



Gustavus Academic Bulletin
2023–2024

Gustavus Adolphus College

2023-2024 Academic Calendar

2023

2024

FALL SEMESTER

September 1–4	Orientation and Testing of New Students	August 30-September 2
September 5	Opening Convocation and Classes Begin	September 3
September 18	Late Registration Deadline	September 16
October 3–4	Nobel Conference®	October 1-2
October 20	Final Exams for Half-Semester Courses	October 18
October 21–24	Fall Break (No classes)	October 19-22
October 25	Mid-Term Grades Due	October 23
October 30–November 2	Interim Experience Registration	November 4-7
November 13–17	Spring Registration	November 18-22
November 10	Course Withdraw Deadline	November 8
November 22-26	Thanksgiving Recess	November 27-December 1
December 13	Final Day of Classes	December 12
December 14	Reading Day (No classes)	December 13
December 15, 16, 18	Final Examinations	December 14, 16, 17
December 18	Fall Semester Ends	December 17
December 19–January 2	Winter Break	December 18-January 5
December 26	Fall Grades Due	December 24

2024

2025

JANUARY TERM

January 3–26	January Term Registration Deadline	January 6-28
January 5	Touring and Activity Week	January 8
January 27–February 4	January Term Grades Due	January 29-February 4
February 2		February 4

SPRING SEMESTER

February 5	Classes Begin	February 5
February 16	Late Registration Deadline	February 18
March 22	Final Exams for Half-Semester Courses	March 21
March 23–31	Spring Break	March 22–30
March 27	Mid-Term Grades Due	March 26
March 23–31	Easter Recess	April 18-20
April 22–26	Fall Registration	April 28-May 2
April 19	Course Withdraw Deadline	April 17
May 1	MAYDAY! Conference	April 30
May 4	Honors Day	May 3
May 16	Final Day of Classes	May 15
May 17	Reading Day (No classes)	May 16
May 18, 20, 21	Final Examinations	May 17, 19, 20
May 21	Spring Semester Ends	May 20
May 25	Baccalaureate, Commencement	May 24
May 28	Spring Grades Due	May 27



Academic Bulletin 2023–2024

College Profile

Type	Liberal Arts, Coeducational
Affiliation	Evangelical Lutheran Church in America
Degree Offered	Bachelor of Arts
Entrance Test	ACT or SAT (optional)
Size	approx. 2,000, Residential
Location	Saint Peter, Minnesota
Calendar	4-1-4

It is the policy of Gustavus Adolphus College to comply with all laws and regulations governing the provision of equal employment and equal educational opportunities. Therefore, decisions affecting the provision of educational services and decisions affecting employment opportunities will be made without regard to race, color, creed, religion, age, sex, sexual orientation, sexual identity, national origin, marital status, disability, veteran status, status with regard to public assistance, or other categories protected by federal, state, or local anti-discrimination laws.

The provisions of this publication are not an irrevocable contract between the student and the College. The College reserves the right to change any provision, requirement, or program at any time during the student's term of residence.

Gustavus Adolphus College is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes, sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

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Mission and History

Gustavus Adolphus College is a church-related, residential liberal arts college firmly rooted in its Swedish and Lutheran heritage.

The College offers students of high aspiration and promise a liberal arts education of recognized excellence provided by faculty who embody the highest standards of teaching and scholarship. The Gustavus curriculum is designed to bring students to mastery of a particular area of study within a general framework that is both interdisciplinary and international in perspective.

The College strives to balance educational tradition with innovation and to foster the development of values as an integral part of intellectual growth. It seeks to promote the open exchange of ideas and the independent pursuit of learning.

The College aspires to be a community of persons from diverse backgrounds who respect and affirm the dignity of all people. It is a community where a mature understanding of the Christian faith and lives of service are nurtured, and students are encouraged to work toward a just and peaceful world.

The purpose of a Gustavus education is to help students attain their full potential as persons, to develop in them a capacity and passion for lifelong learning, and to prepare them for fulfilling lives of leadership and service in society.

Vision

Gustavus equips students to lead purposeful lives and to act on the great challenges of our time through an innovative liberal arts education of recognized excellence.

History

Eric Norelius, an immigrant Swedish Lutheran pastor, founded the College in Red Wing, Minnesota, in 1862. It was moved to East Union the following year, where it was called the Minnesota Preparatory School. In 1865, when Swedish Lutherans were celebrating the 1,000th anniversary of the death of St. Ansgar, it was renamed St. Ansgar's Academy. The school was moved to Saint Peter in 1876 and named Gustavus Adolphus College to honor the Swedish King Gustav II Adolf (1594–1632), who defended Protestantism during the Thirty Years War.

Originally a college of the Swedish Lutheran Church in Minnesota, Gustavus was founded in order to provide pastors and teachers for the Swedish immigrants settling in Minnesota. Until 1962, Gustavus was supported by the Minnesota Conference of the Augustana Lutheran Church, and then, from 1962 through 1987, by the Minnesota and Red River Valley Synods of the Lutheran Church in America.

Today Gustavus Adolphus College operates under the auspices of the Evangelical Lutheran Church in America and the Gustavus Adolphus College Association of Congregations.

The Campus and the Community

The Gustavus campus overlooks Saint Peter and the beautiful Minnesota River valley from its position on the river's west bank. Christ Chapel, with its soaring spire, is the focal point of the 350-acre campus. Arranged in an oval around the chapel are 29 other major buildings, including 13 residence halls,

classroom and service buildings, recreational and athletic facilities, and field laboratories. At least one specimen of every tree native to Minnesota can be found on the landscaped campus.

Saint Peter is a community of approximately 11,400 located approximately 70 miles south of the Minneapolis–St. Paul metro area (population 3.28 million) and 12 miles north of Mankato (population 40,600). Surrounded by rich farmland and wooded areas and bordered by the Minnesota River, Saint Peter is a historic city that has produced five state governors—nine, if former Gustavus and St. Ansgar’s are included. Rich in Native American and settler history, Saint Peter was the site of the 1851 Treaty of Traverse des Sioux.

Programs such as the Saint Peter Learning Community, the Big Partners/Little Partners program, a tutoring program at the high school, and a volunteer network at the state hospital help bring the communities of the College and town together.

Facilities

Thirty major buildings situated throughout 350 acres provide the instructional setting for Gustavus students. Notable among them are:

Christ Chapel: A striking place of worship in the center of the campus, Christ Chapel seats 1,200 people and houses a four-manual, 64-rank Hilgreen-Lane organ—the largest of the seven organs available at Gustavus.

College and Lutheran Church Archives: Archives at Gustavus make materials available for research and study. Collections include manuscripts, photographs, recordings, and digital materials. Students, faculty, and outside researchers interact with these primary sources. Archives staff assist researchers with collection access, and the archivist provides customized instructional sessions for courses across the curriculum.

Folke Bernadotte Memorial Library & Special Collections: The faculty and staff of the Folke Bernadotte Memorial Library support the development of critical thinking, academic inquiry, the open exchange of ideas and the pursuit of independent lifelong learning. We achieve this through one-on-one research assistance and a robust instruction program, which helps students develop vital information literacy skills. We provide a wide range of resources through a carefully curated collection, as well as access to collections at other libraries. The library subscribes to thousands of print and electronic periodicals, core disciplinary journals, and hundreds of scholarly online databases and archival collections to support academic and curricular research. Our collections also include books, government publications, recorded music, and streaming video. The library houses the College and Lutheran Church Archives and provides flexible spaces for studying and learning.

Classroom Buildings: Anderson Hall (education), the Warren and Donna Beck Academic Building (communication studies, economics and management, history, psychological science, sociology and anthropology), Ogden P. Confer and Edwin J. Vickner Language Halls (English, modern languages, literatures and cultures), P.A. Mattson Hall (nursing), the Alfred Nobel Hall of Science (biology, chemistry, geography, geology), Old Main (classics, philosophy, political science, religion), F.W. Olin Hall (mathematics, computer science, statistics, physics), and the Harold and Ruth Schaefer Fine Arts Center (music, theatre and dance).

Lund Center for Physical Education and Health features a 25-meter by 25-yard swimming pool with diving well, gymnastics practice and performance areas, aerobic facilities, a sports forum highlighted by a 200-meter indoor track and competition playing courts for basketball and volleyball, and an arena for ice hockey, ice skating, and indoor tennis. Rounding out Lund Center are facilities for athletic training, a human performance laboratory, and faculty offices for the Health and Exercise Science Department. New to the facility in 2022 is a 72,000 square foot expansion that includes a weight training facility that is five times the size of the previous space, an open-concept cardio fitness center with commanding views of the College's football field, three aerobics rooms including one with built-in scaffolding for TRX equipment, new locker rooms for intercollegiate student-athletes, office spaces for Gustavus Athletics coaches and staff, and a sizable student lounge.

C. Charles Jackson Campus Center and O.J. Johnson Student Union A tangible commitment to community, hospitality, interaction, and involvement, the Jackson Campus Center and Johnson Student Union centralize a number of student service programs and offices, including the offices of the Dean of Students, Residential Life, Campus Activities, and the Health Service, as well as the Center for Inclusive Excellence. The Campus Center also houses the Gustavus Market Place and the Evelyn Young Dining Room, a state-of-the-art dining service facility that comfortably and efficiently meets the needs of the entire campus community, and a more informal Courtyard Café, serving coffee, sandwiches, desserts, beverages, and other grab-and-go items. Also housed in the center are the Book Mark, Print and Mail Services, student organization offices, the Office of Admission, and a variety of public and semipublic spaces that allow and encourage students, faculty, staff, and others to gather informally.

Computer Facilities: Gustavus students have free access to campus computing labs equipped with Windows, Macintosh, and Linux machines. In addition, Ethernet and access to the Internet are available in all student rooms.

Accreditation

Gustavus is accredited by The Higher Learning Commission to award the Bachelor of Arts degree. It is a member of the North Central Association of Colleges and Schools. Its programs are accredited by the American Chemical Society, the National Council for the Accreditation of Teacher Education, the Commission on Accreditation of Athletic Training Education, and the Commission on Collegiate Nursing Education.



The College is a member of the Association of American Colleges and Universities, the Council of Independent Colleges, and the American Association of Colleges for Teacher Education, and is on the approved list of the American Association of University Women.

Measuring the Quality

There are a number of ways to measure the quality of an institution: a Phi Beta Kappa chapter, low student-faculty ratio, high retention and graduation rates, strong graduate school and job placement rates, and more. By these measures, Gustavus demonstrates excellence. Additionally, the College continually assesses the effectiveness of its programs through departmental assessment of student learning outcomes, regular review of its general education programs, and involvement in research

initiatives such as the Wabash National Study of Liberal Arts Education, funded by the Center of Inquiry in the Liberal Arts, and a value-added assessment project to measure writing, critical thinking, and civic engagement funded by the Teagle Foundation.

The Council for the Advancement and Support of Education has ranked Gustavus among the top colleges in the country in the percentage of alumni who contribute to the school. This is strong evidence of the degree of satisfaction that Gustavus graduates have with their educational experience.

The Gustavus Experience

The Student Body, Retention, and Graduation Rates

Gustavus Adolphus College enrolls approximately 2,000 students from more than 42 states and 20 foreign countries. These students represent a wide spectrum of economic and sociological backgrounds, as well as a variety of church affiliations— the majority being Lutheran. Gustavus is proud of its extraordinary rate of retention from year to year, which historically averages 86 percent. Also noteworthy is the four-year graduation rate, which over the past two years has been between 74 and 76 percent. After graduation, approximately one-third of Gustavus students enroll directly in graduate or professional schools.

Student Development Philosophy

The student development philosophy at Gustavus is perhaps best described this way: A student's education is more than the sum of classroom experiences. Gustavus is concerned with the development of the whole student, including intellectual, social, spiritual, cultural, and physical dimensions.

This concern is supported by all areas of the College, including the academic program and offices such as the Dean of Students; Residential Life; Counseling and Health Service; Campus Activities; Wellness Education; Community Engagement; Career Development; Title IX; and Campus Safety.

Residential Life

Gustavus is a residential college, committed to residence hall living as a vital complement to its academic program. Living within a community of peers, interacting with a wide array of individuals, learning from one another, assuming individual and communal living responsibilities, and developing interpersonal skills and lifelong friendships are all aspects of residence hall living that support personal education, growth, and development.

This being the case, all students—first year through senior—are required to live in College operated residences throughout their enrollment. Thus, only a small number of students are granted permission by the Director of Residential Life to reside off-campus. First year students are housed in three of the 14 coed residence halls.

Each residence hall is equipped with lounges, study areas, and laundry facilities. Most residence halls have kitchenettes and recreation equipment. All students housed in traditional residence halls eat their meals in the College's Market Place. The standard meal plan option provides a declining balance, and the cost is included in the tuition, room, and meal plan fee. Students living in on-campus apartments and houses may choose whether or not to participate in a meal plan. Other meal plan options for on- and off-campus students are available. Please contact the Student Accounts staff in the Financial Aid Office for information.

Each floor or section of a residence hall is assigned a Collegiate Fellow (CF). CFs are returning students selected on the basis of scholarship, leadership, experience, and their desire to help other students. They are responsible for informal counseling, assisting their residents in planning activities and programs, monitoring compliance with campus policies, and serving as resource persons. Their

responsibilities extend to all students in their living unit, as well as the building and campus in general. Three Area Coordinators, professional Residential Life staff, live in campus housing and supervise College Fellow and Community Coordinator student staff.

Students who do not comply with the College's residency requirement will be liable for the full room and meal plan fee as if they were living in College housing. The additional costs will not be considered for financial assistance purposes.

Health Service and Counseling

Physical and emotional wellbeing is fundamental to intellectual development and social maturity, and Gustavus students are encouraged to make healthy lifestyle choices for themselves. However, the College recognizes that some health problems are to be expected.

To meet these needs, Gustavus provides an on-campus health service. The Gustavus Health Service provides care and/or referral for acute medical needs, including illness and injury, physical exams, sexual health, mental health, minor procedures, prescription medications, immunizations, etc. Board-certified mid-level providers, nurses, and office staff are available Monday through Friday at the Health Service. A registered dietitian is also available for consultation.

Services rendered by a provider will be billed to the student's health insurance. Any remaining balance will be billed to the student account. Visits with a nurse or a dietitian are free of charge. Limited pre-packaged medications are available on campus, all other prescriptions written by providers may be filled locally. Evening, weekend, and emergency health care is provided at the community hospital, River's Edge Hospital, in Saint Peter.

Gustavus also offers a Counseling Center on campus staffed by licensed mental health professionals who provide both individual and group counseling. Students can receive support and treatment for a variety of concerns, including grief and loss, identity development, adjustment to transitions, depression, anxiety, sexuality, family concerns, alcohol or drug use, relationships, body image, and mental health concerns.

The Counseling Center provides consultation services to students, parents, faculty, administrators, and staff. Counseling Center staff also join others on campus in periodically offering preventive and educational programming and workshops for students.

The Academic Support Center (ASC)

The Academic Support Center (ASC) provides services to help Gustavus students make the most of their academic experience. The ASC helps students to build on their strengths through individualized academic advising, academic skill development, and educational accommodations for those with health conditions that impact their academic experience. The ASC supports the faculty-based academic advising program, working with faculty to ensure all students have personalized care and support from a knowledgeable faculty advisor.

Career Development

The Gustavus Center for Career Development provides students with resources, connections, and communities to make informed transitions through explorations and experiences. Career Development utilizes the Career Interest Cluster approach to aid students in their career development process. Career Interest Clusters are groups of occupations and industries that have foundational knowledge and skills in common.

The seven Career Interest Clusters are:

- Arts and Communication
- Business
- Education
- Government and Social Services
- Health Professions
- Science, Technology, Engineering, and Math
- Still Deciding

Career Development offers resources including career counseling, online career tools, and events and programs organized around the Career Interest Clusters.

Academic Internships and Career Explorations provide opportunities for students to explore and confirm their career interests and couple career experience with their college academic studies. The primary purpose of completing an Academic Internship or Career Exploration is to better understand the theories, ideas, and practices of the academic discipline, industry, career interest, or major by actively engaging hands-on in an employment environment. Academic credit is awarded for the learning achieved through these experiences. Students may complete Career Explorations or Academic Internships during Fall or Spring Semesters, Summer Session, and Academic Career Explorations during January Interim. Eligible students may earn academic credit by registering for a January Interim Career Exploration or an Academic Internship.

Campus Activities and Campus Life

Rounding out the development of the whole student at Gustavus is the opportunity for involvement, service, and leadership through campus activities. With the help of the Campus Activities Office, students develop planning, organization, teamwork, and leadership skills as well as make valuable contributions to the campus community through programs and activities.

There are more than 100 clubs and organizations representing academic, cultural, and religious awareness, as well as service, recreational, social, and special interests. A complete list of recognized student organizations is available from the Campus Activities Office or at gustavus.edu/organize.

Not every organization on campus is coordinated through the Campus Activities Office. The more than two dozen musical ensembles, for example, are organized by the Department of Music and are considered academic experiences (a listing of musical ensembles may be found under “Ensemble Performance Studies” in the course descriptions of the Department of Music). The Department of Theatre and Dance plans and directs theatrical productions. The fine arts programs director brings

numerous professional ensembles, such as the St. Paul Chamber Orchestra, to campus. Varsity athletics, intramurals, and club sports receive direction from the Department of Athletics. Many honorary organizations, such as Sigma Xi (scientific research) and Pi Kappa Delta (forensics), are under the direction of academic departments.

Mentoring and Wellness Education are vital components to some student experiences at Gustavus. The Mentoring Program provides junior and senior students with individual guidance around leadership development, career, and vocational discernment. This happens through students being matched in a year-long professional and personal relationship with a Gustavus alum who is focused on their holistic growth and development.

Community Engagement Center

The Community Engagement Center serves as the principal campus entity through which institutional resources are allocated to support the promotion and development of community engagement activities at Gustavus. These include co-curricular community service and outreach activities as well as curricular engagement including community-based learning and engaged scholarship. The center focuses on fostering a lifelong commitment to engaged citizenship, developing leadership capacities, and strengthening local communities. The Center aims to encourage students' academic, personal, and civic development through meaningful experiential learning and enhanced understanding of challenges facing society.

To that end, Community Engagement actively works to meet the needs of students, faculty, and community partners interested in community service and community-based learning by providing the information, advising, tools, resources, and coordination in order for them to be successful and reach their highest potential as responsible and contributing engaged citizens.

Religious and Spiritual Life at Gustavus

The College aspires to be a community of persons from diverse backgrounds who respect and affirm the dignity of all people. It is a community where a mature understanding of the Christian faith and lives of service are nurtured, and students are encouraged to work toward a just and peaceful world (from the Gustavus Mission Statement).

The Office of the Chaplains equips students to connect faith and spirituality with learning and life so that they will be prepared to lead purposeful lives in a religiously diverse world. Rooted in the tradition and values of Lutheran higher education, we support diverse spiritual and religious practices, promote theological and vocational exploration, and foster interfaith cooperation in service to the common good on campus and in the greater community.

The office has four main areas of programming:

1. Lutheran: Promoting the traditions and values of Lutheran higher education.
2. Ecumenical Christian: Fostering ecumenical Christian ministries that empower students to develop a mature understanding of the Christian faith.
3. Faith and Learning: Integrating faith and spirituality with interdisciplinary and experiential learning.
4. Interfaith/Multifaith: Supporting students from diverse religious and philosophical backgrounds and cultivating interfaith learning and cooperation.

Christian Leadership

Gustavus offers learning opportunities and programs that prepare students for Christian leadership positions within church and society, including pastoral leadership, church music, religious education, youth ministry, and nonprofit leadership and administration. Because the demands of Christian leadership require a broad liberal arts background, students are encouraged to take courses in a number of departments or disciplines. Chaplains are available to consult with students, along with academic advisors, in choosing courses or majors that are applicable to a variety of Christian leadership settings. In addition to one-on-one support, the Chaplains' Office also offers discernment groups, a preaching internship, worship leadership, and other programming for those considering Christian leadership careers.

Interfaith Leadership

Gustavus supports students in working on the great challenges of our time. One such challenge lies in cultivating interfaith and intercultural understanding and cooperation. The Chaplains' Office provides interfaith engagement training to multiple student groups, supports a variety of student-led interfaith events, and works with students to develop their interfaith leadership skills. Students from diverse religious backgrounds and worldviews are invited to serve on the Multifaith Leadership Council, to attend events in the Bonnier Multifaith Center, or to participate in panels, conversations, and other activities promoting learning about and appreciating others' religious, spiritual, or secular worldviews. The Chaplains' Office co-sponsors one or more large-scale interreligious activities—such as a campus Ramadan Iftar (Muslim) or Passover teaching Seder (Jewish)—in collaboration with the Religion Department or student organizations.

Campus Safety

Campus Safety officers are on duty 24 hours a day patrolling the campus, enforcing College rules and regulations, and rendering appropriate emergency assistance to all members of the campus community. They have direct communication with the Saint Peter Police Department and may also contact responding Saint Peter Ambulance personnel. The Office of Campus Safety may be reached by dialing 507-933-8888 or by calling the Saint Peter Police Department at 507-931-1550.

Policies and Regulations

Student life policies of the College, including the "Student Conduct Code" and "Campus Conduct Procedures," are contained in the Gustavus Guide. This information is available to the campus community online at <https://gustavus.edu/deanofstudents/policies/>. By accepting admission to Gustavus Adolphus College, each student agrees to live by the standards of this community. Gustavus depends on its students to act with integrity, self-discipline, and mature judgment and to respect the rights and property of all members of the College community. The College also expects that students will know and observe federal, state, and local laws.

An Education in the Liberal Arts

Gustavus strives to be a distinctive community of learning, known for dedication to excellence and to the development of the whole student. This means nurturing an intellectual climate that encourages scholarly activities by both students and faculty. Central to this vision is excellence in teaching. Conversations among students, between students and faculty, and among faculty members are the fabric of the College community.

Woven into this fabric are programs and opportunities that strengthen and add substance to a college education. They include academic advising, a core of coursework to develop both a breadth of knowledge and writing skills, an academic calendar that offers flexibility, special academic opportunities, and top-notch facilities.

4-1-4 Calendar Year

The academic year at Gustavus comprises a four-month fall semester, a one-month January interim, and a four-month spring semester. It is common during a semester to take four courses. During **January Term (JAN)**, students take one course, the content of which is comparable to a full semester course.

Two 1.0 credit **JAN** courses are required for graduation. Students have a variety of choices, including an on-campus course, a career exploration, a study away course, or a class offered by any approved college also offering interim coursework.

A listing of **JAN** courses is available to students online prior to registration. Policies on January Term courses can be found in the section titled “Academic Information and Policies.”

Gustavus plans to offer a Summer Term in June 2024. Summer Term courses can be used to fulfill the January Term course requirement.

Core Requirements

All Gustavus students devote approximately one-third of their coursework to an examination of the liberal arts. In 2023-2024 all entering students will be part of the Challenge Curriculum. The Challenge Curriculum is compatible with every major and allows for study away opportunities or an internship during the junior or senior year. The Challenge Curriculum ensures that every Gustavus graduate has a broad-based liberal arts background to complement the specialized study represented by the student’s major.

In the **Challenge Curriculum**, students select five courses from a list of approved offerings that represent various academic areas (e.g., Arts, Humanities, Natural Science, and Social Science), choosing one or more courses each semester. Another course, a **First Term Seminar**, is to be selected by all Challenge Curriculum students for the first semester of their first year. Challenge Curriculum students must also select and complete a capstone **Challenge Seminar**. The Challenge Curriculum may be described as a distributional liberal arts core program.

Prior to 2022-2023, students could choose to fulfill general education through the **Three Crowns Curriculum**. That program is not admitting students in 2023-2024.

Students who chose the Three Crowns Curriculum students take a sequence of eight integrated and cross-disciplinary courses. Three Crowns students also choose additional courses in non-English language

(up to three) and Wellbeing. Every entering Three Crowns class learns the methods, theories, and histories of ideas, fields of knowledge, and values. As a cohort, that is, a learning collective where everyone has a voice, students build on their classroom experiences through Three Crowns retreats, field trips, and frequent interactions with faculty. The Three Crowns Curriculum emphasizes ethical engagement with global perspectives as a foundation for the investigation of values, identity, and diversity.

Writing Program

Put simply, clear writing reflects clear thinking. Both are central to the Gustavus liberal arts experience. Both are skills crucial to life after college as well.

Most Gustavus courses require writing. However, Gustavus is committed to teaching writing skills throughout the curriculum. Thus, under the Writing Across the Curriculum program, all Gustavus students are required to take four designated writing courses, including one Writing and Information Literacy course (**WRITL**). These four courses must be taken from at least two different academic departments.

Academic Advising

Gustavus Adolphus College strives to instill in its students a capacity and passion for lifelong learning and encourages them to take an active role in their own education. To assist students in this intellectual and personal growth, each student is assigned a faculty academic advisor.

In the Challenge Curriculum, the First-Term Seminar professor serves as a student's first academic advisor. All first-year students are officially considered undeclared majors upon arrival and work with their assigned FTS advisor at least through the end of the first semester. If students are certain about their major, they are encouraged to talk with faculty from that major department while keeping their assigned advisor the first semester. If students are certain about a pre-professional interest, they are welcome to talk with the pre-professional faculty contacts. In addition, we hope students will use many campus resources like the Academic Support Center (ASC), Career Development, and the Registrar's Office from the very beginning.

First-year students may not declare a major until spring of their first year. Spring semester of the sophomore year is a traditional time by which students should be ready to declare their major. Students must have a major declared to be eligible to register for classes in the spring semester of the junior year.

Transfer students are assigned a faculty advisor by the Academic Support Center until they are ready to declare a major.

The mission of our faculty-based advising program goes beyond simply prescribing courses. Faculty and students talk about course choices, the integration of coursework and co-curricular responsibilities, possible majors, and developing an academic program that will be finished in a timely fashion and will lead to further study or interesting careers.

Advisors supply students with accurate information about the curriculum and on- and off-campus resources, guide students in the decision-making process, and are available to answer additional questions and process information. Conversations with advisors often introduce students to new, intriguing, and possibly unfamiliar academic opportunities available in the Gustavus community.

Equipped with such information, students are in the position to ultimately become their own best advisor, in charge of their decisions, and prepared to shape their particular College academic career according to their skills, values, and interests.

Faculty-based advising is supported by the Academic Support Center and Career Development, where professionals are available to discuss options and opportunities.

Special Academic Opportunities

Academic Assistantships: Each academic department generally appoints at least one student annually as an academic assistant based on demonstrated excellence in the major field as well as interest in the work. Responsibilities vary among departments but generally include one or more of the following: conducting a research project, assisting with a departmental research project, assisting with a specific course, or serving as a student resource in departmental decision-making.

Student Research Opportunities: Collaborative research by students and faculty is encouraged at Gustavus. Research opportunities in all academic disciplines provide students with an ideal setting for integrating their knowledge base and creativity in the pursuit of new ideas at the frontier of knowledge. Each year Gustavus students and faculty members present the results of their research at numerous discipline-specific conferences around the country, in professional journals, and at the National Undergraduate Research Conference. Many opportunities for research are available both on- and off- campus. There is strong evidence that undergraduate research experience is an especially valuable asset when applying for graduate study as well as when seeking employment requiring a high level of independence.

International Education: Gustavus students are encouraged to include an international experience in their coursework. The Center for International and Cultural Education (CICE) helps students choose a study-away program based on their academic goals and interests. Short-term programs during January or summer, and semester or academic year opportunities are available at both domestic and international sites.

For a complete list of programs, and for more information, see the Center for International and Cultural Education website (<https://gustavus.edu/cice/>). Policies governing eligibility and credit transfer may be found in the Academic Bulletin section titled “Academic Information and Policies” and in the online application system.

Academic Internships: Two types of internships are available at Gustavus: January Interim Career Explorations and regular semester or summer Academic Internships.

Generally, January Interim Career Explorations give students the opportunity to explore their interests in a career of their choice by job shadowing and observing persons working in that career field on a full-time basis during January. Semester and summer Academic Internships give students the opportunity to learn by applying previously acquired academic knowledge and skills to actual projects and tasks in a workplace environment, and to gain experience in a career field.

Internships can be found in almost all disciplines and exist in companies and organizations throughout the country. Non-Academic Internships and Career Explorations can be completed at any time for the purpose of exploring careers and gaining experience (not for credit). Specific policies governing Academic Internships may be found in the section titled “Academic Information and Policies.”

Honorary and Professional Organizations: A number of national or international honorary organizations have established chapters at Gustavus.

Phi Beta Kappa is the nation's oldest and most prestigious academic honorary fraternity, with a limited number of chapters at schools with reputations for excellence in liberal studies. Membership, open to both men and women, is by election. Consideration is given to juniors or seniors who demonstrate competence in foreign language and math, have broad cultural interests, and who have devoted 75 percent of their coursework toward liberal studies. Minimum grade point average for juniors is 3.9 and for seniors is 3.7.

Gustavus has established two honorary organizations. **The Guild of St. Ansgar** recognizes seniors on the basis of scholarship, leadership, and participation in campus activities. Members are elected by a faculty-student committee. **The Guild of St. Lucia** is for junior women who have maintained at least a 3.333 GPA. Members are selected by faculty and current members on the basis of academic excellence, leadership, and service to the College.

National honorary and professional organizations include:

- Alpha Alpha Alpha First Generation Students
- Alpha Kappa Delta Sociology
- Beta Beta Beta Biology
- Dobro Slovo Slavic Languages
- Eta Sigma Phi Classics
- Gamma Theta Upsilon Geography
- Kappa Delta Pi Education
- Iota Tau Alpha Athletic Training
- Sigma Delta Pi Spanish
- Sigma Tau Delta English
- Lambda Pi Eta Communication
- Lambda Alpha Anthropology
- Pi Delta Phi French
- Pi Kappa Delta Forensics
- Pi Kappa Lambda Music
- Pi Sigma Alpha Political Science
- Psi Chi Psychology
- Sigma Pi Sigma Physics
- Sigma Theta Tau Nursing
- Sigma Xi Natural and Social Sciences
- Theta Alpha Kappa Religion

Information on each organization is available from its respective academic department.

Admission

Applicants for admission to Gustavus are considered by the Admission Committee on the basis of course selection, academic achievement in secondary school, ACT or SAT scores (Test Optional available), letters of reference (recommended, but not required), and an application essay or writing sample. An interview with an admission counselor is recommended.

Successful applicants to Gustavus typically have taken a college-preparatory program in high school and rank in the top third of their graduating class. The middle 50 percent of students admitted to Gustavus score between 25 and 30 composite on the ACT or have an average combined verbal and math score of 1300 on the SAT. Applicants for admission have the option to submit standardized test scores, known as the “Test Optional” admission policy. Students who feel their test scores accurately reflect their academic ability and potential should submit test scores. Additionally, students should take the ACT and/or SAT in order to explore all options and practice for the standardized tests required for entrance to graduate school.

Students who matriculate must have a high school diploma, GED, or a passing ATB score. In order to be eligible for Federal Title IV financial aid funds, students must have one of these three proofs of high school completion.

The Application Process


To apply for admission to Gustavus, complete the following steps:

1. Submit the Gustavus Application for Admission or the Common Application.
2. Submit a transcript complete through the most recent semester.
3. Submit ACT or SAT test scores. Test scores are required from all applicants unless you select “No” on the “Should Gustavus consider your standardized test scores in the admission process” question on the application. For more information about our test-optional admission policy, visit gustavus.edu/admission/apply/test-optional.php.
4. Submit one letter of recommendation from a teacher or counselor (optional).

Common Application: In addition to our own application, Gustavus Adolphus College uses the Common Application, a standardized application accepted by many colleges. Students may find the Common Application online at commonapp.org.

Admission Dates: Candidates for admission who have completed their Early Action application by November 1 will be notified of an admission decision by November 15. Rolling Admission applicants will be reviewed on a rolling basis beginning November 15.

Application Deadline: Students who apply after April 15 should recognize that available residence hall space and a preferred size of the entering class will be considered as applications are processed.

Accepting an Offer of Admission: Gustavus requires that applicants reply to an offer of admission by May 1. To accept an offer of admission, submit a non-refundable \$300 Enrollment Deposit. This non-refundable deposit is due when a student accepts an offer of admission. Deposit is paid through Admission Office. 

Postsecondary Enrollment Options (PSEO)

Full-time Enrollment: Students wishing to apply for full-time student status under Minnesota's PSEO program must submit the regular online application for admission. Submission of ACT or SAT scores and a personal interview are also required.

Only high school seniors may attend Gustavus as full-time PSEO students.

Full-time PSEO applications may be submitted as early as October or as late as May of a student's junior year of high school. Admission decisions are generally made after April 1. Admission for full-time PSEO students is competitive; successful applicants typically have a high school GPA of 3.6 or higher and an ACT composite of 27 or higher. Full-time PSEO applicants who intend to complete their degree at Gustavus will receive priority consideration for admission. Individuals attending Gustavus as full-time PSEO students will be required to live in campus housing and pay for room and board. PSEO students are not eligible for financial aid.

Part-time Enrollment: Minnesota high school juniors and seniors interested in part-time enrollment through the PSEO program are required to bring a signed PSEO form from their high school/home school and a current high school transcript. Part-time PSEO students should not apply for admission.

