship, our courses explore the making and meaning of gender, including femininity and masculinity, in diverse historical, cultural, and social arrangements, past and present. Women and/or gender are a common focus in all Women and Gender Studies course offerings, but an understanding of the impact of gender on human experience requires an integrated analysis of race, class, and other factors that contribute to the diversity of our lives.

Requirements for the completion of the women and gender studies major: 10 courses in women and gender studies, plus senior project. These courses include four core courses: WGST 130, 381, 485, and a theory course that is satisfied by WGST 342, 370, or a special topics course designated to fulfill this requirement; three area courses (one from each of three areas listed below); and three electives, at least two of which must be at the 300-level or above.

Areas include Culture and Society (WGST 138, 155, 201, 202, 225, 242, 260, 290, 330, 351, and LING 143); Global Studies (WGST 337, 350, 362, 468, and approved 1-term study-abroad courses); and Literature (WGST 243, 245, 361)

Requirements for the completion of the Women and Gender studies minor: All students take WGST 130 and WGST 485 as required for introduction and capstone experiences, as well as four other courses from at least two of three designated areas. One of those four courses must number 200 or above. Relevant special topics courses may count.

Women and Gender Studies Courses

WGST 130 Introduction to Women and Gender Studies
4 hours
The course introduces theoretical and interdisciplinary approaches to the study of women and men. It examines reasons for the increasing scholarly interest in gender and encourages students to reflect on the application of gender scholarship to their other academic courses. No prerequisite. (HB, W)

WGST 138 Human Sexuality
4 hours
A study of the field of human sexuality. The origins of sex roles, myths, stereotypes, and realities of this important aspect of life will be presented. The complexity of the sociological, psychological, biological, and legal components of the sexual being will also be included. The class is open to all students on campus. Students cannot receive credit for both WGST 138 and HLTH 232. (Same as NURS 138). (HB)

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

WGST 155 The Black Family
4 hours
Examination of the development of the black family from historical, sociological and literary perspectives. Includes assessment of the effects of urban poverty on family life. Varying patterns of family life in contemporary black America will be considered. (Same as AFRS 155.) (HB, Hist, Intel)

WGST 185 First-year Seminar
4 hours
A variety of seminars for first-year students offered each January term.

WGST 186 Service Learning in Crisis Intervention
1 hour
Building on the knowledge and skills learned in SW/WGST 185 (Crisis Intervention: Interpersonal Violence), this course will provide students an opportunity to engage in a service-learning field experience and seminar. The field experience and seminar will allow students to blend their educational goals around the issues of interpersonal violence with the needs of local communities. Service-learning plans will be designed to meet the skills, abilities, and interests of the students while addressing community issues related to interpersonal violence. A minimum of 40 hours will be spent in a service-learning field placement. Under the guidance of the instructor, students will plan, prepare, implement, and evaluate their service learning. A two-hour seminar will be held every two weeks throughout the semester. (Same as SW 186) Prerequisite: WGST 185 (Crisis Intervention: Interpersonal Violence) offered only to first-year students during January term, or consent of instructor.

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

WGST 201 American Diversity
4 hours
What is diversity? The course will examine this complex question, asking students to examine American cultural stories about differences such as race, ethnicity, class and gender, how difference is experienced by people themselves, and the implications of each of these for social equality and inequality. In the
examination of social equality's promise and reality's fact, the course will pay particular attention to groups of people that have been marginalized in American society. (Same as ANTH 201.) (HBSSM, Intl)

WGST 202 Gender and Culture
4 hours
Women and men alike are defined by cultural expectations and roles which often deny their full human needs and expressions. Selective cross-cultural readings, films, and novels will be used to explore the religious, ideological and cultural forces which shape women's and men's lives within different societies.

WGST 212 Sex in the Bible
4 hours
This course will examine constructions of gender, sexuality, marriage, and family in the Bible. Students will analyze selected texts from both the Hebrew Bible and New Testament in their social, historical, political, economic, ideological, and religious contexts. Students will also learn how to apply approaches drawn from the fields of sexuality studies to the critical study of biblical texts. Prerequisite: one of REL 101, 111, or REL 112. (Same as REL 212.) (Rel, HEPT, Hist)

WGST 220 Women and Gender in the Classical World
4 hours
This course explores the constructions and representations of women and gender in ancient Greece and Rome through an examination of textual, art historical, and archaeological evidence. The course also addresses the intersections of women's and gender issues with issues of legal status, class, and ethnicity, and pays close attention to current scholarly methodologies and approaches to the subject.

WGST 225 Women in Science
4 hours
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 fields of science. An in-depth project will be undertaken by groups of students to study both the science and other aspects of the life of famous female scientists. This class will include some student-led class discussions and oral presentations. (NWNL)

WGST 242 Sociology of Gender
4 hours
Examines the gendered structure of our everyday lives: makes gendered assumptions and practices explicit; and uncovers the impact of gender in the social world. Emphasis on historical and cross cultural constructions of gender that provide alternatives to gender inequality and a basis for social change. Prerequisite: SOC 101. (Same as SOC 242.) (HBSSM)

WGST 243 Time of Stalin: Literature and Memoirs
4 hours
This course, through the medium of literature and memoirs, focuses on Russia/Soviet Union in the early years after the Bolshevik Revolution (1917) until Gorbachev's glasnot and perestroika. Students will learn about the rise of Stalin, the time of terror and purges at the height of Stalin's regime (mid 1930s), WWII, the "Thaw" after Stalin's death in 1953, and the implications Stalinism has on present-day Russia. We will seek answers to the questions of how Stalin was allowed to rise to power, retain political control, and instigate policies that caused the deaths of approximately 20 million Soviet citizens—many of whom were Bolsheviks and loyal members of the Communist Party. Literary readings include memoirs, poetry, and novels. A significant part of the course concerns the role of women in the Bolshevik Revolution and their fate under Stalinism. This course fulfills requirements of international studies, women's and gender studies, and Russian studies. The course is taught in English and readings are in English. (Same as FCUL 243.) Offered alternate years. (HEPT, Hist, Intl)

WGST 245 Literature by Women
4 hours
A study of how women writers from different historical periods use poems, stories, essays, and plays to address gender issues in the private and the public world. The course looks at how literature both presents and critiques culture and its construction of gender, as well as how it offers new visions and choices for women and men. Readings include such writers as Jane Austen, Charlotte Bronte, Virginia Woolf, Toni Morrison, Alice Walker, and Maxine Hong Kingston. Prerequisite: PAID 111. (Same as ENG 245.) (HEPT)

WGST 246 Feminist Philosophy
4 hours
Examination of feminist philosophies, including issues in epistemology, ethics, social philosophy, political philosophy, philosophy of religion and historical interpretation. Focus on the challenges which feminist theory presents to traditional philosophical assumptions in the Western tradition. Prerequisite: one course in philosophy, or two courses in women and gender studies. Offered alternate years. (Same as PHIL 260.) (HEPT)

WGST 260 African-American Literature
4 hours
A survey of African-American literature. Primary emphasis will be on literature written since 1920 when the Harlem Renaissance began. Includes authors such as Langston Hughes, Richard Wright, Zora Neale Hurston, Ralph Ellison, James Baldwin, Alice Walker, and Toni Morrison and gives attention to theories of race and culture formation. Prerequisite: PAID 111. (Same as AFRS 236, ENG 251.) (HEPT, Intl, E, W)
WGST 285 Directed Study
2, 4 hours
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.

WGST 290 Gender and Women’s History
4 hours
Faculty teaching this course will focus on the history of gender within their own period of expertise. The course will examine such gender questions as: Why and how should we study the history of gender? What do gender roles from the past tell us about our own gender experience? How do the historians of men and women as gendered persons intersect? The course will focus on these questions as they are related to the history of work, family, politics, and social behavior for the particular period and nation the instructor selects. (Same as HIST 290.) (HBSSM, Hist)

WGST 330 Gender, Health and Medicine
4 hours
This course will explore the cultural, historical, political and economic dimensions of health and medicine, paying particular attention to the way gender, race, ethnicity, and class shape health experiences. We will also examine inequalities in health care and health outcomes, especially how inequalities such as racism, poverty, and sexism can create and perpetuate poor health. Using cross-cultural examples from around the globe, we will examine such topics as: the politics of health care delivery; international health care policy and development programs; the medicalization of women’s bodies; and community based health care activism. By comparing a diversity of health experiences across cultures we can carefully examine the ways in which culture helps construct perceptions of health and effective delivery of health care. Offered alternate years. (Same as ANTH 330). (HBSSM, Hist)

WGST 337 God and Gender
4 hours
An investigation of how our understanding and experience of gender are connected to our views of God, human beings, and the natural world. The course explores the works of a variety of thinkers and pays special attention to issues raised by feminist theologians who stand both inside and outside the Christian tradition. Possible topics include: language about God, human sexuality, views of women in the Bible, the nature of biblical authority, the feminist movement, the men’s movement, images of nature in Western religious thought, and the ordination of women. Offered alternate years. Prerequisite: one of REL 101, 111, or REL 112. (Same as REL 337.) (Rel, HE, Intcl)

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

WGST 350 Gendered Activism in a Global Context
4 hours
This course will explore varied expressions of activism at the community, national, and transnational levels, asking in what ways activism can be gendered and what gendered activism actually means for the lives of men and women around the world. Our understanding of gendered activism is informed by a richly comparative perspective that deals with topics such as war, peace, poverty, and globalization, and draws from ethnographic materials that give voice to activists from diverse regions of the world. Offered alternate years. (HB, Intcl)

WGST 351 Women and Crime
4 hours
Examines women's experiences as both victims and perpetrators of crime and deviance, in the U.S. and internationally. Analyzes the history and theory of women’s criminal activities, the social construction of women’s victimization, and the impact of culture, structure, and inequality on women’s behavior. Prerequisite: SOC 101. (Same as SOC 351). (HBSSM)

WGST 361 Chaucer and Medieval Literature
4 hours
From heroes fighting monsters to Arthurian romances, medieval literature is best known for its stories of chivalry. Less well-known but equally wonderful are the comic tales of sex in trees and greedy friars dividing a fart. We will read Beowulf, narrative poems about love and adventure by Marie de France, the tale of Sir Gawain and the Green Knight, and much more, with in-depth attention to Chaucer’s Canterbury Tales. Prerequisite: junior standing. (Same as ENG 361). (HEPT)

WGST 362 Gender and Sexuality In Asian Religions
4 hours
This course will explore varied expressions of activism at the community, national, and transnational levels, asking in what ways activism can be gendered and what gendered activism actually means for the lives of men and women around the world. Our understanding of gendered activism is informed by a richly comparative perspective that deals with topics such as war, peace, poverty, and globalization, and draws from ethnographic materials that give voice to activists from diverse regions of the world. Offered alternate years. (HB, Intcl)

WGST 370 Queer Theory
4 hours
This course examines the possibilities and limitations of queer theory, beginning with its history,
antecedents, and the social context in which it emerged. Using primary texts, students will focus on new ways of thinking about identity that emphasize the openness, fluidity and performance of gender, sexuality, class and ethnicity. In the end, students will be asked to address the applicability of these theories for better understanding social identity and its consequences for individuals, groups, and society. Prerequisite: WGST 130. (HB)

**WGST 381 Internship**
2 hours
Each Women and Gender Studies major will complete a 2-credit-hour internship. Students must have had at least two WGST courses before completing an internship. Internship opportunities will be approved for Women and Gender Studies credit by the Women and Gender Studies Board. Internships will be administered through the Career Center, with each intern having a faculty advisor chosen from the WGST Board or WGST faculty. Internships will be graded A–F.

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

**WGST 468 Seminar: Gender, Globalization and Development**
4 hours
In this course we will examine the phenomena of globalization and development from a sociology of gender perspective. We will focus on the global intersections of contemporary societies and cultures, and the gendered dynamics therein. Questions we will raise include: How does globalization affect women’s and men’s lives? How is power distributed, and how does this impact development processes? What impact do gender dynamics play in the social institutions of development: economic, political, and cultural? (Same as SOC 468.) Prerequisite: SOC 101. (HBSSM, Intcl)

**WGST 485 Senior Seminar**
4 hours
An interdisciplinary seminar on women’s social action and social change as it is understood and guided by feminist theories. The conflicts and contradictions among feminisms will be discussed and critically examined in terms of implications for the future of gender relations. Students will develop projects related to course materials. Prerequisites: WGST 130. (W)