Successful candidates typically have a high school GPA of 3.6 or higher and/or an ACT composite of 27 or higher.

Class registration for part-time PSEO students begins in mid-August for the fall semester and mid-January for the spring semester. Part-time PSEO students typically register for one course but may register for two courses pending academic qualifications and approval from the PSEO coordinator. Space availability will determine which courses are open for part-time enrollment. Part-time PSEO students may not register for closed or wait-listed courses.

Immunizations

Minnesota law requires that all students born after 1956 and enrolled in a postsecondary school be immunized against diphtheria, tetanus, measles, mumps, and rubella. Students who do not meet state immunization requirements may have their enrollment canceled. A complete medical history form and a physical examination are required of all first year and transfer students. These are kept on file in the Student Health Service. Meningitis vaccination and flu vaccination are offered annually, and students can receive vaccinations for hepatitis A, hepatitis B, and tetanus/diphtheria in the Student Health Service, along with Mantoux testing for tuberculosis.

Orientation

All new students attend an orientation program before classes begin. Activities include auditions, meetings with faculty advisors and Collegiate Fellows, and workshops designed to ease the transition to college.

General Transfer Policies

Gustavus accepts credit earned at other regionally accredited institutions of higher education, including credit through Post-Secondary Enrollment Options and College in the Schools, and through the International Baccalaureate and Advanced Placement credit-by-exam programs. Students can transfer a

maximum of 16 Gustavus course credits equivalents (64 semester or 96 quarter credits) from a combination of other accredited institutions and International Baccalaureate and Advanced Placements exams. To receive a degree from Gustavus, students must be enrolled full-time for two academic years (17 course minimum), including the senior year. Exceptions to the senior residency requirement must be approved by the Provost. A minimum of 34 Gustavus course credit equivalents (136 semester hours or 204 quarter hours), including two January terms credits, are required for graduation at Gustavus. Please refer to “Requirements for Graduation” section of the Academic Bulletin for complete graduation requirements.

Acceptance of specific courses and their application to a Gustavus degree is the province of the Registrar and the chairs of the appropriate academic departments.

International Baccalaureate and Advanced Placement

Candidates who score four or higher on the College Board Advanced Placement Examination or four or more on the higher-level exams of the International Baccalaureate are given advanced placement with college credit. Credit is awarded only after receipt of an official IB transcript or AP score report.

Students interested in pursuing graduate work should be aware that some graduate institutions will not accept IB or AP credit for their prerequisite courses.

Transfer of College Credit From Other Institutions

Credit is awarded only after receipt of an official transcript from the host institution and is subject to the following:

1. One Gustavus course is the equivalent of four semester or six quarter credits.
2. Courses must be from another regionally accredited institution of higher education.
3. Courses must not be a repeat of previous coursework nor more elementary than previous coursework.
4. Courses must be appropriate for a college liberal arts curriculum as determined by the Gustavus Registrar in consultation with faculty.
5. Courses must be graded “C–” or higher.
6. Internships must meet Gustavus academic requirements and be approved in advance.

Grade point averages do not transfer to Gustavus and grades from transfer courses are not part of the Gustavus GPA.

Gustavus students planning transfer coursework must submit a Transfer Credit Request prior to registering. The form is available at gustavus.edu/registrar. Gustavus students may appeal a decision about how or if their credits will transfer by submitting a Transfer Appeal form. The form is available at gustavus.edu/registrar.

Transfer Policy and Student Standing

Students who have not been full-time students at a college post high school graduation will be considered candidates for first-year admission regardless of the number of college credits they earned while in high school (including Postsecondary Enrollment Options and College in the Schools credit or credit from International Baccalaureate or Advanced Placement exams). These students will be expected

to participate in First Year Orientation and enroll in a First Term Seminar during their first year at Gustavus.

Students who have been full-time students at another college post high school graduation will be considered transfer students. Transfer students should meet the following conditions:

1. Honorable standing at the previous college, including eligibility to return to the previous college in good standing;
2. Evidence of standard degree progression;
3. A recommended minimum cumulative GPA of 2.4 (on a 4.0 scale)

Transfer applicants must complete and submit the Common Application's Transfer Application, available online at commonapp.org. There is no application fee. In addition to high school transcripts, transfer applicants must also submit transcripts from each college attended, and the Gustavus Transfer Report. Students may transfer to Gustavus at the beginning of the academic year, during the year at January Interim, or spring semester.

International Student Admission

An international student is any candidate who wishes to enroll with non-immigrant visa status (i.e., F-1, J-1, H-4). International students, including those currently attending schools in the United States, should apply online using the Common Application (commonapp.org). Students who are US citizens (including those living outside of the United States), who are legal permanent residents, who have refugee status, who have been granted asylum, or who are undocumented are not considered international students and should apply through the Office of Admission

Please refer to <https://gustavus.edu/admission/apply/international/> for detailed information regarding the international admission application process or contact Joy Reese, Coordinator of International Recruitment at jreese2@gustavus.edu.

Application Deadline: To be considered for admission for fall semester, the admission office should receive all of the above by March 1.

Academic Placement: Applicants who have successfully completed a three-year European gymnasium program or have passed the British GCE Advanced Level exams normally are credited with up to sixteen courses toward the Bachelor of Arts degree at Gustavus. Applicants who score four or more on the higher level exams of the International Baccalaureate normally are credited with one course for each exam.

No credit is given for subsidiary level exams.

Credits earned in this manner are awarded only after successful completion of the first semester of study at Gustavus. However, even with a year of advanced standing, some students who lack native ability in English may need more than three years to complete their program at Gustavus.

International students whose first language is not English and who meet minimum admission standards on the TOEFL or IELTS exam are recognized as having met the non-English language requirement at Gustavus.

Orientation: An international student orientation precedes the orientation for all new students. The international student orientation is designed to help students in their cultural and academic transition, and introduce them to the campus, community, and resources.

International Student Services: An advisor is available to assist with cultural transition issues, academic questions and concerns, immigration, and adapting to college life. Contact Jeff Anderson, the Assistant Director of International Student and Scholar Services, at jeffa@gustavus.edu or 507-933-7545.

Expenses and Financial Aid

2023–2024 Tuition, Room, and Meal Plan Fee

The 2023–2024 tuition, room, and meal plan fee for entering students and returning students in Fall 2023 semester is listed below:

2023–2024				
<u>Tuition</u>	<u>Room</u>	<u>Meal Plan</u>	<u>Total</u>	
\$53,570.00	\$6,980.00	\$4,310.00	\$64,860	

This includes tuition for a regular program of courses, standard room, and standard meal plan. It does not include textbooks, transportation, any residence hall damage, laundry, or pocket money. These expenses are estimated at \$1,846.00. Other fees (both voluntary and mandatory) are described in the **Payment of Fees section**, which follows.

Because all full-time students are required to live in College operated residences unless granted a specific exemption by the Director of Residential Life, or unless College housing is not available (see section on Residential Life), students who do not comply with the College residence requirement will be liable for the full tuition, room, and meal plan fee as if they were living in College housing. The additional costs will not be considered for financial assistance purposes.

Gustavus will waive the room and meal plan portion of the fee for students living with their parents or for returning students who have obtained permission from the Director of Residential Life to reside off-campus.

The Board of Trustees will announce 2024–2025 tuition and fees in Spring 2024.

Financial Assistance

The Gustavus financial assistance program reaches out to all first baccalaureate degree-seeking students in three ways:

- Need-based financial aid
- Academic/merit-based scholarships
- Financing plans

Need-based financial aid is awarded to those students whose expected family contribution is less than the total estimated cost of attendance at Gustavus for one year.

In order to determine the family contribution, students and their parents must complete the Free Application for Federal Student Aid (FAFSA). The FAFSA is available after October 1 online at fafsa.gov.

Gustavus subtracts the expected family contribution from its estimated annual total costs. The resulting difference is the student's financial aid eligibility for the academic year. We do not guarantee that demonstrated financial need will be met 100 percent.

Need-based grants, including the Gustavus Tuition Grant, are awarded by the federal or state government, foundations, organizations, or by the College. Grants, sometimes referred to as scholarships, do not have to be repaid. Because such grants are based on need as determined by FAFSA, these awards may change year to year.

Academic/Merit-Based Scholarships

The following scholarships are based on merit and do not require a student to demonstrate financial need. They may be awarded as part of a need-based financial aid package. All merit-based scholarships are subject to reclassification to a more prestigious Gustavus-funded scholarship. The student will retain honorary winner status of the original scholarship. The total grant/scholarship award will never decrease due to a reclassification.

The following information refers to the scholarship programs as revised for 2022–2023. The terms and conditions listed apply only to students entering Gustavus in 2022–2023. Other students will continue under the terms and conditions of their original scholarships until they graduate from Gustavus.

Students may receive only one academic scholarship plus any other supplementary merit-based scholarships.

1. Academic Scholarships:

The **President's Scholarship** represents the College's commitment to academic excellence and is renewable with a 3.25 cumulative grade point average at the start of the junior year. Past recipients of these awards ranked near the top of their graduating class, enrolled in the most academically challenging courses offered, and/or earned above a composite score of 30 on the ACT or 1320 on the SAT.

The **Dean's Scholarship** is awarded to selected incoming students (including transfer students) who have shown academic achievement in high school as measured by the difficulty of courses taken as well as grade point average and standardized test scores.

2. Supplementary Scholarships:

The **Merit Scholarship** is offered in cooperation with the National Merit Scholarship Program. Finalists in the National Merit Scholarship competition who designate Gustavus as their first-choice college will receive a renewable scholarship of \$7,500 in addition to one other academic or supplementary merit-based scholarship. Any additional scholarships earned will be honorary.

The **Phi Theta Kappa Scholarship** of \$2,500 may be offered to members of Phi Theta Kappa enrolling from a community college. A minimum of 42 quarter credits or 28 semester credits and an earned community college grade point average of 3.5 are required. A separate application is required and is available online.

The **Gustavus Art Scholarship**, ranging from \$500 to \$2,000, is awarded to incoming students with demonstrated talent in and commitment to the field of visual art. Although scholarships are open to students of any major, all winners will participate in departmental activities. Awards are renewable through departmental review. A special application is required and is available online.

The **Evelyn Anderson Theatre and Dance Scholarship**, ranging from \$500 to \$6,000, is awarded to candidates with demonstrated talent and commitment in at least one of the following areas: acting, directing, technical theatre, playwriting, and dance. Winners represent a wide range of academic majors and are also interested in pursuing theatre and/or dance within the context of a liberal arts education. Awards are renewable based on satisfactory participation in departmental activities as determined by the faculty. A separate application is required and is available online.

The **Jussi Björling Scholarship**, ranging from \$1,000 to \$8,000, is awarded to incoming students based on audition and commitment to music. The Gustavus Music Award (\$1,360 for 2022–2023) is added to this award. Both awards are renewable subject to satisfactory participation each semester in an appropriate ensemble and private music lessons as determined by the Department of Music. Separate application and recommendation forms are available online.

The **Gustavus Music Award** is an annual scholarship that offsets the cost of enrolling in .50 courses of private music lessons per semester (\$1,360 for 2022–2023). The award is renewable based upon audition and satisfactory completion of private music instruction each semester as determined by the Department of Music.

The **Gustavus Legacy Award** is \$2,500 annually given to students whose siblings are current Gustavus students or graduates, or whose parents or grandparents are Gustavus alumni.

Paul L. Rucker Scholarships of up to \$2,500 per year for four years are awarded to students who bring diversity to campus. Ethnicity is one of several factors to be considered, but it is not an exclusive condition of eligibility. Scholarship recipients are selected by the Financial Aid Office.

Congregational Scholarships awarded by a student's home congregation, regardless of denomination, will be matched by Gustavus up to \$1,000 per year. The congregation must have a formalized scholarship program as evidenced by a written document of which Gustavus may request a copy. The church must send written notification of eligibility and an estimated amount each year for each student to the Financial Aid Office by August 31. The scholarship funds should arrive by August 31 each year to qualify for the Gustavus match.

Army ROTC Scholarships are available for students wishing to become an officer in the US Army: active duty, National Guard, or Army Reserves. These scholarships pay full tuition and fees plus a stipend for books and supplies, and a monthly stipend. These scholarships are good for two, three, or four years and are available for incoming students as well as students already on campus. Additionally, ROTC students receive a Gustavus scholarship to pay room and meals at Gustavus each year. Gustavus is a partnership school of the Army ROTC program at Minnesota State University, Mankato. For specific information on the program, go to <https://ed.mnsu.edu/academic-programs/military-science-and-leadership-minor-army-rotc-program>.

Student Employment

Student Employment provides a wage in exchange for services performed. Work schedules are arranged around class schedules. Most Gustavus students eligible for employment work six to eight hours per week. Students are required to have their monthly earnings paid via direct deposit to a checking, savings account, or their student account.

Loans

Loans are repaid after students leave Gustavus. The two major federally sponsored student loan programs are called the Federal Direct Subsidized and Unsubsidized Loans. Principal repayments on the Federal Direct Subsidized Loan are deferred until after graduation, and the interest is subsidized by the federal government while the student is enrolled at least half time.

Financing Plans

1. **Payment plans** arranged through TouchNet is an option which many Gustavus families use. Information about the monthly payment plan from TouchNet is mailed to all students.
2. **Loan programs** where need is not a qualifying factor enable students to finance a portion of their education. Several programs are available, including The Federal Direct Loan-Unsubsidized, Federal Parent Loan for Undergraduate Students, and many other Private Alternative Loans. Details on these and other loans are obtained from the Financial Aid Office.

Enrollment and Residency Requirements for Aid Recipients

1. Financial assistance of all types and sources is reduced or eliminated for students enrolled less than full time (less than three course credits per term). Minnesota State Grant awards will be reduced for students enrolled in less than 3.75 course credits per term or for those who have exceeded eight semesters of enrollment.
2. Financial assistance is available to students who are repeating, for the first time only, a previously passed course to improve their grade or earn the minimum required grade in a program.
3. Students who choose to live off campus will be eligible for \$500 less in College grant/scholarship assistance per year than the amount normally awarded when living on campus.

Satisfactory Progress Standards for Financial Aid Recipients

Satisfactory Academic Progress (SAP) standards ensure that you are successfully completing your coursework and can continue to receive financial aid. All students receiving financial aid are required to meet SAP standards as measured after each semester of attendance.

Federal regulations require the College to establish, publish, and apply standards to monitor your progress toward completing your degree program. If you fail to meet the SAP standards, you will be placed on financial aid warning, probation or suspension. **Your academic performance must meet the SAP standards below:**

1. Attain a B.A. degree within a maximum of 10 semesters of full-time attendance or its equivalent.
2. Pace: A measurement of progress toward program completion. Credits attempted and transfer and PSEO credits count in this percentage.
3. Maintain the required minimum GPA.
4. 1.75 GPA first year in residence
5. 2.0 GPA after first semester of second year in residence

Students failing to meet financial aid SAP are eligible to be considered for financial aid as follows:

1. You will be placed on **financial aid SAP warning** for one term if you fail to meet the required GPA and/or overall cumulative completed credits percentage standards. While on warning you may still receive financial aid.
 - a. To be removed from financial aid warning status, you must attain the required cumulative GPA and/or cumulative completed credits percentage standards by the end of your warning period. You will be placed on SAP probation at the end of your warning period if you fail to attain the required standards.

2. You will be placed on **financial aid SAP probation** if after one semester of SAP warning you again fail to meet the required GPA and/or overall cumulative completed credits percentage standards. While on probation you are unable to receive financial aid.
 - a. You may appeal your financial aid SAP probation status by completing the SAP appeal process. Your appeal will include an academic plan that is approved by your academic advisor, ASC, and/or financial aid office.
 - b. You will be placed on the financial aid SAP academic plan if a SAP appeal is approved. You are eligible for financial aid while on probation with an approved academic plan.
 - c. If you do not attain the required GPA and/or cumulative completed credits percentage after the next semester, but you do successfully follow the academic plan submitted with your SAP appeal and are making progress on that plan, you are considered eligible for financial aid.

3. **Financial aid SAP suspension:** If you do not attain the required cumulative GPA and/or cumulative completed credits percentage during your SAP probation period and are not on or maintaining an approved SAP academic plan, or if you exceed your maximum time frame of 150 percent of the published degree credits required to complete your program, you will be placed on financial aid suspension.
 - a. While on suspension, you are not eligible for most financial aid programs. Exceptions include some private loan programs. You must check with private lenders to determine if they offer loans to students not meeting SAP requirements.
 - b. You may attend the College at your own expense until you attain the cumulative GPA and cumulative completed credits percentage requirement. To regain financial aid eligibility, your record must reflect that you have met these requirements. If you failed to meet these standards due to unusual circumstances, you have the right to appeal your SAP suspension status.

Academic Suspension

If you have been suspended from the College, you are no longer eligible for any financial aid. Once you have been readmitted, your financial aid status and eligibility will be determined based on financial aid SAP standards through a review of your academic record.

Grade and Credit Definitions

1. Attempted credits include all grades earned at the College and transfer credits accepted by the College.
2. Earned (completed) credits will not include grades of W or I.
3. If you repeat a course, credits will be added to your attempted/earned credit totals each time you register. However, only the best grade received in the course will be used in the calculation of your cumulative GPA.
4. Transfer and consortium credits accepted by Gustavus Adolphus College will be included when calculating your cumulative completed credits percentage and maximum attempted credits but not your GPA. This includes credits earned from institutions including non-Gustavus Adolphus College study away programs. Credits are included in both attempted and earned credits.

5. Federal regulations require the College to include the original grade and number of credits for any class you retroactively withdrew from when calculating your SAP status. If you have retroactively withdrawn from one or more courses, the GPA used to determine if you are meeting SAP standards may differ from your official University GPA.
6. Credits earned while a Post-Secondary Enrollment Options (PSEO) student at the College will be included in your cumulative completed credits percentage, GPA, and the maximum attempted credits calculation. PSEO credits earned at another postsecondary institution will be treated as transfer credits.

Changing Majors

If you change majors, the credits you earn under all majors will be included in your GPA calculation as well as your maximum attempted credits and the calculation of credits you have attempted and earned. Gustavus only offers a Bachelor of Arts degree, so there is no pursuit of a second degree. Gustavus offers limited summer options.

Financial Aid SAP Suspension Appeal Conditions

1. Your record shows that you earned the required GPA or cumulative completed credits percentage to meet SAP standards during a term.
2. You were readmitted after suspension from your college.
3. Unusual circumstances interfered with your ability to meet SAP standards, including but not limited to:
 - a. Illness, accident, or injury experienced by you or a significant person in your life. Documentation required: physician's statement, police report, or other documentation from a third-party professional; hospital billing statement
 - b. Death of a family member or significant person in your life. Documentation required: a copy of the obituary or death certificate
 - c. Divorce experienced by you or parent. Documentation required: attorney's letter on law firm's letterhead or copy of divorce decree
 - d. Reinstatement after an academic dismissal or extended break in your enrollment. Documentation required: advisor's written statement
 - e. Personal problems or issues with your spouse, family, roommate, or other significant person. Documentation required: written statement from medical doctor, counselor, attorney, or another professional advisor
 - f. Successfully following an academic plan during the probationary term yet remaining below the overall completion ratio of 67%. Documentation required: appeal with advisor's statement section completed
 - g. If you are required to withdraw for military reasons, your cumulative completed credits percentage and maximum attempted credits requirements will be waived for the semester of your official withdrawal

Payment of Fees

Enrollment Deposit \$300

This non-refundable deposit is due when a student accepts an offer of admission. Deposit is paid through Admission Office and is credited to the student account in the spring semester of the senior year.

New Student Fee \$320

This one-time fee is due with the Fall Semester Fees for students enrolling for the first time. It is used to partially cover the costs of testing, advising materials, and special programming for new students. The fee is non-refundable after orientation is completed.

Student Government Fee \$200

This annual fee is due with the Fall Semester Fees and is used to partially fund student government and student clubs and organizations. This fee is charged to students enrolled full-time for at least one semester, except for international exchange students. The fee is non-refundable after the first day of class attendance.

One-Time Transcript Fee \$220

This fee is assessed once, when a student enrolls, and it provides for lifetime transcript service.

Fall Semester Payment One-half of tuition, room, meal plan fee and full cost of fees

This payment is due August 31. The fee statement, sent by the College on or about July 31, will credit financial aid provided by the College (except the student employment allotment, which is paid directly to the student as earned).

Spring Semester Payment One-half of tuition, room, and meal plan fee

The second payment is due January 31 and represents the remaining half of the annual fee. The statement is mailed on or about December 28.

Other Fees

Certain other fees may be assessed that are not covered by the tuition and fee structure. For the 2023–2024 academic year these are:

Music Lesson Fee \$700 per half course

This fee is charged each semester to all students enrolled in lessons, MUS-245–MUS-367. The fee is waived for music majors, upon completion of MUS-112 and successful completion of the audition for Music major. Music lesson scholarships are available by audition.

Music Instrument Maintenance Fee \$150 per semester

Students requesting the use of a College-owned instrument for enrollment in music activities will be charged this fee. There is no charge for the use of pianos, organs, harpsichords, harps, or percussion instruments.

Course Overload Fee \$2,670 per 1.0 course

Students taking more than 4.8 courses per semester are charged this prorated academic fee.

Special Student Audit Fee \$940

This per-course academic fee is charged to students carrying fewer than three full courses for academic credit.

Regular Student Audit Fee \$630

This per-course academic fee is charged to students whose total load of both credit and audited courses exceeds 4.8 courses. There is no audit fee charged for regular students taking more than three but less than 4.8 courses.

Community Audit Fee \$100

This per-course academic fee is charged to non-degree seeking members of the community who are participating in the community audit program.

Part-time Student Fee \$9,200 per course

Students taking fewer than three courses will be charged at this rate.

Late Course Change Fees \$200

This is a non-refundable processing charge for each change in registration approved by petition after the second week of the fall or spring semester and after the third day of the January Term.

Nursing Fee \$1450

This is a fee associated with enrollment in the Gustavus Nursing Program for junior and senior Nursing major students. The annual fee covers additional costs associated with this accredited program, including licensure, background checks, and other program-specific costs.

Special Housing Fees

- All Houses/Apartments \$2,190
- Carlson International Center \$990
- Gibbs Hall Single Occupancy \$1,200
- Guaranteed Single \$2,400
- Southwest Hall Suites \$1,140
- Uhler Hall Quad Occupancy \$840
- Uhler Hall Triple Occupancy \$520

These annual fees are itemized and split between fall and spring semester billings. Information on special housing availability is mailed to upper-class students each year from the Residential Life Office.

For information concerning any additional special fees for the following programs, contact the respective campus representative:

- Internships (Center for Career Development): 507-933-7586
- Study Away (Center for International and Cultural Education): 507-933-7545

Statement of Financial Responsibility (SFR)

A signed and notarized SFR is required of each student before the first day of attendance. The use of the SFR provides assurances to the College in regard to collection of fees and makes it possible to offer a variety of payment options to students and parents. This form indicates who, in addition to the student, is responsible for the payment of fees. The SFR also explains the Gustavus policies relating to past due accounts, including the one percent per month (12 percent nominal annual percentage rate) finance charge. The student, and at least one parent or legal guardian, must sign the SFR, unless the student is married or at least 24 years old. The SFR covers all fees incurred through the student's final date of attendance, which is usually graduation. A new form may be filed prior to the start of any semester if the responsible party changes due to a change in family status.

Overdue Payments

Students whose accounts are past due, either through special arrangement with the finance office or other reasons, may be assessed a finance charge of one percent per month (nominal annual percentage rate of 12 percent) on the outstanding balance owed for each month or part of a month for which the account is past due. Students who are unable to make the payments on the dates specified should contact the Student Accounts Office before the payment is due. In the absence of special arrangements, the College may cancel the student's registration and housing.

Registration and Transcript Hold Policy

The Student Accounts Office will place a hold on a student's ability to register for a subsequent term if the student account is not current. Additionally, the College reserves the right to withhold transcripts and the diploma until a student's account has been paid in full.

Special Circumstances and Appeals

The College recognizes that individual circumstances may require special consideration. Students and/or their parents are encouraged to contact the College's Student Accounts Office, Financial Aid Office, Dean of Students' Office, or Admission Office should they have any questions. An appeals process exists for students or parents who feel that circumstances warrant exceptions from these published policies. Appeals should be directed to the Dean of Financial Aid.

Changes in Fees and Schedules

The College attempts to maintain all published charges throughout the academic year but reserves the right to make adjustments and change procedures should unforeseen conditions make it necessary.

Refund Policy, Withdrawal, and Return of Title IV Funds (R2T4)

The Gustavus Refund Policy

For either semester, regardless of whether a student is a recipient of federal financial aid, the following credits will be applied to the student's account upon withdrawal for any reason:

Tuition: If the date of withdrawal is before the first day of classes, 100 percent credit.

For students in their first semester of attendance at Gustavus, after attending at least one class, but before the end of the 60 percent point in the term (see dates below), 35 percent credit.

For all other students, after attending at least one class, but before the end of the twentieth day of classes, 35 percent credit.

Room: The entire room fee is non-refundable after classes have begun. The College's expenses related to the operation of the residence halls do not decline substantially when a student withdraws.

Meal Plan: The meal fee will be divided by the number of weeks in the term (usually 15) to determine a per-week amount. Then the per-week amount will be multiplied by the number of weeks remaining in the term as of the date of withdrawal. This result will then be multiplied by a food cost factor of 35 percent to determine the actual credit. The fixed costs involved with operating the dining service do not decline substantially when a student is no longer enrolled.

New Student Fee, Student Government Fee, and One-Time Transcript Fee: These fees are non-refundable after classes have begun.

No refund or credit of any charges will be made to a student who is suspended or dismissed from the College for any reason on or after the first day of class in a semester.

Important Dates for Fall and Spring Semesters 2023-2024:

- First Day of Classes: September 5 and February 5
- Twentieth Class Day: September 24 and February 24
- 60 Percent Point of Term: November 3 and April 12

Determining the Withdrawal Date

For an official withdrawal, the effective withdrawal date is the first date of notification by the student to the Dean of Students, Registrar, or Financial Aid Offices or designated official as noted by a signature on the College withdrawal form. Students indicate on the withdrawal form whether the withdrawal is immediate or at the end of the current term or before the start of the next term.

We may use a last date of attendance for the effective withdrawal date if the last date a student attended class or submitted coursework is verified by an employee at Gustavus who has knowledge of a student's class attendance, or if there is an emergency situation and there is third party documentation that verifies a student has not attended class. Gustavus does not accept a student's self-reported last date of attendance. For an unofficial withdrawal, it is the date the institution becomes aware that the student is no longer attending the institution.

For an unofficial withdrawal, due to the student failing all classes, the effective withdrawal date is the midpoint of the term if there is no last date of attendance reported by instructors. The withdrawal date for students who are academically dismissed is the date of the notification of their dismissal. We may use a last date of attendance for the effective withdrawal date if the last date a student attended class or submitted coursework is verified by an employee at Gustavus who has knowledge of a student's class attendance, or if there is an emergency situation and there is third-party documentation that verifies a student has not attended class. Gustavus does not accept a student's self-reported last date of attendance.

How a Withdrawal Affects Financial Aid

Federal regulations require Title IV financial aid funds to be awarded under the assumption that a student will attend the institution for the entire period in which federal assistance was awarded. When a student withdraws from all courses for any reason, including medical withdrawals, he/she may no longer be eligible for the full amount of Title IV funds that he/she was originally scheduled to receive. The return of funds is based upon the premise that students earn their financial aid in proportion to the amount of time in which they are enrolled. A prorated schedule is used to determine the amount of federal student aid funds he/she will have earned at the time of the withdrawal. Thus, a student who withdraws in the second week of classes has earned less of his/her financial aid than a student who withdraws in the sixth week. Once 60 percent of the semester is completed, a student is considered to have earned all his/her financial aid and will not be required to return any funds. Federal law requires schools to calculate how much federal financial aid a student has earned if that student:

- Completely withdraws, or
- Stops attending before completing the semester, or
- Does not complete all modules (courses which are not scheduled for the entire semester or payment period for which he/she has registered at the time those modules began.)

Based on this calculation, Gustavus Adolphus College students who receive federal financial aid and do not complete their classes during a semester or term could be responsible for repaying a portion of the aid they received. Students who do not begin attendance must repay all financial aid disbursed for the term.

How the Earned Financial Aid is Calculated

Students who receive federal financial aid must "earn" the aid they receive by staying enrolled in classes. The amount of federal financial aid assistance the student earns is on a prorated basis. Students who withdraw or do not complete all registered classes during the semester may be required to return some of the financial aid they were awarded.

Institutions are required to determine the percentage of Title IV aid "earned" by the student and to return the unearned portion to the appropriate aid programs. Regulations require schools to perform calculations within 30 days from the date the school determines a student's complete withdrawal. The school must return the funds within 45 days of the calculation. The R2T4 calculation process and return of funds is completed by the Financial Aid Office.

For example, if a student completes 20 percent of the payment period, they earn 20 percent of the aid they were originally scheduled to receive. This means that 80 percent of the scheduled awards remain "unearned" and must be returned to the federal government. After 60 percent of the semester is

completed, a student is considered to have earned all his/her financial aid and will not be required to return any federal funds.

The following formula is used to determine the percentage of unearned aid that must be returned to the federal government:

- The **percentage earned** is equal to the number of calendar days completed up to the withdrawal date, divided by the total calendar days in the payment period (less any scheduled breaks that are at least 5 days long).
- The **payment period** for most students is the entire semester. However, for students enrolled in modules (courses which are not scheduled for the entire semester or term including January Interim), the payment period only includes those days for the module(s) in which the student is registered.
- The **percent unearned** is equal to 100 percent minus the percent earned. $100 - \text{percent earned} = \text{percent unearned}$

For Students Enrolled in Modules

A student is considered withdrawn if he/she does not complete all the days in the payment period that the student was scheduled to complete. Gustavus Adolphus College will track enrollment in each module (a group of courses in a program that do not span the entire length of the payment period combined to form a term, for example, January Interim) to determine if a student began enrollment in all scheduled courses. If a student officially drops courses in a later module while still attending a current module, he/she is not considered as withdrawn based on not attending the later module. However, a recalculation of aid based on a change in enrollment status may still be required.

Students who provide written confirmation to the Financial Aid Office at the time of ceasing attendance that they plan to attend another course later in the same payment period are not considered to have withdrawn from the term. If the student does not provide written confirmation of plans to return to school later in the same payment period or term, Gustavus considers the student to have withdrawn and begins the R2T4 process immediately. However, if the student does return to Gustavus in the same term, even if he/she did not provide written confirmation of plans to do so, the student is not considered to have withdrawn and is eligible to receive the Title IV funds for which the student was eligible before ceasing attendance. Financial Aid will then reverse the R2T4 process and provide additional funds that the student is eligible to receive at the time of return.

Institutional funds are not subject to the R2T4 policy. Return of MN State funding is governed by the MN Office of Higher Education.

The Return of Title IV Funds

The federal formula requires a return of Title IV aid if you received federal assistance in the form of a Pell Grant, Supplemental Educational Opportunity Grant (SEOG), Federal Direct Subsidized/Unsubsidized Loan or Federal Direct PLUS Loan and withdrew on or before completing 60 percent of the semester.

The federal government mandates that if you withdraw from all classes, you may only keep the financial aid you have “earned” up to the time of withdrawal. The Title IV funds that were disbursed more than the earned amount must be returned to the federal government by the College and/or you.

Step 1: Student's Title IV Information

Financial Aid Office will determine:

- The total amount of all Title IV aid disbursed (if any) for the term the student withdrew. (Title IV aid is counted as aid disbursed in the calculation if it has been applied to the student account on or before the date the student withdrew.)
- The total amount of all Title IV aid disbursed, plus the aid that could have disbursed (if any) for the term in which the student withdrew.
- Pell Grant and SEOG will be automatically credited to your account for open charges.
- Federal Direct Loans funds can only be credited to your account with your permission after you withdraw.

Step 2: Percentage of Aid Earned

Financial Aid Office will calculate the percentage of aid earned as follows:

- The number of calendar days completed by the student divided by the total number of calendar days in the term (weekends included) in which the student withdrew. (Days Attended / Days in Enrollment Period = Percentage Completed)
- If the calculated percentage exceeds 60 percent, then you have “earned” all aid for the period and we will not have to return any federal funds.

***Important note: The date the student earns more than 60 percent of aid does not coincide with the tuition refund schedule for dropped classes and is only used to determine the amount of financial aid we must return (if any).*

Step 3: Amount of Aid Earned by Student

The Financial Aid Office will calculate the amount of aid earned as follows:

- The percentage of Title IV aid earned (step 2) multiplied by the total amount of Title IV aid disbursed or that could have disbursed for the term in which the student withdrew (Step 1).
(Total Aid Disbursed x Percentage Completed = Earned Aid)

Step 4: Amount of Title IV Aid to be Disbursed or Returned

If the aid already disbursed equals the earned aid, no further action is required.