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

**WGST 493 Senior Honors Project**
4 hours
A yearlong independent research project. Applications are completed on the “Honors Program” form available at the registrar’s office, requiring the signatures of a faculty supervisor, the department head, the honors program director, and the registrar. Interdisciplinary projects require the signatures of two faculty supervisors. The project must be completed by the due date for senior projects. The completed project is evaluated by a review committee consisting of the faculty supervisor, another faculty member from the major department, and a faculty member from outside the major department. All projects must be presented publicly. Only projects awarded an “A–” or “A” qualify for “department honors” designation. The honors project fulfills the all-college senior project requirement.
<table>
<thead>
<tr>
<th>Faculty</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty listing, by department, for 2009–10</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Afrikan Studies</strong></td>
<td>Klammer, Martin, head</td>
</tr>
<tr>
<td></td>
<td>Mitsi, Richard</td>
</tr>
<tr>
<td></td>
<td>Whitstitt, Novian</td>
</tr>
<tr>
<td></td>
<td>Williams, Lawrence</td>
</tr>
<tr>
<td><strong>Art</strong></td>
<td>Dintaman, Jeff, head</td>
</tr>
<tr>
<td></td>
<td>Kamm, David</td>
</tr>
<tr>
<td></td>
<td>Lowe, George</td>
</tr>
<tr>
<td></td>
<td>Martinson, Kate</td>
</tr>
<tr>
<td></td>
<td>Merritt, Richard</td>
</tr>
<tr>
<td></td>
<td>Moore, Benjamin</td>
</tr>
<tr>
<td></td>
<td>Refsal, Harley</td>
</tr>
<tr>
<td></td>
<td>Strom, Julie</td>
</tr>
<tr>
<td><strong>Biology</strong></td>
<td>Sordahl, Tex, head</td>
</tr>
<tr>
<td></td>
<td>Baack, Eric</td>
</tr>
<tr>
<td></td>
<td>Carlson, Scott</td>
</tr>
<tr>
<td></td>
<td>Eichinger, Mark</td>
</tr>
<tr>
<td></td>
<td>Enos-Berlage, Jodi</td>
</tr>
<tr>
<td></td>
<td>Fitton, Robert</td>
</tr>
<tr>
<td></td>
<td>Kaehler, Marian</td>
</tr>
<tr>
<td></td>
<td>Kraus, Kevin</td>
</tr>
<tr>
<td></td>
<td>Larsen, Kirk</td>
</tr>
<tr>
<td></td>
<td>Lewis, Mary</td>
</tr>
<tr>
<td></td>
<td>Lynch, Elizabeth</td>
</tr>
<tr>
<td></td>
<td>Stevens, Wendy</td>
</tr>
<tr>
<td><strong>Chemistry</strong></td>
<td>Hedstrom, Jack, head</td>
</tr>
<tr>
<td></td>
<td>Chamberlain, Bradley</td>
</tr>
<tr>
<td></td>
<td>Jefferson, John</td>
</tr>
<tr>
<td></td>
<td>Mertzenich, Claude</td>
</tr>
<tr>
<td></td>
<td>Mottley, Carolyn</td>
</tr>
<tr>
<td></td>
<td>Ovans, Robyn</td>
</tr>
<tr>
<td></td>
<td>Peterson, Laura</td>
</tr>
<tr>
<td></td>
<td>Rinco, Olga</td>
</tr>
<tr>
<td></td>
<td>Schumacher, Douglas</td>
</tr>
<tr>
<td><strong>Classics</strong></td>
<td>Freeman, Philip, head</td>
</tr>
<tr>
<td></td>
<td>Bulliung, Anne</td>
</tr>
<tr>
<td></td>
<td>Nakata, Sharilyn</td>
</tr>
<tr>
<td><strong>Communication Studies</strong></td>
<td>Johns, Mark, head</td>
</tr>
<tr>
<td></td>
<td>Cantine, Jennifer</td>
</tr>
<tr>
<td></td>
<td>Lee, Sook-Young</td>
</tr>
<tr>
<td></td>
<td>Lerstrom, Alan</td>
</tr>
<tr>
<td></td>
<td>Powell, Kim</td>
</tr>
<tr>
<td></td>
<td>Sweet, Derek</td>
</tr>
<tr>
<td><strong>Computer Science</strong></td>
<td>Ranum, David, head</td>
</tr>
<tr>
<td></td>
<td>Hubbard, Steve</td>
</tr>
<tr>
<td></td>
<td>Lee, Kent</td>
</tr>
<tr>
<td><strong>Economics and Business</strong></td>
<td>Christianson, Charles, head</td>
</tr>
<tr>
<td></td>
<td>Fuhrmann, Thomas</td>
</tr>
<tr>
<td></td>
<td>Gomersall, Nicholas</td>
</tr>
<tr>
<td></td>
<td>Holland, Steven</td>
</tr>
<tr>
<td></td>
<td>Howatt, James</td>
</tr>
<tr>
<td></td>
<td>Jensen, Julie</td>
</tr>
<tr>
<td></td>
<td>Jones, Don</td>
</tr>
<tr>
<td></td>
<td>Larson, Rob</td>
</tr>
<tr>
<td></td>
<td>Leake, Richard</td>
</tr>
<tr>
<td></td>
<td>Lund, Mark</td>
</tr>
<tr>
<td></td>
<td>Mattson, Paul</td>
</tr>
<tr>
<td></td>
<td>Nelson, Ramona</td>
</tr>
<tr>
<td></td>
<td>Rabe, Craig</td>
</tr>
<tr>
<td></td>
<td>Rudolf, Uwe</td>
</tr>
<tr>
<td></td>
<td>Schweizer, Tim</td>
</tr>
<tr>
<td></td>
<td>Shilts, Wade</td>
</tr>
<tr>
<td></td>
<td>Wrightsman, Amy</td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td>Nye, Judy, head</td>
</tr>
<tr>
<td></td>
<td>Bie, Andrea</td>
</tr>
<tr>
<td></td>
<td>Bohach, Barbara</td>
</tr>
<tr>
<td></td>
<td>Bruneau, Odette</td>
</tr>
<tr>
<td></td>
<td>Darling, Dennis</td>
</tr>
<tr>
<td></td>
<td>Freerking, Russell</td>
</tr>
<tr>
<td></td>
<td>Goetz, Clark</td>
</tr>
<tr>
<td></td>
<td>Guzman, Juan Tony</td>
</tr>
<tr>
<td></td>
<td>Knick, Douglas</td>
</tr>
<tr>
<td></td>
<td>Langholz, James</td>
</tr>
<tr>
<td></td>
<td>Meade, Birgitta</td>
</tr>
<tr>
<td></td>
<td>Midthus, Michelle</td>
</tr>
<tr>
<td></td>
<td>Norland, Deborah</td>
</tr>
<tr>
<td></td>
<td>Pillbury, Jeannette</td>
</tr>
<tr>
<td></td>
<td>Preus, Nicholas</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>Muggli, Mark Z., head</td>
</tr>
<tr>
<td></td>
<td>Barry, Nancy</td>
</tr>
<tr>
<td></td>
<td>Conrad, Joy</td>
</tr>
<tr>
<td></td>
<td>Drewes, Marie</td>
</tr>
<tr>
<td></td>
<td>Faldet, David</td>
</tr>
<tr>
<td></td>
<td>Faldet, Rachel</td>
</tr>
<tr>
<td></td>
<td>Gilbertson, Carol</td>
</tr>
<tr>
<td></td>
<td>Kildegaard, Lise</td>
</tr>
<tr>
<td></td>
<td>Klammer, Martin</td>
</tr>
<tr>
<td></td>
<td>Narveson, Kate</td>
</tr>
<tr>
<td></td>
<td>Preus, Nicholas</td>
</tr>
<tr>
<td></td>
<td>Scholl, Diane</td>
</tr>
<tr>
<td></td>
<td>Scholl, Peter</td>
</tr>
<tr>
<td></td>
<td>Weldon, Amy</td>
</tr>
<tr>
<td></td>
<td>Whitstitt, Novian</td>
</tr>
<tr>
<td><strong>Heath and Physical Education</strong></td>
<td>Thompson, Joe, head, A.D.</td>
</tr>
<tr>
<td></td>
<td>Drewes-Steen, Ellen</td>
</tr>
<tr>
<td></td>
<td>Frye, Adam</td>
</tr>
<tr>
<td></td>
<td>Gallant, Marybeth</td>
</tr>
<tr>
<td></td>
<td>O’Gara, Jeff</td>
</tr>
<tr>
<td><strong>Miller, Brad</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Economics and Business</strong></td>
<td>Christianson, Charles, head</td>
</tr>
<tr>
<td></td>
<td>Fuhrmann, Thomas</td>
</tr>
<tr>
<td></td>
<td>Gomersall, Nicholas</td>
</tr>
<tr>
<td></td>
<td>Holland, Steven</td>
</tr>
<tr>
<td></td>
<td>Howatt, James</td>
</tr>
<tr>
<td></td>
<td>Jensen, Julie</td>
</tr>
<tr>
<td></td>
<td>Jones, Don</td>
</tr>
<tr>
<td></td>
<td>Larson, Rob</td>
</tr>
<tr>
<td></td>
<td>Leake, Richard</td>
</tr>
<tr>
<td></td>
<td>Lund, Mark</td>
</tr>
<tr>
<td></td>
<td>Mattson, Paul</td>
</tr>
<tr>
<td></td>
<td>Nelson, Ramona</td>
</tr>
<tr>
<td></td>
<td>Rabe, Craig</td>
</tr>
<tr>
<td></td>
<td>Rudolf, Uwe</td>
</tr>
<tr>
<td></td>
<td>Schweizer, Tim</td>
</tr>
<tr>
<td></td>
<td>Shilts, Wade</td>
</tr>
<tr>
<td></td>
<td>Wrightsman, Amy</td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td>Nye, Judy, head</td>
</tr>
<tr>
<td></td>
<td>Bie, Andrea</td>
</tr>
<tr>
<td></td>
<td>Bohach, Barbara</td>
</tr>
<tr>
<td></td>
<td>Bruneau, Odette</td>
</tr>
<tr>
<td></td>
<td>Darling, Dennis</td>
</tr>
<tr>
<td></td>
<td>Freerking, Russell</td>
</tr>
<tr>
<td></td>
<td>Goetz, Clark</td>
</tr>
<tr>
<td></td>
<td>Guzman, Juan Tony</td>
</tr>
<tr>
<td></td>
<td>Knick, Douglas</td>
</tr>
<tr>
<td></td>
<td>Langholz, James</td>
</tr>
<tr>
<td></td>
<td>Meade, Birgitta</td>
</tr>
<tr>
<td></td>
<td>Midthus, Michelle</td>
</tr>
<tr>
<td></td>
<td>Norland, Deborah</td>
</tr>
<tr>
<td></td>
<td>Pillbury, Jeannette</td>
</tr>
<tr>
<td></td>
<td>Preus, Nicholas</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>Muggli, Mark Z., head</td>
</tr>
<tr>
<td></td>
<td>Barry, Nancy</td>
</tr>
<tr>
<td></td>
<td>Conrad, Joy</td>
</tr>
<tr>
<td></td>
<td>Drewes, Marie</td>
</tr>
<tr>
<td></td>
<td>Faldet, David</td>
</tr>
<tr>
<td></td>
<td>Faldet, Rachel</td>
</tr>
<tr>
<td></td>
<td>Gilbertson, Carol</td>
</tr>
<tr>
<td></td>
<td>Kildegaard, Lise</td>
</tr>
<tr>
<td></td>
<td>Klammer, Martin</td>
</tr>
<tr>
<td></td>
<td>Narveson, Kate</td>
</tr>
<tr>
<td></td>
<td>Preus, Nicholas</td>
</tr>
<tr>
<td></td>
<td>Scholl, Diane</td>
</tr>
<tr>
<td></td>
<td>Scholl, Peter</td>
</tr>
<tr>
<td></td>
<td>Weldon, Amy</td>
</tr>
<tr>
<td></td>
<td>Whitstitt, Novian</td>
</tr>
<tr>
<td><strong>Heath and Physical Education</strong></td>
<td>Thompson, Joe, head, A.D.</td>
</tr>
<tr>
<td></td>
<td>Drewes-Steen, Ellen</td>
</tr>
<tr>
<td></td>
<td>Frye, Adam</td>
</tr>
<tr>
<td></td>
<td>Gallant, Marybeth</td>
</tr>
<tr>
<td></td>
<td>O’Gara, Jeff</td>
</tr>
</tbody>
</table>
Solberg, Brian
Wettach, Jeff
Wright, Jacquelyn

History
Tebbenhoff, Edward, head
Caton, Brian
Christman, Robert
Christman, Victoria
Mitis, Richard
Narher, Gregg
Needham, Joseph
Slind, Marvin
Wilkie, Jacqueline
Williams, Lawrence

Library
Kemp, Jane, head
Beckendorf, Andrea
Goodin, John
Moeller, Lindy
Streece, Germano
Sullivan, Rebecca

Mathematics
Bernatz, Richard, head
Becker, Joyce
Berger, Ruth
Hubbard, Steve
Laursen, Reginald
Mitchell, David
Saraviphan, Paul
Tack, Dennis
Wangness, Cheryl
Westlund, Eric
Will, Walter

Modern Languages and Literatures
Chinese
Yu, Hongmei

French
Caldwell, Ruth
Feat, Anne-Marine
Gardes, Yves
Wharton, Marjorie

German
Kath, Ruth
Steding, Elizabeth
Steding, Soren

Linguistics
Zaring, Laurie

Scandinavian Studies
Refsal, Harley
Stokker, Kathleen

Russian Studies
Iudin-Nelson, Laurie, head

Spanish
Alonso-Estenoz, Alfredo
Gates-Madsen, Nancy
Gibbs, Virginia
Hernandez-Ede, Luz Maria
Tejada, Rita
Thompson, David
VanderMolen, Yertty

Music
Peter, Timothy, head
Andereck, Edwin
Armstrong, Heather
Arnold, Craig
Ashcraft, Eric
Baldwin, Daniel
Benjamin, Ann
Bourcier, Tom
Britton, Jason
Brumbelow, Rosemary
Chesher, Michael
Engelsdorfer, Amy
Erdahl, Rolf
Ernst, Susanne
Fulks, Jubal
Geyar, Michael
Griesheimer, James
Guzman, Juan Tony
Harville, Grant
Hester, Carol
Hindson, Harry
Hu, Xiao
Huang, Du
James, Helen
Joyce, Brooke
Judisch, David
Kanakis, Karen
Kenning, Kristin
Kim, Christine
Kominami, Miko
Krawitz, Justin
Kutz, Eric
Lasseter, Jacob
Lingen, Peter
Martin, Linda
Martin, Spencer
Moss, Gary
Nyline, Frederick
Paul, Jessica
Peter, Sandra
Peterson, Gregory
Ray Westlund, Beth
Reed-Maxfield, Kathy
Shafer, Rebecca
Shuford, Gabriel
Smith, Michael
Strauss, John
Strauss, Virginia
Strove, Jonathon
Tirk, Richard
Varley, Lauren
Ware, Rachel
Wharton, Marjorie
Whitfield, Andrew
Williams, Susan
Whitfield, Andrew
Williams, Susan
Nursing
Juje, Sheryl, head
Carlson, Corine
Edrington, Janna
Faldet, Jody
Geyer, Patricia
Heine, David
Hellyer, Nathan
Kubesh, Donna
Leake, Penny
Nelson, Jayme
Overvold-Ronningen, Mary
Puppe, Jacqueline
Rowe Neal, April
Welch, Mary Ann

Paideia I
Kamal-Eldin, Tania

Philosophy
Bailey, Storm, head
Jensen, Jon
Jesson, Greg
Kortebein, Joshua
Rue, Loyal
Simpson, Matthew

Physics
Wilkerson, Jeffrey, head
Baraal, Dennis
Flater, Erin
Pedlar, Todd
Perez, James

Political Science
Gardner, Paul, head
Bowman, Rebecca
Engelhardt, Michael
Moeller, John
Rhodes, James
Stonerook, Jason

Psychology
Halverson, Richard, head
Bishop, David
Breitenstein, Joseph
Gould, Kristy
Njus, David
Toussaint, Loren
Travers, Stephanie

Religion
Shedinger, Robert, head
Blanton, Thomas
Burke, Sean
Deifelt, Wanda
Green, Todd
Hurley, Scott
Kopf, Geron
Levine, Ely
Martin-Schramm, James
Metzger, James
Nave, Guy
Rue, Loyal
Sparkes, Terry

Sociology/Anthropology/Social Work
Betts, Colin, head
Green, Jennifer
Johnson, Brett
Kleva, Harvey
Kunkel, Charlotte
Landsman, Chad
Meyette, Ginger
Mosher, Craig
Pickard, Lea
Rhodes, Britt
Stanley, Lori
White, Doug
Wolser, Jon

Theatre/Dance
Dintaman, Jeff, head
Hamp, Amanda
Hawley, Jane
Lantz, Lisa
Larson, Robert

Suomala, Karla
Swanson, Kristin
Admission

General Admission

Luther College invites men and women with promise of success in college to apply for admission regardless of race, creed, handicap, color, national origin, age, sex, or sexual orientation. Students may enroll at Luther beginning with the fall, January, or spring term. Those who enroll at mid-year are encouraged to begin with the January term. Applications should be received well in advance of the appropriate term.

In order to be considered for admission, the applicant should be within two semesters of graduation from an accredited high school and should complete the following college preparatory coursework: four years of English, which may include one year of speech, communications, or journalism; three years of mathematics; three years of social science; two years of natural science, including one year of laboratory science; and two years of foreign language study are recommended. Applicants who do not meet these standards will be considered for admission if they submit above-average ACT or SAT scores.

A completed application consists of:

1. The application for admission form completed by the applicant.
2. The $25 application fee.
3. Official high school transcript.
4. Scores from the American College Testing Program (ACT) or the College Board’s Scholastic Aptitude Test (SAT).
5. A reference form completed by the applicant’s guidance counselor or teacher.
6. Official academic transcripts from all colleges attended (transfer students).

When all materials are on file in the admissions office, the application will be considered by the admissions committee of the faculty and the applicants will be notified. If offered admission, the student must submit a $250 non-refundable enrollment deposit.

Early Admission

Early admission is reserved for superior students whose intellectual, social, and emotional maturity indicate they are ready for college at the end of their junior year of high school. Students applying for early admission must also take the ACT or SAT.

Homeschooled Students

Students who have been homeschooled at any point during their high school years should pay special attention to the following guidelines.
Each homeschooled student must complete: (1) the application for admission, including the personal statement; (2) the homeschooled student information form; (3) a reference form letter from a tutor or teacher who can comment on the applicant's ability to be successful academically in college; and (4) scores from either the ACT or SAT exam. Official transcripts are also required for all coursework completed at other accredited institutions, such as community colleges or universities.

Each homeschool applicant must also provide a transcript, or other documentation in lieu of the transcript, as noted below.

If the homeschooled applicant has completed high school under the auspices of a diploma-granting organization, the applicant must provide to Luther College an official transcript from the diploma-granting organization.

If the homeschooled applicant has completed the high school experience independent of any diploma-granting organization, Luther College requires evidence of the applicant's preparation for college. The applicant must provide at least two items from the following list: (1) a homeschool transcript listing all courses, including English, mathematics, science, social science, and foreign language courses, (2) a detailed portfolio of work completed in high school to demonstrate preparation for college-level work, (3) a bibliography of the major books read, along with a brief essay on one of the selected works, (4) an additional reference letter completed by an educator assessing the applicant's academic preparation, (5) scores from any AP exams, which are administered independently of schools, and/or (6) GED test results.

**Transfer Students**

College work done at other accredited institutions may be applied toward a degree at Luther. Students who transfer from other colleges are required to follow the regular admission procedure and to submit an official transcript from each college attended as well as a final high school transcript. If applicable, an athletic release form, music release form, and/or GED final record may also be required. Full credit (in semester hours) is given for college work from an accredited institution, provided the grades are C or better and are in fields of study offered at Luther College. A preliminary evaluation of credits will be done upon acceptance; a final evaluation will be completed upon enrollment.

Under the same provisions, up to 64 semester hours of work done in recognized community/junior colleges will be accepted for advanced standing.

The grades earned at other institutions are entered on the student's record. Transferred credits and grade points are not included in the computation of the grade point average at Luther. The credit for such work is provisional, subject to satisfactory completion of the student's first semester at Luther College. (See the section on academic progress and probation.)

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.

**Baccalaureate Completion for Registered Nurses**

Luther College is a member of the Iowa Articulation Plan for Nursing Education. Registered nurses may be admitted to a Baccalaureate Completion Program at Luther College and may earn credit and advanced placement by selecting one of the four options described in the Iowa articulation plan. The options are described below:

Option 1. Direct transfer of credit for associate degree and diploma graduates of validated Iowa schools.

Option 2. Standardized Regents College Examination (ACT/PEP) for associate degree and diploma graduates from any state. The exams are: #457 Maternal Child Nursing, #503 Psychiatric/Mental Health Nursing, and #554 Adult Nursing.
Option 3. Escrow/validation of credit for associate degree and diploma graduates from any state.

Please contact the nursing department for specific information on the three options.

Part-Time Students

A student enrolled for one to 11 semester hours who has not been formally admitted to Luther College is considered to be a part-time student and will be billed for each hour of credit registered. (See part-time fees under Costs and Financial Policies; registration procedures under Part-Time Students).

Any student seeking a degree from or finishing a major at Luther College may apply for admission at any time but must apply when total semester hours reach 64. Admission requirements can be found under the Admission Information section of the catalog. Upon acceptance for admission, all previous college coursework will be evaluated by the registrar with respect to general requirements and by the appropriate department head for major requirements. The student may continue to take courses on a part-time basis, and will be allowed to register on the official registration days scheduled on the college calendar, along with all degree-seeking students, provided the enrollment deposit has been paid. In this case, priority will be given to academic classification (seniors receiving top priority) rather than full- or part-time status. Part-time, degree-seeking students who need financial assistance should contact the financial aid office well in advance of registration.