If the aid already disbursed is greater than the earned aid, the difference must be returned to the appropriate Title IV aid program. This means that a balance may be created on the Gustavus student account, and he/she will then be billed and responsible for paying all charges. (Total Disbursed Aid – Earned Aid = Unearned Aid to be Returned)

If the aid already disbursed is less than the earned aid, Financial Aid will calculate a post-withdrawal disbursement. If this post-withdrawal disbursement contains loan funds, the student may elect to decline these funds as to not incur additional debt. Loan funds must be accepted or declined by the student within 14 days of notification of eligibility. If the student does not respond, the loan funds will not be disbursed to the account. Federal grant funds (Pell Grant and SEOG) for open student account

charges will be applied to the student account. The College is required to obtain a student's permission to credit their account with federal grant funds more than open charges. The student will be notified of any additional disbursements via email to his/her Gustavus account.

When students fail to attend their classes, they could leave the College owing money because their charges for tuition, fees, housing and their meal plan exceed the amount of financial aid that they have earned. For these reasons, students are strongly advised to meet with a member of the Financial Aid Office to discuss the financial consequences of dropping out of or withdrawing from the College before doing so.

Determination of Aid for Students who Fail to Earn a Passing Grade in any Class

Financial aid is awarded under the assumption that the student will attend Gustavus Adolphus College for the entire term for which federal assistance was disbursed. When the student has failed to earn a passing grade in at least one class for the term, federal regulations require the school to determine whether the student established eligibility for funds disbursed by attending at least one class or participating in any Gustavus academic-related activity. If the school cannot verify that the student attended Gustavus, all financial aid must be repaid to the federal programs. The student's account will be charged and the student will be responsible for any balance due.

If the student can prove to have participated in a Gustavus class or academic related activity past the 60 percent date, the student will not be required to return any disbursed financial aid. The student's account will be updated and the student will be responsible for any other charges that may have been applied to their account.

Students who can verify attendance beyond the College's records may submit supporting documentation to the Financial Aid Office.

Order of Funds Returned

The order of return of funds is prescribed by the Department of Education regulations as follows:

1. Unsubsidized Federal Direct Loan
2. Subsidized Federal Direct Loan
3. Federal Direct Parent PLUS Loan
4. Federal Pell Grant
5. Federal Supplemental Educational Opportunity Grant (SEOG)

Loans must be repaid by the loan borrower as outlined in the terms of the borrower's promissory note.

The grace period for loan repayments for Federal Unsubsidized and Subsidized

Direct Loans will begin on the day of the withdrawal from Gustavus. The student should contact the servicer if he/she has questions regarding the grace period or repayment status.

Due to the complexity of these policies, the College strongly encourages students and parents to consult with the Financial Aid Office and the Student Accounts Office to determine the financial impact of withdrawing before making a final decision.

Related Topics

Eligibility and Appeals: The Dean of Financial Aid is the institutional officer responsible for determining a student's eligibility for a credit or refund. This officer is also the person to whom appeals concerning special individual circumstances should be made.

January Interim Experience Credits/Refunds: Students who enroll for the academic year but elect to omit January Interim are not eligible for a credit or refund for the term. Students who attend Gustavus for fall semester only, fall semester and January only, January and spring semester only, or spring semester only will be charged one half of the annual tuition, room, and meal fee.

Requirements for Graduation

1. Successful completion of 34 courses or the equivalent.
2. Within these 34 course credits, students will complete at least two, 1.0 credit, January Term (**JAN**) course credits during the January Interims. Transfer students admitted with advanced standing are also required to complete two JAN course credits.
3. Two years (17 courses minimum) are required in residence, including the senior year. Exceptions to the senior residency requirement must be approved by the Provost. The senior year may be the last two semesters preceding the conferring of the degree or at least nine of the last 12 regular semester courses taken toward the degree. Exceptions to the senior year residency are made for students enrolled in Study Away Programs sponsored by the College and in cooperative programs with other institutions leading to a B.A. and professional degree. At least three courses of the 17 must be taken outside of the major department.
4. Gustavus requires students to complete FOUR designated writing requirement courses from at least two different departments in order to graduate. Generally, one of the courses will be taken in the first year, typically in FTS or Three Crowns, and designated WRIT. Students then complete the writing requirement by taking three additional courses (**WRITL** and **WRITD**). At least one writing course must be designated **WRITL**.
5. All General Education requirements:
 - a. Completion of one course designated Quantitative Reasoning (QUANT).
 - b. Completion of one course designated Wellbeing (WELBG).
 - c. Completion of one course designated Global Affairs and Cultures (GLAFC).
 - d. Completion of one course designated US Identities and Differences (USIDG).
 - e. Completion of a Non-English Language Requirement. Students will complete two sequential courses of a non-English language at the college level.
 - f. Completion of the five Challenge Curriculum distributive area course requirements and the Challenge Capstone, as below.
6. An approved major.
7. A cumulative grade point average of 2.000 or higher. Each graded JAN course will be included in calculating the grade point average.

Gustavus Adolphus College reserves the right to award students all academic credentials earned. This means that upon successful completion of all program and college requirements that the students' degree will be automatically awarded.

Challenge Curriculum

The Challenge Curriculum course requirements are intended to ensure that each student has had a broadly based liberal arts education.

1. **First Term Seminar (FTS):** As part of their first semester course schedule, Challenge Curriculum

students entering Gustavus Adolphus College as first-year students enroll in one course designated FTS-100: First Term Seminar. The FTS is a small, discussion-based course that introduces students to skills and habits central to the liberal arts: critical thinking, writing, speaking, and recognizing and exploring questions of values. The FTS professor will serve as the first-year academic advisor. Each FTS carries a WRIT (writing in the first year) designation. A list and description of FTS offerings is published for entering students before registration.

2. **Challenge Curriculum Distributive Area Courses:** Students completing the Challenge Curriculum must complete courses from each of the five designated general education areas. No more than two courses from the same department may be counted. A Challenge Curriculum course teaches the principles of a particular domain of study, provides its context, questions the values of that domain, and builds bridges towards other disciplines.
 - a. **Arts (ARTSC)** The arts expand our capacity for imaginative, interpretive and empathetic engagement in society, and develop the innovative thinking essential for addressing the challenges of our time. Courses in this area provide students with intellectual, embodied and practical experiences that open new paths to understanding and interpreting themselves and the world they inhabit. Through engagement and immersion in the creative process, students learn how the arts historically represent, reinforce, and/or critique culture. Students also learn crucial interpersonal and organizational skills such as critical thinking, leadership, creative research and problem solving, strategies for collaboration, intercultural communication, attention to detail, discipline, and community engagement.
 - b. **Humanities (HUMN)** The humanities examine the question of what it means to be human through the study of artistic and literary expression, history, language, philosophy, rhetoric, and religion. They equip us to understand and evaluate human thought, culture, and history, and the ways in which human beings construct meaning from experience. They offer us an opportunity to reflect on what makes a purposeful life in the wider world.
 - c. **Natural Science (NTSCI)** Humans are a component of the natural world, which includes quantum particles, molecules, plants, rocks, ecosystems, etc., and the forces that act upon them. Science is the concerted human effort to pursue better explanations about the natural world based on systematic evaluation of physical evidence. This process of discovery allows us to link isolated facts into a coherent and comprehensive web of knowledge. Scientists are inherently curious and crave to understand the world around us. They make predictions based on past experience, investigate, and exchange their understanding with others. In natural science courses, students will examine scientific questions with a variety of methods and tools, including hands-on work in a laboratory setting and the communication of findings.
 - d. **Human Behavior and Social Institutions (HBSI)** Human Behavior and Social Institutions courses rely on empirical data (quantitative and qualitative) to generate and answer questions, such as: Why do humans behave and think as they do? How do social institutions form and function? How do humans and institutions interact? They also develop theories that contribute to an understanding of individual and group behavior in

various contexts.

- e. **Theological Studies (THEOL)** In Theological Studies courses, students will critically analyze the religious beliefs and ethical commitments of Christians as well as those adherents of at least one other religious tradition, and consider how those traditions have engaged politics, culture, and society. Courses in this area consider how religious people think about God and the world and how beliefs, texts, practices, and ethics relate to each other and to their cultural contexts. Because the academic study of theology is interdisciplinary in nature and interactive with the human arts and sciences, courses in this area may include approaches from multiple disciplines including religious studies, history, philosophy, and social sciences. Courses in this area will help students gain the knowledge and skills necessary to navigate our religiously diverse world.
3. **Completion of a General Education capstone (the Challenge Seminar):** The Challenge Seminar bookends the First Term Seminar by providing students an opportunity to collaboratively examine and propose responses to enduring and contemporary questions or challenges from an interdisciplinary perspective. Students will also have an opportunity to engage in reflection about how the college's mission and their education as a whole have influenced their personal values, plans for life after college, and the role they see for themselves in the world. Like the First Term Seminar, these courses will explore how values relate to a complex challenge and engage students in critical thinking, writing, speaking, and reflection.

3 Crowns Curriculum: Connections, Ideas, and Values (Integrated Core)

NOTE: The Three Crowns Curriculum is not admitting first-year students during 2023-2024.

The Three Crowns Curriculum provides an integrated sequence of general education courses. The Three Crowns courses listed below are open only to Three Crowns students. The Three Crowns Curriculum is supported by the National Endowment for the Humanities.

Three Crowns Cohort Sequence:

Third Year: One quantitative reasoning course, MCS-115: The Nature of Math; MCS-121: Calculus; PHI-136: Formal Logic; or MCS-140: Elementary Statistics, and CUR-260: Natural World

Third or Fourth Year: CUR-399: Three Crowns Seminar

Three Crowns General Education Completion Requirements (taken at any point in the student's academic career):

1. Non-English language through the third semester of college-level language or approved transfer equivalent: FRE-201, GER-201, GRE-201, JPN-201, LAT-201, RUS-201, SPA-103, or SWE-201).
2. Wellbeing: one 1.0 or 0.5 credit course

The Three Crowns Curriculum recognizes that flexibility in scheduling is sometimes necessary; in cases of serious academic conflicts, students may petition to use appropriate substitutions, including courses taken abroad, to fulfill Three Crowns requirements. See the director for further details.

3 Crowns Curriculum Courses (CUR)

260 Natural World (1 course) This course introduces students to the theories, methods, and tools of empirical science through the lens of a specific scientific discipline. Disciplines will vary based on the expertise of the faculty member. Students will practice some of the elements of scientific experimentation, as one means for encountering science as a process. This understanding of science is reinforced through case studies taken from the history of science, tracing how scientific successes and breakthroughs use experiment and verification to build more reliable theories.

291, 391 Independent Study (Course value to be determined) Opportunities exist in the Three Crowns Curriculum for students to develop independent projects under the supervision of a Three Crowns professor.

268, 368 Career Exploration, Internship This internship is designed to place students in situations where their Three Crowns integrated liberal arts studies are highly valued. Prerequisites: At least three semesters of Three Crowns Curriculum courses completed.

399 Three Crowns Seminar (1 course) This capstone seminar calls upon students to contemplate questions concerning values in the context of the relationship between individual and community. Through rigorous discussion of texts that explore values in contemporary life from different cultural perspectives, students reflect on their own ethical and intellectual development. The course culminates in a major written assignment where students account for their own values from theoretical and personal perspectives. **WRITL**

Academic Information and Policies

Gustavus Adolphus College Honor Code

Every Gustavus Adolphus College student is required to sign the following statement before final admittance into the College:

“As a community of scholars, the faculty and students of Gustavus Adolphus College have formulated an academic honesty policy and honor code system, which is printed in the Academic Bulletin and in the Gustavus Guide. As a student at Gustavus Adolphus College, I agree to uphold the honor code. This means that I will abide by the academic honesty policy, and abide by decisions of the joint student/faculty Honor Board.”

Through information provided in syllabi and/or other means, faculty members will explain to students how the Honor Code will operate in their respective courses. The following statement is suggested as a pledge for students to sign on all graded assignments and projects:

“On my honor, I pledge that I have not given, received, or tolerated others’ use of unauthorized aid in completing this work.”

A similar statement may be signed by students at the beginning of a course, indicating that their work for that course will comply with the academic honesty policy and the Honor Code.

Gustavus Adolphus College is proud to operate under an honor system. The faculty and students have jointly created an Honor Board to enforce this policy. In signing this statement, a student is promising that his or her work complies fully with the authorized aid as defined by the professor. It is each professor’s responsibility to state course penalties for academic honesty policy violations, and to define the level of authorized aid appropriate to the work in the course or to the particular assignment. However, the student is responsible to ask questions about any reasonable doubt regarding the professor’s definition.

Under the academic honesty policy, the instructor informs “...the student and the Office of the Provost of the nature of the offense, the penalty within the course, and the recommendation of the instructor as to whether further disciplinary action is warranted.” The in-course penalties and notification of the Provost’s Office should end the matter in most cases. However, if a student disputes the allegation of academic dishonesty, the student can request an Honor Board hearing.

A six-member Honor Board panel (three students and three faculty members) will investigate and hear the case. Both the accused student and the instructor have the right to submit statements and documents and/or be present for the proceeding.

A vote of at least 4–2 is needed to decide that the student is indeed guilty of an academic honesty policy violation. If the Board rules that a violation occurred, all other provisions of the academic honesty policy will apply, including the instructor’s in-course penalties, and possible probation or suspension for repeated offenses. If the student is not found guilty, it will be presumed that no violation occurred, and the faculty member will not penalize the student for an honesty violation. (honesty aside, the quality of the student’s work is still subject to the instructor’s professional judgment.) The decisions of the Honor Board hearing are final.

The Honor Board pool comprises six students and six faculty members. From this pool of 12, three students and three faculty members will be appointed by the Office of the Provost to investigate and adjudicate cases involving the academic honesty policy. Potential student members are required to complete an application and are interviewed and nominated each spring for the next academic year by the Student Senate Academic Affairs Committee. After receiving the nominations, the Student Senate Cabinet appoints the student board members. The faculty members are invited to indicate an interest in serving on the board. The Faculty Senate makes the appointment of faculty board members each spring. Each Honor Board member participates in an orientation session and is instructed on the importance of confidentiality and proper investigation procedures.

The proctoring of exams will be at the discretion of the instructor.

An integral part of the honor code is non-tolerance of violations. This non-tolerance policy recognizes that we are not only responsible for our own ethical conduct but are also members of a vital community with obligations to contribute to its ethical climate. Under this code, students are not expected to police others' actions.

Rather, students agree to report violations of which they become aware and for which failure to do so would constitute an honor code violation. Maliciously making a false accusation will be considered a violation of the honor code.

Academic Honesty Policy

The faculty of Gustavus Adolphus College expects all students to adhere to the highest standards of academic honesty and to refrain from any action that impinges upon academic freedom of other members of the College community. In all academic exercises, examinations, presentations, speeches, papers, and reports, students shall submit their own work. Footnotes or some other acceptable form of citation must accompany any use of another's words or ideas. Students are especially cautioned that quoting or paraphrasing from electronic sources without proper citation is as serious a violation as copying from a book or other printed source.

In the case of cheating or plagiarism, the instructor will inform the student and the Office of the Provost of the nature of the offense, the penalty within the course, and the recommendation of the instructor as to whether further disciplinary action is warranted. Another instance of academic dishonesty will result in review of the student's record by the probation committee and may result in the student being placed on academic probation. If a pattern of academic dishonesty continues, the student may be permanently dismissed from the College.

A student may not submit work that is substantially the same in two courses without first gaining permission of both instructors if the courses are taken concurrently, or permission of the current instructor if the work had been submitted in a previous semester.

The faculty regards the damaging of library materials and failing to sign out or to return them properly, and the misuse of computer files and programs, as equally serious violations of the ethical standards of courtesy, fairness, and honesty that bind together a community of scholars.

Individuals who use the College's computer facilities assume the responsibility of seeing that these resources are used in an appropriate manner. Misuse of computer hardware, software, data, and output is a violation of College policy and regulations and may also be a violation of law if data of other computer users are disturbed or the privacy of individuals is violated.

In order to maintain classrooms as places for the respectful exchange of ideas, and to preserve the integrity of a community of scholars, audio or video recording and dissemination of course-related content require the express permission of the individual faculty member who will also respond to infractions as necessary. Recording as a disability accommodation (without dissemination) is coordinated by the Academic Support Center.

Finally, students who serve the College in positions of responsibility in which they deal with test materials, letters of recommendation, and other matters that must be held in confidence are expected to maintain confidentiality and to adhere to the same high standards of personal integrity.

Student Education Records

Gustavus Adolphus College accords its students all rights under the Family Educational Rights and Privacy Act (FERPA) and related state laws.

Under FERPA provisions, as amended in December 1974, enrolled students have the right to inspect their education records. Education records do not include personal records of instructional, administrative, and educational personnel; security department records; student health records; employment records; or alumni records.

In addition, under Minnesota law, individuals, whether enrolled students or not, have the right to be informed, upon request, of the content and meaning of their Gustavus student records (except those confidential by statute).

Students may request the amendment of their education records to ensure that they are not inaccurate, misleading, or otherwise in violation of their privacy or other rights. Written requests for such amendment should be made directly to the office where the information is maintained.

The College will not disclose information from students' education records without their written consent except to the extent authorized by law.

At its discretion, the College may provide directory information to any inquirer. Directory information includes: periods of enrollment, degrees awarded, honors, major(s), date of graduation, home and College addresses, e-mail and telephone numbers, photographs, and date of birth. Students may prevent directory information about them from being disclosed by formally notifying the Office of the Registrar.

As of January 3, 2012, the US Department of Education's FERPA regulations expand the circumstances under which student education records and personally identifiable information (PII) contained in such records—including Social Security Number, grades, or other private information—may be accessed without a student's consent. First, the US Comptroller General, the US Attorney General, the US Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to student records and PII without consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to education records and PII without prior consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and

data security promises from the entities that they authorize to receive students' PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without consent PII from the education records, and they may track a student's participation in education and other programs by linking such PII to other personal information about the student that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Students who believe that their rights under FERPA have been abridged may file complaints with the Family Policy Compliance Office, Department of Education, Washington, D.C. 20201.

The complete College policy on student education records is available to any individual upon request from the Registrar's and Dean of Students' offices.

Classification of Students

Students at Gustavus Adolphus College are classified by their enrollment status (full-time or part-time), by their class standing (first-year, sophomore, junior, senior, special), and by their academic standing (Dean's List, in good standing, academic probation).

The normal enrollment status for degree-seeking students is full-time (three or more course credits in a fall or spring semester). Special approval from the Academic Petitions Committee is required for degree-seeking students to enroll part time, unless the student is a candidate for graduation, in the final semester of enrollment, and registered for the courses to complete all degree requirements.

A student's class standing is determined by the number of credits completed. To be classified as a sophomore, a student must have earned 7 credits, juniors require 16, seniors require 25, and second-semester seniors require 30.

Standards for academic standing classifications are described in detail in this section of the Academic Bulletin within sections titled "Academic Honors" and "Academic Probation."

Catalog Applicability

Students who matriculate in or after September 2021 must fulfill the current general requirements for graduation. Students may elect to satisfy the departmental major requirements of any of the catalogs in effect during their years of enrollment at Gustavus.

A student who is readmitted after more than three years out of the College must complete the departmental major requirements of the most current catalog at the time of readmission, or any one of the catalogs in effect during their subsequent years of continuous enrollment at Gustavus. With regard to other matters that are unrelated, or are only marginally related, to degree requirements (such as grading or various administrative procedures), changes apply to all students and exception is granted only by decision of the Academic Petitions Committee.

Former students, with a graduation application on file and not applying for readmission, may complete the major requirements of the catalog year listed on their academic record.

Registration

Incoming students register for classes individually on campus in the summer after their high school senior year with a faculty member or by phone. The academic advising program continues this counseling during orientation in September and throughout the first year.

The Office of the Registrar is responsible for processing the registrations for all courses offered at the College and for maintaining the official transcript of each Gustavus student. The transcript is a permanent record of a student's formal academic experience, which includes:

1. All courses for which the student was registered at the end of the second week of the regular term or the end of the third day of January Interim or Summer Term.
2. Any changes in course registration made after the second week of the regular term or the third day of January Interim or Summer Term.
3. Grades for all courses from which the student did not withdraw.
4. A student's academic probation status or suspension from the institution.
5. Majors and minors are noted on the transcript if they are complete and if they are part of the student's graduation application.

A student's transcript and correspondence files are confidential; no one other than Gustavus staff members is allowed access to these records without student permission. Official copies of a student's transcript are made available only after receipt of a written request from the student. See "Access to Student Records" for further specific information about record confidentiality.

A student's progress toward graduation is measured by the total number of courses completed and the distribution of those courses in the specified general education areas of the College. For the purpose of communicating with other institutions and for evaluating course work transferring into the institution, the College considers each of its full courses to be the equivalent of four semester hours or six quarter hours.

Each student is responsible for selecting courses and registering them with the Office of the Registrar prior to each term in the academic calendar. This proposed course of study must be approved by the student's academic advisor before it is processed.

Adding and Dropping Courses

Students may add or drop courses during the first 5 days of Fall or Spring Term or first 3 days of J-term. Students can add courses, with instructor permission, from day 6 to day 10 of the Fall or Spring term, at the Registrar's Office. College policy does not allow students to register for full-credit courses after the end of the second week of the Fall and Spring semesters or the third day of the January Interim or Summer Term. Individual faculty may set stricter limitations on entry into their courses. Registration for half semester courses may occur during the first week of the half semester course.

A student may drop a full-credit course during the first two weeks of the Fall and Spring semesters and the first three days of January Interim or Summer Term without having that course participation recorded on the transcript. For half semester courses in Fall and Spring semesters, a student may drop through the seventh day of half semester classes (excluding weekends).

Course withdrawals after this time will be recorded on the student transcript as a “W.” No withdrawal from a course is permitted after the tenth week of a full-semester course, the fifth week of a half-semester course, or the third week of a January Interim or Summer Term course. Courses for which a student is registered after these times will receive final grades.

Never Attended

The course drop/add period of the semester runs for ten business days. On day 11, course rosters and student status are finalized. Any student reported as never attended in their course or courses may be administratively dropped by the Registrar’s Office. The student will need permission from the instructor to re-enroll in the course.

Petitions

Students who wish to have an adjustment in degree or registration requirements must submit a petition to the Adjudication Committee. The committee meets monthly and comprises an Academic Dean, the Registrar, and elected faculty members. Petitions for late adjustments in course registration have a late course change fee assessed, see “Payment of Fees” for more information. A change in the academic record will not be made more than one year after the record was created. Appeals of committee decisions are made in writing to the Provost. For further information, contact the Office of the Registrar.

Accessibility Resources

The College is dedicated to providing equal access to the curriculum, programs, services and facilities to all students. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Amendments Act of 2008 (ADAAA) work together to ensure non-discrimination and reasonable accommodation for students with disabilities in higher education. Accommodations are adjustments that remove barriers to provide equal access for students with disabilities. Students who have a documented disability, chronic or short term (e.g., mental health, attentional, learning, chronic health, sensory, or physical) and as a result need academic accommodation to equitably participate in class, take tests or benefit from the College’s services, should meet with accessibility resources staff in the Academic Support Center for a confidential discussion of their needs and to develop appropriate plans. Course fundamentals cannot be altered, but reasonable accommodations may be provided based on disability documentation and course outcomes. Accommodations cannot be made retroactively.

To ensure equal access, occasionally a requirement for graduation needs to be adjusted through reasonable accommodation for a student with a documented disability. In cases where such a need is determined by the College’s accessibility resources staff, they will work with the student seeking such accommodation to file a petition with the Academic Petitions Committee.

Earning Course Credits

The requirements for a course may be met in one of the following ways:

1. By successful completion of the course.
2. By earning a grade of 4 or above in the Advanced Placement Test of the College Examination Board (college credit given).
3. By earning a grade of 4 or above in the higher-level exams of the International Baccalaureate.
4. By passing an examination for certain designated courses administered by the appropriate department (college credit given).

Credit Transfer Guide

See “General Transfer Policies.”

Course Numbers and Levels

Courses numbered 100–199 are in Level I and are considered to be introductory.

Courses numbered 200–299 are in Level II and assume a capacity for the independent acquisition of material and the mastery of methods and subject matter in Level I courses.

Courses numbered 300–399 are in Level III and are usually oriented toward the major and require a basic factual and theoretical knowledge appropriate to the discipline. Students in these courses typically are juniors or seniors.

Overload Guidelines

The normal course load for full-time students is 3.0 to 4.8 courses per semester. Students may not register for more than this during their first semester at the College. After successfully completing at least one semester of full-time study, a student may choose to overload up to a maximum of 5.8 courses in a semester. Audited courses are included in the course calculation for overload. Students taking more than 4.8 courses will be assessed a pro-rata overload fee, see “Payment of Fees” for more information. This fee is waived for those with a cumulative grade point average of 3.7 or higher. Students who are facing financial hardship may request an appeal of the overload fee charge. Students who are making an appeal request should contact the Provost’s Office at provostoffice@gustavus.edu with their request details and corresponding rationale.

Audit

A student may register for a course on an audit basis by obtaining permission from the instructor of the course. Participation in a course as an auditor does not require completion of course assignments or exams but does require regular attendance. The audit is recorded on the student transcript at the end of the term with a grade of “V,” upon verification by the instructor of regular attendance. Without such verification, a withdrawal (“W”) is recorded.

Registration on an audit basis will not lead to academic credit, although a registration can be changed from credit to audit or from audit to credit during the regular add/ drop period with permission of the instructor. Changing from audit to credit status may require the payment of additional fees depending

upon the student's total course load. For regular students carrying three or more courses for academic credit, there will be no charge for a course audit provided that the student's total load (both for credit and audited courses) does not exceed 4.8 courses. Audit fees for part-time students or students carrying more than 4.8 courses are listed in the section of this catalog titled "Payment of Fees."

MSU-Mankato/Gustavus Intercollege Enrollment

Gustavus participates in a tuition exchange program with Minnesota State University-Mankato. Eligible Gustavus students are allowed to register for certain courses at MSU-Mankato during Fall and Spring semesters without paying additional tuition to MSU-Mankato. Students must be in good academic standing. MSU-Mankato allows only a limited number of students to participate in this program. For more information visit gustavus.edu/registrar.

Students who drop or withdraw from a MSU-Mankato course after the drop deadline for MSU-Mankato will not be allowed to participate in the Intercollege Enrollment program in future semesters without the approval of the Adjudication Committee (formerly Academic Petitions Committee).

Community Audit Program

Members of the local community, who live within 25 miles of the campus, are invited to take part in the Community Audit Program, which enables persons who are not currently secondary students or degree seeking college and university students to audit up to two courses for a fee. Audit fees for community auditors are listed in the section of this catalog titled "Payment of Fees." This program is a form of community outreach where participants are guests of the College, and do not have student status. Community Auditors have access to services the College is legally required to provide, but do not have access to services specifically provided to fully admitted students. Auditors must comply with current college vaccination requirements.

Participants must follow the academic policies for auditing and must meet course prerequisites. Fully admitted students are given registration priority. Auditor registration will occur no earlier than 10 business days before the start of Fall and/or Spring semesters only. In the event a course reaches its enrollment maximum or is wait-listed, the course may no longer be open to auditors. Community Auditors may be removed from the audit program at any time. Contact the Office of the Registrar for registration information.

Academic Schedule Conflicts

I. Policy

The heart of Gustavus Adolphus College is its academic program. Regular class attendance is expected and takes priority over other College activities. Because the College offers diverse activities that carry varying degrees of academic credit, students participating in sports, music, debate, and similar activities will inevitably encounter conflicts. Difficult choices must be made.

The College has developed a daily schedule that is designed to minimize conflicts between the many curricular, co-curricular, and extracurricular activities that are offered. Faculty members are responsible for making their attendance policy clear, in writing, at the beginning of the term. Faculty members who require attendance at activities outside of the scheduled class times (such as evening examinations, special lectures, field trips, rehearsals, practices, or conferences) should notify students as far in advance

as possible so that in the event of conflicts, alternative ways of meeting these requirements can be negotiated. Each student is accountable for all work missed because of absences from class, and instructors are not required to make special arrangements for students who have been absent.

Class absences will be dealt with on a case-by-case basis by the instructor. If a student is going to miss class for any reason, the student should discuss this with the instructor as early as possible. Students choosing to be absent should recognize that their lack of participation in that community of scholars may redound negatively upon their final grade. Absences for any reason may be taken into account in the evaluation of a student's work, and a student may be dropped from the class if the student misses more classes than allowed by the professor.

No games or activities, with the possible exception of tournaments, may be scheduled during final exams. For students who must miss final examinations because of such tournaments, faculty members will provide reasonable and appropriate alternatives for satisfying the course requirement.

II. Guidelines

Faculty members and others scheduling courses offered by special arrangement, activities associated with courses but not reflected in the Master Course Schedule, or other approved activities should make every effort to avoid conflicts with the courses listed on the Master Course Schedule. The person scheduling these activities should make the schedule of dates and times for them available to participating students as far in advance as possible in written form. Some flexibility will need to be built into these activities, recognizing that students have already constructed a schedule based on the Master Course Schedule.

Normally, classes and laboratories will be scheduled during the first eight periods of the day, and varsity sports, choirs, bands, etc. will be scheduled after seventh hour. Some exceptions, such as late laboratories, are unavoidable, but efforts should be made to minimize conflicts by making other options available to those students affected.

As an increasing number of courses are scheduled to meet in the evening, those who arrange evening events, such as lectures and evening exams, must become more sensitive to the issue of conflicts. Courses with associated events in the evenings should be indicated as such in the Master Course Schedule. The written syllabi for these courses should list the planned evening events and should indicate possible solutions to conflicts. Intercollegiate sporting events should be scheduled in order to minimize the number of classes students will miss, and to minimize travel as much as possible. Most should be planned for weekends, holidays, and vacations, not weekdays. Neither practice nor dressing and taping time should be acceptable excuses for missing class.

Independent Study

Students may pursue individualized courses of study for Independent Study credit in courses 291 and 391. Each department will provide guidelines specific to that department. First-year students may not enroll in an independent study for January. Independent Study course credits must range from .13 credits to 1.0 credits. Special approval from the Petitions Committee is needed to register for more than one course credit of independent study per semester.

The student who wishes to design a course of study and pursue it independently should pick up an Independent Study packet from the Registrar's Office. The proposal must contain, in addition to a

statement of intention, a list of the readings, experiments, projects, and reports which the student proposes to complete in the course. Once the packet is approved by the instructor directing the study and the department, it should be returned to the Registrar's Office. The course will be entered on the student's transcript under "IS: 'title specified on form'."

A student wishing to complete an Independent Study course in an international location must submit their completed application to the Center for International and Cultural Education according to the deadlines printed on the proposal form available in the Office of the Registrar.

Registration for all independent studies in the Fall and Spring semesters must be completed during published add/drop deadlines. Independent Study courses cannot be repeated or continued through another term. If the student wants to continue an Independent Study, they must submit a new proposal, with a different title and learning objectives.

Course by Arrangement

Some regular courses in the curriculum are appropriate for offering outside of the normal scheduling system as special tutorials or individual study. Interested students will submit a Course by Arrangement form to the appropriate faculty member. Once approved by the faculty member and department chair, a student can register for such a course as a "course by arrangement," carrying the same title and credit as normally.

Declaring a Major

All first-year college students at Gustavus enroll in the Bachelor of Arts program without a declared major, and they are advised in the first year by the instructor of their First Term Seminar or a faculty member teaching in Three Crowns Curriculum. Subsequent enrollment in a major is accomplished by completing a Declaration of Major form, normally by the spring semester of the sophomore year, in consultation with a major advisor. Forms must be submitted to the Office of the Registrar for processing. Students must have a major declared to be eligible to register for classes in the spring semester of the junior year. Students may select the major requirements of any academic catalog during the years of their institutional enrollment. At the time of graduation, majors and minors are noted on the student transcript if they are complete and if they are part of the student's graduation application.

Individualized Majors

An individualized major can be developed to meet the specific needs of an individual student. These majors are usually interdisciplinary with a particular focus, such as a single historical period, a geographical area, or a specific theme.

A student who wants to propose an individualized major must be in good academic standing. The student will pick up the advisory committee form at the Registrar's Office. The student selects an advisory committee of three faculty members in three relevant disciplines to assist in developing a course of study. Once the form is signed by all three advisors, the student will receive an Individualized Major packet.

At least 10 semester courses—including at least three Level III courses and a senior seminar, project, or internship—are to be selected with the approval of the advisory committee. Final approval of the major

takes place at a meeting of the student, the faculty advisory committee, the Registrar, and an Associate Provost. The role of the Registrar and the Associate Provost is consultative; final approval is the responsibility of the faculty advisory committee. The individualized major must be approved by the end of the sophomore year. Students wanting to add an individualized major after sophomore year must submit an Academic Petition.

Internship Program

The Internship Program at Gustavus Adolphus College consists of two components: January Interim Career Exploration (268) and semester or summer Academic Internships (368). January Interim Career Explorations are designed to give students a closer look at potential career choices through job shadowing and observing. Semester and summer Academic Internships provide opportunities for students to better understand the theories, ideas, and practices of the academic discipline or major, industry, or career interest, by actively engaging hands-on in an employment environment. Academic credit is awarded for the learning achieved through these experiences. Internships can be found in all disciplines. Pre-Approval by the Internship Director is required for any non-Gustavus internships that students intend to transfer into the degree program at Gustavus.