Admission with Credit

Students may earn college-level credit through a variety of programs while still in high school: AP (Advanced Placement), CLEP (College-Level Examination Program), IB (International Baccalaureate), A-Levels (Advanced Level Examinations), and post-secondary enrollment options. The specific programs are described below. The applicant should meet the recommended preparatory coursework described under “Requirements for Admission.” Credits earned in such programs may fulfill Luther College distribution requirements, by approval of the registrar, and may fulfill requirements for a major, subject to approval of the appropriate department. Students transferring in credits in this manner should still plan to take Paideia 111 and 112 (a two-semester integrated course in English and history required of all first-year students). Petitions for exceptions to any of the following prescribed guidelines should be directed to the faculty committee on Admissions, Financial Assistance, and Academic Progress.

Post-Secondary Enrollment Options Act

Credits earned at an accredited post-secondary institution may be considered for transfer and may be applied toward a degree at Luther. Full credit is given for college work provided the grades are C or better and are in fields of study offered at Luther College.

Advanced Placement

Luther College participates in the Advanced Placement Program of the College Entrance Examination Board. Through enrollment in special courses in a participating high school, a qualified high school senior or junior may take achievement examinations in one or more academic subjects at the college level. Scores of 4 or 5 are accepted for credit. Four semester hours of credit are awarded for each exam.

CLEP

A student may also obtain credit through the College-Level Examination Program (CLEP) Subject Examinations based on a review by the appropriate academic department. Luther College does not accept credit based on the CLEP General Examination. The subject examinations provide a method by which Luther can evaluate education gained outside the formal class structure and grant college credit for satisfactory work as demonstrated in test performance. Normally, four semester hours of credit may be earned for each CLEP Subject Examination computer-based test with a score of 60 or higher. The examinations
must be taken before the beginning of the sophomore year in college and before beginning a college course in the discipline of the test.

**International Baccalaureate**

Luther College will grant up to four semester hours of credit for scores of 4 or above on the Higher Level examinations of the International Baccalaureate Program. Exams taken at the subsidiary level will not be considered for credit.

**A-Levels**

International students who successfully complete Advanced Level Examinations (such as the GCE Oxford or Cambridge exam) should submit these credits for evaluation and acceptability for transfer. A maximum of 32 semester hours of credit will be allowed for A-Levels. Normally, each subject exam with a D or higher will receive 8 semester hours of credit. Students with A-Levels should plan to take Paideia I, the integrated course in English and history required of all first-year students, unless A-Levels are presented in both English and history.
Costs and Financial Policies

No student pays the entire cost of an education at Luther College. Endowment funds, gifts from individuals, corporations and foundations, and annual contributions from the Evangelical Lutheran Church in America provide the additional income for instructional and operating costs.

Every attempt has been made by the college to include the essential fees in one comprehensive fee, which consists of tuition, room and board. The tuition charge, in addition to coursework and instruction, includes: subscription to student publications, admission to college supported athletic and forensic events, some concerts, lectures, and a health service program, as well as many other college services listed in the catalog. Additional fees that may be applicable are indicated in the table of fees which follows.

Student receivable is defined as the account where your charges and credits (financial aid, payments) are recorded. Your statement of account lists your student receivable transactions in detail, as well as providing a summary of your monthly payment plan and work credit plan payments, if applicable.

Table of 2010–11 Fees

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee¹</td>
<td>$25.00</td>
</tr>
<tr>
<td>Admission Deposit¹</td>
<td>250.00</td>
</tr>
<tr>
<td>Continuing Enrollment Deposit—Returning Full-time Students¹</td>
<td>300.00</td>
</tr>
<tr>
<td>Continuing Enrollment Deposit—Returning Part-time Students¹</td>
<td>75.00</td>
</tr>
<tr>
<td>Comprehensive Fee¹ (tuition $33,330; room $2,680; board 2,920)</td>
<td></td>
</tr>
<tr>
<td>Commuter¹ (tuition only)</td>
<td>33,330.00</td>
</tr>
<tr>
<td>Quad/Triple Room¹</td>
<td>2,680.00</td>
</tr>
<tr>
<td>Double Room¹</td>
<td>2,890.00</td>
</tr>
<tr>
<td>Single Room¹</td>
<td>3,720.00</td>
</tr>
<tr>
<td>Baker Village—4 bedroom¹</td>
<td>3,450.00</td>
</tr>
<tr>
<td>Baker Village—6 bedroom¹</td>
<td>4,030.00</td>
</tr>
<tr>
<td>Prairie House—Double/Sustainability¹</td>
<td>3,450.00</td>
</tr>
<tr>
<td>Prairie House—Single¹</td>
<td>4,030.00</td>
</tr>
<tr>
<td>Norby House—Triple¹</td>
<td>2,970.00</td>
</tr>
<tr>
<td>Norby House—Double¹</td>
<td>3,170.00</td>
</tr>
<tr>
<td>Norby House—Single¹</td>
<td>3,880.00</td>
</tr>
</tbody>
</table>
### Costs and Financial Policies

#### Apartment with kitchen
- Cost: 3,450.00

#### Apartment without kitchen
- Cost: 2,680.00

#### Technology Fee
- Cost: 150.00

#### Cocurricular Activities Fee (optional)
- Cost: 185.00

#### Rochester Year Fee, Nursing (junior year only)
- Cost: 450.00

#### Extra Hours Fee
- Cost: 595.00/hour

#### Part-Time Fees (11 semester hours or less)
- Regular (for degree seeking students)
  - Cost: 1,190.00/hour

- Reduced rate (on space available basis only) for:
  - Decorah area residents not seeking a degree (limited to one course per term)
    - Cost: 595.00/hour
  - Graduates (baccalaureate degree or higher)
    - Cost: 595.00/hour
  - Audit fee (per course; limited to one course per term)
    - Cost: 100.00

#### Music Lesson Fees (per semester)
- Private Lesson, 1/2 hour per week
  - Cost: 350.00
- Group Lessons
  - Cost: 150.00

#### Special Examination Fee
- Cost: 50.00

#### Late Payment Fee
- Cost: 50.00

#### Transcript of Academic Record
- Cost: 4.00

#### Special Arrangement Fee, per program
- Cost: 300.00

#### Health Insurance
- Cost: 490.00

#### Parking Permit Fee
- Cost: 100.00

---

### Explanation of Fees

1. **Application Fee**—required for application to Luther College; fee is waived for individuals who apply online.

2. **Admission Deposit**—a non-refundable enrollment deposit required of accepted applicants. The deposit will be held as the student deposit and used to pay for damage to college property or for any unpaid fees. At the end of the school year, returning students will receive credit on their student receivable for any unused student deposit balance. This credit will be applied toward the costs of the following year. Graduates and other non-returning students will be refunded the unused student deposit balance by check during the month of June.

3. **Continuing Enrollment Deposit**—required by April 1, from all full- or part-time, degree-seeking students intending to return for the fall semester. This deposit is not refundable after July 1. A request for a refund must be made in writing to the student life office before July 1. Students participating in off-campus Luther programs may be asked to pay an additional deposit specific to the program. The continuing enrollment deposit will be held as the student deposit and used to pay for damage to college property or for any unpaid fees. At the end of the school year, returning students will receive credit on their student receivable for any unused student deposit balance. This credit will be applied toward the costs of the following year. Graduates...
and other non-returning students will be refunded the unused student deposit balance by check during the month of June.

Comprehensive Fee—students are billed for one-half of the comprehensive fee prior to the beginning of first semester and one-half prior to the beginning of second semester. January Term is a tuition, room, and board free term. There is no charge for January Term tuition as long as a student is a full-time, degree-seeking student paying the full-time tuition charge either fall semester or spring semester. There is no charge for January Term room as long as the student lives in the residence hall for the entire fall or spring semester. There is no charge for January Term board as long as the student participates in a full board plan for the entire fall or spring semester.

Commuters—students not living in residence halls, Baker Village, Prairie Houses, Sustainability Houses, or Norby House. Commuters are charged tuition. Partial board plans are available for an additional charge.

Board is required—students living in these residence halls are charged tuition, room and board.

No board is required—students living in these residence halls are charged only tuition and room. Partial board plans are available for an additional charge.

Technology Fee—The technology fee provides and enhances access to a wide variety of technologies supporting curricular and residential life for all Luther students. Access to Internet bandwidth, web-based resources, academic computing labs and software, multimedia equipment, and services to support these technologies are all supported through this fee. All students enrolled in 6 or more credit hours will be charged the technology fee, except for itinerant students and high school students enrolled under the postsecondary options act.

Cocurricular Activities Fee (CAF)—charged to all full-time students, including those registered for off-campus programs. Payment of this fee entitles students to free or reduced admission to events sponsored by the Student Activities Council and by the Campus Programming Office. The Pioneer yearbook is free to students paying for a full-year CAF. Students not wishing to participate in this program must complete a CAF decline form (available on the OFS website) and return it to the office for financial services by August 10 in order to have this fee canceled.

Extra Hours Fee—An extra credit-hours fee is charged for each hour in excess of 36 credit hours. Extra credit hours are determined based on the total number of credit hours a student has registered for in the academic year which includes the fall, January, and spring terms. Credit hours for courses dropped without record are excluded from this calculation. (Note: The last day to drop a course without record differs depending on whether the course is a semester-long, J-term, or seven week course.) Also excluded from the extra-hours calculation are credit hours for private music lessons, class music lessons, vocal coaching, first-year honors (1 cr hr courses), Physical Education 100 (Wellness), and the first Physical Education 110 skills course. The extra credit-hours calculation does, however, include courses that receive a withdrawal (“W”), incomplete (“I”), or credit/no credit (“CR/NC”) grade, with the exception of senior projects. Senior projects are included in the extra credit-hour calculation only if that course receives an A-F, incomplete (“I”), or credit/no credit (“CR/NC”) grade.

Music Lessons—a maximum of seven music lesson fees (one per semester) will be canceled for sophomores, juniors, and seniors who are classified by the music department as full-time majors (this maximum will be reduced by the number of music lesson scholarships awarded during the freshman year). For students majoring in elementary education with an academic endorsement in music, a maximum of four music lesson fees (one per semester) will be canceled. This fee cancellation policy does not apply to piano or voice labs (music 115, 116, 117).

Late Payment Fee—charged to students who have not settled their first semester student receivable by August 10 and second semester receivable by January 10.

Special Arrangement Fee—charged to students participating in off-campus programs not conducted by Luther College. The fee is $300.00 per academic program (semester-or yearlong).
14 Special Course Fee—a limited number of courses charge an additional fee. For specific courses and amounts see the schedule of course offerings published for each term.

15 Health Insurance—see the Health services website (http://www.luther.edu/student-life/health-service/) for more information about the health insurance requirement.

The college reserves the right to increase with due notice its student charges should economic conditions necessitate an additional charge. The college also reserves the right to withhold transcript of record, certification of graduation, and/or certification of credits until all college obligations have been fully settled.

Payments

The college expects students to accept the responsibility for making the necessary arrangements to have their bills paid on a timely basis. Consequently, communications concerning outstanding balances are sent to students, not to parents.

Admission Deposit and Continuing Enrollment Deposit. The college must engage its faculty and assign residence hall space in advance of each semester in accordance with the number of students who have signified their intent to enroll. Therefore, a deposit is required and is non-refundable after certain designated dates.

Semester Fees. Prior to the start of each semester a statement of account showing basic charges and credits designated by the financial aid office is sent to the student from the office for financial services. This statement will be mailed early enough for plans to be made for the school year. Students may select from the following methods for handling the balance on their accounts:

1. Annual Payments—due August 10 as billed.
2. Semester Payments—due August 10 and January 10 as billed.
3. Luther College Monthly Payment Plan—a method of paying the comprehensive fee with no interest charges in eight monthly payments. Applications are available on our website at http://financialservices.luther.edu.
4. Work Credit Plan—a plan which gives you an advance credit of your estimated work study earnings toward your student receivable. Applications are available on our website at http://financialservices.luther.edu.
5. Private Loans—contact the financial aid office for options.

Student Banking and NordiCash

For safekeeping, students may leave their cash in the office for financial services and withdraw it as needed. There is no charge for this service. Also, an automatic teller machine (ATM) in the Centennial Union provides access to the regional banking network, SHAZAM, and to the national banking networks, Cirrus, Plus, American Express, VISA, Discover, Decorah Bank and Trust, MasterCard, Maestro, and Quest. Students are encouraged to keep accounts at their local bank and to use this ATM for their banking needs.

NordiCash is a declining cash balance account that allows students to use their college I.D. as a debit card. By pre-depositing money in their account, students may make “cashless” purchases at several campus locations. Accounts may be opened in the office for financial services. There is no charge for this service. See the dining services website for more information (http://www.luther.edu/student-life/housing-dining/dining/).
Refunds

Tuition adjustments for students who reduce the number of enrolled credits, but still remain enrolled at Luther:

If a change in enrollment is made on or before the last day to add/change registration, the calculated tuition charge will be based on the actual enrollment on the last day to add/change registration.

If a class is dropped after the last day to add/change registration but the student remains enrolled in other classes, no adjustments will be made to the tuition charge.

Refunds for students who withdraw from all courses:

When a student withdraws from all classes during the first 60 percent of the semester, the comprehensive fee charged to that student and the financial assistance given to that student will be adjusted proportionately according to the percentage of the semester completed. This adjustment will be made to the actual tuition, room, and board charges assessed for the semester minus a $100 administrative fee. Students withdrawing on the first day of the semester will receive a full refund for that semester.

The college’s policy for calculating this reduction in costs and financial aid is consistent with the requirements of the federal government’s regulations. Refunds of charges and of financial aid programs will be calculated through the following dates. There will be no adjustment to comprehensive fee or financial aid if withdrawal occurs after these dates.

Fall Semester—November 2, 2010
Spring Semester—April 9, 2011

Withdrawal forms for official notification of withdrawal from the college are available in the student life office. If the student is unable to complete the official withdrawal process, it is important that they notify the student life office of their intent to withdraw.

Students are required to complete two January terms while enrolled at Luther. Students who enroll for the fall semester or the year but who elect to omit the January Term are not entitled to a refund of room, board, or tuition charges for the January Term.

A student who marries during the academic year is not exempted from the original housing agreement. The above refund schedule will apply for the semester unless arrangements for temporary housing were made with the residence life office prior to the beginning of the semester.

A student who withdraws from a private music lesson after the semester begins will be billed at the rate of $30.00 for each week registered as per departmental policy. After a designated time the full fee for the semester will apply. No refund in fees will be made for absences from private lessons, except on account of illness of more than two weeks’ duration.

If the college requests a student to withdraw because of unsatisfactory academic progress or infraction of college regulations, the student receives refunds as determined by the administration.

For more information on the refund policy, contact the financial aid office.

Insurance

The college does not carry insurance on personal property of faculty members, students, or staff and is not responsible for the loss or damage of such property.
Financial Assistance

An education at Luther College represents an intellectual and financial investment for both the Luther student and his or her family. Luther, as a college committed to Christian liberal arts education, recognizes a responsibility to provide students not only with a quality intellectual environment, but also with financial assistance when needed.

Luther believes that persons qualifying for admission should not be denied the privilege of attending this college because of limited financial resources. The college has, therefore, developed a program of financial planning and assistance to help students meet the cost of their education.

Who Qualifies for Financial Assistance?

Luther offers assistance primarily to degree seeking students of academic promise who demonstrate need. Students who have completed their degree and come to Luther for additional course work will not qualify for any grant assistance. These students who require assistance with their costs should contact the Financial Aid Office to determine if they have eligibility for one of the loan programs.

The college expects that all Luther students and their families will pay their fair share of college costs as determined by an independent and objective evaluation. The amount of assistance a student needs is determined with the help of the Free Application for Federal Student Aid (FAFSA). This analysis estimates the amount a student’s family can provide for college expenses, taking into account such family financial factors as current income, assets, number of dependents, other educational expenses, debts, and special considerations.

How is Financial Assistance Determined and Awarded?

After a careful study of the information on the financial assistance application, the student’s academic record, test scores, and recommendations, the Financial Aid Office determines the amount and kind of aid available to each applicant.

All financial assistance is awarded to students under guidelines established by the faculty committee on Admissions, Advising, and Academic Progress, and in compliance with established federal and state regulations.

Kinds of Assistance

A student applying for assistance from Luther applies in general rather than for specific scholarships or grants; it is not necessary, therefore, for an applicant to apply for a specific kind of assistance from Luther. The various forms of assistance available are listed here for information only.
Financial Assistance

There are also forms of assistance which are not administered by Luther College. Students may refer to the Financial Assistance section of the Luther College website, www.luther.edu, for details on the kinds of assistance available.

Luther’s financial assistance program includes scholarships, grants, loans, and part-time work on campus. Scholarships and grants are gift assistance and do not require repayment. Loans require repayment once the student is no longer attending college. Campus work wages may be credited to the student’s account through the Work Credit Plan.

Twelve credits constitutes a full-time load for federal and state assistance.

Scholarships

Luther Merit Scholarships. These scholarships, funded by Luther College, are awarded to selected National Merit Scholars who have indicated Luther as their choice of college.

Honor Scholarships. In order to recognize outstanding academic achievement in high school, the college awards two honor scholarships: the Regent Scholarships and Presidential Scholarships. These scholarships are renewable for the four consecutive years a student is enrolled full-time at Luther and may be applied to tuition only. The scholarships are renewed based on a 3.25 cumulative grade point average (GPA) for the Regent Scholarship, and a 3.00 cumulative GPA for the Presidential Scholarships. The college also recognizes selected non-Regent or Presidential scholars with an Academic Achievement Award. Renewal of this award requires a 2.50 cumulative GPA. Cumulative grade point averages are reviewed at the end of each academic year. Scholarship selection is made by a faculty committee and the scholarship is awarded at the time of admission to the college. Initial selection and annual renewal are based solely on academic performance. However, if a scholarship winner is also a recipient of a need-based financial assistance award, the scholarship will become a part of the financial assistance package. Transfer students are eligible for consideration based on their high school and college records.

EPIC (Education Partners in Covenant). A cooperative venture between congregations of the Evangelical Lutheran Church in America and their colleges, EPIC is a voluntary program for the congregations of the ELCA. A covenant is formed in one of two ways: if the congregation is a member of the ELCA in Iowa, then an enrollment card is filed with the respective synod office; all other congregations, in Iowa and other states, file their enrollment forms directly with Luther College. Luther College will match congregational gifts to students up to $750. The congregations must notify Luther by August 1 of their intent to participate in the program to receive the college match.

State Scholarships. The following states have state scholarship programs which can be used at Luther: Georgia, Iowa, Massachusetts, Michigan, Pennsylvania, Rhode Island, and Vermont. Residents of these states should contact high school counselors or state agencies for information on these programs.

Scholarships and awards for Luther students. A number of scholarships and awards for students have been made available by special gifts in direct support of Luther’s program of financial assistance. A completed application for admission and a filed FAFSA are the necessary documents for scholarship consideration.

Grants

Luther Grants are granted to students demonstrating financial need. These funds are provided by the college and are underwritten by gifts from Luther alumni to help ensure that current students receive the same kind of financial support and positive educational experience as the alumni. Awards vary and are based on ability, need, and fund availability. Recipients must be enrolled full-time (12 hours) at Luther College and be in good academic standing.

Federal Pell Grants provide assistance to the most needy college students. Recipients must be U.S. citizens, or eligible non-citizens, and be in good academic standing at Luther. Grants range from $555 to $5,550 per year. Renewal is based on continued eligibility as determined by a federal eligibility formula and maintenance of satisfactory academic standing.
Supplemental Educational Opportunity Grant provides assistance to needy college students. Recipients must be U.S. citizens, or eligible non-citizens, enrolled at least half-time (6 hours) per semester at Luther and in good academic standing. Grants range from $100 to $2,000 per year. Renewal is based on continued eligibility as determined by a federal eligibility formula and maintenance of satisfactory academic standing.

Iowa Tuition Grants are available to residents of Iowa attending Luther who qualify on the basis of financial need. These grants are designed to help equalize the tuition difference between public and private schools in Iowa. Recipients receive up to $4,000 each year for a maximum of eight semesters. Students must be enrolled in good academic standing, full-time (12 hours per semester) for a full grant or part-time (3 hours per semester) for a partial grant. Renewal is based on satisfactory academic performance and continued financial need, as determined by the Iowa College Aid Commission.

Loans

Carl D. Perkins Loans are available to U.S. citizens and eligible non-citizens. Funding for this loan is provided by both the federal government and Luther with the college acting as the lender. Perkins funds are limited and therefore reserved for students with high financial need. The amounts vary, but cannot exceed $4,000 per year for undergraduate study. These loans are interest free until repayment begins six months after the borrower ceases to be enrolled. The interest rate during repayment is 5% per year. The minimum repayment is $40 a month plus interest, and the student has 10 years to repay. No deferments will be made for academic leaves. Recipients must demonstrate need, be enrolled full-time, and be in good academic standing. Application must be made each year by completing a FAFSA and indicating that a copy be sent to Luther College.

Subsidized Ford Federal Direct Loan Program is available to U.S. citizens or eligible non-citizens. These loans are based on need and eligibility as determined by analysis of the FAFSA. The interest rate is variable and set on an annual basis. Interest does not accrue while the student is enrolled at least half-time (6 hours) at Luther.

Unsubsidized Ford Federal Direct Student Loans have exactly the same terms and interest rate as the subsidized Ford Federal Direct Student Loans except the interest accrues while the student is in college. The student may defer the interest payments while in school; however, the interest will accrue during the deferment period and will be capitalized at graduation.

The student may borrow during the same year under both the subsidized and unsubsidized Ford Federal Direct Student Loan program; however, the total borrowed may not be more than the annual grade level limit-freshman $5,500, sophomore $6,500, junior and senior $7,500.

Campus Work

Each year Luther College offers work opportunities to students who need financial assistance. Part-time work provided by the college is considered to be financial assistance, just as scholarships, loans, and grants.

Federal College Work-Study Program. The federal government supplies funds on a matching basis with the college to provide some part-time work opportunities. Students from low income families are given priority for participation in this program. Eligibility is based on the analysis of financial need as determined by the FAFSA.

Luther College Work-Study Program. Luther offers work-study opportunities to students who do not qualify for need-based work on a funds available basis.

Academic-Administrative Assistantship (AAA). Luther College sponsors student assistantships for college juniors and seniors who are eligible for work-study assistance. The assistantships are under the supervision of faculty or senior administrators and encourage research and/or the acquisition of professional skills in the student’s major field of study. Eligibility is based on the analysis of academic abilities.
Other Sources of Assistance

Students are urged to investigate the possibility of scholarships, grants, and loans that might be available to them in their own communities or states. It could be worthwhile to consult churches, the company or business employing parents, high schools, service clubs, and fraternal organizations for information on scholarships, grants, and loans available to those students meeting their requirements. Luther College provides access to four free scholarship search programs through the Financial Assistance section of our website.

How and When to Apply for Assistance

New Students

Students entering Luther as freshmen or transferring to Luther from other colleges who wish to apply for financial assistance must:

Apply for admission to Luther College. A student’s application for admission must be complete and he or she must be accepted by the Admissions Committee of the Luther faculty before any financial assistance notification is made.

Submit the Free Application for Federal Student Aid (FAFSA) to the appropriate agency listed on the form as soon as possible after January 1 each year. Priority consideration is given to those applications mailed on or before March 1. Luther will still accept applications made after March 1, although late applicants may find fewer assistance options available. The sooner this form is filed, the better the possibilities for a student to receive financial assistance.

Returning Students

Returning students are required to complete and submit a Supplemental Application each year for continuance of financial assistance.

Policies Governing Continuance of Assistance

Financial assistance for all degree candidates is limited to 10 semesters of full-time course work. Federally funded programs define a full-time course load as 12 credit hours per semester.

Assignments of financial assistance are normally reviewed at the end of each year by the the Financial Aid Office. However, the financial assistance packages of those students who fail to achieve satisfactory academic progress are reviewed at the end of each semester by the faculty Committee on Academic Progress. Satisfactory academic progress must be maintained by the student according to the policy established by the Luther College faculty. Students failing to do so can have their financial assistance reduced or canceled. See the Consumer Information section of the financial aid website to review the entire Satisfactory Academic Progress Policy for Financial Aid.

Scholarships, grants, and loans assigned for a specific year are payable in two equal installments, one for each semester.

Employment may be terminated at any time the student fails to perform satisfactorily the work assigned.
Life at Luther
Student Life

Luther College is a community of faith and learning in which creative scholarship, personal growth, worship, and social relationships are interwoven. Students, faculty, and staff work together for the development of the kind of living/learning environment which encourages caring relationships and an understanding of the wholeness of life.

The Student Life Division, as part of this Luther College community of faith and learning, has developed the following mission statement to reflect its commitment to student learning and personal development as the central goals of its services and programs.

Student life staff members, in partnership with students, faculty, and other staff, collaborate in the development of living/learning environments where:

- services enhance student success
- programs foster student responsibility, independence, leadership, and service
- students are both challenged and supported
- students move toward an integrated sense of personal identity and life goals
- healthy relationships and lifestyles, strong interpersonal skills, and an openness to diverse backgrounds are encouraged
- policies are based on community values of high expectations and mutual respect

The student life staff, as both teachers and learners, strive to provide leadership for the creation of intentional communities that make a difference for students: communities that are celebrative, caring, just, open, purposeful and disciplined.

The information which follows gives a brief sketch of these organizations and activities, as well as student services which are provided by the college. All new students receive information about where the student handbook can be found on the Luther website, along with a reference guide to important aspects of that handbook. The handbook explains student governance and leadership, outlines the Student Code of Conduct and associated college regulations, and provides other information helpful to students.

Religious Life

The Center for Faith and Life (CFL), a central gathering place on Luther’s campus, is home to the Office for College Ministries. College Ministries serves the Luther College community, congregations, and ministries of the church through telling the story of God’s active presence in the world, building relationships of spiritual formation and mutual service, and embracing the creative tension of faith and learning. We seek at once to celebrate Luther’s rich Christian-Lutheran heritage and to affirm the rich spiritual diversity of the Luther community and the world.
Our common ministry grows out of our commitment to community worship. Students, faculty, staff, and visitors participate in daily chapel Monday through Friday at 10:30 a.m. in the CFL. Daily chapel brings the community together for worship, prayer, renewal and dialogue. The Luther Congregation is open to all interested students with weekly worship on Sunday mornings at 10:00 a.m., Sunday evenings at 9:30 p.m. (Focus), and Wednesday Eucharist at 9:30 p.m.

College Ministries’ staff includes three campus pastors, two administrative assistants, and a part-time Roman Catholic chaplain who leads the Catholic Student Community. The Luther Congregation sponsors service, learning, and fellowship through outreach teams that meet weekly for fellowship and go out to area congregations to serve, Bible studies, and Global Concerns groups that focus on a variety of peace and justice issues. Students carry significant roles in worship and small group leadership, music ministry, work-study, elected leaders for the Luther Congregation Council, and volunteer leaders for a wide range of ministries.

Groups sponsored by Campus Ministries and the Luther Congregation include t.r.e.c., a group for people exploring ministry and/or seminary after graduation, the Fellowship of Christian Athletes (FCA), Roman Catholic Student Community, and Lutheran Student Fellowship (LCMS).

Concerns groups advocating for peace and justice include Student Global AIDS Campaign (SGAC), Students Engaging Economic Development through Solidarity (SEEDS), Amnesty International, Luther Students for Life, and Habitat for Humanity. College Ministries works with the Luther College Diversity Center to support a variety of events and groups, including the Muslim Student Association and Allies and People's Rights for Inclusion, Diversity, and Expression (PRIDE). For more information about ministry opportunities at Luther, call 387-1040 or visit http://ministry.luther.edu.

Residence Life

While a great deal of a student’s education takes place in the classroom, every area of the educational community contributes to the learning process. The Luther College residence life program is an integral part of the college’s learning community. The purpose of the residence life program at Luther College is to provide a living-learning environment that enhances student growth and development by providing opportunities for students to integrate the academic mission of the College with out-of-class experiences. The residence life program at Luther College strives to promote a wellness-centered environment in which education takes place through an emphasis on providing cultural, recreational, social, educational, occupational, and spiritual opportunities for student growth.

Counseling Service

The Counseling Service staff work collaboratively with students to foster their development as whole and resilient persons. This developmental process involves:

- resolving personal concerns that often limit full participation in the academic community
- enhancing coping and stress-management skills
- exploring and integrating personal identity
- developing individual strengths to meet future challenges and opportunities
- building healthy relationships and strong interpersonal skills

Counseling staff also seek to create an environment where faculty, staff, friends, and parents facilitate students’ interpersonal growth. Please see the counseling website at http://www.luther.edu/student-life/counseling/index.html for more information about our services.
Wellness Education and Alcohol-Abuse Prevention

Luther is committed to a living-learning environment which encourages caring relationships and an understanding of the wholeness of life. The use of alcohol and other drugs affects all our lives, whether or not we choose to use them. Irresponsible, unsafe or abusive health behaviors/practices, including the high-risk or inappropriate use of alcohol or other drugs, can seriously impair or interfere with an individual’s ability to live and learn in the college community. The Lifetime Wellness program provides a number of alcohol prevention and education programs. The Personal Fitness and Wellness class is a required first-year class that provides an online alcohol program called Alcohol Edu. Residence Life and Wellness also work very closely to offer alternative activities, education and environmental strategies that promote non-drinking. Together these efforts attempt to provide a healthy living and learning environment.

Career Center

The mission of the Career Center is to provide assistance to students and alumni as they acquire skills, make decisions, and develop commitments related to meaningful work. Consistent with the college’s mission, the Career Center provides comprehensive services designed to better prepare students and alumni to assume positions in which they can serve with distinction for the common good. These services include individual career counseling and interest assessment; help with selecting a major, designing an internship, and acquiring a volunteer or summer position; graduate and professional school resources and advice; and extensive job hunting assistance, including résumé writing, mock interviews, career fairs, and on-campus interviews. The staff in the Career Center works in partnership with faculty and other staff members on campus, and through these combined efforts, strive to assist students in becoming self-sufficient in the career planning process and successful in the acquisition of meaningful and satisfying work. For more information, please visit the Career Center (Union, second floor) or check out the Career Center homepage at http://www.luther.edu/student-life/careers/.

Health Service

Luther College maintains a student health center that offers walk-in and routine out-patient clinic services. The college requires each student to submit a record of a preentrance physical examination, documentation of required vaccines of tetanus, diphtheria, measles, mumps, rubella, and polio, before registering for the first time at Luther College. Holds for spring registration will be placed on students who have not completed the requirements listed above. A detailed health service brochure outlining the college health program benefits and exclusions is mailed to all students each summer prior to registration.

Luther College Diversity Center

The Luther College Diversity Center provides voice, visibility, and leadership to individuals and groups committed to strengthening campus diversity. It provides advocacy and support for international students, multicultural students, and American students from historically underrepresented groups. The center’s mission is to promote a deeper appreciation and a greater understanding of the diversity of the individuals that make up our campus. It also strengthens efforts to include multicultural perspectives as part of the tradition of a liberal arts education and advocates for policies that promote inclusion and participation of all members of the community.

The Diversity Council, whose role is to monitor and evaluate diversity initiatives and recommend improvements, assists the Diversity Center in achieving its mission.

The Diversity Center offers support and advice to many student organizations, which are open to all Luther students. The list of student organizations can be found on our website at http://www.luther.edu/diversity/.
Dining Facilities

Luther College’s cafeteria, located in the Dahl Centennial Union, provides breakfast, lunch, and dinner Monday through Saturday. A brunch and evening dinner is offered on Sunday. The cafeteria menu features local, sustainable foods at every meal. You can choose from meals prepared for you, to menus you can put your own special touch to. Become creative and do you own stir fry, or grab a local grass fed hamburger. Choices vary from made-to-order salads to homemade bagels and home style classics.

Other dining facilities include four retail operations and Peace Dining Room. Oneota Market, located on the main floor of Dahl Centennial Union, offers fresh-made sandwiches, soups, salad bar, and more. Marty’s Café is located on the lower level and offers a full-service espresso and smoothie bar, fresh-made pizza, burgers, and other items as well as a stage for events. Attached to Marty’s Café is the Marty’s C-Store, offering a variety of snack items. Sunnyside Café is located in the Center for the Arts and is open Monday through Friday for breakfast and lunch. Sunnyside offers a full-service espresso bar, cinnamon rolls, sandwiches, soups, and more. Peace Dining Room, located on the upper level of Dahl Centennial Union, is a gracious dining facility serving a Sunday brunch during the school year.

Students may choose from a number of board plans, most of which contain Dining Dollars or NordiCash. These debit accounts allow students to make cashless purchases using their campus I.D. card.

Campus Organizations, Activities, Ensembles

Music

A wide variety of opportunities and ensembles are available to students interested in participating in music. These include Concert Band, Nordic Choir, Symphony Orchestra, Jazz Orchestra, Opera Workshop, Varsity Band, Jazz Band, Vocal Jazz Ensemble, Wind and Percussion Ensemble, Collegium Musicum, Collegiate Chorale, Cathedral Choir, Aurora, Norsemen, Brass Choirs, Chamber Orchestra, Philharmonia, Cantorei, and chamber music groups.

Athletics

Athletics, both intercollegiate and recreational, are designed to be a meaningful and integrated part of the educational program. There are men’s varsity teams in baseball, basketball, cross country, football, golf, soccer, swimming, tennis, track and field, and wrestling. Women have intercollegiate competition in basketball, cross country, golf, soccer, softball, swimming, tennis, track and field, and volleyball.

Theatre/Dance

Numerous opportunities exist for students to engage in and experience all aspects of the collaborative process involved in creating theatre and dance performances. Regardless of major, students are welcome to get involved in dance concerts, theatre productions, workshops, and studio projects. A typical theatre/dance season includes three to four faculty directed shows, a variety of student initiated studio projects, events produced for special occasions, and residencies by visiting artists. Information about auditions and the season’s schedule is posted in the Center for the Arts.

Communication

Radio station KWLC-AM is staffed by students and offers opportunities in on-air programming, management, and recording.