The following requirements have been established for the Academic Internship Program at Gustavus:

1. **A student will be permitted to count a maximum of four course credits of career-related experiential education toward graduation requirements.** This maximum includes: **JAN** Career Exploration (268), semester or summer Academic Internships (368), Orientation to Teaching (EDU-268), and Student Teaching (EDU-392, 394, 395, 396). **JAN** Career Exploration credit fulfills the **JAN** graduation requirement, and normally may not count toward major or liberal arts area requirements. Additional credits (beyond the maximum of four) can be taken as a course audit (standard tuition applies) but would not be counted toward graduation. Applying Academic Internship credit towards a major is determined by the academic department.
2. **A full semester/summer Academic Internship** may carry a value of up to three course credits. The amount of credit is based on a 14-week academic semester and a 10- to 12-week summer term, and will depend on the number of hours worked, with hours distributed over the entire term. Three course credits is the equivalent of full-time work (35–40 hours per week). Two course credits is the equivalent of half-time work (20 hours per week). One course credit and .50 course credits are the equivalent of part-time work (10–12 hours per week). Beginning and ending dates are based on the College's academic calendar. A **Career Exploration** normally carries a value of one **JAN** course credit, representing 30 hours on-site work plus 10 hours of assignments per week for four weeks. No student may register for less than .50 course credit for any internship. Previously completed internships are not eligible for retroactive credit.
3. Regular semester and summer session internships are open to students with junior or senior academic standing by credit (at least 16 earned credits) before the start of the internship. The **JAN** Career Exploration is open to students with sophomore, junior, or senior academic standing by credit (at least 7 earned credits) before the start of the Career Exploration.
4. All Career Exploration and semester/summer Academic Internship students are expected to complete mandatory assignments and projects as assigned by the faculty sponsor and to complete a midterm reflection, site visit, and final evaluations submitted to Career Development.

5. All Academic Internships and Career Explorations will be graded on a pass/ fail basis. Tuition charges and eligibility for financial aid follow established College policies.
6. A student who is on academic or disciplinary probation will not be permitted to participate in an Academic Internship or Career Exploration. Students who register for Career Explorations and Academic Internships accept the financial risks associated with being barred from participating should they be on academic or disciplinary probation or suspended when the term begins. These financial risks include, but are not limited to, unrecoverable deposits, fares, reservations, and pro-rated group costs.
7. The College reserves the right to remove a student on academic or disciplinary probation from an Academic Internship or Career Exploration if it deems such action to be in the best interest of the student, the College, or the host organization.
8. A student wishing to complete a Career Exploration or Academic Internship course in an international location must obtain approval from the Center for International and Cultural Education by the separate established deadlines.

International and Domestic Study Away Programs

For a list of semester and academic year study away programs approved by the College, as well as application procedures and policies, see the Center for International and Cultural Education website (<https://gustavus.edu/cice/>). Course information for January study away courses is available in Spring Semester for the following January.

Participation in any approved study away program is open to qualified students. The following are some of the policies that govern student participation in semester, academic year, and January or Summer Term study away programs. For a complete list of policies and procedures, including cancellation, refund, health, and safety policies, please see the CICE website.

1. The student must complete an application and receive approval from the Center for International and Cultural Education. Extensions of stay and change of programs must have the College's approval.
2. Applications for all programs must be submitted by March 1 for fall semester and academic year programs, and by September 15 for spring semester and calendar year programs. Applications for Gustavus faculty-led January Interim study or Summer Term away courses must be submitted during the spring. Some programs have unique deadlines. Deadlines are posted on the CICE website.
3. Applicants for study away should be in good academic standing at Gustavus. A minimum grade point average of 2.50 is required for participation. Some programs require a higher standard. Sophomore, junior, or senior class standing is normally required in order to participate in a semester or academic year program. First-year students may participate in the spring semester Gustavus faculty-led program in Sweden. Students of any class year may participate in a Gustavus January Interim study away experience. Students are eligible for summer programs after their first year at Gustavus.
4. Study away should include study of a local language, where appropriate. Language study is strongly encouraged.

5. Students cannot be registered for their study away courses until the student account in the Finance Office is paid in full or the student receives special clearance.
6. Students on academic or disciplinary probation are not allowed to participate in study away programs.
7. Students studying away for either a semester or year must be registered as full-time Gustavus students.
8. Finances for study away are as follows:
 - a. All students on a semester or academic year program pay Gustavus tuition plus a program fee that generally includes the on-site costs for tuition, room and board, and any other required costs at the host institution. Because program fees vary, and usually do not include transportation (airfare), students should consult their Study Away Program Coordinator to discuss estimated costs for each program.
 - b. Students on January Interim or Summer Term study away courses pay a program fee for the actual costs of the program. Because program fees vary depending on the course, the location, and the length of the on-site course component, students should consult their Study Away Program Coordinator. Generally, any study away program will cost more than studying on campus.
 - c. Financial aid, with the exception of student employment, applies toward all Gustavus approved semester and academic year programs. Financial aid does not apply to the January Interim or to summer, but students are encouraged to consult with the Financial Aid Office about additional loan options.
9. Credit earned by the student on approved semester or academic year programs will normally transfer as credit toward graduation and may fulfill major/ minor requirements subject to departmental approval. Credit may be applied toward other area requirements only with the prior approval of the Registrar. Credit for Interim Experience courses count toward graduation requirements, but normally may not count toward major or liberal arts area requirements.
10. In order for the credits to be transferred to Gustavus, the course must be appropriate to a liberal arts curriculum and must not be a repeat of, or more elementary than, a course a student has already taken. In addition, the student must obtain at least a C– in each course for which they wish to receive credit. A grade of D+ or below does not transfer back to Gustavus. Grades earned on a study away program appear on the Gustavus transcript but are not figured into the GPA unless the courses are Gustavus courses.
11. Leaves of absence are not applicable to study away programs.

There are additional policies that apply to study away. To review these, and for other information, view the Center for International and Cultural Education website (<https://gustavus.edu/cice/>).

January Interim

January Interim (**JAN**) differs from the regular semester in two principal ways: its brief length, approximately four weeks; and the immersion of students and faculty in one subject for that time period. Because of these differences, the mission of January Term is to provide ways for faculty and students to take advantage of this term's unique qualities in developing courses and other learning

opportunities that enrich and expand upon the College's regular semester curricular offerings. Note the following January Term regulations:

1. Only JAN term courses for 1.0 credit will fulfill the two course (1.0 each) JAN term graduation requirement.
2. First-year students are strongly encouraged to enroll in a course in January. This may be an on-campus course or a Gustavus or consortium travel course. First-year students may not enroll in career explorations or independent studies.
3. Students on academic or disciplinary probation are not permitted to participate in career exploration, or study-abroad programs, or in off-campus Interim courses. Students who register in such programs and courses accept the financial risks associated with being barred from participating should they be on disciplinary or academic probation or suspended when the term begins. These financial risks include, but are not limited to, unrecoverable deposits, fares, reservations, and pro-rated group travel costs. The College reserves the right to remove a student on probation from a course or program if it deems such action to be in the best interest of the student, the College, or the program/course. Parents of dependent students are notified when a student is placed on probation.
4. In courses with a grading option, students will select their option and formally notify the instructor before the third day of the Interim (the add/drop deadline).
5. Students may enroll in a maximum of 1.25 courses during the Interim. However, fractional courses beyond 1.0 may not be used to reduce the requirements that each student be enrolled for a normal one-course load in at least two Interims.

Please consult the Interim Experience online course listings and descriptions for more detailed information.

Summer Session

Internships and independent study are offered in the Gustavus summer session. Information concerning registration procedures for these can be obtained from the Office of the Registrar. Gustavus plans to offer a three-week Summer Term in 2024, subject to interest. Summer Term on-campus courses are not included in tuition.

Final Exams

A campus-wide final exam schedule is administered by the Office of the Registrar for Fall and Spring semesters. Faculty policy requires that the last test for a course, whether a comprehensive final exam or a partial last unit test, shall be given in accordance with this schedule. Instructors may not reschedule the final test date and/or time for the entire class without permission of the Registrar. Summative assessments (e.g., juries and performances) that are used in lieu of tests are not required to follow the test schedule, but their schedule should not conflict with reading day(s) or the Registrar's test schedule and should be shared with students at the beginning of the semester.

Grading System

Coursework will be graded as follows: A, A-, B+, B, B-, C+, C, C-, D+, D, F, I (incomplete), P (pass). The grade P, defined as equal to C or better, may be given for Interim Experience courses (not including independent studies) and Fine Arts performance courses, at the discretion of the instructor and for

Education Department clinical courses, Internships, and Physical Education activity courses. The following values are assigned to letter grades:

Grade	Number Value
A	4.0
A–	3.66
B+	3.33
B	3.0
B–	2.66
C+	2.33
C	2.0
C–	1.66
D+	1.33
D	1.0
F	0

Grades of P and grades for non-Gustavus courses are not calculated in the grade point average.

Midterm Grade Policy

Faculty will report mid-term grades for all students. The options for each class include either A–F grading or S/U (satisfactory/unsatisfactory).

Incomplete Grade

A grade of incomplete may be awarded at the discretion of the instructor, if requested by the student, under the following conditions: 1) the last day to withdraw has passed, 2) and unforeseen circumstances beyond the student's control (usually restricted to illness or family emergency) preclude completion of the remaining work for the course by the semester deadline. Note that poor planning or having a lot of work to complete at the end of the term are not, in fairness to other students, considered circumstances beyond a student's control. This additional time to complete coursework may not extend beyond the final day of the following semester, and earlier limits may be set at the discretion of the instructor.

The grade "I" for a particular student, along with an expiration date, is reported at the end of the term to the Office of the Registrar on the Incomplete Grade form, which is approved by both the instructor and the department chair. A temporary grade will also be submitted, in the computation of which the instructor has considered work not completed as a zero or an F. If before the end of the expiration date, the instructor reports a final grade to the Registrar, that grade will be recorded, and the grade point average will be computed accordingly. When the expiration date has passed without a grade being reported, the temporary grade will replace the "I" and become a permanent part of the transcript record.

Change of Grade

The mark of "I" (Incomplete) is the only grading option available which keeps a course open for additional student work beyond the termination of the semester. Once a grade other than "I" has been recorded on the student transcript, it becomes part of the institutional record and can be changed only to correct an error in the original computation. A grade change cannot be made because additional

coursework has been turned in after the end of the term. A change of grade may not be made more than one year after the grade was officially recorded in the Registrar's Office.

Grade Appeals

Students have the right to be protected against prejudiced or capricious academic evaluation. A student who wishes to appeal a final course grade on these grounds should first appeal to the instructor. This action should end the matter in most cases, but if not, the student should appeal to the department chair (or a senior faculty member in the department if the chair is the person giving the grade). If that does not resolve the issue, the student may appeal to the Office of the Provost, which will convene the Grade Appeals Board to assist in determining an appropriate resolution. If the Grade Appeals Board determines that the grade should be changed, it would provide the instructor with a written explanation of its reasons and would request that the grade be changed. The instructor should either make the recommended change or provide a written explanation to the Grade Appeals Board for not doing so. Only then, the Provost, upon the written recommendation of the Grade Appeals Board, would have the authority to effect a change in grade over the objection of the instructor. The Grade Appeals Board will consist of five faculty members, one from each Division, nominated by the Academic Operations Committee and appointed to staggered three-year terms by the Faculty Senate.

A member of the Grade Appeals Board may ask to be recused from hearing an appeal if the member perceives a conflict of interest. The student appellant may also request to disqualify a member perceived as being potentially biased from hearing the appeal. In the event that a member of the Board is recused or removed, that person will be replaced by another faculty member from the same Division, to be appointed by an Academic Dean in consultation with the chair of the Academic Operations Committee. A grade appeal must be initiated within one year after the grade was officially recorded in the Registrar's Office.

Repeating Courses

When a course is retaken at Gustavus, the transcript will mark both the first and second course to indicate the repeat. The course with the lowest grade will be marked with parenthesis around the credits indicating it no longer applies to the GPA. Credit will be given only once and the best grade will be computed in the grade point average. The course with the best grade will be marked with an "R". Repeating a course will not remove the previous attempt from the student's transcript.

Transferred courses will not count as a repeat and will not be calculated in the grade point average.

First Term Seminar may only be taken during a student's first semester at the College. Therefore, students may not repeat First Term Seminar.

The policy does not apply to courses designated as repeatable.

Academic Honors

At the end of the official grading periods for fall and spring semesters, students who have completed three or more courses and earned a grade point average of 3.700 or higher for that semester are recognized for their achievement by being named to the Dean's List.

At the end of the official grading period for the January Interim, full-time students who have a cumulative grade point average of 3.700 or higher are recognized by being named to the President's List at Honors Day, held annually in May.

At commencement, students who have a cumulative Gustavus grade point average of 3.900 or higher are designated as graduating summa cum laude; students who have a cumulative Gustavus grade point average of 3.700 to 3.899 are designated as graduating magna cum laude; students who have a cumulative Gustavus grade point average of 3.500 to 3.699 are designated as graduating cum laude.

Commencement Policy

The commencement ceremony is an event held to celebrate the academic achievements of Gustavus Adolphus College students. Participation in commencement does not mean that a student has graduated from the College. A student will not graduate and a degree will not be conferred until a student has met all graduation requirements. A Gustavus degree is conferred on a date when all graduation requirements are met, typically the end of term (e.g. May, Dec or Jan).

Gustavus currently holds one commencement ceremony annually in May. Students may participate in only one commencement ceremony. Students may participate in the May commencement ceremony if they have no more than 2.0 credits outstanding or only have student teaching outstanding*. Students who do not meet these criteria but would like to participate in the ceremony must submit an Academic Petition for consideration by the Adjudication Committee by April 1. Students who cannot meet the April 1 deadline may submit a petition in May, however, these petitions will only be reviewed in exceptional circumstances.

*Students who are approved for the ninth semester free tuition program may participate in commencement if all requirements will be complete at the end of the student's 9th semester.

Academic Assistantships

Each year, a full-time student may be appointed as an academic assistant by each department. The appointment is based upon the following criteria:

1. Academic excellence in major fields and in general studies.
2. Potential for excellence in academic disciplines.
3. Expressed interest in the appointment by the appointee.

The specific responsibilities for academic assistants will vary somewhat among the departments; however, the responsibilities generally fall into one or more of the following areas:

1. Conducting a research project.
2. Conducting or assisting with a departmental research project.
3. Assisting with a specific course.
4. Serving as a student resource person for departmental decisions.

Athletic Eligibility

Eligibility for intercollegiate competition is determined by the standards of the College, the National Collegiate Athletic Association (NCAA), and the Minnesota Intercollegiate Athletic Conference (MIAC).

Academic Eligibility Guidelines require student-athletes to be full-time students making normal progress, which means a student must be enrolled in and passing a minimum of 3 credits/semester at GAC. Additionally, the student-athlete must complete his/her 4 seasons of participation during the first ten semesters in which a student is enrolled. A student-athlete may take less than 3 credits if the student-athlete is in their last term and less than 3 credits are required to graduate. Students on academic or disciplinary probation may be excluded from participation in extracurricular activities. Additional eligibility criteria may apply. Copies of regulations describing eligibility are available from the Director of Athletics and from coaches.

Academic Sanctions

The College has instituted a set of sanctions, to be imposed by the Academic Standing Committee, in order to respond to problems with a student's academic performance. These academic sanctions are distinct from the disciplinary sanctions and processes found in the statements of Student Rights, Responsibilities, and Judicial Procedures in the Gustavus Guide.

Academic Warning

The College requires that its students attain a minimum 2.0 cumulative grade point average for the awarding of the B.A. degree. Students may be placed on academic warning only once during their academic career at Gustavus. All students will be placed on academic warning if they:

1. Complete fewer than three (3.0) regular semester course credits; or
2. Have a semester grade point average below 2.00; or
3. Are a first-year student with a cumulative grade point average between 1.75-1.999.

All students placed on academic warning must meet with their faculty advisor within the first four weeks during the semester of warning.

Academic Probation

Students are placed on academic probation if their work falls below minimum standards or they show a pattern of academic dishonesty. The following standards apply:

1. First-year students will be placed on probation if they:
 - a. Receive passing grades in fewer than three (3.0) regular semester course credits after being placed on academic warning following their first semester of enrollment; or
 - b. Have a cumulative grade point average of less than 1.75.
2. All other full-time students will be placed on probation if they:
 - a. Receive passing grades in fewer than three (3.0) regular semester course credits and have previously been placed on academic warning; or
 - b. Have a cumulative grade point average of less than 2.0.
 - c. Students who receive grades of "Incomplete" are placed on probation if the established course criteria are not met before the end of the next semester.

All students placed on probation must meet with the Academic Support Center within the first four weeks during the semester of probation. Students will not be able to register for the next semester until completing this revalidation appointment with ASC.

Academic records of students on probation in a given semester will be reviewed at the end of that semester by the Academic Standing Committee, and students will be removed from probation, continued on probation, or suspended from the College for a period normally of one year. Coursework taken in a January Interim or summer session will not affect probationary status until after the next regular semester.

All students receiving financial aid must make satisfactory progress toward completion of a degree in order to maintain eligibility for aid. Probationary status may affect eligibility. (Please see catalog section titled “Satisfactory Progress Standards for Financial Aid Recipients.”)

1. Students are removed from probation when, at the end of the probationary semester, they:
 - a. Receive passing grades in at least three (3.0) regular semester course credits; and
 - b. Have a cumulative grade point average at or above the minimum required for their class;
2. Students who do not meet criteria to be removed from probation may be continued on probation at the discretion of the Academic Standing Committee. In order to be considered by the Academic Standing Committee for a continuation of their probationary status, students must:
 - a. Receive passing grades in three (3.0) regular semester course credits with at least a 2.0 grade point average in that semester; or
 - b. Make substantial progress toward achieving regular academic standing.

Students on academic or disciplinary probation are not permitted to participate in internship, career exploration, or study-away programs, or in off-campus January Interim courses. Students who register for such programs and courses accept the financial risks associated with being barred from participating should they be on academic probation or suspended when the term begins. These financial risks include, but are not limited to, unrecoverable deposits, fares, reservations, and prorated group travel costs. Parents of dependent students are notified when a student is placed on probation.

The College reserves the right with 24-hour notification to suspend students if their academic performance is regarded as undesirable during the semester in which they are on academic probation.

Academic Suspension

Students on probation may be suspended from the College if at the end of the probationary semester they:

1. Receive passing grades in fewer than three (3.0) regular semester course credits; or
2. Have a cumulative grade point average below the minimum required for their class.

The Academic Standing Committee may also suspend a student as a sanction for violations of the College’s Academic Honesty Policy.

A student who has been suspended may petition the Academic Standing Committee for a reconsideration of the decision.

Academic Expulsion

Expulsion is the permanent termination of student status and may be imposed by the Academic Standing Committee for severe or repeated violations of the College's Academic Honesty Policy. The student's permanent academic record will carry a notation of "Academic Expulsion." The decision to impose Academic Expulsion may be appealed to the President of the College.

Readmission

Students who have left Gustavus in good standing and want to return with no other collegiate experience must complete the online Application for Readmission found on the Academic Support Center website.

Students who have left Gustavus in good standing and want to return after transferring to another institution should apply for readmission through the Admission Office. Transcripts of any transfer coursework should accompany the application.

Students who want to return to Gustavus after having been suspended must complete an online Application for Readmission found on the Academic Support Center website. If the reason for suspension was failure to meet academic standards, the applicant must also provide transcript documentation of successful full-time coursework (2.75 GPA) at another accredited institution. Applications for readmission are acted upon by the Director of the Academic Support Center and the Provost's Office.

Withdrawal

Students who want or need to discontinue their enrollment at the College for any reason, for any period of time, are required to notify the College via a withdrawal form. Typically, a brief exit interview is conducted by the Dean of Students office and the student brings this form to Residential Life, Student Accounts/Financial Aid, and ultimately the Registrar. Students may choose to have the college route the form on their behalf if they have already departed campus.

The withdrawal form asks if a student requests to withdraw immediately or effective at the end of the term. Students who opt to withdraw during a term must turn in the form on or before the course withdrawal deadline to be withdrawn from courses and receive designations of "W" on their transcript. Past the withdrawal deadline, students will receive final letter grades in each course and students will need to submit an Academic Petition if they wish to request late withdrawals. Students who opt to withdraw at the end of a term will receive grades and then be withdrawn from the College prior to the start of the next term. Special circumstances are outlined in Gustavus's Medical Leave of Absence policy, Family Emergency Leave policy, and Active Military Duty policy.

Medical Leave of Absence

When health reasons force a withdrawal from Gustavus before the end of the term, the affected student may apply to the Dean of Students for a medical leave of absence. The leave can be granted only with proper medical documentation. Likewise, suitable medical documentation must accompany the student's request to the Dean of Students to resume enrollment. Students who are granted permission to withdraw for medical reasons will receive grades of "W" indicating withdrawal for the semester. ^[OB]

Family Emergency Leave Policy

A special circumstances Family Emergency Leave (FEL) withdrawal request may be made in extraordinary cases in which serious illness or injury (health of a family member) or another significant personal situation prevents a student from continuing all of their classes, and incompletes or other arrangements with the instructors are not possible.

All special circumstances withdrawal requests are reviewed and approved by the Vice President for Student Life or designee with support from appropriate collaborating offices or partners. Upon approval the student will be granted a Family Emergency Leave of absence. Student transcripts will reflect grades of “W” and an “Approved Leave of Absence.”

Students may not receive more than one approval for a special circumstances withdrawal for the same medical/health condition.

A Medical Leave of Absence or a Family Emergency Leave will affect the financial obligations with Gustavus. For specifics, please see the Refund Policy found under the Expenses and Financial Assistance section in the Gustavus Academic Bulletin.

Student Academic Complaint Process

Student academic complaints are complaints about a faculty member’s classroom practices, policies, or behaviors not covered by other institutional or federal policies such as Title IX (related to sexual harassment and assault), Non-discrimination, Harassment, and Other Unwanted Conduct, Sexual Harassment and Sexual Misconduct, and Grade Change Policies. Student academic complaints might include, among others, concerns about how often a faculty member cancels class, lack of regular feedback on assignments, faculty expertise in the subject area, and treatment (other than harassment and bias) of students in class.

In most cases, a student who has an academic complaint should first discuss the concern with the instructor. This action should end the matter in most cases, but if not, the student should discuss the concern with the department chair or other senior member of the department/program. If that does not resolve the issue, or if the faculty member is the department chair, the student should contact the Provost’s Office (507-933-7541 or provostoffice@gustavus.edu). The Provost or Dean will meet with the student and decide whether the issue warrants immediate intervention with the faculty member, intervention at the end of the semester, and the nature of that intervention (e.g., conversation to address the concern; required course evaluations to understand the extent of the concern; performance improvement plan, etc.).

When applicable, responses to student academic complaints will inform the complaining party of how the institution will integrate the complainant’s concerns into plans for college process and/or improvement. Because of the nature of student academic complaints and the private nature of personnel interventions, students will not learn the details of specific interventions that the Provost's Office may undertake with a faculty member.

Institutional Complaint Policy and Procedure

A Gustavus Adolphus College student, parent, employee or guest may feel the need to lodge a formal complaint with the College, which they wish to have addressed.

To be considered a formal complaint, the complaint must meet the following criteria:

1. Be written; (Complaints received via email would qualify as written)
2. Be identified as a formal complaint;
3. Be received by the College President, Provost, or one of the Vice Presidents; and
4. Include a complainant's name and signature.

All formal complaints will be reviewed by the senior administrator to whom it was sent for credibility. Senior administrators may respond to the complaint or forward it on to appropriate parties within the College for response. All formal complaints will be responded to by written answer to the complaining party within one week. If the response to the complaint takes longer to answer than one week, a written timeline will be sent to the complaining party outlining when they could expect a response. All answers shall be deemed final and shall have no appeal process.

When applicable, responses to formal complaints will inform the complaining party of how the institution will integrate the complainant's concerns into plans for college process and/or improvement. All formal complaints and documentation of responses will be maintained within the Office of the Provost for a period of ten years.

This Institutional Complaint Policy is not a substitute for the more specific grievance and appeal processes maintained by college offices (such as the Office of the Registrar, Academic Affairs, Human Resources, etc.), Faculty Personnel Files policy 2.1.3 in the Faculty Handbook or the Student Conduct Policies and Procedures.

Unresolved complaints may be brought to the Minnesota Office of Higher Education, 1450 Energy Park Drive, Suite 350, St. Paul, MN 55108 / www.ohe.state.mn.us / 651-642-0533. If you reside in a state other than Minnesota, your unresolved complaint can be directed to your state's Office of Higher Education using this [list](#) of state contacts. (Cabinet Approved: January 8, 2013; updated January 13, 2023.)

African/African Diaspora Studies (AFS)

Kathleen Keller (History), **Program Director**

Kate Aguilar (History)

S  verine Bates (Modern Languages, Literatures, and Cultures)

Philip Bryant (English)

Loramy Gerstbauer (Political Science)

Jon Gill (Philosophy)

Gregory Kaster (History)

Paschal Kyoore (Modern Languages, Literatures, and Cultures)

Ursula Lindqvist (Scandinavian Studies)

Martha Ndakalako (English)

The African/African Diaspora Studies Program has as its mission to create and foster an understanding and an appreciation of African and African Diasporic societies and cultures in a manner that highlights their past and contemporary contributions. We celebrate and explore the uniqueness, complexity, and broader implications of African/African Diasporic history, artistic performance, social and cultural forms, politics, economics, and other topical areas. The program is interdisciplinary, seeking interconnectedness among courses of diverse disciplines, as well as between the African continent and its global diasporas. The program aims to reinforce how knowledge about Africa is important to the College's mission of instilling an international perspective and a commitment to social justice in our students. It also aims to understand the role and contributions of peoples of the African diaspora and their descendants around the world. As part of its strategic mission, the program hosts guest speakers and performers who are specialists in one or more disciplines with a focus on Africa for the benefit of the campus and the wider community.

In taking these courses with a focus on Africa and/or the Diaspora, students are encouraged to critically examine the connections between African phenomena and the heritage that was carried over to the African diaspora in the Americas and other parts of the world. As a program that embraces international experience, it also encourages students to take advantage of opportunities that the college offers to study abroad in an African country.

Career Opportunities: A minor in African/African Diaspora Studies offers graduates career opportunities in areas such as psychology, education, human development, history, anthropology, etc. Graduates with an African/African Diaspora Studies background can find employment in government, international development agencies, human service (especially in immigrant communities), counseling service, Foreign Service, and the Peace Corps, among others. Moreover, a minor in African/African Diaspora Studies helps to develop the whole person as it is the College's mission to prepare graduates to be educated and well-informed citizens of the world. This program offers wonderful opportunities for students to develop their critical and analytical skills in assessing the perceptions, understandings, and misunderstandings of African and African Diasporic peoples as well as their significant contributions to humankind, something especially important in light of persistent misunderstandings about the continent of Africa and the peoples of the African Diaspora. Graduates of the program will be in a better position to understand the complex experiences of Africans and peoples of African descent over space and time.

By sophomore year, a student should choose an African Studies minor advisor to guide them in planning the choice of courses to fulfill the requirements for the program.

Requirements for the Minor in African Studies: Five courses that include the following:

- **AFS-190** Introduction to Africa
- **Electives:** Four courses from the list of approved courses below. The choice of courses should reflect the interdisciplinary nature of the program. January Term courses that focus entirely on Africa or the Diaspora may count as electives. To determine how many credits taken abroad are transferable, the Director of the program will assess the content of the courses taken abroad. No more than three courses may be accepted for transfer from a study-abroad program in Africa. Also, special topic courses that focus entirely on Africa or the African Diaspora can count toward the minor.
 - AFS-115 African Trickster
 - AFS-130 Introduction to World Literature, Black Worlds
 - AFS-250 Pan Africanism: Past and Present
 - AFS-274 African Digital Literature
 - ENG-101 Reading in the World, “Pan-African Poetry”
 - ENG-101 Reading in the World, “African Feminism”
 - ENG-281 Postcolonial Literatures in English
 - FRE-364 Francophone African/Caribbean Literatures and Cultures
 - FRE-367 North Africa
 - GEG-102 World Geography
 - HIS-142 African American History I
 - HIS-143 African American History II
 - HIS-150 Africa and the World
 - HIS-201 Empire and Culture
 - HIS-202 Slavery and Freedom in the Atlantic World
 - HIS-251 Memorializing Mau Mau
 - HIS-350 South Africa and Apartheid
 - IDS-260 Myth and Reality in African Cinema
 - MUS-102 Music of World Cultures
 - POL-250 The Politics of Developing Nations
 - SCA-360 Nordic Colonialisms and Postcolonial Studies

Students must earn a grade of C or better in a course in order to receive credit toward the African Studies minor.

African/African Diaspora Studies Course Listings (AFS)

115 African Trickster (1 course) This course focuses on the trickster figure in African folktales. The class reads and analyzes folktales, paying special attention to the mode of telling folktales, and how folktales portray moral values in African cultures, and are used to control the behavior of the individual for the interest of the collectivity. Students participate in daily class discussions, do assignments that require answering reflection questions on the folktales, and write their own folktale that they share with the class. Discussions include making the connections between African folklore and that of descendants of Africans in the diaspora in places such as the Caribbean, the U.S., and elsewhere. **HUMN**, January Term.

130 World Literature: Black Worlds (1 course) World literatures are works that travel outside of the borders of their nations and into the world. In this course we will read contemporary world literatures by Black peoples in Africa and in the diaspora. As we read, we will ask: How do these literatures address themes like neocolonialism, gender, social justice, and global belonging? What do they teach us about the world out there, ourselves here, and how we're connected? We will read contemporary graphic novels, fiction, non-fiction, and poetry, always with questions of race and blackness in mind. This course counts toward the African Studies minor. Cross-listed as ENG-130. **HUMN, GLAFC**, Offered annually.

190 Introduction to Africa (1 course) The course introduces students to the African continent and its peoples from an interdisciplinary perspective. Among other things, it focuses on pre-colonial and colonial history, modern African states, traditional cultural forms such as kinship, oral and written literatures, human geography, and Africa's role in contemporary world affairs. Students discuss, do presentations, write research papers, and take exams. This course is required for the minor in African/African Diaspora Studies. **GLAFC**, Fall semester.

250 Pan-Africanism: Past and Present (1 course) The course examines, through an interdisciplinary approach, the evolution, successes, and challenges of Pan-Africanism as a movement in Africa and the African Diaspora. It engages in discussion of the role of important personalities in the movement such as Henry Sylvester Williams of Trinidad and Tobago who was the founder, George Padmore also of Trinidad and Tobago, Marcus Garvey of Jamaica, W.E. Dubois of the U.S., and Kwame Nkrumah of Ghana. Furthermore, the course discusses the significance of contemporary African Initiatives in Pan-Africanism such as the granting of citizenship to Africans of the Diaspora by some African countries. **HUMN, GLAFC**, Spring semester.

274 African Digital Literatures (1 course) This course surveys the quickly growing field of African digital literatures. Social media and online platforms have allowed for the emergence of new, creative ways of producing literature that have shaped how the contemporary field of African literature is developing. We will read online literary magazines like Kwani and Brittle Paper, platforms like Comic Republic, and social media literatures like Facebook and blog serial fiction, twitterature, and Instagram Stories by and about Africans. We will pay careful attention to the complex relationship between these texts, their social contexts, and the politics of local and global African literary production. Cross-listed as ENG 274. **GLAFC, HUMN**, Offered occasionally.

Art and Art History (ART)

Betsy Byers, **Chair**

Priscilla Briggs (On leave, 2023-2024)

Nicolas Darcourt

Kristen Lowe

Megan Marsh Pine (Visiting)

Marsha Olson (Visiting)

Stan Shetka

Colleen Stockmann

The Department of Art and Art History values the universal human need for artistic expression and celebrates the contributions of artists in all cultures throughout history. We are committed to high quality teaching that develops the creative spirit, intellectual potential, and aesthetic sensibilities of every student. Through our teaching and advising, we also prepare majors for professions in the visual arts.

Our faculty, staff, and students collaborate to offer programs, activities, and service projects that enrich the College campus and community at large. It is our belief that every person can contribute to the vitality of the arts in contemporary society and to the betterment of our shared communities.

ART-101 and ART-102 are considered introductory to other art history experiences. ART-110 and ART-115 studio courses are considered introductory to other studio experiences.

Majors in Art and Art History are encouraged to study abroad to gain an international perspective on their discipline. Students should talk to their advisors early in their studies about international programs and internships that will be best for them.

Art Studio Major: Eleven required courses, graded C (2.0) or better:

1. ART-101 or ART-102, ART-110, ART-115, ART-299, ART-262 and ART-399;
2. Three courses from ART-220, ART-234, ART-235, ART-238, ART-240, ART-242, ART-243, ART-244, ART-256, ART-258, ART-268, ART-270, ART-272, ART-274, or ART-291;
3. Two Advanced Studio Art courses from ART-344, ART-368, ART-370, ART-372, ART-374, ART-378, ART-380, ART-382, ART-383, ART-386, ART-388 or ART-391.

Art Education Major: Admission to the major is by application and interview in the Department of Education. Applicants present a portfolio of their work in their sophomore and junior years. Completion of a major in Art Education includes a written statement of artistic development and participation in a senior Art major group exhibition, normally held in the spring of the senior year. Majors also must complete EDU-354 and all other requirements for licensure (see Department of Education).