Student Activities Council (SAC)

The Student Activities Council offers a variety of cultural, educational, social, and recreational activities for all students. An executive board, consisting of a president, vice-president, historian, and the 18 SAC
committee chairpersons, has responsibility for maintaining a sense of purpose and excellence in the program provided by the council. The committees are:

**Concerts Committee**—selects and organizes special concert performances  
**Special Events Committee**—plans dances, soda shoppe, and Christmas in the Union  
**Cinema Committee**—sponsors newly released movies with the downtown theater  
**Spotlight Committee**—diverse entertainment from music to comedy to variety shows  
**Flamingo Ball Committee**—plans the formal homecoming dance  
**Homecoming Committee**—one week of a variety of activities including open microphone and jazz nights, contests, and a parade  
**Publicity Committee**—helps promote SAC activities throughout the year  
**Diversity Committee**—promotes various aspects of diversity  
**Christmas Cheer Committee**—collects gifts and household supplies for less fortunate families around Northeast Iowa for the holidays

**Recreational Activities**

The intramural program provides opportunities to participate in team sports such as softball, basketball, broom hockey, volleyball, ultimate frisbee, and flag football as well as individual sports that include badminton, pickleball, racquetball, table tennis, and tennis. Recreational organizations and club activities include rock climbing, camping and hiking, biking, rugby, ultimate frisbee, and aerobic exercise (water and land).

**Publications**

**College Chips.** Managed, written, and edited by students, the weekly campus newspaper *Chips* keeps the student body informed of news of campus interest and provides entertainment and stimulation through its features and editorial columns.

**Pioneer.** Compiled, edited, and managed by students, the *Pioneer* is an annual souvenir volume of college life in pictures and story which provides a creative opportunity for those students interested in the literary field.

**The Oneota Review** literary magazine annually publishes works of art, prose, and poetry in the spring of the school year. Students are invited to participate as contributors, editors, and staff members.

**Social Organizations**

Upperclass students may choose to be members of one of Luther’s four active local social organizations. These organizations provide students with an opportunity to join a group in which they may grow socially and be of service to the Luther community as a whole.

There is also one national coed service fraternity named Alpha Phi Omega.

**Departmental Organizations**

Departmental clubs encourage socialization among students with similar interest and present programs and guest speakers on special topics. Those active on the Luther campus include Biology Club, Health Sciences Club, Student Affiliate Chapter of the American Chemical Society (Chemistry Club), Entrepreneurship Club, Luther Student Education Association (LSEA), Future Music Educators Association (FEMA), Math Club, PRN (Pre-Registered Nurse), Philosophy Club, Psychology Club, Social Work Association, Enlaces (Spanish Club), Luther Artists Collective, SPIN Theatre, and CCE (Council for Exceptional Children)

**Honor Societies**

Phi Beta Kappa and the discipline-based national honor societies are described in the Honors Program section of the catalog.
College Governance and Regulations

Governance

Students share in the governance of the college. They participate in social and cultural programming and a great variety of college activities; they have full membership on some college committees, plurality representation in the Community Assembly, and non-voting representation to the board of regents.

The Community Assembly is the governing body which, with the approval of the president of the college, makes and defines college policy pertaining to student life and welfare. Students, faculty, and administrative and support staff are all represented in the assembly membership.

The Luther College Student Senate conducts student government and serves as a forum for student concerns, issues, and problems. Its membership reflects the student community broadly and includes representation of the Student Activities Council, Luther College Congregation, Inter-Greek Council, Diversity Center, multiple special interest groups, and class representatives.

Regulations

Luther College students enjoy the rights and privileges indicated in the above paragraph on governance. With these rights and privileges, they assume duties and responsibilities. Regulations of the college concerning student welfare are determined through discussion by the Campus Life Committee and Student Senate with the final approval of the Community Assembly and the president of the college, subject to review by the board of regents. In order that the rights of the whole student community may be protected, students must respect those regulations which have been designed for that purpose.

The regulations of the college pertaining to campus life and student conduct are included in the Student Handbook and other official publications and documents, such as the housing lease. It is the responsibility of each student to be informed about these regulations and to use them as a guide for conduct.

Honor System

The student-initiated honor system, administered by the Student Honor Council, is recognized and approved by the faculty as an integral part of the regulations under which students function as members of the college community. This system presumes that students accept the duties and responsibilities for maintaining the principles of honorable conduct. Please see the Academic Information section under Honor System.

Automobiles

Every full- or part-time student, including commuter and non-traditional, who owns or operates any motor vehicle within the Decorah regional area at any time must register such vehicle(s) with Luther College. This is to be done at the Welcome Center Information Desk in the Dahl Centennial Union within 24 hours of the initial operation of the vehicle in the Decorah area. Temporary registrations are available. The vehicle regulation manual is available online.

Housing

All students are required to live in college-owned housing unless married, of non-traditional age (23 or older), or commuting from their legal guardians’ homes. Off-campus living is permitted for other students only when there is a shortage of rooms in college residence halls. Students who desire to live off campus must be approved for off campus living.

Returning students arrange for housing prior to the end of the spring semester. Those returning for fall semester are eligible to participate in the room draw provided they registered for the fall semester. Those students returning in January or for spring semester (and not fall semester) should contact the residence life office to make arrangements for housing. These students must also pay the $300 continuing enrollment deposit.
During extended official vacations the college residence halls and dining hall are closed. The hours for their opening and closing are announced separately for each vacation. Students who are unable to leave or return at the designated closing and opening times must make arrangements with the residence life office.

The personal property of students is not covered by insurance, and the college assumes no responsibility for damage or loss of such property. You should consider covering your personal items on your homeowner’s insurance policy.
Directory
Faculty/Administration for 2009–10

The year in parentheses after each name indicates beginning of service with the college.

On leave, 2009-10.

On leave first semester, 2009-10.

On leave second semester, 2009-10.

Director, Nottingham Foreign Program, 2009-10.

Director, Scandinavia and the Baltic Semester Program, 2009-10.


Emeriti


Elwin D. Farwell (1963). President Emeritus, 1984- . B.S., M.S., Michigan State University; B.D., Pacific Lutheran Theological Seminary; Ed. D., University of California, Berkeley. L.L.D., Loras College; L.L.D., Valparaiso University; L.H.D., St. John’s University; L.H.D., St. Olaf College; L.L.D., Luther College; L.H.D., Dana College; L.L.D., California Lutheran University.


Nanette J. Eklund (1977). Professor Emerita of Education 1996- . B.S., Dana College; M.S., Kansas State University; Ph.D.,
Faculty/Administration for 2009–10 197

University of Iowa.

Clifford J. English

Edgar V. Epperly

Duane Fenstermann

Kenton E. Finanger
(1956). Professor Emeritus of Health and Physical Education, 1996–. B.A., Luther College; M.S., University of Wisconsin–Madison; Ph.D., University of Iowa.

Ruth N. Fjelstad
(1954). Professor Emerita of Spanish, 1989–. B.A., St. Olaf College; M.A., Ph.D., University of Iowa.

Ronald Fox

David Greedy

Bradley Hanson
(1968). Professor Emeritus of Religion, 2000–. B.A., St. Olaf College; B.D., Luther Theological Seminary; M.A., Yale University; Ph.D., Princeton Theological Seminary.

Richard Simon Hanson

Walden Heino

Norma J. Hervey

Betty Ann Hoff
(1961). Professor Emerita of Health and Physical Education, 2004–. B.A., Luther College; M.S., MacMurray College; Ph.D., University of Oregon.

Angeline Jacobson

Patricia Johnson
(1975). Associate Professor Emerita of Social Work, 2001–. B.A., Oberlin College; M.S.W., University of Michigan.

Edward Anthony Kaschins

Elizabeth W. Kaschins
(1970). Professor and Reference Librarian Emerita, 2004–. B.S., Northwestern University; M.A., University of Iowa.

Richard Kellogg
(1971). Professor Emeritus of Physics, 2001–. B.S., M.S., Ph.D., Michigan State University.

Roger M. Knutson
(1964). Professor Emeritus of Biology, 1995–. B.A., St. Olaf College; M.S., Ph.D., Michigan State University.

A. Thomas Kraabel
(1983). Qualley Professor of Classics Emeritus, 2000–. B.A., Luther College; B.D., Luther Theological Seminary; M.A., University of Iowa; Th.D., Harvard University.

William B. Kuhlman

William C. Kurth
(1967). Professor Emeritus of Classics, 1998–. B.A., University of Northern Iowa; M.A., University of Texas; Ph.D., University of North Carolina.

Reginald D. Laursen

Peter Liermann
(1981). Associate Professor Emeritus of German, 2004–. Erstes Juristisches Staatsexamen, University of Erlangen, Germany; M.A., University of Colorado; Ph.D., University of Iowa.

Alan L. Macdonald

Dennis D. Magnuson

Nancy Maloney
(1978). Professor Emerita of Nursing, 2000–. B.S.N., Vanderbilt University; M.A., Memphis State University; M.P.H., University of Minnesota; Ph.D., Walden University.

Jay McGrew
(1969). Associate Professor Emeritus of Health and
Physical Education, 2001– . B.A., University of Northern Iowa; M.A., University of Iowa.

Martin Mohr

Mary Hull Mohr

Maurice E. Monhardt

William Moorcroft

Robert C. Naslund

Glenn I. Nelson

Harland S. Nelson

Dale Nimrod

Werner Nitschke

Weston H. Noble

Susan Oertel

Donald H. Pilgrim
(1956). Professor Emeritus of Mathematics, 1991– . B.S., Morningside College; M.S., University of Iowa; Ph.D., University of Wisconsin–Madison.

Curtis Reiso

Phillip J. Reitan

Kenneth Root

David J. Rosien
(1965). Vice President Emeritus for College Advancement, 2000– . B.A., Luther College; M.S., Ph.D., Iowa State University.

Conrad Rayksund

Russell R. Rulon

Orville M. Running

John H. Sieber
(1965). Professor Emeritus of Religion, 2000– . B.A., Luther College; B.D., Luther Theological Seminary; Ph.D., Claremont Graduate School and University Center.

Kent Cooper Simmonds

Paul Solberg

Helen A. Strand

John Tjostem

Henrietta P. Torgerson

George N. Trytten

Barbara Welgos
(1963). Supervisor Emerita of the Health Service,
Joyce Becker  

Ruth Berger  
(1993). Associate Professor of Mathematics, 1997-. Vordiplom, Universitat des Saarlandes, Germany; M.S., Ph.D., Louisiana State University.

Richard A. Bernatz  
(January 1982-85, 1991). Professor of Mathematics, 2002-. B.A., Luther College; M.S., Iowa State University; Ph.D., University of Iowa.

Colin M. Betts  
(1999). Associate Professor of Archaeology, 2005-. B.A., Luther College; A.M., Ph.D., University of Illinois, Urbana-Champaign.

David Bishop  
(1986). Professor of Psychology, 2002-. B.S., University of Wisconsin–Platteville; B.A., Rutgers–The State University of New Jersey; M.S., University of Idaho; Ph.D., Illinois Institute of Technology.

Thomas R. Blanton, IV  
(2007). Assistant Professor of Religion. B.A. University of North Carolina–Chapel Hill; M.T.S., Duke University; Ph.D., University of Chicago.

Barbara Bohach  
(1992). Assistant Professor of Education, 2004-. B.S., Viterbo College; M.A., Ph.D., University of Northern Iowa.

Bowman, Rebecca  

Joseph L. Breitenstein  
(1996). Associate Professor of Psychology, 2001-. B.S., University of Wisconsin–Stevens Point; M.A., Mankato State University; Ph.D., West Virginia University.

Jason Britton  
(2007). Visiting Assistant Professor of Music, 2008-. B.M., University of Arizona; M.A., Ph.D., University of Oregon.

Odette Bruneau  
(1995). Associate Professor of Education, 2000-. B.S., University of Minnesota; M.A., College of St. Thomas; Ph.D., Texas Woman’s University.

Anne Bulliung  
(1998). Instructor in Classics, 2007-. University of New Orleans; B.A.(equivalent), University of Texas–Austin; M.A., Central Washington University.

Sean D. Burke  
Ruth L. Caldwell (1971). Professor of French, 1985-. A.B., University of Southern California; M.A., Ph.D., University of Chicago.

Corine Kay Carlson (1993). Associate Professor of Nursing, 2009-. B.A., Luther College; M.S., University of North Dakota.

Scott H. Carlson (2000). Associate Professor of Biology, 2006-. A.S., American River Junior College; B.S., M.S., University of California–Davis; Ph.D., University of Minnesota.

Brian P. Caton (2003). Assistant Professor of History, B.A., College of William and Mary; M.A., Ph.D., University of Pennsylvania.


Charles W. Christianson (1988). Professor of Accounting and Management, 2006-. B.A., Dakota State College; M.B.A., University of South Dakota; C.P.A.


Victoria Christman (2005). Assistant Professor of History, 2005-. B.A., Harvard University; Ph.D., University of Arizona.

William J. Craft (July 2000). Vice President for Academic Affairs and Dean of the College. Professor of English, B.A., Westminster College; M.A., Ph.D., University of North Carolina–Chapel Hill.


Wanda Deifelt (2004). Associate Professor of Religion, B.A., Faculdade de Teologia da Escola Superior de Teologia, Brazil; M.T.S., Garrett-Evangelical Theological Seminary; Ph.D., Garrett-Evangelical Theological Seminary and Northwestern University; Th.D. (honorary), University of Oslo.


Marie Drews (2009). Visiting Assistant Professor of English. B.A., Luther College; M.A., Ph.D., Washington State University.

Mark R. Eichinger (2002). Associate Professor of Biology, 2008-. B.S., Northland College; Ph.D., University of Hawaii.


Jodi Enos-Berlage (2000). Associate Professor of Biology, 2006-. B.S., University of Illinois, Urbana-Champaign; Ph.D., University of Wisconsin–Madison.


Erin E. Flater (2006). Assistant Professor of Physics. B.A., Luther College; M.S., Ph.D., University of Wisconsin–Madison.

Philip M. Freeman (2004). Associate Professor of Classics and Qualley Scholar. B.A., M.A., University of Texas–Austin; M.A., Ph.D., Harvard University.

Thomas Fuhrmann (2009). Visiting Assistant Professor of Accounting. B.S., Central Missouri State University; M.B.A., Ph.D. candidate, St. Louis University.

Paul Gardner (1985). Professor of Political Science, 1999-. B.A., St. Ambrose College; M.A., Iowa State University; Ph.D., University of Kentucky.


Carol Gilbertson  

Nicholas Gomersall  
(1991). Associate Professor of Economics, 1997- . B.A., M.A., Oxford University; Ph.D., Cornell University; C.G.A.

John Goodin  

Kristy L. Gould  
(2001). Associate Professor of Psychology, 2006- . B.A., Dakota Wesleyan University; Ph.D., University of Nebraska–Lincoln.

Jennifer L. Green  
(2006). Assistant Professor of Sociology. B.A., M.S., Wichita State University; Ph.D., Ohio State University.

Todd Green  

James C. Griesheimer  
(1991). Associate Professor of Music, 1997- . B.S., B.M., Ohio State University; M.M., Arizona State University; Ph.D., Indiana University.

Juan Tony Guzmán  

Richard R. Halverson  

Amanda Hamp  
(2006). Assistant Professor of Dance. B.A., Luther College; M.F.A., University of Iowa.

Jane H. Hawley  

John F. Hedstrom  

Luz Maria Hernandez  

Carol Hester  

Steven J. Holland  
(2005). Assistant Professor of Economics. B.A., St. Olaf College; J.D., Georgetown University; Ph.D., University of Minnesota.

James W. Howatt  
(2004). Associate Professor of Management Information Systems. B.S., Wright State University; M.S., University of West Florida; Ph.D., Iowa State University.

‘Du Huang  

Steve Hubbard  
(1973). Professor of Mathematics, 1985- . B.A., Luther College; Ph.D., University of Iowa.

Scott Huxley  

Laurie Iudin-Nelson  
(1992). Associate Professor of Russian Studies, 2006- . B.A., St. Olaf College; M.A., University of Minnesota; Ph.D., University of Wisconsin–Madison.

Jon F. Jensen  
(2002). Associate Professor of Philosophy and Environmental Studies, 2007- . B.A., Luther College; M.A., Ph.D., University of Colorado.

Julie A. Jensen  
(1999). Associate Professor of Management Information Systems, 2007- . B.A., Luther College; M.S.S., University of St. Thomas; Ph.D., University of Iowa.

Greg Jesson  
(2009). Visiting Assistant Professor of Philosophy. B.A., University of California-Los Angeles; M.A., University of Southern California; M.A., Ph.D., University of Iowa.

Mark D. Johns  
(1999). Associate Professor of Communication Studies, 2006- . B.A., Midland Lutheran College; M.Div., Northwestern Lutheran Theological Seminary; M.A., University of Northern Iowa; Ph.D., University of Iowa.

Brett E. Johnson  
(2004). Assistant Professor of Sociology. 2006- . B.A., University of Northern Iowa; Ph.D., University of Colorado.

Donald Jones  
(2009). Assistant Professor of Management. B.S., Iowa State University; M.B.A., Regis University.
William Brooke Joyce  
(2005). Assistant Professor of Music, 2005- . B.M., Lawrence University; M.M., Cleveland Institute of Music; Ph.D., Princeton University.

David Judisch  

Sheryl Juve  
(1984-2000, 2009). Associate Professor of Nursing. B.S.N., Upper Iowa University; M.S.N., University of Minnesota; Ed.D., Saint Mary’s University.

Marian M. Kaehler  

Karen J. Kanakis  
(2004). Assistant Professor of Music. B.A., Southwest Missouri State University; M.M., Stephen F. Austin State University; D.M.A., University of North Texas.

Ruth Kath  
(1979). Professor of German, 1993- . B.A., Syracuse University; M.A., University of Connecticut; M.A., Loras College; Ph.D., University of Iowa.

Jane Kemp  

Lise Kildegaard  

Martin P. Klammer  

Harvey L. Klevar  

Douglas E. Knick  
(2006). Assistant Professor of Education. B.A., Gustavus Adolphus College; B.S., Mankato State University; M.Div., Luther Northwestern Theological Seminary; Ed.D., University of St. Thomas.

Gereon Kopf  

Kevin Kraus  
(1989). Associate Dean of the College, 2001-07. Professor of Biology, 2001- . B.S., Loras College; Ph.D., Iowa State University.

Donna Kubesh  
(1982). Associate Professor of Nursing, 1995- . B.S., Winona State University; M.S., University of Minnesota; Ph.D., University of Iowa.

Charlotte A. Kunkel  
(1995). Associate Professor of Sociology, 2001- . B.A., St. Cloud State University; Ph.D., University of Colorado.

‘Eric A. Kutz  

James P. Langholz  
(1999). Associate Professor of Education, 2006- . B.A., Luther College; M.A., University of Northern Iowa; Ph.D., University of Minnesota.

Lisa L. Lantz  

Kirk Larsen  
(1993). Professor of Biology, 2007- . B.S., Calvin College; M.S., Michigan State University; Ph.D., Ohio State University.

Robert J. Larson  

Robin K. Larson  

Penny Y. Leake  
(1975-91, 2000). Associate Professor of Nursing. B.A., Pacific Lutheran University; M.S., Ohio University; Ph.D., University of Texas–Austin.

Richard S. Leake  
(1975). Professor of Management, 2007- . B.A., Pacific Lutheran University; M.A., Ohio University; M.B.A., University of Wisconsin–La Crosse; A.P.M.

Kent Lee  
(1996). Associate Professor of Computer Science, 2005- . B.A., Luther College; M.S., Ph.D., University of Iowa.

Sook-Young Lee  

‘Alan C. Lerstrom  

Ely Levine  
(2008). Visiting Assistant Professor of Religion. B.A., Brandeis University; M.A., Ph.D., Harvard University.

Mark Lund  
Elizabeth A. Lynch  
(2001). Associate Professor of Biology. B.S., Trent University; Ph.D., University of Minnesota.

Spencer L. Martin  
(February 2002). Associate Professor of Music. 2007-. B.M., Butler University; M.M., Wichita State University; D.M.A., University of Minnesota.

James Martin-Schramm  
(1993). Professor of Religion. 2006-. B.A., Pacific Lutheran University; M.Div., Luther Northwestern Seminary; Ph.D., Union Theological Seminary.

Kathleen Martinson  
(1977). Professor of Art. 2007-. B.A., St. Lawrence University; M.F.A., University of Alabama.

Richard K. Merritt  

Claude Mertzenich  
(1990). Associate Professor of Chemistry. 2000-. B.A., Carthage College; Ph.D. University of Wisconsin–Madison.

Ginger Meyette  
(2009). Assistant Professor of Social Work. B.A., University of Northern Colorado; M.Div., Iliff School of Theology; M.S.W., Ph.D., University of Denver.

Bradley N. Miller  
(2003). Associate Professor of Computer Science. 2009-. B.A., Luther College; M.S., Ph.D., University of Minnesota.

John Moeller  

Benjamin Moore  

Craig R. Mosher  
(2006). Associate Professor of Social Work, Director of the Luther College Social Work Program. B.A., Antioch College; M.A., Columbia University; M.S.W., University of Iowa; Ph.D., Union Institute and University.

Carolyn Mottley  

Richard Mutis  
(2005). Assistant Professor of Africana Studies and History. 2008-. B.A., M.A., University of Zimbabwe; Ph.D., University of Iowa.

Mark Z. Muggli  

Sharilyn R. Nakata  
(2004). Assistant Professor of Classics. B.A., Smith College; M.A., University of Hawaii; Ph.D., University of California.

Gregg R. Narber  
(2007). Visiting Assistant Professor of History. B.A., Grinnell College; M.A., J.D., Washington University; M.A., Ph.D., University of Iowa.

Katherine R. Narveson  

Guy D. Nave, Jr.  
(2001). Associate Professor of Religion. 2007-. B.A., Oral Roberts University; M.Div., Princeton Theological Seminary; M.A., M.Phil., Ph.D., Yale University.

Jayme Nelson  
(2000). Associate Professor of Nursing. 2007-. B.A., Luther College; M.S., University of Wisconsin–Madison.

Ramona Nelson  

David M. Njus  
(1995, 1997). Associate Professor of Psychology. 2006-. B.A., Luther College; M.A., Ph.D., Loyola University of Chicago.

Deborah Norland  
(1990). Professor of Education. 2002-. B.A., Luther College; M.A., New Mexico State University; Ph.D., University of Minnesota.

Judith Nye  

Frederick A. Nyline  

Robyn Ovans  
(2009). Visiting Instructor in Chemistry. B.S., University of Victoria; M.S., Dalhousie University, Halifax.

Mary Overvold-Ronningen  
(1995). Associate Professor of Nursing. 1996-. B.S., Pacific Lutheran University; M.S., University of Minnesota; Ph.D., University of Minnesota.

Jessica Paul  

Todd K. Pedlar  
(2003). Assistant Professor of Physics. B.A., Whitman College; Ph.D., Northwestern University.
James A. Perez
(2000). Associate Professor of Physics, 2006-. A.A.S., Lewis and Clark Community College; B.S., M.S., Ph.D., University of Missouri–Rolla.

Sandra K. Peter

Timothy L. Peter

Gregory M. Peterson
(2003). Associate Professor of Music and College Organist, 2005-. B.A., Luther College; M.M., Yale Institute of Sacred Music; D.M.A., University of Iowa.

Laura Peterson
(2008). Assistant Professor of Environmental Studies. B.A., Carleton College; M.S., Ph.D., Brown University.

Lea Pickard
(2003). Instructor in Anthropology and Women’s Studies. B.S., Millsaps College; M.A., University at Albany–SUNY.

Jeannette N. Pillsbury
(2004). Assistant Professor of Education. A.B., Sweet Briar College; M.Ed., Ph.D., University of Virginia.

Kimberly A. Powell
(1992). Professor of Communication Studies, 2004-. B.S., Berry College; M.A., Northern Illinois University; Ph.D., University of Georgia.

Nicholas E. Preus
(2000). Associate Professor of English and Education. B.A., Luther College; M.A., Southern California; Ph.D., University of California.

Craig A. Rabe
(2004). Assistant Professor of Accounting and Management. B.A., Luther College; M.B.A., University of Minnesota; C.P.A.

David Ranum
(1990). Professor of Computer Science, 2003-. B.A., Luther College; M.S., Iowa State University; Ph.D., University of Utah.

Beth A. Ray Westlund
(2001). Associate Professor of Music, 2006-. B.A., Luther College; M.M., D.M.A., University of Texas.

Kathryn Reed-Maxfield

Harley Refsal
(1972). Professor of Scandinavian Folk Art, 2007-. B.A., Augsburg College; Eksamen Philosophicum, University of Oslo, Norway; M.Div., Luther Theological Seminary; Candidatus Magisterii, Telemark Laerrehsykole, Norway.

Britt E. Rhodes
(2002). Assistant Professor of Social Work, 2006-. B.A., Luther College; M.A., Augsburg College.

James Rhodes
(1968). Professor of Political Science, 1981-. B.A., Beloit College; M.A., University of Michigan; M.A., University of Arkansas; Ph.D., University of Michigan.

Olga Rinco
(2003). Assistant Professor of Chemistry. B.S., McMaster University, Ontario, Canada; Ph.D., University of Victoria, British Columbia, Canada.

April Neal Rowe
(2007). Assistant Professor of Nursing, 2008-. B.A., Luther College; M.S.N., University of Minnesota.

Uwe Jens Rudolf
(1971). Professor of Accounting and Management, 1993-. B.A., M.A., University of Cincinnati; M.B.A., University of Southern California; C.P.A.

Loyal D. Rue
(1973). Professor of Religion and Philosophy, 1990-. B.A., University of Minnesota; M.Div., Luther Theological Seminary; Ph.D., Hartford Seminary Foundation.

Paul R. Savariappan
(2007). Assistant Professor and Forde Scholar in Mathematics. B.S., M.S., Ph.D., University of Madras, India, M.S., Marquette University.

Diane G. Scholl

Peter A. Scholl

Douglas D. Schumacher
(2004). Instructor and Laboratory Coordinator in Chemistry. B.A., Wartburg College; M.S., Iowa State University.

Timothy Schweizer

Robert G. Shedinger

Wade Shilts
(February 1997). Associate Professor of Economics, 2006-. B.A., Luther College; J.D., Washington University School of Law; M.A., Ph.D., University of Iowa.

Matthew C. Simpson
(2001). Associate Professor of Philosophy, 2009-. B.A., Trinity College; Ph.D., Boston University.
Marvin G. Slind

Michael K. Smith
(2001). Associate Professor of Music, 2007-. B.M., Stephen F. Austin State University; M.M.Ed., McNeese State University; D.M.A., University of Illinois.

Brian P. Solberg
(1991). Assistant Professor of Health and Physical Education; Program Director of Athletic Training, 2004-. B.A., Luther College; M.A., University of Iowa.

Tex A. Sordahl
(1980). Professor of Biology, 1993-. B.A., Luther College; M.S., Ph.D., Utah State University.

Terry Sparkes
(1990). Associate Dean and Director of Curriculum Development and College Honors, 2008-. Associate Professor of Religion, 1999-. B.A., Denison University; M.Div., Colgate Rochester Divinity School; Ph.D., University of Chicago Divinity School.

Lori A. Stanley
(January 1984). Associate Dean and Director of Faculty Development, 2007-. Professor of Anthropology, 2003-. B.A., Luther College; M.A., Northern Illinois University; Ph.D., University of Missouri-Columbia.

Elizabeth K. Steding
(2005). Assistant Professor of German. B.A., Alma College; M.A., University of California-Santa Barbara; Ph.D., Michigan State University.

Sören A. Steding
(2004). Assistant Professor of German. Staatsexamen: University of Regensburg, Germany; M.A., Vanderbilt University; Ph.D., University of Regensburg, Germany.

Wendy M. Stevens
(1971). Assistant Professor of Biology, 1990-. B.A., Luther College; M.S., University of Wisconsin-Madison.

Kathleen M. Stokker

John F. Strauss
(1975). Professor of Music, 1986-. B.A., Oberlin College; M.M., State University of New York; D.M.A., University of Texas-Austin.

Virginia F. Strauss
(1975). Professor of Music, 1993-. B.A., University of California; M.M., State University of New York; D.M.A., University of Texas-Austin.

Germano G. Streese
(2005). Visiting Assistant Professor, Reference/Instruction Librarian, 2005-. B.Th., Escola Superior de Teologia; Brazil; M.Th., Garrett Evangelical Theological Seminary; M.L.L.S., Dominican University.

Rebecca Sullivan
(1988). Academic Technology Librarian and Assistant Professor, 2008-. B.A., Luther College; M.A., University of Minnesota; M.S., University of Illinois, Urbana-Champaign.

‘Karla R. Suomala
(2001). Associate Professor of Religion, 2007-. B.A., University of Michigan; M.A., Lutheran School of Theology at Chicago; M.Phil., Ph.D., Hebrew Union College.

Kristin A. Swanson
(1999). Associate Professor of Religion, 2007-. B.A., California Lutheran University; M.Th., Trinity Lutheran Seminary; Ph.D., Vanderbilt University.

Derek R. Sweet

Edward H. Tebbenhoff
(1994). Associate Professor of History, 2000-. B.A., M.A., Duquesne University; Ph.D., University of Minnesota.

Rita M. Tejada
(1996). Associate Professor of Spanish, 2008-. B.A., Universidad Catolica Madre y Maestra, Dominican Republic; M.A., Emory University; Ph.D., Florida State University.

David R. Thompson

Joseph Thompson

Richard Tirk
(2008). Assistant Professor of Music. B.M., Lawrence University; M.M., Western Michigan University; D.M.A., Michigan State University.

Loren Toussaint
(2004). Associate Professor of Psychology, 2009-. B.A., Southwest State University; M.S., Ph.D., University of Wisconsin-Milwaukee.

Stephanie V. Travers
(2006). Assistant Professor of Psychology. B.A., University of Massachusetts–Dartmouth; M.A., Ph.D., Stony Brook University-SUNY.
Yertty VanderMolen  

Amy E. Weldon  
(2005). Assistant Professor of English. B.A., Auburn University; M.A., Ph.D., University of North Carolina.

Eric R. Westlund  

Jeffrey Wettach  

Marjorie Wharton  
(1979). Associate Professor of Music and French, 2005- . B.A., Luther College; M.A., Tulane University; D.M.A., University of Iowa.

Andrew D. Whitfield  
(2003). Assistant Professor of Music, 2005- . B.M., Butler University; M.M., Wichita State University; D.M.A., Louisiana State University.

Novian Whitsitt  
(January 1999). Associate Professor of Africana Studies and English, 2005- . B.S., Stanford University; M.A., University of California–Los Angeles; M.A., Ph.D., University of Wisconsin–Madison.

Jeffrey Willerson  
(1997). Associate Professor of Physics, 2003- . B.S., Indiana University; M.S., Ph.D., University of California–Berkeley.

Jacqueline Wilkie  

Walter E. S. Will  
(January 1972). Professor of Mathematics and Computer Science, 1984- . B.S.Ed., M.S., University of North Dakota; Ph.D., Iowa State University.

Lawrence Williams  

Jon M. Wolseth  
(2007). Visiting Assistant Professor of Anthropology. B.A., Fort Lewis College; M.A., Ph.D., University of Iowa.

Jacquelyn Wright  
(1985). Associate Professor of Health and Physical Education, 2000- . B.A., Luther College; M.A., University of Northern Iowa; Ph.D., University of Kansas.

Hongmei Yu  
(2008). Assistant Professor of Chinese. B.A., Renmin University of China, Beijing, China; M.A., Peking University, Beijing, China; Ph.D., University of Oregon.

Laurie A. Zaring  
(2006). Assistant Professor of Linguistics and French. B.A., College of Wooster; M.A., University of Texas–Austin; Ph.D., Cornell University.

Part-Time Faculty

Eric Ashcraft  

Stacey Barellos  
(2009). Music. B.A., Luther College; M.M, Bowling Green State University; D.M.A., University of Wisconsin.

Ann Benjamin  

Andrea M. Bie  

Thomas Bourcier  

Rosemary Brumbelow  

Jennifer Cantine  

Joy Conrad  

Janna Edrington  

Rolf Erdahl  

Suzanne Ernst  

Jody L. Faldet  

Rachel Faldet  


Elizabeth Gilbertson (February 2010). Physical Education. B.A., Luther College.


Patricia S. Goyer (February 2002). Nursing. B.S.N., Mount Mercy College.


Nathan Hellyer (2009). Nursing. B.A., Luther College; M.P.T., Ph.D., University of Iowa.


Andrew Johnson (January 2010). Environmental Studies. B.A., Earlham College; M.S., School of Natural Resources.


Chad W. Landsman (February 2006). Museum Studies. B.A., University of Minnesota-Duluth; M.B.S., University of Colorado-Boulder.


Birgitta R. Meade (February 2005). Education. B.A., Luther College; M.S., Montana State University.


Michelle A. Midthus (January 2008). Education. B.S., University of Northern Iowa; M.A. Viterbo University.
David N. Mitchell

Rosalind Moeller

Gary Moss

Joseph Needham
(2003). History. B.A., M.A., University of Northern Iowa; Ph.D., University of Tennessee–Knoxville.

Jeffrey M. O’Gara

Teresa Olson

Kristin Peterson
(February 2010). Education. B.A., Luther College; M.A., University of Iowa.

Jacqueline M. Puppe

David Reed-Maxfield

Rebecca Shaffer

Gabriel Shuford

Jason Stonerook.

Julie Strom Henrickson

Jonathon P. Struve
(January 2008). Music. B.A., Luther College; M.M., Northwestern University; Ph.D. candidate, University of Iowa.

Alice L. Swensen
(January 2008). English. B.A., University of Iowa; M.A., Ph.D., Oklahoma State University.