Eleven courses, graded C (2.0) or better:

1. ART-101, ART-102, ART-110, ART-248, and ART-262;
2. ART-115 or ART-258
3. One course from ART-234, ART-235, ART-242 and ART-243;
4. Two courses from ART-238, ART-240 and ART-256;
5. Two courses selected from any advanced-level studio courses or two courses focused on different methods of working in one studio area (for example: ART-234 and ART-235).

Art History Major: Ten courses, including:

1. **Foundations (2 courses):** ART-101 or ART-102; CLA-211 or CLA-212;
2. **Analysis and Writing (4 courses):** ART-245, ART-250, ART-252, ART-262;
3. **Thematic (1 course):** ART-265 or ART-224, or approved ART-244 Special Topic;
4. **Museums and Administration (1 course):** ART-255, T/D-260; ART-103, ART-268 or ART-368;
5. **Arts Studio (1 course):** choose any studio course from the course catalog;
6. **Elective (1 course):** One elective to be chosen, with the approval of the advisor, from the Art/Art History Department or from related disciplines such as aesthetics, film studies, communication studies, or chemistry (see list of pre-approved electives on the department webpage)
7. **Capstone:** Art History majors will complete a Level III capstone research project in one of the following Analysis and Writing (WRITL or WRITD) courses: ART-250, ART-252, or ART-262-by enrolling in the course at Level III. Students enrolled in the Level III version of these courses will complete a more substantial paper, with additional support for in-depth disciplinary research methods, in addition to the Level II expectations of the course.

Study abroad and Professional Experience: Art History majors are strongly encouraged to work with their advisors in arranging internships, and arts-oriented study programs abroad and in urban settings in the United States. Art History majors interested in the preservation and display of art may consider the Arts Administration Minor.

Art Studio Minor: Five required courses: four Art Studio courses and one additional course in either Art Studio or Art History.

Art History Minor: Any five regular semester courses in Art History numbered 101 or above, with the consent of a departmental advisor; at least one course must carry the **WRITL** or **WRITD** designator.

Art Studio Course Listings (ART)

110 Drawing—Techniques and Theories (1 course) An introductory studio arts course. The goal is to develop the ability to use the techniques, processes, and tools of drawing as investigation into meaning, intention, audience, craft, execution, and presentation. The framework of this course is designed to demonstrate how the art of drawing is the mind's connective link to endless analytical and poetic processes. **ARTSC**, Fall and Spring semesters.

115 The Day Course—Idea Development (1 course) This course is an introduction to the working methods of contemporary artists. Developing ideas using non-traditional art materials and methods, discussion, and writing, students learn techniques and questioning strategies that lead to better understanding of the relationship and value of art in our society. **ARTSC**, Fall and Spring semesters.

220 Introduction to Graphic Design (1 course) This course will introduce students to the fundamentals of visual communication problem-solving through digital applications and Adobe creative software. Students will engage in critical thinking about digital aesthetics through research, conceptual development, and other processes specific to design and typography. Together, these course elements will expose students to the foundational concepts of graphic design for practical and professional utilization. **ARTSC**, Fall and Spring semesters.

234 Sculpture—Clay Modeling/Bronze Casting (1 course) An intense exploration into three-dimensional form using wet clay on armatures. Projects include a series of object, portrait, and/or figure studies.

All aspects of plaster mold making to different casting techniques will be addressed. Finished works will be cast in bronze. Lectures and critiques will address formal and contemporary issues related to sculpture. In terms of out-of-class work, emphasis will be placed on the creative process as it relates to personal growth and interest. Additional studio course fee for supplies \$160.00. **ARTSC**, Fall and/or Spring semesters.

235 Sculpture—Metal (1 course) An exploration into three-dimensional form using metal as the medium. Students will learn how to fabricate sculpture using metal. Lectures and critiques will address formal and contemporary issues related to sculpture. In terms of out-of-class work, emphasis will be placed on the creative process as it relates to personal growth and interest. Additional studio course fee for supplies \$160.00. Fall and Spring semesters.

238 Introduction to Printmaking: Carving/Screenprint (1 course) An introduction to the craft and expressive potentialities of etching and screen printing through demonstrations, lectures, and studio work. Group discussions and individual critiques will be used to discern how technical skills can become a means to achieving a creative and meaningful art form. Additional studio course fee for supplies \$40.00. **ARTSC**, Fall semester.

240 Darkroom Photography (1 course) This course is an introduction to the basic concepts of camera vision within a contemporary art context using black and white photographic materials. Students will learn to operate all the major controls of the camera, expose negatives accurately, and produce prints with good tonality. Through lectures, demonstrations, group critique, and individual discussion, students will be encouraged to pursue their own ideas in response to the assignments. Additional studio course fee for supplies \$60.00. **ARTSC**, Fall semester.

242 Wheel-Thrown Ceramics I (1 course) This course is an introduction to the use of the potter's wheel as a means of personal study of the creative art making process. A wide range of pottery forms and surface treatments will be studied and applied to the work made. Students will be given a strong foundation in the history, aesthetic, and technical aspects of working with clay on the potter's wheel. Additional studio course fee for supplies \$45.00. **ARTSC**, Spring semester.

243 Handbuilt Ceramic Sculpture I (1 course) An introduction to ceramics through hand building, glazing, and firing to make containers and sculptures. Development of capacities for positive critical analysis of volumetric function, sensitivity of three-dimensional form, and surface enrichment. Emphasis will be on the creation of work that is well crafted and reflects the student's ability to develop ideas surrounding personal images and creative problem-solving abilities. The hand-building techniques of slab, coil, pinch, and mold-making will be taught. Assignments will be structured to build both technical skill and problem-solving aptitude. Experience will be gained in the use of glazes and the firing of kilns. Materials presented will involve historical, technical, and aesthetic concerns of sculptural hand-built clay forms. Additional studio course fee for supplies \$45.00. **ARTSC**, Fall semester.

244, 344 Special Topics (1 course) Special topics in art history and studio art. Content will vary from semester to semester. Courses will explore an area in the studio arts or in art history in depth, and students will pursue projects that develop advanced skills in their appropriate disciplines. More than one special topic may be taken. Additional studio course fee for supplies. Fall and/or Spring semesters.

248 Elementary Art Education Content and Methods (1 course) This course focuses on the development of art classroom teaching skills as well as individual hands-on art experiences. Discussions of art, creativity, and general philosophy of education are combined with a survey of the developmental stages of children and their art. Course contains practical, developmental, and philosophical considerations for planning and teaching an art program in the elementary school. Additional studio course fee for supplies \$25.00. **ARTSC**, Fall and Spring semesters.

256 Digital Photography (1 course) This course explores the conceptual and practical principles of photography in the digital age, through lectures, demonstrations, readings, hands-on assignments, and critiques. Discussion topics will focus on the impact of digital technology on contemporary photographic practice, as well as the aesthetic and ethical issues surrounding it. Adobe Photoshop will be used to explore creative and experimental possibilities for manipulating photographs. Studio work will emphasize printed, still imagery but students will also be encouraged to devise new uses for their digital materials. Introduction to input/output peripherals will include digital cameras, scanners, and ink-jet printers. Digital camera with fully manual capability is required. Additional studio course fee for supplies: \$60.00. **ARTSC**, Fall and Spring semesters.

258 Video Art (1 course) This course introduces video as a medium for artistic expression and social inquiry. Students gain an understanding of the video image-making process through class projects that explore formal, conceptual, and narrative approaches. Through workshops, students develop proficiency with video, lighting and sound equipment, and digital editing software. The class develops strategies to use the medium as a means of critical and aesthetic investigation. Additional studio course fee for supplies \$60.00. **ARTSC**, Fall and Spring semesters.

270 Open Drawing Studio 1 (1 course) This is a course in drawing for both intermediate and advanced students. The class will study some of the compelling questions being asked in contemporary drawing, and how drawing functions as a conduit between other processes. Using a broad set of traditional and mixed medium materials, students will continue to develop and remain engaged in the study of how drawing provides the artist with a vehicle to move any idea from conception to physical, visual realization. Whether working out best practices in figure drawing, landscape, abstraction, etc., students will study the impact methods have on subject matter and content. Prerequisite: ART-110. Additional studio course fee for modeling \$50.00. Spring semester.

272 Painting I (1 course) This course is an introduction to the creative practice of painting. Students will learn the practical mechanics and techniques of making a painting and explore the conceptual and thematic possibilities of painting as a medium. Subject matter will derive from both observation and invention, with an emphasis on expression of personal content, ideas and concerns. As a class, we will engage with the historical and contemporary discourse surrounding painting including perception, representation and value in our society. Demonstrations, lectures, sketchbook assignments, critiques and gallery/museum visits will supplement studio work. Additional studio course fee for supplies \$40.00. **ARTSC**, Fall and Spring semesters.

274 Art and Climate Change (1 course) This course is an introduction to the creative practice of art making focused on the intersection between art and climate change. Students will learn practical mechanics and techniques of working with mixed media and hone their creative problem-solving skills. Examples of current and historic artwork and climate change issues will inform our course dialogue as we attempt to answer the question: Can art promote awareness, inspire activism and advocate for climate change mitigation? Demonstrations, lectures, sketchbook assignments, critiques and gallery/museum visits will supplement studio work. Additional studio fee for supplies \$40.00. **ARTSC, WELBG**, Spring semester, even years.

299 Junior Seminar (1 course) This required seminar will prepare junior art majors in the professional practices essential to their discipline: writing artist statements, preparing a portfolio, mounting an exhibition, applying to graduate school, grant writing, and soliciting exhibitions/gallery representation. **WRITD**, Spring semester.

268, 368 Career Exploration, Internship (course value to be determined) Off-campus employment experiences related to the student's major. See description of Internship Program. Prerequisite: Junior or Senior status. Fall and Spring semesters and Summer.

370 Open Drawing Studio 2 (1 course) This is a course in drawing for both intermediate and advanced students. What are some of the compelling questions being asked in contemporary drawing? One of the primary goals in this course is to continue to develop and remain engaged in the study of how drawing provides the artist with a vehicle to move an idea from conception to physical, visual realization. One of the most notable characteristics in contemporary drawing is intentionality. Within this framework the class will use half of the studio time learning best practices in figure drawing. This is a continuation of work in ART-270 dealing with visual problems of increased complexity both in classroom and out-of-class work. Prerequisite: ART-270. Additional studio course fee for modeling \$50.00. Spring semester.

372 Advanced Painting (1 course) An advanced level painting class that will focus on exploration of the potential of painting as a medium and independent experimentation in visual problems of painting. Prerequisite: ART-272. Additional studio course fee for supplies \$50.00. Offered occasionally.

374 Advanced Sculpture (1 course) A continuation of ART-234 and ART-235, emphasizing individual research and projects without formal instruction or criticism. Prerequisite: ART-234 or ART-235. Additional studio course fee for supplies \$100.00. Offered occasionally.

378 Advanced Printmaking (1 course) An advanced printmaking studio in which students will increase their technical competence, conceptual experimentation, and personal development in creating visual images through printmaking. Prerequisite: ART-238. Additional studio course fee for supplies \$40.00. Offered occasionally.

380 Darkroom Photography II (1 course) This course is a continuation of work begun in ART-240 and deals with visual and technical photographic ideas and problems of increased complexity. The course emphasizes the development of the students' personal photographic vision through class projects as well as individual self-directed experimentation. Prerequisite: ART-240. Additional studio course fee for supplies \$60.00. Offered occasionally.

382 Wheel-Thrown Ceramics II (1 course) This course expands on experience from ART-242 and is a continued exploration into the use of wheel-thrown pottery as a means of personal study of the creative art making process. An expanded range of thrown forms, surface treatments, and firing techniques will be taught. Students are expected to begin developing further technical skills on the wheel and also create critical understanding of aesthetic qualities of ceramic forms in art. Prerequisite: ART-242. Additional studio course fee for supplies \$45.00. Spring semester.

383 Handbuilt Ceramic Sculpture II (1 course) This course expands on experience from ART-243. Students are expected to build more complicated or larger forms and to demonstrate an ability to develop original personal images to convey ideas presented in the assignments they are given. Building techniques and surface treatments will be expanded to include various uses of styles, oxides, glazes, and firing techniques. Students are expected to take an active role in the firing of kilns and the mixing of glazes. Prerequisite: ART-243. Additional studio course fee for supplies \$45.00. Fall semester.

386 Digital Photography II (1 course) This course expands on experience from ART-256, dealing with visual, conceptual, and technical problems of increased complexity. The course emphasizes the development of the student's personal vision through class projects as well as individual self-directed experimentation. Digital camera with fully manual capabilities required. Prerequisite: ART-256. Additional studio course fee for supplies \$60.00. Offered occasionally.

388 Video Art II (1 course) This is a continuation of work begun in ART-258, dealing with conceptual and technical problems of increased complexity. The course emphasizes the development of the student's personal vision through class projects as well as individual self-directed experimentation. Prerequisite: ART-258. Additional studio course fee for supplies \$60.00. Offered occasionally.

291, 391 Independent Study (course value to be determined) An individualized art course arranged between student and instructor with departmental approval. The study should extend the limits of an existing course or explore media and content not contained in regular courses. Fall and Spring semesters.

399 Senior Seminar (1 course) A required seminar/studio course for the Art Studio major. Through dialogue and critiques in the senior studio, museums, galleries, and in the studios of accomplished professional artists off campus, students will be offered a broad example of practices to consider after graduation. Class members will work to improve the skills necessary to initiate independent work habits and learn self-assessment techniques required to develop form and content in their artwork. Teacher/student and peer feedback in an open studio context will occur frequently throughout the course. Students will use writing to develop ideas, conduct research, and verbally present their artwork to the public. Work made in this course will be juried for inclusion in the Senior Exhibition (ART-099) at the Hillstrom Museum of Art. Prerequisite: Senior status. Fall semester.

Art History Course Listings (ART)

101 Ochre to Optics: History of Color (1 course) A global survey of painting, sculpture, and architecture from the remote past through CE 1400. Art traditions of the ancient Near East, Egypt, Greece, Rome, the Americas and other areas outside the Western tradition are included. The visual arts are examined as transmitters of cultural, humanistic, and aesthetic values. **ARTSC, GLAFC**, Fall semester.

102 Visual Culture of the Atlantic World (1 course) A global survey of painting, sculpture, and architecture from CE 1400 to the present. Artists and art works from Middle Eastern, Maori, European, and American traditions are included. The visual arts are examined as transmitters of cultural, humanistic, and aesthetic values. **ARTSC, GLAFC**, Spring semester.

103 Critical Issues in Art (1 course) In this class, students will learn about critical issues confronting museums, artists, and the cultural sector on a global scale. Students will engage diverse social and theoretical perspectives on the ethical standards of art institutions and cultural producers including accessibility, repatriation, labor and workers' rights, community involvement, and creating inclusive collections. Moving thematically, this course examines a range of topics essential to understanding how the arts impact—and are impacted by—worldwide social justice movements today. Topics include decolonizing museum collections, repatriating art/artifacts, looting during political turmoil, intellectual property theft, climate change and the stakes of environmental justice for preserving cultural histories. This course counts toward the Arts Administration minor. **ARTSC, WRITL**, Fall semester, even years.

224 Visualizing Information (1 course) This course examines the history and practice of making data visible and designing information from the printing press to the present. We will look closely at connections between technical developments of printmaking to digital media and new strategies for graphic representation. Topics include mapping, scientific tables, architectural plans, diagrams, typography, and infographics. Particular attention will be paid to problems of scale, objectivity, and accessibility to reveal how data design is tethered to systems of oppression. Students will analyze information as a visual medium and understand the biases that inform the design process and circulation of knowledge. **ARTSC, USIDG**, Fall semester, odd years.

245 Renaissance and Baroque Art (1 course) A study of the development of painting and sculpture from the fourteenth through the seventeenth century in Europe. Special attention will be given to the relationship between visual images and intellectual concepts such as the revival of classicism, the emergence of humanism, the changing social status of the artist, and the influence on art of the evolving dynamics of the church. Major masters (Giotto, Michelangelo, Leonardo, Raphael, Bernini, etc.) and monuments will be studied, with emphasis on the general artistic principles of the Renaissance and Baroque styles. **ARTSC, WRITD**, Offered occasionally.

250 Gender and Art (1 course) This course will consider the impact of gender on the production, reception, and cultural understanding of art and imagery. We will study a number of artists, both women and men, who have used art to effect social change. Influenced by feminist approaches to art historical study, we will explore perceptions of gender through visual culture and personal experience. We will examine the ways that certain ideals of masculinity and femininity are represented in art and its history to gain insight into gender performance and sexual identity both in past periods and in contemporary society. This course counts toward the Gender, Women, and Sexuality Studies major/minor. Cross listed with GWS-250. **ARTSC, WRITL**, Fall semester.

252 Race and Visual Culture in the U.S. (1 course) In this survey of American art, students will examine how visual culture is entwined with social constructions of race, gender, class, and national identities. Through an intersectional approach to the history of material culture and modern art, this course investigates a wide range of mediums from photography and textiles to monuments and architecture. This course is chronological with core themes running throughout, including Borderlands, Appropriation, Technology, and Controversy. **USIDG, WRITL**, Spring semester.

255 Museum Studies (1 course) This course will combine a consideration, both historical and philosophical, of museums (in particular, art museums) and the role they have played and continue to play in society, with an experiential component. The latter will include field trips and visits with various museum professionals, such as registrars, curators, conservators, preparators, etc., and will also use the Hillstrom Museum of Art as a classroom/lab; this latter element will include research and other work towards explicating specific artworks in the Hillstrom Collection with the goal of eventual public presentation. **ARTSC**, Offered occasionally.

262 Contemporary Art Seminar (1 course) The course is an investigation of theoretical developments and artistic practices from 1900 to the present. Texts by artists, critics, philosophers, and theoreticians will be read in conjunction with exploring work made by artists throughout modern, late modern, and postmodernist periods. Through the course, the changing identity of 20th century art and its influence, antagonisms, and evaluations of the boundaries of art and thought will be examined. This is a writing in the discipline course. Students will work through formal and informal writing exercises to better understand and evaluate the quite different conclusions about what art is and what it is used for. **WRITD**, Spring semester.

265 Maya and Mexican Art and Archaeology (1 course) An introduction to the painting, sculpture, and architecture of Native American culture in Mexico, Guatemala, and North America from 700 BCE to CE 1500. The art forms will be studied as indications of the religious and philosophical thought of the peoples who created them. This course counts toward the LALACS major/minor. **ARTSC**, Offered occasionally.

392 Art History: Theory and Methods (1 course) This course is the capstone course for the Art History major and minor. It introduces students to the dominant approaches in art criticism and theory. The writings of aestheticians, art critics, and art historians from the 19th and 20th centuries are read and discussed. Class presentations and a research paper are required. Prerequisite: ART-101 or ART-102. Offered occasionally.

The following courses are offered by other departments and may be selected as electives in the Art History major:

- CHE-106 Introduction to Chemical Principles
- CLA-101 Myth and Meaning
- COM-115 Screen
- COM-235 The Stories That Shape Us
- ENG-142 African American Film
- ENG-210 Writing Process
- ENG-256 Creative Non-Fiction
- FRE-352 French Cinema
- HIS-175/JPN-175 Premodern East Asia
- PHI-242 Philosophy of Art
- REL 235 Zen and Japanese Culture
- REL 245 Religions of India
- SCA-334 Scandinavian Film
- SPA-390 Film in Spanish

Arts Entrepreneurship

Dave Stamps (Music), **Program Director**
Colleen Stockman (Art and Art History)

Lindsay Webster (Theatre and Dance)

The minor in Arts Entrepreneurship provides students with an introduction to the skill set required to effectively create, manage, and promote creative programs and institutions related to the arts. The Arts Entrepreneurship minor offers a focus on organizational behaviors, entrepreneurship, marketing strategies, communication practices, and resource management within a fine arts context.

The Arts Entrepreneurship minor is available to all Gustavus students. Students are required to declare their minor in Arts Entrepreneurship with the registrar's office.

A minor in Arts Entrepreneurship consists of 6 distinct courses to be selected from the following lists.

One of the following FOUNDATION courses:

- ART-103: Critical Issues in the Arts
- T/D-260: Arts Management
- One of the following SYSTEMS courses:
- E/M-110: Financial Accounting
- E/M-160: Introduction to Management
- E/M-125: Statistics for Economics and Management
- E/M-244: Entrepreneurship – Creative Economy
- E/M-261: Organizational Behavior
- E/M-260: Marketing
- E/M-267: Entrepreneurship I
- E/M-344: ST: Social Innovation & Entrepreneurship
- E/M-367: Entrepreneurship II
- MCS-142: Introduction to Statistics

Three of the following CONNECTIONS courses:

- ART-103: Critical Issues in the Arts (if T/D 260 selected in FOUNDATION)
- ART-220: Graphic Design
- ART-255: Museum Studies
- ART-268/368: Career Exploration/Internship
- COM-117: Interpersonal Communication
- COM-120: Public Discourse
- COM-231: Social Media
- COM-235: Stories That Shape Us
- COM-237: Small Group Communication
- ENG-256: Creative Nonfiction
- ENG-210: Writing Process
- ENG-310: Writing and Nonprofits
- MUS-268/368: Career Exploration Internship
- MUS-280: Music Industry & Entrepreneurship
- MUS-282: Recording Techniques
- T/D-215: Stage Management

- T/D-221: Light and Sound – Craft and Design
- T/D-260: Arts Management
- T/D-268/368: Career Exploration/Internship

One additional full ART, MUS, or T/D course (or combination of fractional credit courses equaling 1.0) representing ARTS PRAXIS. Up to three courses for the minor may be taken within the same department if those courses are not already counting towards their major.

Students may choose to use the Career Exploration Internship option as their ARTS PRAXIS course, or one of their three courses listed in the CONNECTIONS category above. The Career Exploration Internship must be arranged by the student in conjunction with a professor within the Arts Entrepreneurship program.

Biochemistry and Molecular Biology (BMB)

Jeffrey Dahlseid, **Program Director**
Jane Frandsen

Heather Haemig

Biochemistry and Molecular Biology is the study of the structures and functions of biological molecules. It entails investigating macromolecules such as proteins, nucleic acids, carbohydrates, and lipids in order to understand their functions and interactions with each other, with small molecules, and with their surroundings. In essence, it is the study of the molecular basis of life.

The interdisciplinary Biochemistry and Molecular Biology major at Gustavus is intended for students interested in areas close to the interface between chemistry and biology, such as bioinformatics, biophysics, biotechnology, genetics, neuroscience, and pharmacology, and provides a superb preparation for graduate or professional study. The curriculum is designed to be rigorous and thorough with a solid foundation of science courses, a breadth of upper-level core courses in Chemistry, and Biochemistry, a research-like investigative laboratory curriculum, a capstone experience that includes vocational reflection, writing intensive courses, and a seminar program. Students pursuing graduate study are advised to engage in research and to consult their advisor about the elective courses most appropriate for their interests.

The distributive major in Biochemistry and Molecular Biology requires the following 16.75 courses:

I. Foundation:

- A. BIO-101, Principles of Biology; BIO-102, Organismal Biology; BIO-201, Cell and Molecular Biology.
And
- B. CHE-107, Principles of Chemistry or CHE-108, Chemical Thermodynamics and Equilibrium; CHE-141, CHE-241 and CHE-242, Organic I & II and Organic II Laboratory.
And
- C. MCS-121 and MCS-122, Calculus I & II; PHY-122 and PHY-172, General Physics I & II with Calculus, and concurrent laboratory, PHY-121 and PHY 171.

II. Core:

- A. BIO-388, Molecular Biology.
And
- B. CHE-255, Biochemistry, and the capstone course, CHE-360, Proteins.
And
- C. CHE-371, Physical Chemistry I.

III. Electives: Either

- A. BIO-202, Evolution, Ecology, and Behavior and an additional Level III biology course.
Or
- B. Two chemistry courses, chosen from CHE-246, Environmental Chemistry; CHE-258, Inorganic I; CHE-270, Quantitative Analysis; and the Level III chemistry courses.

Note: All majors must complete four semesters of seminar (CHE-399)

Biology (BIO)

Yuta Kawarasaki, **Chair**

Margaret Bloch Qazi (On leave, 2023-2024)

Laura Burrack

Jeff Dahlseid

Eric Elias

Jane Frandsen

Jon Grinnell

Heather Haemig

Pamela Kittelson

Amy Kochisek

Katherine Leehy

Reina Nielsen (Visiting)

Robert Shoemaker (Visiting)

Angela Walczyk (Visiting)

Gustavus Biology majors investigate the structure, function and response of living systems—from molecules to genes, to cells and multicellular organisms, and in populations and ecosystems. Students' education includes hands-on training, quantitative analyses, professional writing and scientific reasoning. They learn how to conduct research in courses and can pursue research with faculty mentors. Majors also are employed by the Department. Students become well-prepared for careers as well as graduate or professional studies.

Students develop breadth and depth from their coursework. Biology majors complete a core sequence of courses (BIO-101, Principles; 102, Organismal; 201, Cell & Molecular; and 202, Ecology, Evolution & Behavior). Two Chemistry courses (CHE-107, Principles or CHE-108, Chemical Thermodynamics & Equilibrium, and CHE-141, Organic) must be taken prior to BIO-201. BIO-202 requires completion of CHE-107 or 108. Completion of the core courses by the end of junior year is expected. Most 300-level electives require the completion of the four-course Biology core and the two Chemistry courses and generally are taken in junior and/or senior year. One calculus (MCS-121 or higher) or statistics course (MCS-142 or higher) also is required of majors, preferably within the first two years. For BIO-101, BIO-102, BIO-201, BIO-202, CHE-107 or CHE-108, and CHE-141, all but two courses must be completed with a grade of C or better for all students (two grades of C- are permissible).

The Biology Department encourages its students to study abroad, conduct summer research, or gain internship, vocational or other work experiences. The Center for International and Cultural Education (CICE) and Office of Career Development help students identify a study away program or internships that fit their goals. Only one study away course or a course at another university can transfer back as part of Biology major/minor credit. The course must be pre-approved by the Department.

Biology Major: Eight regular semester courses in Biology, plus CHE-107 or CHE-108, and CHE-141, and one course in Calculus (MCS-121 or higher) or Statistics (MCS-142 or higher). The Biology courses must include BIO-101, BIO-102, BIO-201, BIO-202, and four additional level 200 or 300 BIO electives. CHE-255 or GEO-241 may be used as a level 200 course toward the major. Three electives must be level 300 BIO courses. A combined average GPA of 2.0 or higher is required from all courses counted toward the major, i.e., Biology, Chemistry and MCS courses. An assessment exam is required of all graduating majors in spring of their senior year or junior year if graduating early.

Students select courses in the liberal arts and their major(s) and develop a professional 4-year plan in consultation with a Department faculty advisor. Students are encouraged to initiate these conversations early to prepare for valuable experiences.

Life Science Teaching Major: Two Life Science Teaching licenses can be earned in Minnesota: grades 5-8 and 9-12 licensure. Both licenses are recommended.

The Life Science Teaching Major for grades 9–12 requires the same courses as the Biology major. BIO-374, Genetics, is recommended as one of the required 300-level Biology courses. In addition to the Biology, Chemistry and MCS courses required for the Biology major, the core Secondary Education (EDU) courses must be completed. See the Education (EDU) section of the bulletin or the department website and consult with an advisor in Education early. Careful planning is necessary for these licenses and the major. A GPA of 2.0 or higher is required from all courses counted toward the major.

Biochemistry and Molecular Biology Major: See the Biochemistry and Molecular Biology (BMB) section of the catalog. A GPA of 2.0 or higher is required from all courses counted toward the major.

Biology Minor: BIO-101, BIO-102, BIO-201, BIO-202, CHE-107 or CHE-108, and CHE-141. All but two courses must be completed with a grade of C or better for all students (two grades of C- are permissible).

Departmental Honors in Biology: The Department has an Honors Program for students with a GPA >3.5 and the development of a thesis based on original research. Please discuss the criteria with a Departmental Advisor.

Petitions: Students intending to major or minor but not meeting the GPA requirements stated above may retake select courses and improve grades to address the requirement; there is no option to petition GPA or grade requirements.

Students not intending to major in Biology and some Biology majors who want or need to take a core course (BIO-101, -102, -201 or -202) out of sequence may do so by petitioning the department. Advanced courses (Level 200 and 300) retain their prerequisites except in exceptional cases, and in these cases, students can petition the department. Petitioners must discuss their rationale and academic plans with a department advisor and attain advisor approval as part of the petition process. Approval of the petition by the Department allows enrollment in the course but does not guarantee space in the course. Petition forms are available on the Biology website (<https://gustavus.edu/biology/>) and are due at least one week prior to registration.

For level 300 BIO courses, non-majors may petition an exception to the prerequisites, but the following three criteria must be met:

1. Completion of four science courses with a laboratory component to ensure the critical skills required for advanced laboratory work.
2. A minimum grade point average of 3.0 in the four science courses.
3. Adequate space exists after enrolling Biology majors, who have priority for advanced courses.

Preparation for Graduate School and Professional Schools

Biology majors preparing for graduate school are urged to consult with a faculty advisor as soon as possible. Careful selection of courses beyond the core is important for preparation in many sub-disciplines. Most students preparing for graduate work complete additional courses in statistics, computer science, math, geography, geology, chemistry, and/or physics, and build communication, cultural and critical thinking skills. The Graduate Record Exam (GRE) or other professional school exams (MCAT, DAT, etc.) can be taken at the end of the junior or early in the senior year.

Biology Course Listings (BIO)

100 Biology Explorations (1 course) This course explores the biological world. Students learn how scientists identify and evaluate questions related to genetics, evolution, ecology, organisms or cellular biology. Emphases will change depending on the instructor. Connections are made across disciplines through discussion, lecture, case studies, and laboratories. For students not intending to major in the sciences, BIO-100 and BIO-101 cannot both be taken for credit. **NTSCI**, Offered occasionally.

101 Principles of Biology (1 course) A general introduction to the study of biology. Topics include the structure and function of macromolecules and cells, basic metabolism, genetics, ecology, and evolution. Three hours of lecture and two hours of laboratory weekly. Required for students intending to major in Biology, Biochemistry and Molecular Biology, Environmental Life Sciences, Life Science Teaching, or Nursing. Recommended for majors in Chemistry and Exercise Physiology. BIO-100 and BIO-101 cannot both be taken for credit. Fall semester.

102 Organismal Biology (1 course) This course introduces the organization of the major organismal groups including bacteria, protists, fungi, plants, and animals. Topics include the evolutionary histories of major groups, their structure-function relationships, the physiology of select systems, and the impact organisms have in our daily lives. Four hours of lecture and three hours of laboratory weekly. Spring semester.

201 Cell and Molecular Biology (1 course) This course provides a study of the structure and function of eukaryotic and prokaryotic cells. Additional topics include energy transformation, respiration, photosynthesis, cytogenetics, signal transduction, and the molecular aspects of gene regulation. Four hours of lecture and three hours of laboratory weekly. Prerequisites: BIO-101, BIO-102 and CHE-141. Fall semester.

202 Evolution, Ecology, and Behavior (1 course) This course focuses on: 1) mechanisms and patterns of microevolution and macroevolution; 2) ecology including the distribution and abundance of organisms, populations, species and system level processes; and 3) behavior. Labs build on analytical and scientific communication skills introduced in BIO-101 and BIO-102 and include independent research. Prior experience in a 200-level Biology course is recommended. Four hours of lecture and three hours of laboratory or field work weekly. Prerequisites: BIO-101, BIO-102, and one chemistry course (CHE-107, CHE-108 or ENV-120/GEO-120). Must be declared BIO, BMB, or ES. **NTSCI**, Spring semester.

218 Fundamentals of Microbiology (1 course) A study of the interactions between microbes and humans, with a particular focus on human disease. Topics include the morphology and biochemistry of bacteria and viruses, how they cause human disease, how the body fights infection, and how infection can be controlled. Three hours of lecture and three hours of laboratory weekly. BIO-218 and BIO-380 cannot both be counted towards the Biology major. Prerequisite: BIO-101. **NTSCI**, Spring semester.

241 Invertebrate Zoology (1 course) This course explores the remarkable lives of animals without backbones including their systematics, life history, form and function. Lectures focus on the unique features of different invertebrate clades and how representative individuals interact with each other and their environments. Laboratory work includes: 1) a field monitoring project, and 2) examination of invertebrate diversity, structure, and function. Three hours of lecture and three hours of laboratory weekly. Prerequisites: BIO-102. **WRITD**, Fall semester every other year.

242 Vertebrate Zoology (1 course) A study of the life histories, behavior, morphology, physiology, taxonomy, and conservation of animals representing each of the vertebrate classes, with emphasis on Minnesota fauna. Three hours of lecture and three hours of laboratory weekly. Prerequisites: BIO-102. Spring semester.

244, 344 Special Topics Seminar (1 course, 1 course) Study of special topics in biology. Research, individual, and/or group projects. Topics announced periodically. May be repeated for credit. Offered occasionally.

245 Conservation Biology (1 course) This course focuses on the ecology of conserving biodiversity and includes species, population, and ecosystem-level issues. Topics such as biodiversity, extinction, sustained yield, exotic species, and preserve design will be covered. Management implications are integrated throughout the course. Labs emphasize ecosystems and conservation problems of southern Minnesota. Three hours of lecture and three hours of laboratory weekly. Prerequisite: BIO-101 or ENV-120/GEO-120 and declared major in BIO or ES. **WRITL**, Fall semester.