Dennis L. Tack

Lauren Varley

Cheryl A. Wangsness

Rachel Ware

KrisAnne Weiss

Mary Ann Welch

Douglas G. White

Susan L. Williams

Amy Wrightsman

Affiliations for Medical Technology, Cytotechnology, and Nuclear Medicine Technology

Cytotechnology Programs*
Marshfield Medical Center Laboratory Cytotechnology Program
Marshfield, WI 54449-5795
Julie J. Seehafer, Ph.D., MT(ASCP)SH, Director, Laboratory Education
Donald Schnitzler, BS, CT(ASCP), Program Director

Mayo Foundation Program in Cytotechnology
Rochester, MN 55905
Diva R. Salomao, M.D., Medical Director
Jill Caudill, M.Ed., CT(ASCP), Educational Director

Wisconsin State Laboratory of Hygiene School of Cytotechnology
465 Henry Mall
Madison, WI 53706
S. I. Inhorn, M.D., Medical Director
John Shalkham, M.A., SCT(ASCP), Program Director

Clinical Laboratory Science and Technology Programs*
Mayo School of Health Sciences
200 First Street SW
Rochester, MN 55901
Clair E. Bender, M.D., Dean
Sue Lehman, Program Director
Mercy College of Health Sciences
Clinical Laboratory Science Program
Des Moines, IA 50314
Kyla Dippold, MS, MLS(ASCP), Program Director

St. Luke’s Methodist Hospital Medical Technology Program
Cedar Rapids, IA 52402
Darrell Buck, Jr., M.D., Medical Director
Nadine M. Sojka, MT(ASCP)SH, Education Coordinator

Nuclear Medicine Technology Programs*
Froedtert Memorial Lutheran Hospital
Nuclear Medicine Technology Program
Milwaukee, WI
Frank G. Steffel, CNMT, Program Director

Mayo Foundation Program in Nuclear Medicine Technology
Rochester, MN 55905
Brian P. Mullen, M.D., Medical Director
Sue Lehman, Program Director

St. Luke’s Medical Center Nuclear Medicine Technology Program
Milwaukee, WI
Pareesh Desai, M.D., Medical Director
Jay A. Bjorklund, Program Director

*The Financial Aid office works to assist students in funding the final year through federal, state, and private grant and loan sources. Luther gift sources do not apply to the clinical year of study.

Administration

Richard L. Torgerson
Ph.D. (June 1999), President

William J. Craft
Ph.D. (2000), Vice President for Academic Affairs and Dean of the College

Ann Highum
Ph.D. (1991), Vice President and Dean for Student Life

Keith J. Christensen
B.A., C.F.P. (2000), Vice President for Development

Scott Schaeffer
B.S., M.S. (2007), Vice President for Enrollment

Diane Tacke
B.S., C.P.A. (1997), Vice President for Finance and Administration

President’s Office

Kris Agena
M.S. (2004), Athletic Trainer

Michael Bartels
B.F.A. (2004), Graphic Designer

Christopher Barth
M.L.I.S., M.A. (1997), Executive Director of Library and Information Services

Scott Bassford
B.A. (2007), Web Programmer Analyst

Matthew Baumann
B.S. (2008), User Services Multimedia Lead

Daniel Bellrichard
B.A. (2009), Sustainability Coordinator

Kristin Bjerke
B.A. (2008), Web Content Coordinator

Michael Blair
M. Div. (1991), Campus Pastor

David Blanchard
M.A. (1992), Director of Sports Information

Benny Boyd
M.S. (2002), Assistant Football Coach/Instructor in Health and Physical Education

Michael Durnin
M.A. (2008), Head Football Coach/Instructor in Health and Physical Education

Brian Eayrs
(2008), Assistant Football Coach

Tim Eisele
B.A. (2009), Assistant Men’s and Women’s Tennis Coach

Robert Erickson
M.A. (2001), User Services Classroom and Meeting Space Technology Lead

Kimberly Fair
M.B.A. (2008), Head Women’s Soccer Coach and Winter/Spring Event Manager

Mashallah Farokhmanesh
M.A. (2010), Assistant Volleyball Coach

Adam Forsyth
B.A. (1999), Senior Systems Administrator

Mark Franzen
M.A. (2006), Head Men’s Basketball Coach, Assistant Athletic Director for Research Development

Cindy Frederick
B.A. (2010), Head Volleyball Coach

Sara Friedl-Putnam
B.A. (1997), Luther Magazine Manager

Christopher Garcia-Prats
M.A. (2008), Head Men’s Soccer Coach and Director of Athletic Department Marketing and Promotions

Carl-Eric Gentes
M.Div. (2009), Interim Campus Minister
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree/Year</th>
<th>Title/Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth Gilbertson</td>
<td>B.A. (2009)</td>
<td>Assistant Men’s and Women’s Swim Coach</td>
</tr>
<tr>
<td>Brian Gillogly</td>
<td>B.A. (2001)</td>
<td>Head Baseball Coach</td>
</tr>
<tr>
<td>Clark Goltz</td>
<td>(2006)</td>
<td>Celebration Iowa Program Assistant</td>
</tr>
<tr>
<td>Diane Gossman</td>
<td>B.A. (1992)</td>
<td>Director of User Services</td>
</tr>
<tr>
<td>Marcia Gullickson</td>
<td>B.S. (1990)</td>
<td>Director of Information Systems</td>
</tr>
<tr>
<td>Laura Hegerle</td>
<td>B.A. (2009)</td>
<td>Assistant Volleyball/Track Coach</td>
</tr>
<tr>
<td>Jane Hildebrand</td>
<td>M.A. (1982)</td>
<td>Associate Athletic Director, Head Women’s Basketball Coach</td>
</tr>
<tr>
<td>Lance Huber</td>
<td>M.S. (2001)</td>
<td>Head Men’s and Women’s Swim Coach and Health and Physical Education Instructor</td>
</tr>
<tr>
<td>Brian Huinker</td>
<td>B.A. (2002)</td>
<td>Head Men’s and Women’s Tennis Coach and Health and Physical Education Instructor</td>
</tr>
<tr>
<td>Roger Jaeger</td>
<td>M.S. (1980)</td>
<td>Director of Athletic Facilities and Recreational Sports, Assistant Football Coach</td>
</tr>
<tr>
<td>Jerrold Johnson</td>
<td>B.A. (1987)</td>
<td>Director of Public Information</td>
</tr>
<tr>
<td>Bruce Larson</td>
<td>(2000)</td>
<td>Technical Media Specialist</td>
</tr>
<tr>
<td>Robin K. Larson</td>
<td>M.B.A. (2003)</td>
<td>Executive Director of Communications and Marketing</td>
</tr>
<tr>
<td>David Lester</td>
<td>(2006)</td>
<td>Head Women’s Golf Coach</td>
</tr>
<tr>
<td>Karen Martin-Schramm</td>
<td>B.A. (1996)</td>
<td>Assistant to the President</td>
</tr>
<tr>
<td>Benjamin Nichols</td>
<td>B.Mus. (2009)</td>
<td>Program Director, Celebration Iowa Singers and Jazz Band</td>
</tr>
<tr>
<td>David O’Connor</td>
<td>(2008)</td>
<td>Strength Coach</td>
</tr>
<tr>
<td>Sheila Radford-Hill</td>
<td>Ph.D. (2003)</td>
<td>Executive Director of the Luther Diversity Center</td>
</tr>
</tbody>
</table>
and Marketing

Larry Sikkink
(1980), User Services Workstation Support Lead

Alex Smith
B.A. (2006), Assistant Baseball Coach

Steven Smith

Brian Solberg
M.A. (1992), Assistant Professor of Health and Physical Education; Program Director of Athletic Training

Christina Soward
B.A. (2009), Assistant Soccer Coach

Chris Stuckman
B.A. (1998), Systems Administrator

Joe Thompson
Ph.D. (1995), Director of Intercollegiate Athletics

Rachel Vagts
M.A. (1998), Archivist

Greg Vanney
B.A. (1983), Director of Publications and Printing Services

David Vásquez
Ph.D. (2001), Campus Pastor

Lucas Welper
B.A. (2008), Programmer Analyst

Jeff Wettach
M.A. (1985), Head Men’s and Women’s Track and Field Coach, Assistant Professor of Health and Physical Education

Benjamin Wilbur
B.A. (2009), Programmer Analyst

Jacki Wright
Ph.D. (1985), Associate Professor of Health and Physical Education

College Development

Sherry Alcock
B.A. (1990), Executive Director of Alumni Relations and Development Services

James Anderson
J.D. (1996), Director of Estate and Gift Planning

Judd Barclay
B.A. (2002) Director of Summer Conferences/Special Projects

Bethany Bierman
M.A. (2007) Leadership Giving Officer

Susan Drilling
B.A. (1990), Director of Special Programs

Chris Frana
J.D. (1993), Director of Development Research

Tanya Gertz
B.A. (2005), Director of Campus Programming

Kirk E. Johnson
B.A. (1984), Associate Director of Alumni Relations

Jeanine Lovell
M.A. (1993), Director of Corporate and Foundation Relations and Campaign Co-Director

Thomas Murray
B.A. (1988), Senior Development Officer

Dean Nelson
M.A. (1997), Development Officer

Douglas Nelson
B.A. (1986), Development Officer

Weston Noble
M.M. (1948), Development Associate

Bradley Phillips
B.S. (1996), Campus Programming Assistant/Box Office Manager

Dustin Ross
M.A. (2008), Assistant Director of Annual Giving

Maria Smith
B.A. (2000), Director of Annual Fund

Anne Sponberg Peterson
M.M. (2005), Director of Development, Principal Gifts

Finance and Administration

Andrew Bailey
B.A. (2008), Grants and Special Projects Accountant

Gary Brickman
(1994), Manager of Environmental Services

James Haemker
B.A. (1972), Director of Book Shop and Union Services

Peggy Lensing

David Lester
B.A. (1996), Cash Operations, Manager of Dining Services

Diane Narum
B.A. (1997), Production Manager, Dining Services

Arleen Orvis
B.A., C.P.A. (1990), Director of Budgeting/Internal Control

Warren Palm
B.A. (1974), Director of Dining Services

Roy Prigge
M.A. (1996), Director of Human Resources
Charles Riha
B.A. (2008), Accounting Manager

Edith Rollins
B.S. (1999), Director of Catering

Jan Schnitzler
B.A. (1995), Manager of Student Accounts

Richard Tenneson
B.A., C.P.A. (1987), Director of Facilities Services

Jay Uthoff
(1984), Manager of Trade Services

Amy Wrightsman
B.A., (2002), Director of Budgeting and Internal Control

Nicolas Zahasky
(2006), Executive Chef

Enrollment

Marty Berg
(2001), Supervisor of Campus Visits

Janice Cordell
B.S. (1997), Director of Financial Aid

Greg Eide
B.A. (1988), Admissions Area Coordinator

Michael Elliott
B.A. (2008), Admissions Counselor, Chicago

Mark Faldet
B.A. (1986), Admissions Area Coordinator

Derek Hard
M.S. (2002), Director of Admissions Services

Julie Iverson
M.S. (1994), Assistant Director of Admissions, Transfer Coordinator

Kathleen Kerber
B.A. (1982), Financial Aid Counselor

Lauren Kraus
B.A. (2007), Admissions Counselor

Keith Lesmeister
B.A. (2002), Coordinator of Diversity Recruitment

Bethany Lidvall
B.A. (2008), Recruiter, Colorado

Jon Lund
M.A. (1995), Associate Dean for Student Life and Director of International Admissions

Jenna Mockler-Gjerde
B.A. (2006), Admissions Area Coordinator

Kirk Neubauer
B.A. (1977), Director of Recruiting Services

Amy Noel
B.A. (1981), Director of Special Events

Sharon Rossing
B.A. (1986), Assistant Director of Admissions

Carolyn Schwendeman
(1989), Financial Aid Counselor

Alex Smith
B.A. (2006), Admissions Area Coordinator

Aaron Steffens
B.A. (2007), Associate Director of Financial Aid

Dean’s Office

Bruce Arendt
M.A. (2009), Academic Specialist

Nancy Barry
Ph.D. (1990), Assistant to the Dean for Writing and Academic Support/College Writing Director

Thomas J. Berger

Ruth L. Caldwell
Ph.D. (1971), Co-director, Thanks to Scandinavia Institute in American Studies for Scandinavian Educators

Jennifer Cantine
M.A. (1987), General Manager of KWLC

Jon Christy
Ph.D. (2003), Director of Assessment/Institutional Research

Thomas Counters
M.A. (2009), Coordinator of Disability Services

Anne Craft
B.A. (2007), Coordinator of Tutoring and Academic Support

Linda Elkins
M.A. (1993) Director of Field Placement and Teacher Education

Robert Fitton
B.S. (1977), Director of Projects and Laboratories in Biology

Kristi Haindfield
B.S. (1986), Assistant Registrar

Conrad Hoffsommer
(1981), Music Technician

Tammy Hove
M.B.A. (2008) Director of Student Support Services

David Kamm
M.F.A. (1989), Gallery Coordinator

Douglas Koschmieder
M.A. (2007), Registrar

Chad Landsman
M.S. (2001), Anthropology/Archaeology Lab and Collections Manager
Mark Lund  
Ph.D. (1978), Director of International Education

LuAnn Meeker-Gast  
B.A. (1999), Chemistry Stockroom Manager

Emily Neal  
M.A. (2005), Director of Environmental College for Young Leaders

Jennifer Olufsen  
B.A. (1997), Teacher Certification Officer and Student Records Manager

Arleen Orvis  
B.A. (1990), Assistant to the Dean

Uwe Jens Rudolf  
M.B.A. (1971), Co-director, Thanks to Scandinavia Institute in American Studies for Scandinavian Educators

Emmarene Smock  
(1973), Administrative Assistant

Terry Sparkes  
Ph.D. (1990), Associate Dean and Director of Curriculum Development and College Honors

Lori Stanley  
Ph.D. (1984), Associate Dean and Director of Faculty Development

Vicki Steil  
M.A.E. (1999), Academic Specialist

Terry Uhlenhake  
B.A. (1971-75, 1984), International Links Coordinator/Study Abroad Advisor

Gwen Van Gerpen  
M.S. (2004), Director of Student Academic Support Center

Jane Whelan  
M.A. (1975), Assistant Dean

Cheryl Wieseler  
M.S.E. (2002), Academic Coordinator, Student Support Services

**Student Life Office**

JoEllen Anderson  
R.N., A.R.N.P. (1999), Director of Student Health Service

Jim Arthur  
Ph.D. (2006), Assistant Director of Experiential Learning

Ann Blocker  
M.S. (2004), Nutrition Consultant

Kevin Bruins  
B.A. (2009), Ylvisaker Hall Director

Lindsey Bulger  
B.A. (2009), Brandt Hall Director

Kris Franzen  
M.A. (2006), Director of Residence Life

Phyllis Gray  
M.A. (1977), Director of Upward Bound

Robert Harri  
B.A. (2009), Director of Campus Safety and Security

Janet Hunter  
M.A. (2007), Health Resources Advocate/Nurse

Roger Jaeger  
B.S. (1980), Director of Athletic Facilities and Recreational Sports, Assistant Football Coach

Vicky Jaeger  
B.S. (1990), Coordinator of the Legends Fitness for Life Center/Recreational Services

Carol Johnston  
M.S. (1986), Assistant Director of Career Development

Stuart Johnston  
M.S. (1986), Counselor

Tiffany Knauf  
B.A. (2008), Farwell Area Coordinator

Greg Lonning  
Ph.D. (2001), Director, Nena Amundson Lifetime Wellness Program

Jon Lund  
M.A. (1995), Associate Dean for Student Life and Director of International Admissions

Seth Miner  
B.A. (2008), Towers Area Coordinator

Amanda Nechuta  
M.A. (2008), Dieseth Hall Director

Patricia Neubauer  
B.S. (1981), Coordinator for Student Activities and the Union

Drew Pellett  
M.D. (1978), College Physician

Mark Peltz  
M.A. (2003), Assistant Dean and Director of the Career Center

Amy Smith  
B.A. (2005), Area Coordinator, Larsen and Olson Halls

Martha Steele  
M.S. (1988), Counselor

Wintlett L. Taylor-Browne  
M.S. (1999), Director of Student Services, Diversity Center

Pam Torresdal  
Ph.D. (1985), Director of the Counseling Service
Amy Webber  
M.A. (1995), International Student Coordinator

Scott Zierath  
B.A. (1997), Assistant Director of Upward Bound

Alumni Council

Officers

Michael D. Kust ’78  
President, Brooklyn Park, Minn.

Gregg A. Luther ’90  
First Vice President, Aurora, Co.

David A. Coe ’80  
Recording Secretary, Madison, Wis.

Board of Directors

Gordon Christianson ’49  
Rochester, Minn.

Wendy J. Hillesland Coe ’80  
Madison, Wis.

David O. Lomen ’59  
Tucson, Ariz.

Carol Tomer ’79  
St. Paul, Minn.

Advisors

Richard C. Edwards ’64  
Menomonie, Wis.