268, 368 Career Exploration, Internship (course value to be determined) Off-campus experience related to the student's major. A limit of one course from BIO-392 or BIO-268, 368 may be used toward the Biology major and must be approved by the department in advance of the experience. See the Career Development Academic Internship information.

370 Ecology (1 course) This course examines the principles that determine the distribution and abundance of organisms. Topics include population dynamics, species interactions, community organization, energy flow, and nutrient cycles. These principles are related to environmental issues and natural resource management. Three hours of lecture and three hours of laboratory weekly, including field trips and greenhouse experiments. Prerequisites: BIO-202. Spring semester every other year.

372 Animal Behavior (1 course) This course will study animal behavior from an evolutionary perspective by covering proximate mechanisms and ultimate adaptiveness of behavior in a diversity of organisms from invertebrates to humans. It will examine how behaviors enhance survival and reproductive success, and the ways in which ecological pressures shape communication, predator avoidance, foraging, parental investment, altruism, and sociality among other topics. Three hours of lecture and three hours of laboratory weekly. Prerequisites: BIO-202. Fall semester.

373 Cell Biology (1 course) This course examines cell morphology, signaling, trafficking, and life cycle events. Connections between Biochemistry and Physiology are emphasized. Laboratory experiments exploring these issues will include a variety of techniques using primary cultures and cell lines, with an emphasis on qualitative and quantitative light microscopy. Three hours of lecture and four hours of laboratory weekly. Prerequisites: BIO-201 and BIO-202. **WRITD**, Offered occasionally.

374 Genetics (1 course) This course extends the study of genetic principles and proficiency with primary literature introduced in the four-course core sequence. The course examines the molecular basis of gene function and mechanisms of inheritance, stressing the conservation of fundamental genetic processes throughout evolution: mutations and phenotypes, (Non) Mendelian genetics, population genetics and evolution. The intersection of genetics, society, and ethics will be explored including the historical and current applications of genetics to agriculture, people, medicine, and law. Three hours of lecture and two hours of lab/recitation weekly. Prerequisites: BIO-201 and BIO-202. Fall semester.

375 Cancer Biology (1 course) This course will explore a selection of the mechanisms by which genetic changes permit uncontrolled cell growth in cancerous cells. We will examine how altered cell-cell interactions and physiology permit cancer cells to metastasize to multiple tissues. Additionally, we will discuss immunological defenses and modern treatment approaches that limit cancer cells' growth and spread. Three hours of lecture and three hours of laboratory weekly. Prerequisites: BIO-201 and BIO-202. **WRITL**, Fall semester.

376 Entomology (1 course) This course takes an integrative approach to understand insect diversity, physiology, ecology, and evolution. Students examine insects' profound impacts on ecological systems as well as human health and well-being. Laboratory work explores insect development, physiology, and behavior. Students also create an insect collection over the course of the semester. Three hours of lecture and three hours of laboratory weekly. Prerequisites: BIO-202. Fall semester every other year.

377 Plant Systematics (1 course) This course is an introduction to the systematics of vascular plants (flowering plants, conifers, and ferns) with an emphasis on North America and Minnesota flora. Students will learn the terminology, identify representative families, and become familiar with the use of taxonomic keys. Topics included are phylogenetic relationships, speciation, phytogeography, plant mating, and pollination biology. Three hours of lecture and three hours of laboratory weekly. Prerequisites: BIO-202. Spring semester every other year.

378 Plant Physiology (1 course) This course focuses on physiological interactions between plants and the environment. Topics include: 1) how plants respond to challenging physical, chemical, and biological factors; 2) how plants acquire and exchange energy or nutrients with the environment; and 3) plant growth and development integrated by hormonal interactions. These principles are related to ecology, environmental issues, and molecular biology. Three hours of lecture and three hours of laboratory weekly. Prerequisites: BIO-201 and BIO-202. **WRITD**, Fall semester every other year.

380 Microbiology (1 course) This course will focus on prokaryotic cell structure and function, bacterial growth and metabolism, the molecular genetics of bacteria and viruses, diversity among microbes, and the interactions between microbes and their environment. Three hours of lecture and three hours of laboratory weekly. BIO-218 and BIO-380 cannot both be counted towards the Biology major. Prerequisites: BIO-201 and BIO-202. **WRITD**, Spring semester.

382 Developmental Biology (1 course) This course studies the processes involved in the generation of a multicellular animal from a single cell, including fertilization, embryogenesis, organogenesis, and postembryonic development. These topics are explored through discussions of primary literature, discussion of bioethical implications of developmental technologies, and an independent laboratory research project. Three hours of lecture and three hours of laboratory weekly. Prerequisites: BIO-201 and BIO-202. Spring semester.

383 Aquatic Biology (1 course) A study of the distribution, ecology, and adaptations of organisms living in aquatic habitats within a framework of environmental geology and chemistry. Laboratory work explores aquatic organism diversity, water chemistry, and community structure with an emphasis upon aquatic habitat sampling, management, and data analysis. Three hours of lecture and three hours of laboratory weekly. Prerequisites: BIO-202. Offered occasionally.

385 Evolution (1 course) An advanced readings/discussion course on the theory and mechanisms of evolutionary change in populations. Topics include phylogenies, evolutionary genetics, natural selection, adaptation, ancient life, and an emphasis on experimental design. Three hours of lecture weekly. Prerequisites: BIO-201 and BIO-202. Offered occasionally.

386 Comparative Physiology (1 course) A chemical and physical analysis of function in living organisms, concentrating on the comparative aspects of organ function in a variety of animals and habitats. Three hours of lecture and three hours of laboratory weekly. Prerequisites: BIO-201 and BIO-202. Spring semester.

388 Molecular Biology (1 course) A study of the molecular biology of the gene. The emphasis will be on the structure and function of nucleic acids, and expression and regulation of genes in prokaryotic and eukaryotic cells. Builds on skills developed in previous courses to understand and communicate scientific advances through reading and presenting primary literature. Laboratory work focuses on an independent project utilizing bioinformatics and molecular biology techniques standard in the field to develop tools for CRISPR/Cas9 for gene editing. Four hours of lecture and four hours of laboratory weekly. Prerequisites: BIO-201. BIO-202 recommended. **WRITD**, Spring semester.

291, 391 Independent Study (course value to be determined) Special topics for independent study. Admission by permission of the instructor. Students who have completed BIO-101 and BIO-102 will enroll in BIO-291. Students who have completed BIO-201 and BIO-202 will enroll in BIO-391.

292, 392 Biology Research (course value to be determined) This course is designed for student/faculty research. Enrollment is limited to students working directly with a faculty member on a research project. Credit is assigned where 1.0 course is equal to 12 hours per week of research work with the faculty. A limit of 1.0 course of BIO-292/392 or BIO-268/368 may be used toward the biology major and must be approved by the department in advance of the experience so that the department's expectations are clear. Offered by permission.

396 Directed Research (1 course) Directed group research on a special topic to be identified by the instructor. Students will work together with the instructor in developing a research proposal, designing an experimental protocol, and collecting and analyzing data to understand current biological issues. Students will be expected to present this research in the form of a manuscript suitable for submission for publication and as a public presentation. Research topics and instructors vary by semester. Prerequisites: BIO-201 and/or BIO-202. Permission of instructor required. **WRITD**, Offered occasionally.

397 Biology Honors Thesis (.13 course) Students enrolled in this course complete their work towards Departmental Honors in Biology. As agreed upon with their Honors Thesis advisor and committee, students: 1) complete their proposed research, 2) write an honors paper (extensive literature review) or thesis (experimental work), and 3) prepare for their oral exam. Consult with a faculty advisor and the Biology website for additional details regarding preparation and participation in Departmental Honors in Biology (<https://gustavus.edu/biology/honors.php>).

The following courses are offered by other departments and may be selected as electives in the Biology major:

- GEO-241 Paleontology
- CHE-255 Biochemistry

Business and Economics (E/M)

Jeffrey Owen, **Chair**
 Laura Bowyer (Visiting)
 Paul Estenson
 Vita Faychuk
 Catherine Harms
 Lonnie Hosman
 Angelika Loefgren

Kathy Lund Dean
 Russell Michaletz
 Artur Pietka
 Marta Podemska-Mikluch
 Peter Stark (Visiting)
 Shu-Ling Wang (On leave, 2023-2024)
 Sheng-Ping Yang

Today's rapidly changing global business world requires creative ideas, analytical reasoning, and critical thinking to stay ahead of the curve. The Department of Economics and Management prepares the next generation of business and finance leaders, entrepreneurs, policymakers, and scholars.

The coursework gives you the skills to identify, analyze, and solve industry and social problems from the C-Suite to the Capitol or to graduate school. The Department prioritizes real-world application of knowledge in and out of the classroom, collaborating with organizations of all sizes, from start-ups to Fortune 500 companies, and connects you with the vast Gustavus alumni network around the world. This will jumpstart your professional career and expand opportunities to lead fulfilling lives of leadership and service.

Our mission is to equip students to identify, analyze and solve complex problems through excellent, liberal arts education and experiential learning, which enables students to become ethical and entrepreneurial leaders.

The department encourages its majors to study or work abroad to gain international awareness and experience. The Center for International and Cultural Education maintains a list of College-approved international programs. The Department allows appropriate coursework from these programs to apply toward majors in the Economics and Management Department. Students should talk to their advisors early in their studies about international programs and internships. Normally, students may transfer one Economics and Management elective for each semester in a Gustavus-approved study abroad program, but they must complete at least six Level II or III Economics and Management courses on campus.

Four majors, with options within some majors, and three minors are offered. A grade of C- or better is required in all major courses, including math requirements. Additionally, a C+ average GPA (2.33) is required for the Core courses listed in each major. Students who are below this C+ average should consult their academic adviser about options. To complete a major, a combined GPA of 2.33 for all major courses is also required.

It is strongly recommended that the core courses as well as the mathematics requirement be completed by the end of the sophomore year. Students must complete the Departmental Core before enrolling in Level II or Level III courses. Students must complete the Departmental Mathematics requirement before enrolling in Level III courses. Non-majors who wish to take Level II or III courses without having completed the prerequisites may enroll with the permission of the instructor. The specific requirements are as follows:

Departmental Mathematics Requirement (required of all majors):

1. Management/Accounting Mathematics Requirement:

- a. MCS-142
- b. E/M-150

2. Economics Mathematics Requirement:

- a. MCS-121, or MCS-118 and MCS-119.
- b. MCS-142.

Course Requirements for each Major and Options as follows:

A. Economics Major

1. Economics Core: E/M-108, E/M-109, E/M-110*
2. Tracks:
 - a. Economic Analysis
 - i. Required: E/M-281, E/M-282, E/M-388.
 - ii. Five Economics electives (minimum three Level-III courses) from: E/M-273, E/M-274, E/M-275, E/M-276, E/M-277, E/M-285, E/M-286, E/M-366, E/M-382, E/M-384, E/M-385, E/M-386, E/M-387. Approved E/M-244/344 Special Topics courses may count.

*Economic Analysis majors may substitute an additional economics elective for E/M-110.

Note: A minor or second major in Mathematics is strongly encouraged for those anticipating graduate study in Economics.

- b. Financial Economics
 - i. Required: E/M-281 or E/M-360, E/M-282, E/M-270, E/M-370, E/M-371, E/M-388.
 - ii. Two Economic electives (one Level-III) from: E/M-273, E/M-274, E/M-276, E/M-277, E/M-285, E/M-286, E/M-366, E/M-372, E/M-382, E/M-384, E/M-385, E/M-386, E/M-387. Approved E/M-244/344 Special Topics courses may count.

B. Management Major

The Management Major prepares students for work in corporations, nonprofits, government and entrepreneurial organizations. The major provides flexibility for students to follow passions or gain a broad understanding of management. For students that have a passion for a particular path we have four concentrations:

1. Organizational Leadership
2. Global Leadership
3. Marketing
4. Entrepreneurial Studies

Our Management major emphasizes experiential learning and real-world connections with professionals and alumni working within our core concentrations.

- Management Core: E/M-108, E/M-110 and E/M-160.
- Management Requirements: E/M-230, E/M-260, E/M-261, E/M-365.
- Management Electives: Five courses, including at least two-Level III courses: E/M-265, E/M-267, E/M-270, E/M-277, E/M-285, E/M-286, E/M-323, E/M-350, E/M-351, E/M-352, E/M-353, E/M-355, E/M-356, E/M-360, E/M-366, E/M-367, E/M-369, E/M-384, approved E/M-244/344.

C. Accounting Major:

This is a good program for those who do not plan to become CPAs or those who plan to complete an MBA before getting a CPA license. Students completing this program are prepared for a variety of entry-level positions in public accounting, private industry, or government. Those who complete this major may sit for the CPA exam in Minnesota but must take additional courses to receive a license from the Minnesota Board of Accountancy.

The Accounting with Finance Concentration is a good program for those who plan to pursue careers in corporate accounting or corporate finance. Through the Finance Concentration, students will acquire knowledge about how firms make financial decisions and how these decisions affect individual organizations and society as a whole.

1. Accounting

- a. Accounting core: E/M-108, E/M-109 or E/M-160, E/M-110.
- b. Accounting requirements: E/M-230, E/M-231, E/M-232, E/M-240, E/M-330, and E/M-340.
- c. Accounting electives: One course credit from E/M-241 or E/M-339.
- d. Management requirements: E/M-265 and two courses selected from E/M-260, E/M-261, E/M-267, E/M-270, E/M-323, E/M-350, E/M-351, E/M-352, E/M-353, E/M-360, E/M-365, E/M-370 and approved E/M-244/344.

2. Accounting with Finance Concentration

- a. Accounting core: E/M-108, E/M-109 or E/M-160, E/M-110.
- b. Accounting requirements: E/M-230, E/M-231.
- c. Accounting electives: Two courses from E/M-232, E/M-240 and E/M-340.
- d. Management requirement: E/M-265.
- e. Finance requirements: E/M-270, E/M-370, E/M-371.
- f. Economics electives: Two courses from E/M-360, E/M-384, E/M-385 or approved E/M-244/344.

D. Public Accounting Major:

This program is designed for students who want to complete the education requirements for CPA licensure in Minnesota upon graduating from Gustavus. Note: Completion of all requirements for the Public Accounting major may take more than eight semesters of study.

1. Accounting core: E/M-108, E/M-109 or E/M-160, E/M-110.
2. Accounting requirements: E/M-230, E/M-231, E/M-232, E/M-240, E/M-241, E/M-330, E/M-339, and E/M-340.
3. Management requirements:
 - a. E/M-265.
 - b. Two courses from E/M-260, E/M-261, E/M-267, E/M-270, E/M-323, E/M-350, E/M-351, E/M-352, E/M-353, E/M-360, E/M-365, E/M-370 and approved E/M-244/344.
4. Complete a total of 37.5 courses or more than 4 courses of career exploration/internship.

Note: The Public Accounting Major meets the education requirements for CPA licensure in Minnesota. Students should be aware that other states may have different requirements. Students who wish to obtain a certificate in a state other than Minnesota should contact the Board of Accountancy in that state as soon as possible and work with their advisor to take courses that meet these requirements.

Course Requirements for each Minor as follows:

Three **minors** are available with prior approval by the student's departmental advisor and the department chair to students not majoring in the department. A grade of C- or higher is required in each of the courses in the minor, along with an overall GPA of 2.333 for the minor. All Economics and Management courses must be taken at Gustavus to apply toward these minors.

The requirements are:

Accounting: MCS-142, E/M-108 or E/M-160, E/M-110, E/M-230, E/M-231, and E/M-232 or E/M-240.

Economics: MCS-142 or MCS-121, E/M-108, E/M-109, E/M-110, and two additional Economics courses approved by the department chair.

Management: MCS-142, E/M-108 or E/M-110, E/M-160, E/M-261, and two additional 200 or 300 level Management courses.

Business and Economics Course Numbers: The Department offers courses in three major disciplines—Accounting, Economics, and Management. To avoid confusion, we have assigned the following blocks of numbers to each discipline:

1. E/M-230s, 240s, 330s, and 340s—Accounting
2. E/M-250s, 260s, 350s, and 360s—Management
3. E/M-270s, 280s, 370s and 380s—Economics

Business and Economics Course Listings (E/M)

105 Personal Finance (0.5 course) This course will examine various aspects of personal finance including consumer strategies, risk management, investments, saving for retirement, taxes, renting vs. buying a home or car, financial management and budgeting for the individual student while at college and after graduation. This course does not count toward any majors in the Business and Economics department. **WELBG**, Fall and Spring semesters.

108 Principles of Microeconomics (1 course) Microeconomics is concerned with choice in the face of scarcity. Since all things (including time) have limited supply, choices have to be made as to how they will be used. Microeconomics seeks to explain how agents (individuals, families, firms, governments, etc.) make these choices, and the role markets play in allocating resources. Specific topics include gains from trade, demand and supply, elasticity, production and cost, market structures, factor markets, market failures, and the role of government. **HBSI**, Fall and Spring semesters.

109 Principles of Macroeconomics (1 course) A continuation of E/M-108. Whereas microeconomics examines individual markets, households or business organizations, macroeconomics looks at the economy as a whole. A study of the performance of the American economy including an understanding of basic economic theories, economic institutions, and the history of the discipline of economics. Topics include introductory supply and demand analysis, national income determination, the money and banking system, monetary and fiscal policy, and the application of economic principles to the problems of achieving full employment, price stability, economic growth, and a favorable balance of payments. Some study of economic development and the impacts of globalization. Prerequisite: E/M-108. Fall and Spring semesters.

110 Financial Accounting (1 course) This course introduces the measurement system used by entities to inform interested parties about their economic activity. The course provides a general overview of the quantitative and qualitative components of accounting information and also focuses on developing the basic reasoning skills needed to interpret an entity's financial reports. This course, which is part of the departmental core, emphasizes a user perspective. Fall and Spring semesters.

150 Applied Business Analytics (1 course) This course will prepare students in Management and Accounting to use data, statistical analysis, quantitative methods, and computer-based models to uncover insights into business operations in order to make better, fact-based decisions and to find hidden value in an organization's data. The course will utilize a "hands-on" approach to cover topics such as optimization, forecasting, and simulation as well as machine learning, clustering and network analysis. Prerequisite: MCS-142. Fall and Spring semesters.

160 Introduction to Management (1 course) This course provides students an introduction to management and the world of work. The course will focus on business systems, workforce demographics, social responsibility, business ethics, forms of business organizations, entrepreneurship, small business and franchise systems, management processes, human resource management, marketing management, business finance, business decision-making, MIS and quantitative tools used in business, international business and the future dimensions of business opportunities in a global economy. In addition, this course allows students to discuss business ethical issues as well as explore opportunities and challenges of starting a new business. Fall and Spring semesters.

177 Economics in the Media (1 course) This course will introduce students to many of the economic issues and debates which they will encounter in their everyday lives. The course will use the tools of economics to provide a framework for analyzing and understanding such issues as Health Care Reform, income and wealth inequality, recycling programs, climate change, immigration reform and the role and responsibilities of the corporation. The course will combine a presentation of economic issues through a variety of media, including film and audio documentaries, with a discussion of the relevant economic theory and how the theory can be used to understand these issues more thoroughly. This course does not count toward any majors in the Business and Economics department. January Term.

230 Managerial Accounting (1 course) This course provides a basic foundation for those individuals who use accounting information to perform the management functions of planning, decision-making, and controlling. Students learn to use qualitative information, budgeting, and forecasting techniques for planning to meet short-term and long-term objectives. Decision making tools emphasize the choice, interpretation, and use of relevant data for pricing, product mix, and process decisions. A third component is an understanding of the internal control system used by an entity. Prerequisites: E/M-108, and E/M-110. Fall and Spring semesters.

231 Intermediate Accounting I (1 course) A detailed investigation of current financial accounting practice and related theory. The course emphasizes the methods, principles, and standards established by various accounting rule-making bodies and their official pronouncements. Special topics from current accounting literature will be assigned to update text material. This course develops basic theory and its application to assets and current liabilities. Prerequisite: E/M-108 and E/M-110. Fall semester.

232 Intermediate Accounting II (1 course) Continuation of E/M-231. This course covers long-term debt and stockholders' equity issues. Long-term debt issues include accounting for bond financing, capitalized leases, and deferred income taxes. Stockholder equity issues include analysis of earning per share and income measurement problems. Prerequisite: E/M-231. Spring semester.

240 Cost Accounting (1 course) A detailed investigation of the methodology and systems to accumulate and use cost and management data in product costing, inventory valuation and income determination, and in planning, decision-making, and control activities. The course emphasizes the role of the cost accountant and the accounting information system in management decisions. The student will learn both traditional cost accumulation systems and new systems to support the needs of a changing economy. Prerequisites: E/M-110, MCS-142, and E/M-230. Spring semester.

241 Accounting Information Systems (1 course) A study of the theory of accounting information systems and the design, installation, and operation of accounting information systems. Informational needs, internal control, and the behavioral effects of accounting information are stressed. Prerequisites: E/M-230. Spring semester.

244, 344 Special Topics (1 course, 1 course) Special topics in Economics/Management studies. Content will vary from semester to semester. Courses will explore a topic or problem in depth and students will read, discuss, and write. More than one special topic may be taken. Offered occasionally.

260 Marketing (1 course) This course offers insights into the marketing of products, services, and ideas. Key marketing strategies that are essential for all businesses including small businesses, corporations, and nonprofit organizations are covered. The course deals with the power of marketing and the use of social media, email marketing and digital advertising. This course emphasizes learning through doing; class sessions are highly engaged and revolve around team-based experiences designed to reinforce important marketing topics. You will be working with a company to help them with marketing strategies. Prerequisites: E/M-160. Fall and Spring semesters.

261 Organizational Behavior and Management (1 course) A study of organizational and management methodologies, practices, principles, and theory. An examination of organizational and management functions and structure in terms of the traditional, situational, and behavioral approaches. Prerequisites: E/M-160. Fall and Spring semesters.

265 Business Law (1 course) A study of the principles of business law with particular emphasis on legal reasoning. Topics covered in the course include contracts, commercial law, business organization, and agency. Prerequisites: E/M-108 and E/M-110. Fall and Spring semesters.

267 Entrepreneurship (1 course) Using effective and cutting-edge entrepreneurial methodologies and frameworks, this course prepares students to critically evaluate and evolve innovative ideas. Students will develop their creativity; opportunity recognition; qualitative and quantitative decision-making skills; and will learn how to test and evaluate ideas using an evidence-based approach. Fall semester.

270 Business Finance (1 course) This course introduces students to the fundamentals of finance. The course provides an overview of financial ratio analysis, time value of money, cash flow and financial planning, risk and return, interest rate and bond valuation, and stock features and valuation. The student is then introduced to the management of corporate working capital, including current assets and current liabilities management. Prerequisites: E/M-108, E/M-110, and MCS-142. Fall and Spring semesters.

273 History of Economic Thought (1 course) Growth and development of theories and doctrines of major economists with emphasis on the classical and neoclassical schools, Austrian school, and theories of Karl Marx, concluding with Keynesian aggregative economics and post-Keynesian concepts. Prerequisites: E/M-108 and E/M-109. **WRITD**, Fall semester, even years.

274 U.S. Economic History (1 course) Economic history examines historical questions through the application of economic theory. This class will focus on the role of markets, social institutions, and government in the development of the American economy. Topics include colonialism, slavery, industrialization, the economic effects of wars, and the Great Depression. Coursework includes essay exams, a term paper, and other brief writing assignments. Prerequisites: E/M-108 and E/M-109. Fall semester.

275 Economics of Inequality (1 course) Descriptive and analytical exploration of the sources of inequality. This course examines the extent and sources of intergenerational income mobility including educational, inequality, assortative mating on income, and labor force participation. Offered occasionally. **USIDG**, January Term.

276 Economic Development and World Resources (1 course) This course is a study of the factors influencing the economic modernization of less developed countries, including cultural, human, and natural factors involved in the appearance and disappearance of economic resources. Topics include economic growth and development, poverty and income distribution, food problems, population growth, environment and development, sustainable development, capital formation, investment allocation, structural transformation, planning, markets, the role of the state, privatization, Third World debt, development planning, macroeconomic stabilization policies, and the international economics of development. The effect of economic advancement on the rates of resource utilization and its implications for less-developed countries, more-developed countries, and world resources will be examined. This course counts toward the Peace, Justice, and Conflict Studies major/minor. Prerequisites: E/M-108 and E/M-109. Offered occasionally.

277 Health Economics (1 course) This course applies the economic way of thinking to the analysis of individual decision-making in regard to the consumption and provision of healthcare as well as to the organization and operation of the healthcare industry. Students learn to evaluate the performance of various healthcare systems by comparing the efficiency and effectiveness of the American healthcare system against other countries. Covered topics: the demand and supply of healthcare, the demand and supply of health insurance, incentives inherent in different organizational structures, the role of regulation, the history of health care provision. Prerequisite: E/M-108 and E/M-109. Spring semester, odd years.

281 Intermediate Microeconomics (1 course) Microeconomics, also known as price theory, is the study of how individuals and firms allocate scarce resources to competing ends. The focus of price theory is the role relative prices play in the decision-making of consumers, the operation of firms, the structure of markets, and the choices of resource suppliers and employers. Throughout the semester students will learn to use economic models and optimization techniques to analyze a variety of decision-making processes, including consumer utility optimization, and producer profit maximization in the contexts of perfect competition, monopolistic competition, oligopoly, and monopoly. Students will also learn to apply price theory to the analysis of airline regulation, taxicab licensing, racial and gender discrimination, the subprime mortgage crisis, impact of liability caps on the Gulf oil disaster, etc. By the end of the semester students will master the basic tenets of price theory and will be able to use them in the analysis of empirical problems. Students cannot receive credit for both E/M-360 and E/M-281. Prerequisites: E/M-108, E/M-109, MCS-142, and MCS-121 or MCS-119. Spring semester.

282 Intermediate Macroeconomics (1 course) This course is an analytical and empirical approach to macroeconomics. Using current computer software and Web-based applications, students will explore the long-run determinants of economic growth, inflation, and unemployment for both developed and developing economies. The course also focuses on an analysis of short-run fluctuations in income, employment, and how government policies affect the stability of the economy, and examines the interdependence of the domestic and global economies. Prerequisites: E/M-108, E/M-109, MCS-142, and MCS-121 or MCS-119. Fall and Spring semesters.

285 Economics of the Environment and World Resources (1 course) This course explores the economics of environmental protection and natural resource management. The first portion of the course introduces theoretical and measurement issues related to environmental policy. Topics in this phase include the problem of externalities, theories of regulation, methods of regulation, and cost-benefit analysis. The remainder of the course uses the tools of economics to analyze specific environmental and conservation issues. These issues include conservation of exhaustible resources, management of renewable resources, and sustainable development. Prerequisites: E/M-108. Environmental Studies majors without the prerequisite should ask the instructor for permission to register. **WRITD**, Spring semester.

286 Economics of Sports (1 course) Sports economics utilizes the tools of economic theory to study sports markets, but also uses sports to shed light on economic concepts that are less easy to observe in other sectors of the economy. For example, player statistics provide easily obtainable data on worker productivity that can be applied to labor market theory. Also, sports leagues are one of the few legal operating cartels in the U.S., allowing us to observe the effects of monopoly power. Topics covered in this class will include: demand for sports, teams and profit, labor markets and unions, league structure and competitive balance, public subsidies for stadiums, and amateur sports. Prerequisites: E/M-108 and E/M-109. Spring semester, odd years.

298 Challenge Seminar: Social Innovation and Entrepreneurship (1 course) Social Innovation and Entrepreneurship recognize the unique role entrepreneurial innovators play in addressing complex challenges when it comes to social, economic, and political issues facing communities and organizations today. In this course, students will gain skills in working in public, private, and philanthropic contexts, utilizing a holistic and systemic approach in order to solve complex challenges to create a more equitable and just world for both people and planet. **CHALS**, Offered occasionally.

323 Organizational Leadership (1 course) Leadership is one of the most studied and yet most poorly understood constructs of our time. American businesses spend \$46 *billion* dollars a year on leadership development yet 90% of workers are under-engaged or completely disengaged at work as a function of “those they work for”—which has a direct negative impact on the economy of nearly \$500 *TRILLION* dollars in lost productivity alone. We’ve studied “leaders” ad infinitum; we’ve dissected “leadership” to the last quantum spark... and yet, based on what we know from how people experience leadership, we really don’t understand this construct well at all. Consequently, this highly applied, seminar-style course will focus on trying to unravel this phenomenon by leveraging insights from the liberal arts. Class lectures and discussions are integrated into reviews of “leaders” from literature, film, and the arts to provoke the development of a student’s own understanding and personal practice of leadership. Prerequisites: E/M-160 or Junior standing in a major. Spring semester.

330 Auditing (1 course) This course introduces the student to auditing theory and practice. Topics include auditors’ professional responsibilities, auditors’ legal responsibility, evaluation of audit evidence, internal control evaluation, statistical sampling, and audit reports. The course includes exercises designed to introduce the student to real-life auditing decisions. Prerequisites: E/M-110, MCS-142, E/M-230, E/M-232, and computer competency. Fall semester.

339 Advanced Accounting (1 course) An analysis of accounting for corporations with multiple divisions or subsidiaries, including mergers, acquisitions, and the preparation of consolidated financial statements. It will also cover accounting and reporting for governmental and nonprofit entities as well as special topics in accounting. Prerequisite: E/M-231. Spring semester.

340 Federal Taxation (1 course) Federal taxation from the point of view of the taxpayer, emphasizing federal income tax and including social security taxes, gift tax, estate tax, and analysis of practical problems. Prerequisite: E/M-110, MCS-142. Fall semester.

350 Human Resource Management (1 course) This course reflects the growing recognition that employees are an organization’s most important resource and, as a consequence, management of those resources is an increasingly critical function. Specific responsibilities in that regard include: recruitment and selection, testing and assessment, training and development, affirmative action, compensation and benefits, discipline and discharge. In addition, the course explores the ever-changing legal and regulatory elements that influence human resource activities and decisions. Prerequisites: E/M-108, E/M-110, MCS-142, E/M-150, and E/M-261. **WRITD**, Fall semester.

351 Global Business Environment (1 course) This course provides students with both an appreciation for and theoretical understanding of the influence of culture on the political and economic contexts that shape and define business practices in the world of global commerce as well as develop highly practical cross-cultural management and leadership skills for engaging the challenges of working, managing, communicating, and negotiating in this highly complex environment. Firm-level decisions in the face of global forces are further integrated with individual awareness in order to provide a framework for analyzing opportunities and risks in a global business environment and illustrate the reciprocal systematic influence of globalization on management, leadership, strategy, and organization performance. Prerequisite: E/M-108, E/M-110, E/M-150, E/M-160, and MCS-142, or permission of instructor. **WRITD**, Fall semester.

352 Ethics in Business (1 course) This course explores ethical issues and moral dilemmas in organizations and larger economic systems. Areas covered include personal values clarification, ethical decision-making processes, corporate social responsibility, employee rights and responsibilities, and ethical issues within globalized work environments. Contemporary moral philosophy models inform current organizational issues that managers will face and provide a compass by which to evaluate ethical dilemmas and formulate workable decisions. Students will gain an appreciation for individual morals as they interact with organizational contexts, and will learn processes by which they may resolve ethical dilemmas in organizational settings with integrity. Prerequisites: E/M-108, E/M-110, and E/M-160. **WRITL, HBSI, Fall semester.**

353 Operations Management (1 course) This course explores the planning and control activities used by a firm to create goods or provide services to the customer. It begins with a description of the management process. The student is then introduced to some operational planning tools to include forecasting, production scheduling, and materials procurement planning. We conclude with a discussion of inventory management and production control systems. Additional topics include Total Quality Control, Just in Time manufacturing, and operations research. Prerequisites: E/M-108, E/M-110, MCS-142, E/M-150 and E/M-160. Spring semester.

355 Marketing Research (1 course) This course explores the planning, collection, and analysis of data relevant to marketing decision making. The course centers around student teams working with a local or regional organization, assisting that organization to explore pressing marketing issues or concerns. Via secondary or primary data sources, students are exposed to all elements of the marketing research process, ending with a report—with recommendations—to their client organization. Prerequisites: E/M-260. Spring semester.

356 Digital Marketing (1 course) Digital Marketing (i.e., website marketing, social media, email marketing, voice assistance, inbound marketing, search marketing and mobile marketing) digs deeper into the concepts introduced in E/M-260, Marketing. Key components will include consumer behavior, content creation, data analysis, marketing strategies and the ethical impact of data breaches, privacy and targeting content. The goal of digital marketing is to acquire and retain customer relationships through utilizing digital tools. Students will engage with outside businesses and nonprofits to implement strategies. Prerequisites: E/M-260. Fall semester.

360 Managerial Economics (1 course) Managerial economics offers an intermediate-level microeconomic analysis of the decisions facing managers in both traditional businesses and not-for-profit organizations. Topics include basic optimization, demand analysis, production and cost, linear programming, pricing and output decisions, factor markets, risk analysis, and strategic behavior. Students cannot receive credit for both E/M-360 and E/M-281. Prerequisites: E/M-108, E/M-109, MCS-142, and MCS-121 or MCS-119. Fall semester.

365 Strategic Management (1 course) Strategy—or more specifically the process of creating an organization's future by "thinking strategically"—focuses on making its intended purpose a tangible and profitable reality. This highly integrative and applied course subsequently involves exploring and examining an organization's beliefs and assumptions, their external and internal environments, their choice of strategic intention, the appraisal and development of their resources and capabilities necessary to realize its intentions, and the selection of the appropriate organizational structure, systems and processes

required to support its pursuit of their most desired future. Specific principles and thinking processes are taught in an applied manner with an emphasis on learning how to navigate an uncertain, ambiguous, and paradoxical future world with inaccurate, incomplete, or imperfect information. Prerequisites: E/M-260; open to seniors in the E/M department. **WRITD**, Fall and Spring semesters.

268, 368 Career Exploration, Internship (course value to be determined) Off-campus employment experience related to the student's major. See description of the Internship Program. Fall and Spring semesters and Summer.

369 Conflict Management (1 course) The ability to functionally resolve conflict has been consistently recognized as a key competency for effective leaders and as an essential life skill. This course enacts a relatively simple philosophy: the more we practice diagnosing difficult situations and resolving them in a safe, critically evaluative environment, the more effective we will be in any organizational setting. The main objectives for this course are to re-frame how we think about conflict by distinguishing between functional and dysfunctional conflict and considering conflict as an opportunity for voice and innovation. The course focuses on engaging in conflict as a sign of care and investment in a relationship. **WELBG, WRITL**. Spring semester.

370 Managerial Finance (1 course) A study of the financial structure and problems of financing business enterprises, including financing of working capital, cash flow, capital budgeting, and monetary and capital markets. Students will develop a business plan and analyze its feasibility. Problem-solving is a major part of the class and students will work in small groups on assigned problems. Prerequisites: MCS-142, MCS-121 or MCS-119, and E/M-270. Spring semester.

371 Investments (1 course) Examination of how financial instruments are valued and traded. Investment strategies, such as active versus passive investing and constructing efficient portfolios, are explored. Students will present investment recommendations to the class (generally individual stocks or mutual funds). Students are expected to use the Internet or other sources to conduct research. Prerequisites: E/M-108, E/M-109, E/M-110, MCS-142, MCS-121 or MCS-119, and E/M-270. Fall semester.

372 Financial Modeling and Analytics (1 course) This course will bridge the gap between theory and practice by using computer-based modeling and forecasting to explore a variety of financial problems. It will specifically focus on using spreadsheets and other software products to analyze the impacts of financial decisions related to financial statement analysis, cash budgeting, cost of capital determination, capital budgeting, and capital structure choices. The course covers a variety of techniques, such as sensitivity and scenario analysis, optimization methods, Monte Carlo simulation, and regression analysis. The intent is for students to develop skills that will enable them to perform data analytics on a variety of tasks in financial decision-making. Prerequisites: E/M-270. **QUANT**, Fall and Spring semesters.

382 Money and Banking (1 course) This is a macro-oriented class. This course studies the theoretical and practical aspects of financial markets, commercial banking, and central banking. Particularly, the course focuses on [1] the components of the financial system, [2] money and its components, [3] how the interest rates are determined and their behavior, [4] commercial and central banking, and [5] the impact of monetary policy on the domestic and international macro economies along with the latest developments in financial regulations. By the end of the semester, students will have a solid understanding of the role that money and banking plays in the real world and will be equipped with the tools to analyze related problems. Prerequisites: E/M-108, E/M-109, MCS-142, and MCS-119 or MCS-121. **WRITD**, Spring semester.

384 International Trade and Finance (1 course) A study of the fundamentals of international trade and finance. Topics include theory of international trade; trade policy and protectionism; regional trade agreements; international factor movements and multinational enterprises; foreign exchange markets; balance of payment; the international monetary system; international finance; banking, risk, and the world debt; the World Trade Organization; and macroeconomic policy in an open economy. Emphasis will be on understanding the impacts of globalization and policies in a global community. Prerequisites: E/M-108, E/M-109, MCS-142, and MCS-119 or MCS-121. **GLAFC, WRITD**, Spring semester.

385 Public Finance (1 course) Theory, character, and trends in public expenditures, revenues, and debt management of governments, local, state, and national. Prerequisites: E/M-108, E/M-109, MCS-142, and MCS-121 or MCS-119. **WRITD**, Fall semester, odd years.

386 Government and Business (1 course) This course examines the interaction of government and business in a market economy. Students will apply economic theory to an analysis of the legal and institutional aspects of government regulation. Topics include: antitrust law (mergers, price-fixing, monopolization, etc.); economic regulation and deregulation in markets for energy, transportation, and telecommunications; and social regulation in the areas of environmental protection, occupational safety and health, and consumer protection. Prerequisites: E/M-108, E/M-109, MCS-142, and MCS-121 or MCS-119. Fall semester.

387 Labor Economics (1 course) This course examines the many dimensions of labor markets, from both the demand and supply sides. The emphasis is primarily from a microeconomic perspective, with a focus on policy issues. Specific topics include: labor supply and demand, both in aggregate and at the firm or individual levels; education and training policies; poverty and welfare policies; discrimination; unions and collective bargaining; labor history and labor law; and contemporary policy issues. Prerequisites: E/M-108, E/M-109, MCS-142, and MCS-121 or MCS-119. **WRITD**, Spring semester, odd years.

388 Econometrics (1 course) This course studies the theory of economic model building. Special emphasis is given to problems of time series and cross-sectional data, qualitative variables, and estimation of cost function and of simultaneous equation macro econometric models. Prerequisites: E/M-281, E/M-282, MCS-142, and MCS-121 or MCS-119. Fall and Spring semesters.

291, 391 Independent Study (course value to be determined) This permits wide latitude for well-qualified students to do supervised, individual study and/or research in a field of special interest. Open only to students majoring in the department and with permission of the department. Fall and Spring semesters and Summer.

Chemistry (CHE)

Amanda Nienow, **Co-Chair**

Dwight Stoll, **Co-Chair**

Aron Anderson (Adjunct)

Scott Bur (On leave, 2023-2024)

Jeffrey Dahlseid

Kennedy Dohjinga Nyongbela (Visiting)

Jane Frandsen

Heather Haemig

József Hajós (Visiting)

Ian Hill

Jessica Imholte

Jeff Jeremiason

Brian O'Brien

Brandy Russell

The Chemistry Department curriculum is designed to function as an integral part of the liberal arts program of the College. The courses taken in normal sequence bring the student from general principles through advanced theories to the practical applications of research and industry. Science and non-science majors thus begin together and proceed to a level appropriate for their chosen program.

A major in Chemistry is commonly pursued by students preparing for graduate study in chemistry, positions in industrial or government laboratories, teaching, or study in one of the health sciences.

Sequential courses and courses with prerequisites require that prior courses have been completed with a grade of C or better (with the exception of CHE-107 or CHE-106/108, which must be graded C- or better).

Major: A major consists of 8.25 lecture and/or laboratory courses chosen to cover the major sub-disciplines of chemistry. Successful completion of 7.25 lecture and laboratory courses—CHE-107 or CHE-108, CHE-141, CHE-241, CHE-242, CHE-255, CHE-258, CHE-246 or CHE-270, and CHE-371—is required for all Chemistry majors. The successful completion of one additional lecture or lecture/lab course must also be achieved in CHE-372, CHE-375, CHE-380, or CHE-385. CHE-360 can also serve as the upper-level elective if not also used toward the Biochemistry and Molecular Biology major. In addition, all majors must register for CHE-399, Chemistry Seminar, for four semesters, and must complete at least one Chemistry course in the senior year. This major provides sufficient depth of achievement in chemistry to satisfy admission requirements for all the professional schools in the health-related areas. No courses graded below a C (with the exception of CHE-107, or CHE-106/108, which must be graded at a C- or better) shall count toward the Chemistry major, including cognate requirements.

Professional Chemistry Track: In preparation for graduate study in chemistry or employment as a chemist, a broader and more advanced program of study consists of: (1) the courses CHE-107 or CHE-108, CHE-141, CHE-241, CHE-242, CHE-255, CHE-258, CHE-246 or CHE-270, CHE-371, CHE-372, CHE-375, CHE-380, CHE-385, CHE-291 or CHE-391, and CHE-344; (2) CHE-399, Chemistry Seminar, for four semesters; and (3) a score at or above the 40th percentile (nationally) on the Graduate Records Examination Advanced Test in Chemistry, taken during the fall semester or January of the senior year. No courses graded below a C (with the exception of CHE-107, or CHE-106/108 which must be graded at a C- or better) shall count toward the professional-track Chemistry major, including cognate requirements.

A student completing these requirements will be recognized and certified by the department as having met the educational standards for the preparation of professional chemists established by the American Chemical Society. Except by special permission, the department requires that all Level III courses (numbered 300 or higher) be taken at Gustavus.

Chemistry Teaching Major: This major is only for students who have been admitted into the Minnesota licensure program to teach all areas of science in grades 5–8 and Chemistry in grades 9–12. The 9-12 license requires the core science and education courses for secondary education and also the requirements for the Chemistry major, including cognates. The addition of seven courses: BIO-101, GEG-125, GEO-111, PHY-100 (or PHY-120/122 and PHY-170/172), PHY-102, EDU-248, and EDU-396 will add the 5-8 middle level science license to the 9-12 Chemistry license. (Note: PHY-100 is offered every other January in place of the two sequences of physics courses.)

Please see the Education Department section of this bulletin or the department website (<https://gustavus.edu/education/>) for a listing of the Education courses required.

Cognate Requirements: All Chemistry majors must complete two semesters of Calculus and PHY-121, 122, 171, and 172 (i.e., calculus-based General Physics I and II, with associated labs, geared toward physical science majors); or PHY-205, 206, 215, and 216 (i.e., The Mechanical Universe and The Electromagnetic Universe, with associated labs). The professional track requires an additional semester of mathematics (MCS-221 or MCS-222). Statistics and Differential Equations are also recommended for the professional track.

Minor: A minor consists of five courses giving exposure to four major fields of chemistry, chosen with the help of a departmental advisor. CHE-107 or CHE-108, CHE-141, CHE-270 or CHE-246, and CHE-371 are required. The fifth course can be either CHE-255 or CHE-258. No courses graded below a C (with the exception of CHE-107, or CHE-106/108, which must be graded at a C- or better) shall count toward the Chemistry minor.

Chemistry Course Listings (CHE)

102 Chemistry in Context (1 course) This course addresses the chemistry behind a range of issues of interest to society. Subject matter will be connected to a broader theme, such as environmental chemistry or food chemistry. The chemical principles in the course are developed on a need-to-know basis. The course is designed to require no previous chemistry or science background. A laboratory is included where principles are put into action. **NTSCI**, Offered occasionally.

106 Introduction to Chemical Principles (1 course) This course addresses major theories of atomic structure, molecular structure, bonding, chemical reactions, stoichiometry, reaction thermodynamics, intermolecular forces, phases & properties of matter, solutions, chemical equilibrium, acids & bases, spectroscopy and reaction kinetics. Students will learn and use qualitative and quantitative problem-solving methods used by chemists to explain the natural world. Laboratory experiments will provide opportunities for hands-on-learning. Three lectures weekly. One 2-hour discussion and one 3-hour laboratory in alternate weeks. **NTSCI**, Fall semester.

107 Principles of Chemistry (1 course) The fundamental concepts of chemistry, including the atom; periodicity; stoichiometry; properties of gasses, liquids, and solutions; acids and bases; chemical energetics; and bonding. Laboratory work is coordinated with lecture and is intended to illustrate principles and develop experimental skills. Four lectures and one three-hour laboratory weekly. Prerequisite: High school chemistry. Exceptionally well-prepared students may by examination bypass CHE-107. **NTSCI**, Fall and spring semesters.

108 Chemical Thermodynamics and Equilibrium (1 course) This course addresses the principles of chemical thermodynamics, kinetics, and equilibrium. Students will learn to solve complex chemical problems using experimental and theoretical data. In the laboratory, students will design experiments to explore and test the material learned in class. Successful completion of CHE-106 and CHE-108 is equivalent to completion of CHE-107. Prerequisite: CHE-106. January Term.

141 Organic Chemistry I (1 course, 1 course) The composition, structure, and behavior of carbon compounds. Laboratory work emphasizes laboratory techniques, synthesis of organic compounds, characterization of synthetic and naturally occurring organic compounds, and elucidation of reaction mechanisms. Prerequisite: CHE-107 or CHE-106/108. Fall and Spring semesters.

241 Organic Chemistry II (1 course) A continued exploration of the composition, structure, and behavior of carbon compounds. Prerequisite: CHE-141. CHE-242 lab can be taken concurrently or after completion of CHE-241. Fall semester.

242 Organic Chemistry II Laboratory (.25 course) Laboratory work emphasizes laboratory techniques, synthesis of organic compounds, characterization of synthetic and naturally occurring organic compounds, and elucidation of reaction mechanisms. Prerequisite or concurrent enrollment: CHE-241. Fall semester.

246 Environmental Chemistry (1 course) This course is an introduction to the field of environmental chemistry. Topics covered include the chemistry of global warming, stratospheric ozone depletion, smog formation, chemical reactions in natural waters, biofuel chemistry, and pollutant fate and transport. In addition, the course will examine current energy sources, alternative energy, and related environmental impacts. Prerequisite: CHE-107 or CHE-106/108. Spring semester.

255 Biochemistry (1 course) The goal of this course is to develop a solid background in the fundamental principles and practices of biochemistry and an appreciation for the breadth of the discipline. The course covers the structures and functions of biological macromolecules and their assemblies, including proteins, nucleic acids, lipids, and carbohydrates. Particular emphasis is placed upon proteins involved in gas transport, enzyme catalysis, and kinetics. In addition, attention is devoted to bioenergetics and the central pathway of energy metabolism. The mechanisms of chemical change and biological regulation will be featured throughout the course. The laboratory component focuses on techniques important in the study of protein enzymes and their activities, properties, and kinetics. Prerequisites: CHE-241 and 242. Fall and Spring semesters.

258 Inorganic Chemistry I (1 course) An introduction to the chemistry of the elements. Topics treated include electronic structure, properties of solids, general chemistry of the main group elements, coordination chemistry of the transition elements, and bio-inorganic chemistry. Prerequisite: CHE-141. It is also recommended that CHE-241 and 242 be completed prior to CHE-258. Spring semester.

270 Quantitative Analysis (1 course) Principles of quantitative analysis and a detailed study of acid-base, redox, metal ion complex equilibria, theory of separations, spectrophotometry, and liquid chromatography. Laboratory experience in gravimetry, titrimetry, separations, and simple instrumentation. Prerequisites: CHE-141 and MCS-121. MCS-142 is recommended. Spring semester.

344 Special Topics in Chemistry (.25 or .5 course) Lectures and discussion on advanced topics (plus laboratory work where appropriate). Spring semester. May be repeated for credit. Prerequisite: Departmental approval.

360 Proteins (1 course) This course is focused upon various aspects of protein molecules. Topics include the synthesis, modification, degradation, cellular localization, and interactions of proteins. The goal of the course is to broaden and deepen knowledge and understanding of biochemistry and molecular biology, develop independent and critical thinking skills, and develop the fundamental problem-solving approaches of the discipline. Particular emphasis is placed upon achieving proficiency in reading and evaluating the primary literature and clearly communicating scientific ideas through discussion, presentation, recording, and proposing of ideas. The laboratory is run in an investigative, project-based mode, allowing the opportunity to address an original research question. Prerequisite: CHE-255. **WRITD**, Spring semester and occasionally in Fall.

268, 368 Career Exploration, Internship (Course value to be determined) Off-campus employment experience related to the student's major. Normally will not be applied toward a major. See description of the Internship Program. Prerequisite: junior or senior status. Fall and Spring semesters and Summer.

371 Physical Chemistry I (1 course) This course is an introduction to fundamental topics in physical chemistry, including quantum theory, electronic structure, thermodynamics, and chemical kinetics. Prerequisites: CHE-141, MCS-121, and either PHY-171/172 or PHY-215/216. MCS-142 and either CHE-246 or CHE-270 are recommended. Fall semester.

372 Physical Chemistry II (1 course) This course examines advanced topics in physical chemistry, including spectroscopy, approximation methods, computational chemistry, group theory, statistical mechanics, and chemical mechanisms. Prerequisites: CHE-371, MCS-122, and all cognate requirements. MCS-142 is recommended. **WRITD**, Spring semester.

375 Organic Chemistry III (1 course) A study of physical and mechanistic organic chemistry. Kinetics, linear free energy relationships, stereochemistry, and orbital symmetry will be applied to the elucidation of organic reaction mechanisms. Prerequisites: CHE-241/242, and CHE-371, which may be taken concurrently. **WRITD**, Fall semester.

380 Instrumental Methods (1 course) A study of the design and function of modern chemical instrumentation with applications to real systems. Sample preparation, mass spectrometric and spectrophotometric methods of analysis, chromatographic separations, and principles of instrument control and data acquisition are examined in detail. Laboratory experiments involve pre-determined experiments using the most commonly used analytical instruments, as well as planning and execution of a student-designed project involving multiple pieces of instrumentation. Prerequisites: CHE-270, CHE-371, and MCS-122. MCS-142 is recommended. **WRITD**, Fall semester.

385 Inorganic Chemistry II (1 course) Topics include bonding theory, acid-base chemistry, transition metal chemistry, bioinorganic chemistry, and materials chemistry. A major emphasis of the class is the symmetry and group theory approach to molecular orbital theory, donor acceptor theories, the electronic spectra, magnetic properties, and reaction mechanisms of coordination compounds, organometallic compounds, and catalysis. Prerequisites: CHE-258 and CHE-371. **WRITD**, Spring semester.

291, 391 Independent Study (Course value to be determined) Investigation of a problem by combined library and laboratory work. Prerequisite: departmental approval. May be repeated for credit. Fall and Spring semesters and January Term.

399 Chemistry Seminar (0 course) Presentations and discussions on chemistry research, careers in chemistry and career planning. Four semesters are required for Chemistry and BMB majors. Fall and Spring semesters.

Communication Studies (COM)

Pamela Conners, **Co-Chair**

Phillip Voight, **Co-Chair**

Hagar Attia

Mark Braun

Breena Brockmann (Visiting)

Patricia English

Martin Lang

Emily Scroggins (Visiting)

Julien Wight (Visiting)

Sarah Wolter (On leave, 2023-2024)

Faculty and students in the Department of Communication Studies study the social, political, and cultural functions of communication in diverse environments ranging from interpersonal and public settings to mediated and global contexts. The emphasis on message and meaning has established a distinctive place for communication studies in the modern liberal arts curriculum. By sharing our expertise in communication with both our on-campus and off-campus communities, students and faculty in Communication Studies enact our commitment to civic engagement, social justice, and leadership.

Communication Studies course offerings reflect an emphasis on theory, research, and application. Students learn the theories and principles of communication as they sharpen their communication and critical thinking skills in the collection, evaluation, synthesis, and presentation of information. Through research opportunities that include fieldwork, independent study, internships, international study, and community-based learning, students are encouraged to expand the boundaries of the classroom and enhance their understanding of communication through practical experience.

Communication Studies develops the essential skills that employers seek. Our graduates excel in a variety of career fields, including marketing, advertising, public relations, politics, nonprofit community organizations, law, government, and ministry. Many pursue graduate study in communication studies, law, public policy, and other fields.

Advising: Students choosing to major in Communication Studies should ask a regular, full-time member of the department faculty to serve as their academic advisor or select “Declare the Major” at gustavus.edu/communication to be assigned an advisor. This selection process is initiated by the student. The name of the chosen advisor should then be communicated on the appropriate form to the Office of the Registrar, and that advisor will be listed on future registration materials sent to the student.

International Education: Majors in Communication Studies are encouraged to study abroad, and the department allows appropriate coursework from approved international programs to apply toward one level-two elective in the major. Students must petition the department to secure credit approval before finalizing plans to study abroad or transferring credits from other U.S. institutions.

Writing and Research: Communication Studies courses emphasize various skills— critical thinking, problem-solving, oral communication, research, and writing—that are fundamental to a liberal arts education and success in the world. Courses at all levels integrate various combinations of these skills to develop and hone abilities. We place particular attention on research and writing in order to best prepare students for advanced coursework and their lives beyond college.

A grade of C- or higher is required in all Communication Studies courses used to satisfy the requirements for the major.

Communication Studies Major: Ten courses chosen in consultation with a departmental advisor, including:

1. COM-120 and COM-115 or COM-117.
2. At least one course each from the following three areas:
 - a. Theory COM-235, COM-245, COM-257.
 - b. Research COM-242, COM-258.
 - c. Application COM-237, COM-260, COM-265, COM-270, COM-280.
3. Three Level III courses.
4. At least two additional electives from Level II or Level III.

Communication Studies Major with Honors: The major with Honors option is for students who wish to undertake a significant independent research project as a culmination of their coursework in communication studies. This opportunity may be particularly attractive for students who intend to enter graduate school in communication studies or related fields.

Each major who wishes to graduate with Honors in Communication Studies must submit a letter of application to the department chair in the fall semester of the student's third year. The letter of application must include the following: (a) a cover letter setting forth the applicant's reasons for wishing to pursue the major with Honors; (b) a degree audit reflecting a minimum of four communication studies classes completed, a minimum 3.5 GPA in all communication studies courses completed, and a minimum 3.3 overall GPA (these GPA levels must be maintained throughout the program); (c) a research proposal describing the intent, the topic area, and the method of study; and (d) a writing sample derived from a Communication Studies course. Applications will be evaluated as to merit and availability of departmental faculty to support the thesis project.

Each participant must complete the thesis under the direction of one or more departmental faculty members. The thesis must be orally presented. The Honors thesis course COM-397 is in addition to the ten courses needed to complete the regular major.

Communication Arts/Literature Teaching Major: This major is for students seeking licensure to teach literature and communication arts in grades 5-12. In addition to courses in Communication Studies and English, students must complete EDU-363 and all other courses required for secondary licensure, including student teaching in the major field. Please see the Education and the English sections of this bulletin for details.

Two **minors** are available to students not majoring in the department. Both minors require prior approval of the minor advisor. A grade of C- or higher is required in each of the courses in the minor.

Civic Leadership: The civic leadership minor cultivates knowledge and experience in community engagement, public advocacy, justice and social change. The requirements are: COM-120, COM-280, and three additional Level II or III Communication Studies courses approved by the department chair.

Strategic Communication: The strategic communication minor emphasizes ethical decision-making and communication directed to employees, consumers, government, and media. The requirements are COM-117 and four additional Communication Studies courses numbered above it and approved by the department chair.

Communication Studies Course Listings (COM)

115 Introduction to Critical Media Studies (1 course) Students develop media analysis skills by examining and deconstructing media texts (film, television, print, and digital) in their cultural, political, and historical and contemporary contexts. The course explains the various ways that mediated communication shapes, and is shaped by, the people and systems who produce and consume it. Through readings, screenings, discussion, writing, and hands-on production, students engage the cultural, political, and historical consequences of a mediated world from the individual scale (e.g. identity formation) to the societal (e.g. politics, economics). Students learn to navigate the mediated landscape in active, rather than passive, ways. **ARTSC**, Fall and Spring semesters.

117 Interpersonal Communication (1 course) This course examines the theory and practice of communication in dyads and small groups. Topics include self-presentation, perception, attribution, conflict, verbal, and non-verbal communication. Emphasis is placed on the research and application of interpersonal communication. **WELBG**, Fall and Spring semesters.

120 Public Discourse (1 course) Through a semester-long civic engagement project, students learn practical public argument and advocacy. Students identify a problem in the community, research it fully, examine ways to address the problem, and ultimately take action in the community. The course develops critical thinking, writing, oral communication, and problem-solving skills. This course requires community-based research and action. **HUMN, WRITL**, Fall and Spring semesters.

220 Public Deliberation and Dialogue (.25 to 1 course) Students enrolled in this course serve as consultants for the Public Deliberation and Dialogue program. Participation requires a serious commitment to the research, design, facilitation, and assessment of dialogue and deliberation activities for the campus and the community. Fall and Spring semesters.

231 Social Media (1 course) This course focuses on narrowcasting in social media messages. Students develop a working knowledge of contemporary contexts for social media usage; an understanding of socially-mediated messaging strategies; and an appreciation of the new means by which information and culture are being shared and organized. In addition, students will acquire an understanding of their roles as digital “prosumers,” and will develop the ability to make critical and ethical assessments of socially mediated practices. Fall semester.

235 Stories That Shape Us (1 course) Societies are built on stories, and the media have become our modern-day storytellers. Whether binge-watching a 90s sitcom or sharing your friend’s latest social media post, you are consuming and creating stories that affect how we see ourselves (and others) in the world, for better or worse. Through the theoretical lenses of critical media studies, we will study the narratives offered in various media forms from a variety of times and places to understand how they motivate us to build stronger communities or to tear them apart. **HUMN**, Offered annually.

237 Small-Group Communication (1 course) This course explores cooperative, participatory, shared inquiry in a small-group setting. The course strives to develop an understanding of the developmental stages in the life of a small group. Particular attention is paid to the theories of problem-solving/decision-making, the emergence of leadership, and conflict. Offered annually.

242 Research Designs for Communication Studies (1 course) This course acquaints students with the range of questions that scholars in the field of communication studies examine, and the various research methodologies that are employed in the field. During the semester, students will consider research design questions, instrumentation, analysis, data collection, hypothesis testing, evaluation, and the presentation of research results. By the end of the course, each student will produce a detailed research proposal. Spring semester.

244, 344 Special Topics Seminar (1 course, 1 course) Special Topics Seminars provide students an opportunity to explore topics in communication through research, individual and/or group projects, seminar reports, and discussion. Topics announced periodically. May be repeated for credit. Offered occasionally.

245 Media and Democracy (1 course) The current political climate has heightened journalists' and consumers' attention toward the role of information in society. From news sources to social media, media offer the most prevalent and immediate opportunities for gathering information to make political decisions on local and national issues. This class explores ways media ownership concentration and contested truth influence content and access to information. Prerequisites: COM-115. **HBSI**, Offered annually.

246 Communication Theory and Nonprofit Leadership (1 course) This course is a messaging strategy course designed to familiarize students with rhetorical, political, organizational, ethical and structural theories of nonprofit leadership and governance. The course explores the intersection between communication theory and nonprofit leadership. Key theories discussed include persuasion theory, messaging strategies, sequential request strategies, compliance gaining and compliance resisting strategies, agenda setting, crisis communication planning, and media relations. To put theory into practice, students participate in a semester-long simulated exercise where they design communication materials for nonprofit organizations. Spring semester, odd years.

249 Identity, Resistance and Liberation in Cambodia/Vietnam (1 course) *Brother Enemy: Identity, Resistance and Liberation in Cambodia and Vietnam*. Set against the backdrop of modern Cambodia and Vietnam, this course explores the rise of national liberation movements in Southeast Asia and the emergence of sites of resistance to colonialism, capitalism, communism, and foreign occupation. The course emphasizes divergent Cambodian, Vietnamese and American perspectives on the "Vietnam Conflict," and examines the ways in which elements of national identity are curated and communicated to diverse audiences. After conducting field visits to museums, historical sites and public memorials, students will create audio podcasts that integrate classroom readings and discussions with their own observations of the political and material cultures of each nation. **GLAFC**, January Term, odd years.

251 Rhetorics of Religion: Voices for Liberation and Revolution (1 course) This course explores how religion and religious rhetoric work in liberatory and revolutionary social change. Students will examine how religious rhetorics are utilized to advance justice, freedom, and self-determination. Students will study the voices of activists from various Christian, Abrahamic, Indigenous, and global faith traditions. **THEOL**, Offered occasionally.

257 Intercultural Communication (1 course) Through an examination of communication theory and practice in co-cultural and intercultural contexts, students explore the complexities and learn to navigate communication across cultural differences. Emphasis is placed on the historical development of intercultural theory and interpretive research. Cultural values, attitudes, and behaviors are explored through readings and the analysis of a co-cultural group. This course counts toward the Peace, Justice, and Conflict Studies major/minor. **GLAFC**, Spring semester.

258 Rhetorical Criticism (1 course) Students explore methodology to critically analyze different forms of human communication in a meaningful manner. This course introduces a variety of approaches to criticism and, through original, student-determined projects, invites students to examine rhetorical discourse with fresh perspectives and innovative analytical approaches grounded in rhetorical theory. Prerequisite: COM-120. **WRITD**, Fall and Spring semesters.

260 Critical Thinking & Argument (1 course) In the information age, effective citizenship requires the ability to create and analyze arguments and to scrutinize the evidence offered by competing advocates. This course is designed to enable students to become more proficient at constructing valid and well-supported arguments, to understand and improve their own critical thinking processes, and to acquire the knowledge necessary to intelligently critique arguments advanced by others. As part of this dual focus on argument creation and critique, students will be required to demonstrate skill proficiency by participating in a series of debates and editorial reaction speeches. Offered occasionally.

265 Media Representation (1 course) This course uses practical training in media production techniques as the pathway to a theoretical understanding of media's power to shape meaning and identity. Students work hands-on in the Digital Arts Laboratory and Studio as they collaborate with fellow students and the community. The course interweaves fundamental concepts of critical media literacy with a basic introduction to narrative media production. The course culminates in a collaboration to produce short documentaries. Course content is geared for students of any level of production experience. **ARTSC**, Offered occasionally.

268, 368 Career Exploration, Internship (course value to be determined) Students participate in off-campus employment experience related to the major and arranged through the Internship Program. Neither a career exploration nor an internship counts toward completion of the major. Prerequisite: junior or senior status. Offered any term by arrangement.

270 Public Deliberation (1 course) Public Deliberation immerses students in the study of the theory and practice of public deliberation and dialogue. At the heart of liberal arts education, the principles and practices of deliberation and dialogue constitute important skills for personal, professional, and civic effectiveness. Students will learn to design, coordinate, publicize, facilitate, and report on community deliberations. Offered occasionally.

280 Community Advocacy and Social Change (1 course) This course examines how citizens organize in order to challenge oppression, discrimination, and inequality. Through examination of historical and contemporary examples, students will learn to analyze communication strategies that communities use to create change in public opinion and/or public policy. Students will also explore the obstacles that groups may face in their advocacy. Offered occasionally.

285 Documentary Film Criticism (1 course) This course focuses on the communicative and rhetorical problems faced by documentary filmmakers, and especially on the contentious ethical and rhetorical issues surrounding “truth claims.” Key milestones in documentary film will be examined, as will the aesthetic, persuasive and presentational strategies and techniques employed within the genre. In addition to enhancing student understanding of documentary film theory, the course will expose students to a variety of topical concerns, including: “mockumentary,” first-person narrative, direct address, ethics, advocacy, the use of animation and recreation in documentary film, and critical techniques and approaches. The course will include screenings of a number of documentary films, and students will write several film papers and critical film reviews as well as a final research paper. Offered occasionally.

298 Challenge Seminar: Communication Law (1 course) The Challenge Seminar bookends the First Term Seminar by providing students an opportunity to collaboratively examine and propose responses to enduring and contemporary questions or challenges from an interdisciplinary perspective. This particular seminar will address legal and ethical challenges related to free speech in our society. Students will collaboratively analyze and respond to challenge topics such as privacy, defamation, sedition, obscenity, commercial speech, and freedom of information. We will explore key principles of communication and media law and policy through the lens of two specific clauses of the First Amendment to the U.S. Constitution: freedom of speech and freedom of the press. **CHALS**, Offered occasionally.

320 Public Engagement (1 course) Public Engagement explores the processes by which communities debate values, create policies, and normalize practices. Students will read and analyze theories of democratic deliberation and civic engagement. Through extensive research and examination of case studies, students will evaluate the ways in which citizens exercise their citizenship and enact change in their communities. Prerequisites: COM-120 and one Level II COM course. Offered occasionally.

365 News: The Fourth Estate (1 course) We depend on news from various media sources to make decisions that matter in society. Those news outlets contend with cultural, political, and economic forces to remain credible and relevant—and they do not always succeed. Students in this course will investigate contemporary journalism through historical and theoretical lenses, evaluate connections between the “Fourth Estate” and other social institutions, and explore news media’s role in facilitating (or obstructing) a free society. Offered occasionally.

373 Communication and Sport (1 course) In this course, we explore the relationship between communication and the institution of sport in the U.S. We use a critical cultural perspective to analyze the bifurcation of sport, integrating ways aspects of identity such as sexuality complicate identity performance both in sport and in other social contexts related to sport. Analysis of media representations of athletes reveal how broader themes related to identity and sport are manifest and affect institutions such as governments, families, economies, and media. Fall semester.

374 Campaigns and Social Movements (1 course) This course provides a case study approach to historical and contemporary social movements and cultivates an understanding of public grievance formation and articulation. The course focuses on the rhetorical criticism of social movements. Topics addressed include: consciousness-raising, social movement mobilization and leadership formation, definitional concerns, social movement tactics, the ethics of protest activities, and the role of the mass media in framing public controversies. **WRITD**, Fall semester, odd years.

375 Media/Culture/Power (1 course) Popular culture serves as a primary site for the exercise and contestation of social power. Students deploy cultural theory and critical media methodology to better understand familiar media examples of their own choosing, including television, film, music, internet texts, and others. By analyzing key sociopolitical issues of our time, we will discover how media messages shape the “common sense” cultural norms that govern our everyday lives in both oppressive and liberating ways. **WRITD**, Fall semester.