Patricia McCullough Edwards ’63  
Menomonie, Wis.
Luther College Board of Regents

Officers
Paula Meyer, Chair
David Kundert, Vice Chair
Marilyn Roverud, Secretary
Richard L. Torgerson, President of the College (July 1999–)
Diane Tacke, Treasurer

Members
Bruce E. Altorfer (2010)
President, Altorfer, Inc., Cedar Rapids, Iowa
Peg Armstrong-Gustafson (2010)
Owner, Amson Technology L.C., Des Moines, Iowa
Russell J. Bruemmer (2011)
Partner, WilmerHale Law Firm, Washington, D.C.
Michael Burk (2013)
Bishop, Southeastern Iowa Synod, ELCA, Iowa City, Iowa
Ronald K. Calgaard (2012)
Chairman, Ellison Trust, San Antonio, Texas
David B. Carlson (2011)
President, Randd Properties, Decorah, Iowa
Peggy Ettestad (2012)
Senior Managing Director, Residential Capital Corporation, Minneapolis, Minn
Gregory D. Fields (2013)
Director of administrative operations, Center for Economic Progress, Chicago, Ill.
Emma Graeber Porter (2011)
President, Graeber Consulting, New York, N.Y.
Ronald Have (2010)
Founder and president, Freightmasters, Inc., Eagan, Minn.
Michael L. Hicks (2010)
Timothy M. Jones (2012)
Managing member, Robert Martin Company, LLC, Elmsford, N.Y.

George D. Kuh (2012)
Chancellor’s professor and director, Indiana University Center for Postsecondary Research, Bloomington, Ind.
David J. Kundert (2012)
Retired chairman, JP Morgan Asset Management; retired president, One Group Mutual Funds, Mequon, Wis.
Sandy Lee (2013)
Owner/executive vice president, Plus Relocation Services, Inc., Minneapolis, Minn.
David K. Lietz (2013)
Principal, Lietz Law Firm, Washington, D.C.
David Meyer (2013)
Orthodontist and owner of Meyer Orthodontics; clinical instructor, University of Nebraska College of Dentistry, Brookings, SD
Paula R. Meyer (2013)
President, Friends of Ngong Road; board member (FHLB) Federal Home Loan Bank, Des Moines, Iowa, and First Command Financial Services
Timothy J. Oitzman (2013)
President, Greystone Group, LLC, San Diego, Calif.
Marsha D. Olch (2013)
Retired vice president, product strategy and technology development, AT&T Wireless Services, Inc., Redmond, Wash.
Steven L. Overholt (2011)
Staff physician, Gundersen Lutheran Clinic; clinical assistant professor in otolaryngology, University of Wisconsin, La Crosse, Wis.
Emma Graeber Porter (2011)
President, Graeber Consulting, Inc., New York, NY
Marti Tomson Rodamaker (2011)
President and chief executive officer, First Citizens National Bank, Mason City, Iowa
Marilyn H. Roverud (2010)
Homemaker
Steven B. Schaver (2011)
President, EchoStar International Corp., Madrid, Spain
J. Stephen Schmidt (2012)
Chairman, CytoMedix, Inc.; owner, TNB Holdings, Inc., Anoka, Minn.
Arne Sorenson (2011)
President, Chief Financial Officer, Marriott International, Washington, D.C.
Jon M. Stellmacher (2011)
Senior vice president, Chief of Staff and Administration, Thrivent Financial for Lutherans, Appleton, Wis.
Paul M. Torgerson (2011)
Partner, Dorsey and Whitney, LLP, Minneapolis, Minn.

Judy Vijums (2011)
Managing director, Thayer/Hidden Creek, Minneapolis, Minn.

Michael R. Wigley (2010)
Chairman, president, and CEO, Great Plains Companies, Inc., Plymouth, Minn.

1 The year in parentheses after each name indicates the expiration of term.
## Index

### A

- Academic Calendar 2010-11 • 222
- Academic Information • 12
- Academic Policies and Procedures • 21
- Academic Support Programs • 29
- Academic Transcript • 22
- Academic Warning, Probation and Dismissal • 26
- Accounting • 49
- Accounting Courses • 49
- Accreditation and Affiliations • 6
- ACM—Associated Colleges of the Midwest • 34, 35
- Administration • 209
- Administrative Withdrawal • 28
- Admission • 174
- Admission with Credit • 176
- Advanced Placement • 176
- Advising • 21
- Advisors • 214
- Affiliations for Medical Technology, Cytotechnology, and Nuclear Medicine Technology • 208
- Africana Studies • 37, 50
- Africana Studies Courses • 51
- A-Levels • 177
- All-College Requirements
- Detailed Description • 14
- Alumni Council • 214
- An Overview of Luther College • 6
- Anthropology • 37, 53
- Anthropology Courses • 53
- Applied Music • 125
- Art • 37, 56
- Art Courses • 56
- Athletic Training • 60
- Athletic Training Courses • 62
- Athletics • 191
- Auditing Courses • 23
- AustraLearn, AsiaLearn, EuroLearn • 34
- Automobiles • 193

### B

- Baccalaureate Completion for Registered Nurses • 175
- Biblical Languages • 63
- Biology • 63
- Biology Courses • 63
- Board of Directors • 214

### Business

- Business • 38

### C

- Calendar • 21
- Campus Organizations, Activities, Ensembles • 191
- Campus Work • 185
- Candidacy for the Degree • 20
- Career Center • 190
- Changes in Registration • 23
- Chemistry • 67
- Chemistry Courses • 67
- Chinese • 70
- Chinese Courses • 70
- Church Vocations • 38
- CIEE—Council on International Educational Exchange • 34
- Class Attendance • 22
- Class Load • 22
- Classical Studies • 70
- Classical Studies Courses • 71
- Classification • 24
- CLEP • 176
- Clinical Laboratory Science and Technology Programs* • 208
- Clinical Laboratory Science and Technology, Cytotechnology, and Nuclear Medicine Technology • 38
- College Collections • 9
- College Development • 211
- College Governance and Regulations • 193
- Communication • 191
- Communication Studies • 39, 72
- Communication Studies Courses • 73
- Computer Science • 39, 75
- Computer Science Courses • 76
- Costs and Financial Policies • 178
- Counseling Service • 189
- Course Numbers • 48
- Course Start Template • 112
- Credit by Special Examination and Advanced Placement • 24
- Credit/No Credit Grading • 24
- Curriculum • 48
- Cytotechnology Programs* • 208
D
Dean’s Office • 212
Dean’s List, Latin Honors • 30
Dentistry • 39
Department Honors • 30
Department Prizes • 31
Departmental Organizations • 192
Dining Facilities • 191
DIS—Danish Institute for Study Abroad • 34
Divisional Structure • 48

E
Early Admission • 174
Economics • 78
Economics Courses • 78
Education • 80
Education Courses • 83
Election to Phi Beta Kappa and Discipline-based National Honor Societies • 31
Emeriti • 196
Engineering • 40
English • 40, 88
English Courses • 89
Enrollment • 212
Environmental Biology and Conservation • 40
Environmental Studies • 93
Environmental Studies Courses • 94
Ethics and Public Life • 96
Ethics and Public Life Courses • 96
Explanation of Fees • 179

F
Faculty • 170
Faculty/Administration for 2009–10 • 196
Fall Semester 2010 • 222
Final Grade Appeals • 26
Finance and Administration • 211
Financial Aid and Academic Progress • 28
Financial Assistance • 183
Foreign Culture • 96
Foreign Culture Courses • 96
French • 97
French Courses • 97
Full-Time Faculty • 199

G
General Admission • 174
General Studies • 99
General Studies Courses • 99
German • 99
German Courses • 100
Goals for Student Learning • 12
Governance • 193
Government • 40
Grade Point Average • 26
Grades • 25
Grants • 184
Greek • 101
Greek Courses • 101

H
Health • 102
Health and Physical Education • 41
Health Courses • 103
Health Service • 190
Hebrew • 104
Hebrew Courses • 104
History • 7, 41, 104
History Courses • 105
Homeschooled Students • 174
Honor Societies • 192
Honor System • 26, 193
Honors • 109
Honors Core • 30
Honors Courses • 109
Honors Program • 29
Housing • 193
How and When to Apply for Assistance • 186
How is Financial Assistance Determined and Awarded?
• 183

I
IES Abroad—Institute for the International Education of Students • 34
IFSA Butler—Institute for Study Abroad at Butler University • 35
Independent Study • 23
Institute in American Studies for Scandinavian Educators • 36
Institutional Profile • 8
Insurance • 182
International Baccalaureate • 177
International Management Studies • 20
International Studies • 110
International Studies Courses • 110
ISA—International Studies Abroad • 35
Italian • 111
Italian Courses • 111
Itinerant Status • 28

J
January Term • 17
January Term 2011 • 222
JASIN—Japan Studies in Nagasaki • 33
Journalism • 41

K
Kinds of Assistance • 183

L
Latin • 111
Latin Courses • 111
Law • 41
Legend—All College Requirements • 18
Library and Information Science • 42
Library and Information Studies • 112
Linguistics • 42, 112
Linguistics Courses • 112
Loans • 185
Location • 6
Luther College Board of Regents • 215
Luther College Catalog 2010–11 • 1
Luther College Diversity Center • 190
Luther College January Term Abroad • 35
Luther College January Term in the U.S. • 35
Luther College Mission Statement • 6
Lutheran College China Consortium • 33
Lutheran College Consortium to Tanzania • 34
Lutheran College Washington Consortium • 35

M
Major • 18
Malta Semester • 33
Management • 113
Management Courses • 114
Management Information Systems • 115
Management Information Systems Courses • 116
Mathematics • 117
Mathematics and the Sciences • 42
Mathematics Courses • 118
Members • 215
Minor • 20
Modern Languages and Literatures • 43
Münster Exchange and Semester Programs • 33
Museum Resources • 8
Museum Studies • 43, 121
Museum Studies Courses • 121
Music • 44, 121, 191
Music Courses • 122

N
Neuroscience • 44
New Students • 186
Norwegian Programs • 33
Nottingham Year • 33
Nuclear Medicine Technology Programs* • 209
Nursing • 44, 126
Nursing Courses • 127

O
Occupational Therapy • 44
Off-Campus Programs • 35
Officers • 214, 215
Optometry • 45
Organization • 7
Organization of Courses in This Catalog • 48
Other Sources of Assistance • 186

P
Paideia • 128
Paideia Courses • 128
Participation in Regional and National Conferences • 31
Part-Time Faculty • 206
Part-Time Students • 176
Payments • 181
Pharmacy • 45
Philosophy • 131
Philosophy Courses • 132
Physical Education • 133
Physical Education Courses • 134
Physical Therapy • 45
Physics • 136
Physics Courses • 137
Policies • 32
Policies Governing Continuance of Assistance • 186
Political Science • 139
Political Science Courses • 140
Post-Secondary Enrollment Options Act • 176
President’s Office • 209
Psychology • 45, 142
Psychology Courses • 143
Publications • 192

R
Radio Broadcasting Facilities • 8
Readmittance • 28
Recreational Activities • 192
Refunds • 182
Registration of Full-Time Students • 22
Registration of Part-Time Students • 22
Regulations • 193
Religion • 145
Religion Courses • 145
Religious Life • 188
Repeating Courses • 23
Requirements for the Degree • 13
Research Grants • 30
Research—Basic and Applied • 45
Residence • 20
Residence Life • 189
Returning Students • 186
Russian Studies • 150
Russian Studies Courses • 150

S
Scandinavian Studies • 152
Scandinavian Studies Courses • 152
Scholars Colloquium • 30
Scholarships • 184
Science • 154
Science Courses • 154
Second Teaching Area for Secondary Education Majors • 20
Senior Project • 19
Senior Symposium • 30
Social Organizations • 192
Social Work • 45, 155
Social Work Courses • 156
Sociology • 46, 157
Sociology Courses • 158
Spanish • 160
Spanish Courses • 160
Special Advising for National Fellowships • 31
Special Programs On Campus • 36
Special Topics • 48
Spring Semester 2011 • 222
Student Activities Council (SAC) • 191
Student Banking and NordiCash • 181
Student Life • 188
Student Life Office • 213
Study-Abroad Programs • 32
Summary of All-College Requirements • 13
Summer 2011 • 223

T
Table of 2010–11 Fees • 178
Teaching • 46
The Liberal Arts and Careers • 37
Theatre/Dance • 46, 162, 191
Theatre/Dance Courses • 162
Transfer Students • 175

U
Unique Resources • 8

V
Veterinary Medicine • 46

W
Wellness Education and Alcohol-Abuse Prevention • 190
Who Qualifies for Financial Assistance? • 183
Withdrawal • 28
Women and Gender Studies • 166
Women and Gender Studies Courses • 166
# Academic Calendar 2010–11

## Fall Semester 2010

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>23-27 Fri</td>
<td>Orientation of new international students</td>
</tr>
<tr>
<td></td>
<td>26-27 Fri</td>
<td>Faculty days</td>
</tr>
<tr>
<td></td>
<td>28 Sat</td>
<td>First-year students arrive</td>
</tr>
<tr>
<td></td>
<td>28-31 Tue</td>
<td>Orientation of new students</td>
</tr>
<tr>
<td></td>
<td>29 Sun</td>
<td>Returning students arrive</td>
</tr>
<tr>
<td>September</td>
<td>1 Wed</td>
<td>First semester classes begin</td>
</tr>
<tr>
<td></td>
<td>10 Fri</td>
<td>Last day to add or change full semester classes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due date of incomplete grades from previous semester.</td>
</tr>
<tr>
<td></td>
<td>17-19 Sun</td>
<td>Family Weekend</td>
</tr>
<tr>
<td></td>
<td>28 Tue</td>
<td>Last day to withdraw from full semester class without record</td>
</tr>
<tr>
<td>October</td>
<td>8-10 Sun</td>
<td>Homecoming</td>
</tr>
<tr>
<td></td>
<td>15 Fri</td>
<td>End of first half of semester</td>
</tr>
<tr>
<td></td>
<td>16 Sat-20 Wed</td>
<td>Fall vacation</td>
</tr>
<tr>
<td></td>
<td>29 Fri</td>
<td>Last day to withdraw from full semester classes</td>
</tr>
<tr>
<td>November</td>
<td>23 Tue</td>
<td>Senior projects due by 5 p.m.</td>
</tr>
<tr>
<td></td>
<td>24 Wed-28 Sun</td>
<td>Thanksgiving vacation</td>
</tr>
<tr>
<td>December</td>
<td>2 Thu-5 Sun</td>
<td>Christmas at Luther</td>
</tr>
<tr>
<td></td>
<td>10 Fri</td>
<td>Last day of classes</td>
</tr>
<tr>
<td></td>
<td>11 Sat</td>
<td>Reading day</td>
</tr>
<tr>
<td></td>
<td>13 Mon-16 Thu</td>
<td>Final Examinations</td>
</tr>
</tbody>
</table>

## January Term 2011

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Mon</td>
<td>Classes begin</td>
</tr>
<tr>
<td>26 Wed</td>
<td>End of term</td>
</tr>
</tbody>
</table>

## Spring Semester 2011

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>February</td>
<td>2 Wed</td>
<td>Second semester classes begin</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>March 11</td>
<td>Friday, Last day to add or change full semester classes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Due date of incomplete grades from previous semester.</td>
<td></td>
</tr>
<tr>
<td>1-Tuesday</td>
<td>Last day to withdraw from full semester class without record.</td>
<td></td>
</tr>
<tr>
<td>18-Friday</td>
<td>End of first half of semester.</td>
<td></td>
</tr>
<tr>
<td>19-Saturday–27-Sunday</td>
<td>Spring vacation</td>
<td></td>
</tr>
<tr>
<td>April 5-Tuesday</td>
<td>Last day to withdraw from full semester class</td>
<td></td>
</tr>
<tr>
<td>22-Friday–25-Monday</td>
<td>Easter Vacation</td>
<td></td>
</tr>
<tr>
<td>27-Wednesday</td>
<td>Senior projects due by 5 p.m.</td>
<td></td>
</tr>
<tr>
<td>May 10-Tuesday</td>
<td>Senior recognition convocation</td>
<td></td>
</tr>
<tr>
<td>13-Friday</td>
<td>Last day of classes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Last day to cancel CR/NO CREDIT authorization</td>
<td></td>
</tr>
<tr>
<td>14-Saturday</td>
<td>Reading day</td>
<td></td>
</tr>
<tr>
<td>16-Monday–19-Thursday</td>
<td>Final examinations</td>
<td></td>
</tr>
<tr>
<td>22-Sunday</td>
<td>Commencement</td>
<td></td>
</tr>
</tbody>
</table>

**Summer 2011**

<table>
<thead>
<tr>
<th>Month</th>
<th>Start-End Date</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td>31 Tuesday–June 24 Friday</td>
<td>Summer session I</td>
</tr>
<tr>
<td>June</td>
<td>27 Monday–July 22 Friday</td>
<td>Summer session II</td>
</tr>
</tbody>
</table>

*Calendar subject to change with due notice. Modification of the calendar does not entitle the student to a refund on tuition, fees, room, or board.*
Maps

Decorah, Iowa, the home of Luther College, has a resident population of 8,000. The county seat of Winneshiek County, Decorah is located in the north-eastern corner of Iowa at the junction of U.S. Highway 52 and State Highway 9. The Minnesota border lies 15 miles to the north. The Mississippi River lies 30 miles to the east. Public transportation serving the area includes commercial airports in Rochester, Minn., Waterloo, Iowa, and La Crosse, Wis.; a municipal airport in Decorah; and train and bus depots in La Crosse, Wis.

The campus is built on the rolling woodland hills and rugged limestone cliffs of northeast Iowa's bluff country. The scenic Upper Iowa River flows through the lower portion of the 175-acre central campus. The college owns an additional 625 acres adjoining the central campus and other properties nearby devoted to environmental research and enhancement, biological studies, and agriculture.