376 Political Campaign Communication (1 course) This course examines the history and evolution of political messaging strategies. The course imparts a broad understanding of campaign rhetoric and tactics, examining the impact of the mass media on the political system as well as structural rhetorical and theoretical critiques of campaign discourse. **WRITD**, Fall semester, even years.

377 Organizational Communication (1 course) This course focuses on communication in organizational settings, which includes task-oriented business, nonprofit, and volunteer contexts. The development and use of organizational communication principles and theories are traced from classical to present perspectives. A major component of the course is an analysis communication audit of an existing organization using an interpretive cultural approach. **WRITD**, Spring semester.

381 Contemporary Rhetoric: Practice and Criticism (1 course) Students examine a variety of contemporary theories of rhetorical practice, focusing specifically on the ways in which discourse constructs reality and shapes human action. Students will produce critical applications of these theories to a variety of forms and examples of human discourse. **WRITD**, Offered occasionally.

383 Communication and Gender (1 course) In this course, we explore the ways that everyday communication both produces and challenges the notions of identity that dictate how we see ourselves and others in the world. Emphasizing the concepts of subjectivity and difference, students analyze intersecting categories of identity, the institutions in which they are manifest, and their many implications for social power. This course counts toward the Gender, Women, and Sexuality Studies major/minor. **WRITL**, Spring semester.

385 Reality Media and the Ethics of Spectatorship (1 course) The popularity of mass mediated reality-based programs has blurred the distinctions between factual and fictional televisual artifacts. This course examines the ethical and critical issues presented by popular factual television, as well as the styles, strategies, and structures such texts employ to influence audiences. It also explores the history of the genre and seeks to understand the nature of its commercial and aesthetic appeal. Students are exposed to a wide variety of visual communication theories, critical techniques, and methodologies. Prerequisite: COM-245 or COM-258 or permission of instructor. **WRITD**, Spring semester.

387 Crisis Communication (1 course) Crisis Management is an integral part of the overall communication plan for any organization; however, it is often overlooked due to a lack of resources, especially in nonprofit organizations. In this course, students will study rhetorical and organizational theory as it relates to crisis management, reflect on that theory through the analysis of case studies, and move theory to action by developing a crisis communication plan for a nonprofit organization. Outside of class meetings with work teams and community partners are required. **WRITD**, Fall semester.

291, 391 Independent Study (course value to be determined)

397 Honors Thesis (1 course) Students who meet the requirements for the major with Honors complete the research and writing of a thesis in close cooperation with a departmental faculty member. Each student also prepares and delivers an oral presentation of the research project. Prerequisite: permission of instructor. Offered occasionally.

399 Senior Seminar (1 course) Through an integrative academic experience, the advanced Communication Studies major demonstrates knowledge and expertise in a substantial academic project.

Comparative Literature (CML)

Ursula Lindqvist (Scandinavian Studies), **Program**

Director

J. Blake Couey (Religion)

Seán Easton (Classics)

Robert Kendrick (English)

Lianying Shan (Modern Languages, Literatures & Cultures)

The Comparative Literature minor offers students a broad perspective on the interpretation of texts, from diverse languages, geographies, cultures, and eras. Students make global connections through the study of literary history, criticism, critical theory, and poetics. This intercultural approach highlights the unique relationship between literature and other elements of a given culture that help produce that literature. By closely analyzing texts, students develop a deep understanding of the social, political, cultural, philosophical, and religious functions of literature in its diverse contexts. The program allows students to explore literary texts from different linguistic and cultural traditions and to experience a variety of areas of critical inquiry such as the origins of literary culture, the ethical and philosophical questions raised in particular literary cultures, questions of censorship, gender roles in literary production, the aesthetics of literary forms, and the reception of literary texts.

Students minoring in Comparative Literature take courses from a variety of academic departments including English; Greek, Latin, and Classical Studies; Modern Languages and Literatures; Religion; and Scandinavian Studies. Along with providing skills in close reading, critical thinking, and effective communication, the study of Comparative Literature helps students develop the intercultural competency necessary to be good global citizens. The minor will strengthen applications to graduate school in many disciplines in the humanities and social sciences. It also prepares students for careers in publishing, law, journalism, and education, to name just a few.

Requirements for the Minor in Comparative Literature:

Six courses including the following:

1. ENG-201 Introduction to Literary and Cultural Theory (a comparable theory course may be substituted with permission of the Program Director).
2. Electives: Five courses from the list of approved courses, which can be found on the Comparative Literature page on the Gustavus website. To reflect the broad scope of the program, these courses must come from at least three academic departments or programs. In addition, students must complete three of the courses at Level II or above, and at least one must be a Level III course. With approval from the Director, special topics courses that focus on reading and analyzing literary texts may also count toward the minor.

In addition, students are asked to consider the following as part of their course of study:

1. Given the broad and global nature of comparative literature studies, students are greatly encouraged
 - to complete at least one course that focuses on a non-Western literature and
 - to study a foreign language beyond the elementary level.
2. Students who study abroad may present some of their courses for credit in the Comparative Literature program. To determine how many credits are transferable, the Program Director will assess the content of the courses taken abroad. In most cases no more than two courses or course equivalents from abroad will be applied to the minor.

Elementary and Secondary Education (EDU)

Amy Vizenor, **Chair**

Lisa Dembouski

Julie Gronewold, Coordinator

Katrina Imison-Mázy

Briana Miller (Visiting)

Daniel Moos

Lisa Ortmann

Romina Peña-Pincheira

Valerie Struthers Walker

The Department of Education provides programs in teacher education that lead to licensure in teaching kindergarten, elementary school, middle school, and secondary school. Graduates of teacher education programs at Gustavus also qualify for graduate study. Teacher education programs at Gustavus are approved by the Professional Educator Licensing and Standards Board. Candidates who complete Gustavus teacher education programs regularly pass all teacher licensure tests required by the state of Minnesota.

There are eight full-time faculty, one full-time coordinator of field placements and admission, and other faculty who serve the programs across the campus. The supervision ratio per supervising faculty member is low enough to provide weekly visits to candidates in the field. Teacher education candidates work with youth and children throughout the program, including a full-time, three-week January Term early in the program, frequent course-based field experiences, and a student teaching experience of at least 14 weeks (560 hours).

Careful planning of a candidate's education program is very important. Therefore, it is necessary that interested candidates make an appointment with the Coordinator of Admission and Field Experiences to enroll as early as possible in teacher education programs. Upon admission to the program, which generally occurs in the sophomore year, candidates are assigned an education advisor who is consulted each semester before registration for classes.

The department supports candidates who wish to study and travel internationally, offering international and U.S. based student teaching options in addition to local student teaching placements. Candidates must apply for and be accepted to participate in these opportunities, and they should consult with the Coordinator of Admissions and Field Experiences early to be sure international study will fit into their programs.

Field Experiences

Many of the department's courses include field experiences in local schools. Candidates are required to provide their own transportation to these school sites.

Admission to Basic Programs

Candidates who wish to complete teacher education programs at Gustavus Adolphus College must file a formal application for admission and should contact the Coordinator of Admissions and Field Experiences to begin this process. The application process is initiated as part of the course EDU-230, Social Foundations of Education. Due to Minnesota State requirements, admitted education majors are assessed fees for particular aspects of the program. These required fees are outlined in the Education Department Handbook.

In general, Gustavus cannot provide coursework for teacher licensure for individuals with undergraduate degrees from other institutions. Exceptions can be made through an agreement of the Education Department, the appropriate academic department(s), and the Registrar. In such cases, courses are accessed on a space-available basis.

Criteria for Admission to Basic Programs:

1. Completion of 8 courses, including EDU-230, PSY-100, and EDU-268.
2. No incompletes on record.
3. No unresolved Individual Learning Plans.
4. No grades lower than C- in the major, in any course required for the teacher education program.
5. Completion of at least one designated writing course with a grade of C or better.
6. Approval by the department chair of the candidate's major.

Criteria for which relative performance will determine Admission Rankings:

1. Successful completion of a supervised field experience in an elementary or secondary school (EDU-268).
2. A writing sample completed in a standardized session for all candidates.
3. For Secondary Education candidates, two recommendations are required, one from a professor who has had the candidate in a class in the major and one from another faculty member not in the Education Department. For Elementary Education candidates, two recommendations are required from professors outside the Education Department who have had the candidate in class.⁴
4. An overall minimum GPA of 2.75.
5. Personal interview with members of the Education Department admissions committee, including at least two faculty and at least one upper-level Education candidate.
6. Evaluation by education faculty who are familiar with the candidate's work in class.

Applicants will receive written notice of the formal action taken by the admissions committee and Education Department in the semester in which they apply and prior to registration for the next term. Admission to the program is required for enrollment in advanced level courses in the department. In the event that a candidate is denied admission to the program by the Gustavus Education Department and is subsequently unsuccessful in appealing the decision within the department, the candidate may appeal to the Academic Dean, who will ask for a written statement from both the candidate and the department prior to rendering a decision. The Dean's decision will be final.

Professional Semester

To qualify for licensure in Minnesota, it is necessary to complete a semester of student teaching, which is available in a number of student teaching locations in the metro area, locally, and abroad.

Criteria for Admission to Professional Semester:

1. Previous admission to Teacher Education Program.
2. Completion of the required sequence of courses in the licensure programs.
3. An overall minimum grade point average of 2.75.
4. A minimum grade point average of 2.75 in the major.
5. No incompletes on record.

6. No unresolved Individual Learning Plans (APP, PBP).
7. No grades of less than C- in the major, in any course required for the teacher education program.
8. Approval by the Coordinator of Admission and Field Experiences.

The Professional Semester is a full-time commitment by the candidate. Involvement in work or extracurricular activities will require completion of a form reviewed with the advisor, the employer or coach/director, and the cooperating teacher, and submitted to the Coordinator of Admission and Field Experiences. Candidates pursuing multiple licensures or endorsements are required to extend their student teaching through January Term (EDU-396). Students wishing to student teach in an alternative domestic or abroad site must apply for this opportunity through the Placement Coordinator to complete the required selection process.

Elementary Education Major

Candidates in the Elementary Education Program who are recommended for graduation from Gustavus and for an elementary school teaching license must complete the following:

1. All College requirements for the B.A. degree.
2. Two of the following: GEG-101, GEG-102, HIS-130, HIS-140, POL-110 or S/A-111.
3. MCS-115 and MCS-142
4. One English course which focuses on composition and writing skill.
5. COM-120.
6. PSY-100, MUS-107, ART-248, HES-232, HES-315.
7. EDU-268, EDU-210, EDU-230, EDU-241, EDU-246, EDU-247, EDU-320, EDU-330, EDU-340, EDU-370, EDU-371, EDU-372, EDU-373, EDU-374, EDU-375, EDU-385, EDU-389, EDU-392, EDU-398, and EDU-399.
8. Optional courses for completing a middle-level endorsement in one concentration area (Communication Arts/Literature, Mathematics, Science, Social Studies) or a major in a world language (see department handbook for specifics).
9. Completion of the Standards of Effective Practice Portfolio.
10. Completion of the Teacher Performance Assessment (edTPA).*
11. Passing scores on the Minnesota Teacher Licensure Exam (MLTE) Tests as required by the Minnesota Board of Teaching.*

Many of the program requirements noted above can also satisfy College general education requirements. Candidates need to consult with their major advisor each semester to verify that their course of study will meet Minnesota requirements for licensure.

***Note:** These requirements are for the Minnesota state teaching license and not for graduation.

Secondary Education

A Bachelor of Arts degree with a teaching major is required to complete the Secondary Education Program. Currently approved teaching majors are Art, Biology (Life Science), Chemistry, Communication Arts/Literature, Health, Latin, Mathematics, Music, Physical Education, Physics, Social Studies, and World Language (Latin and Spanish). In the areas of Art, Music, Physical and Health Education, and

World Language, a Secondary Education Program candidate qualifies for licensure in grades K–12 by completing the appropriate program requirements. Please see each department’s section of the catalog for more information.

Secondary Program Requirements:

1. All College requirements for the B.A. degree.
2. Completion of an approved teaching major.
3. PSY-100 and HES-221.
4. EDU-268, EDU-230, EDU-241, EDU-320, EDU-330, EDU-340, EDU-350, EDU-351, EDU-368, EDU-389, EDU-398, Special Methods, EDU-394 or EDU-395, and EDU-399.
5. Passing scores on the Minnesota Teacher Licensure Exam (MLTE) Tests as required by the Minnesota Board of Teaching.*
6. Completion of the Standards of Effective Practice Portfolio.
7. Completion of the Teacher Performance Assessment (edTPA).*

Candidates need to consult with an advisor in the Education Department as well as the major advisor each semester to verify that their courses of study will meet Minnesota requirements for licensure.

***Note:** These requirements are for Minnesota state teaching license and not for graduation.

Middle Level Endorsements

Elementary education majors will receive a K–6 teaching license and have an option to add a 5–8 middle school teaching endorsement in a specific area of curriculum. In addition to the completed endorsement coursework, a four-week January Term (1.0 credit) student teaching experience accompanies the professional student teaching semester. Middle school teaching endorsements can be earned in Communication Arts/Literature, Social Studies, Mathematics and Science. Interested candidates should consult with the EDU Department for additional information.

Coaching

Candidates in the Elementary and Secondary Education Programs may qualify for head coaching by completing the course requirements for a Coaching minor as outlined by the Department of Health and Exercise Science. Interested candidates should consult with the HES Department for additional information.

Preparation for Graduate Study

Gustavus graduates who qualify for teacher licensure in Minnesota are also eligible for graduate study in education. Teacher licensure and experience are usually required for graduate study in school administration, school counseling, and special education. Consult education staff for particulars.

Licensure

Licensure to teach in the public schools of Minnesota will be recommended by the department and the Registrar at Gustavus to the Minnesota Board of Teaching upon completion of all program requirements. Elementary majors who complete the program successfully are recommended for a K–6 All Subjects license and a 5–8 Single Subject Endorsement, if the 5–8 requirements in a specific content area are completed. Secondary Education Program candidates who successfully complete the program

are recommended for either a 5–12 license, a 9–12, or a K–12 license, depending on the specific subject area. Candidates must complete all state licensure tests and requirements, including the edTPA, to be recommended for licensure.

In the event that a graduating candidate is not recommended for licensure, the candidate may appeal to an Academic Dean, who will ask for a written statement from both the candidate and the Gustavus Department of Education prior to rendering a decision. The Dean's decision will be final. The candidate may appeal an institutional decision to the Professional Educator Licensing and Standards Board. (MN Statute 122A.09, Subdivision 4c).

The department offers a major and minor that do not require the professional teaching semester. They are:

Educational Studies Major: The Educational Studies major is offered to candidates admitted to the education program and enrolled in elementary/secondary methods or the professional student teaching semester and who either elect not to pursue teacher licensure in their field or who do not meet requirements of the professional semester. This major replaces the professional student teaching semester with credits as approved by the candidate's advisor(s). If the candidate has completed all college requirements for graduation, they may choose to enroll in up to 3.75 additional courses as would have been required for completion of the professional student teaching semester. Candidates completing this major acknowledge that they are not pursuing a career in K-12 education and will not be recommended for teacher licensure by the Gustavus teacher education program.

Teaching and Educational Systems Minor: The Teaching and Educational Systems minor is a non-licensure minor that invites the student to explore teaching practices and systems of education to inform their work in another area of interest, such as psychology, sociology, political science, communication studies, or marketing. This minor does not certify students as K–12 classroom teachers. Required Courses: EDU 268: Career Orientation to Teaching (1 cr.), EDU 230: Social Foundations (.75 cr.), EDU 330: Development and Educational Psychology (1 cr.), EDU 389: Inclusive Classrooms (.75 cr.), and EDU 398: Human Relations in Education (.75 cr.). Total: 4.25 cr.

Elementary and Secondary Education Course Listings (EDU)

210 Children's Literature (.5 course) This course is a survey of literature written for children. Attention is given to fiction and nonfiction picture books and chapter books (realistic fiction, informational books, biography, fantasy, poetry, multicultural literature, and other types), authors and illustrators, and themes of children's literature. Candidates will critically examine children's literature and the reasons some children's literature is challenged or censored. Spring semester.

230 Social Foundations of Education and Student Needs (.75 course) This course offers an overview of the profession of teaching, with a focus on some or all of the following: social issues affecting schools and teachers, education in a multicultural society, the roles and the job of teachers, the history of education, the organization of elementary and secondary schools, the role of government in financing education, philosophies of education, and emerging trends and reforms in education. A field-based component of the course allows candidates to explore issues discussed in class in real-life situations in local educational institutions. Must be taken prior to enrollment in the education program. First Year or Sophomore status, or permission of instructor. Fall and Spring semesters.

241 Educational Technology (.5 course) This course provides practical learning experiences addressing skills and understandings necessary for evaluating, selecting, accessing, and using educational technology such as apps, web-based resources, hardware (interactive whiteboards, mobile devices), and other materials and conventions common to 21st Century Schooling. Candidates will create and maintain a professional website that showcases the various tools and materials they learn to use in the course, and that could also be used as part of their own professional presence and development (i.e., could be used in a teacher job search as an electronic portfolio). Fall and Spring semesters.

244, 344 Special Topics (1 course, 1 course) Special topics in professional education studies. Content will vary from semester to semester. Courses will explore a topic, problem, or set of educational competencies. Candidates will read, discuss, perform, and write. More than one special topic may be taken.

246 Science for Elementary Educators I (1 course) This course is designed for future K-6 classroom teachers. The science content of the course will include life science: plants, trees, and insects. It will include in physical science: energy, energy sources, energy transfer, force, and motion. Application of the science content will be explored through regional natural history, threats to natural biomes and environments, and the dynamics of energy. Active learning of science will include investigations, experimentation, field work, and laboratory work. This course leads directly to the subsequent course, EDU-247; both should be completed before admission to teacher education. Prerequisite: permission of instructor. **NTSCI**, Fall semester.

247 Science for Elementary Educators II (1 course) This course is designed for future K-6 classroom teachers. The science content of the course will focus on earth (geology, plate tectonics, hydrologic cycle, weather, and climate) and space science (universe, stars, solar system), life science (reproduction, genetics, cell biology and heredity), and environmental science, developed within an interdisciplinary context where appropriate. Application of the science content will be explored through regional natural history, threats to natural biomes and environments, and the dynamics of energy. Active learning of science will include presentations, investigations, experimentation, field work, laboratory work, and field excursions. Field excursions are generally off campus with locations throughout Minnesota. This course builds directly from the preceding course, EDU-246. Both should be completed before admission to teacher education. Prerequisite: permission of instructor. Spring semester.

248 Science Connections (.25 course) Required for elementary education science concentrations and science secondary teaching majors. This course facilitates science teachers making connections among various genres of science in middle level science curriculum, and instruction. Spring semester, even years.

268 Career Orientation to Teaching (1 course) This course provides an opportunity to assess interest in a teaching career by answering three questions: What is teaching? Who will I be teaching? How shall I prepare to teach? Candidates will examine personal cultural competence, analyze regional and national demographics, discuss current K-12 programming and trends, and assist/shadow a current classroom teacher. Small group work, a running assignment during the month of January, and panel speakers or other presentations on campus during the first half of January prepare the candidate for a focused field experience off campus during the second half of the month. Two mandatory meetings in the fall are required. This course counts as one of a maximum of four internship credits allowed in the degree program. January Term, Offered annually.

298 Challenge Seminar: Climate Change and Environmental Education for Kids (1 course) This course explores the challenges and opportunities in educating school-aged learners about climate change and the environment: What stories do we tell learners about the environment and changing climate, its impact on communities and our hopes for sustainability? How does a learner's age impact how we address these topics? What would it look like to frame these explorations through the lens of climate justice? Sustainability? Global perspectives? Drawing on recommendations from environmental education, disciplinary perspectives, and culturally relevant pedagogy, participants in this course will develop a curricular resource to educate school-aged learners about a facet of climate change, sustainability or a closely related topic. **CHALS, WRITL**, January Term, Offered occasionally.

320 Literacy for the K–12 Teacher (.75 course) This course is a study of the foundational principles of literacy acquisition in the pre-kindergarten through grade 12 setting. Observation and application of learning in elementary or secondary schools is required. This course must be taken concurrently with EDU-330 and EDU-340. Prerequisite: Admission to Teacher Education Program. Fall and Spring semesters.

330 Developmental and Educational Psychology (1 course) A study of prenatal, child, and adolescent development and the principles of psychology as they relate to teaching and learning. The course examines the principles and stages of human development prior to adulthood, as well as their educational implications. Emphasis is also placed on learning theory and design of instruction through identification of learning outcomes, effective teaching strategies, and assessment procedures. Normally taken in the junior year concurrently with EDU-320 and EDU-340. Prerequisites: PSY-100, EDU-268, and EDU-230, and admission to the Teacher Education Program. Fall and Spring semesters.

340 Middle School: Teaching Intermediate and Middle Level Learners (.5 course) This course will focus on the developmental approaches to teaching candidates who are transitioning from childhood into adolescence. Methodology and philosophical discussions of research related to development for middle school students, the impact of culture and socioeconomic status on learners, and appropriate ways to organize instruction, assessment, and curriculum for candidates' success at this age will be emphasized. A field experience will be included. This course must be taken concurrently with EDU-320 and EDU-330. Prerequisites: EDU-268, EDU-230, and admission to the Teacher Education Program. Fall and Spring semesters.

350 Reading in the Content Area (.75 course) This course provides for the study of the Minnesota Academic Standards in the Content Areas for pupils in grades 6 through 12. The main emphasis is the teacher's skill development in the application of literacy skills in the acquisition of content knowledge. This includes the examination and study of scientifically based literacy strategies and methods appropriate for teaching and learning in the wide variety of courses offered in the secondary school. The course also addresses multiple literacies (i.e., digital, critical, disciplinary literacy) in 6–12 content classrooms, lesson planning and edTPA preparation, and other topics critical for successful Secondary Methods experiences. This course is taken concurrently with EDU-351 and EDU-368. Prerequisite: EDU-320, EDU-330, and EDU-340. **WRITL**, Fall and Spring semesters.

351 Methods and Materials of Secondary Education (1 course) A study of the general instructional methods and planning practices for secondary educators. Candidates enhance their knowledge of pedagogy and develop an in-depth unit of study that incorporates Minnesota Content Standards. The

course focuses on theory and research-based assessment, curriculum, and instructional models as well as positive classroom interactions, including ELL strategies. It also includes opportunities for micro-teaching and school-based experiences. The course normally is taken in the semester immediately preceding student teaching, taken concurrently with EDU-350 and EDU-368. Prerequisites: EDU-320, EDU-330, EDU-340, and admission to the Teacher Education Program. **WRITD**, Fall and Spring semesters.

Special Methods of the Teaching Major (.25 course) A study of specific methods related to the major field of teaching taken prior to the professional semester and, if possible, in the semester immediately preceding the professional semester. Prerequisite: permission of the coordinator of the Education Program.

- 354 Art Methods (Fall semester, odd years)
- 355 Chemistry Methods (Fall semester, even years)
- 358 Biology Methods (Fall semester, even years)
- MLC-357 Second-Language Teaching Methods (1 course) (Offered occasionally)
- 359 Mathematics Methods (Fall semester, even years)
- 361 Physics Methods (Fall semester, even years)
- 362 Social Studies Methods (Fall semester, even years)
- 363 Communication Arts/Literature Methods (Fall semester, odd years)
- MUS-378 Classroom Music Methods K–12 (.5 course) (Spring semester)

368 AVID Practicum (.25 course) In-school placements as AVID tutors provide opportunities for candidates to apply what they know as they work with secondary students. Application of critical thinking and questioning strategies to support learners will be the focus. Tutoring sessions will incorporate methodologies and models taught in the general methods course and the reading in the content course. Prerequisites: EDU-320, EDU-330, EDU-340, and admission to Teacher Education Program. Taken concurrently with EDU-350 and EDU-351. Fall and Spring semesters.

370 Kindergarten Methods and Materials (1 course) A study of the historical, philosophical, sociological, and psychological bases of the kindergarten as well as the materials and methods developmentally appropriate in a kindergarten program. Observation/participation in kindergarten classrooms is required. Taken concurrently with EDU-371, EDU-372, EDU-373, EDU-374, EDU-375, and EDU-385. Prerequisites: EDU-320, EDU-330, EDU-340, and admission to Teacher Education Program. Fall and Spring semesters.

371 Elementary Science Methods and Materials (.5 course) A study of the methods and materials used in the teaching of science to elementary school children with emphasis on process and inquiry models and methodology. Observation/participation in the elementary schools is required. Taken concurrently with EDU-370, EDU-372, EDU-373, EDU-374, EDU-375, and EDU-385. Prerequisites: EDU-320, EDU-330, EDU-340, and admission to Teacher Education Program. Fall and Spring semesters.

372 Elementary Language Arts Methods and Materials (.5 course) A study of the content, methods, and materials used in teaching the communicative arts in the elementary school. Emphasis is given to strategies and practices which promote proficient oral and written language throughout the elementary curriculum. Observation/participation in the elementary schools is required. Taken concurrently with EDU-370, EDU-371, EDU-373, EDU-374, EDU-375, EDU-385. Prerequisites: EDU-320, EDU-330, EDU-340, and admission to Teacher Education Program. **WRITD**, Fall and Spring semesters.

373 Elementary Mathematics Methods and Materials (.5 course) A study of the basic concepts related to the teaching and learning of mathematics in elementary school. Candidates will explore and investigate math strands of the elementary curriculum, focusing on necessary procedural and conceptual understandings. Taken concurrently with EDU-370, EDU-371, EDU-372, EDU-374, EDU-375 and EDU-385. Prerequisites: EDU-320, EDU-330, EDU-340, and admission to the Teacher Education Program. Fall and Spring semesters.

374 Elementary Social Studies Methods and Materials (.5 course) A study of the methods and materials used in the teaching of social studies to elementary school children, with emphasis on integrated teaching and learning. Observation/participation in the elementary schools is required. Taken concurrently with EDU-370, EDU-371, EDU-372, EDU-373, EDU-375 and EDU-385. Prerequisites: EDU-320, EDU-330, EDU-340, and admission to Teacher Education Program. Fall and Spring semesters.

375 Elementary Reading Methods and Materials (.5 course) A study of the methods and materials used in reading instruction. Observation and participation in the elementary schools is required. Taken concurrently with EDU-370, EDU-371, EDU-372, EDU-373, EDU-374 and EDU-385. Prerequisites: EDU-320, EDU-330, EDU-340, and admission to Teacher Education Program. Fall and Spring semesters.

385 Elementary Interdisciplinary Models and Practicum (1 course) At the heart of this course is the application of interdisciplinary models and methods, application of multicultural methodologies (including support of diverse learners in the general education classroom), and integration of content from all elementary methods courses within local elementary schools. Taken concurrently with EDU-370, EDU-371, EDU-372, EDU-373, EDU-374, EDU-375. Prerequisites: EDU-320, EDU-330, EDU-340, and admission to Teacher Education Program. Fall and Spring semesters.

389 Methods and Materials in Inclusive Classrooms (.75 course) This course is designed for teacher candidates to study and apply skills necessary to meet the academic, physical, emotional, and developmental needs of the wide range of students who are present in the K–12 classroom. This includes students who are gifted and talented, have educational disabilities, are multilingual or English language learners, are experiencing mental health needs, demonstrate at risk or disadvantaged personal circumstances, and/or have IEP or 504 plans. Emphasis is placed on the teacher candidate understanding these various learner needs, applying teaching and learning strategies to support access to classroom content, identifying when and what kinds of supports may be needed, and providing educational adaptations including differentiation methods or materials to meet the learning needs of all students in the K–12 setting. Prerequisite: Admission to the Teacher Education Program. Fall and Spring semesters.

291, 391 Independent Study (.25–1 course) The study of educational topics through research and/or observation of school practices. Prerequisite: permission of the Department of Education. Fall and Spring semesters.

392 K–6 Elementary Directed Teaching (3 courses) The course includes supervised participation and teaching in cooperating schools selected by the department. Seven weeks of full-time participation and teaching at each of two grade levels is required. The fourteen-week period is provided so that the candidate can become familiar with both the curricular and the co-curricular activities of the teacher. Prerequisite: Admission to Professional Semester. Fall and Spring semesters.

394 Secondary Directed Teaching (3 courses) Fourteen weeks of full-time supervised teaching at a cooperating school. The course provides a wide experience in the planning and directing of learning at a secondary school in the area(s) of the candidate's teaching major(s). Prerequisite: Admission to the Professional Semester. Fall and Spring semesters.

395 K–12 Directed Teaching (3 courses) Fourteen weeks of full-time supervised teaching divided between the elementary and secondary school. This course provides a wide experience in the planning and directing of learning activities in art, music, health, physical education, or world languages and is designed for persons who seek licensure in grades K–12. Prerequisite: Admission to the Professional Semester. Fall and Spring semesters.

396 Middle Level Directed Teaching (1 course) Four weeks of full-time supervised teaching at a cooperating middle school/junior high. This course provides a broad experience in the planning and directing of learning for middle level learners in the area of the candidate's endorsement. January Term.

398 Human Relations in Education (.75 course) This course examines theories and strategies for teaching in racially and culturally diverse classrooms. Topics include the experiences of diverse social and cultural groups in education; the impact of racism, sexism, and other forms of oppression on educational pedagogy and institutions; the influence of individual social identities on the teaching and learning experience; and strategies for teaching from a multicultural, anti-racist perspective. Prerequisite: Admission to the Teacher Education Program, Fall and Spring semesters.

399 Seminar in Elementary/Secondary Curriculum and Instruction (.75 course) A capstone seminar in which analysis, synthesis, evaluation, and integration are stressed. Candidates are involved in a variety of practical projects and tasks before and during the directed teaching experience. Issues and trends in education are examined, along with rules and standards for teacher licensure and advice for getting that first teaching job. Requirements include the completion of the professional portfolio and the edTPA. Prerequisite: Admission to the Professional Semester. **WRITD**, Fall and Spring semesters.

English (ENG)

Rebecca Fremo, **Co-Chair**

Robert Kendrick, **Co-Chair**

Philip Bryant

Sun Hee Lee (On leave, 2023-2024)

Martha Ndakalako

Elizabeth Kubek

So Young Park

Nissa Parmar (Visiting)

Sean Cobb

Vera Foley (Visiting)

Matthew Rasmussen (On leave, Fall 2023)

Eric Vrooman

The study of literature has always been a way to experience the past, reflect on the present, and imagine the future, and in recent years the texts that we are reading come in many and varied forms. We continue to read in the traditional genres—fiction, drama, and poetry—but we are also drawn to study memoir, film, archival documents, graphic novels and digital narratives. Whatever we study—whether a medieval ballad or a detective film—we put the emphasis on reading closely, thinking creatively and critically, and writing well. Just as we are interested in many different kinds of texts, we are also eclectic in our theoretical and critical approaches, finding many ways to connect literature with science, history, culture, and other intellectual fields—but always, we come back to the literary text as a unique way of telling us about the world, telling us what others believe and value, as we learn to think and write about our own beliefs and values. Narrative, then, engenders empathy and commits us to social justice.

The department's curriculum seeks to acquaint students with historical and current developments in language, literature, and film; develop students' competence as writers; and foster a sense of literary values. The English Department courses are numbered to indicate approximate level of difficulty and subject area. The department encourages most students to begin their work in the department at Level I courses. The type of writing and reading assignments that will be emphasized are indicated in the individual course description. Generally, students enrolling in Level III courses (those numbered 300 and above) must first have completed ENG-102 and one survey course or one course in theory.

Majors in English are encouraged to study abroad in order to broaden their perspectives in literature and culture, and the department allows appropriate coursework from approved international programs to apply toward the major. Students also are encouraged to pursue internships and domestic study opportunities that will enhance their understanding of literature, film, and language and the liberal arts.

The department also allows select literature courses taught at Gustavus in other departments to fulfill elective credit for the major. Students are encouraged to talk to their advisor in English about this possibility, as well as co-curricular opportunities.

A. English Major: Eleven regular semester courses specified as follows and approved by a departmental advisor:

1. Foundations: ENG-102.
2. Introductions: Two courses from ENG-112, ENG-116, ENG-117, ENG-121, ENG-122, ENG-124, ENG-126, ENG-130, and ENG-142.
3. Genre: One course from ENG-142, ENG-228, ENG-231, ENG-234, ENG-251, ENG-253, ENG-256, ENG-261, or ENG-273.

4. Advanced Seminar in Literary History pre-1900: One course from ENG-217, ENG-220, ENG-333, ENG-334 or ENG-336.
5. Multicultural Literature: One course from ENG-126, ENG-130, ENG-226 or ENG-281.
6. Theory: ENG-201, ENG-203, ENG-210, ENG-248, or ENG-281.
7. The remaining electives will be fulfilled through one of three tracks:
 - a. **Literature and Film Track:** The student who wishes to complete the Literature and Film track must take the courses required of all English majors and four electives. Only one of the four electives may be numbered 112 or below, at least one elective must be numbered above 201, and two numbered above 300. One of the electives must be a Multi-Ethnic course.
 - b. **Writing Track:** The student who wishes to complete the Writing track must take the courses required of all English majors and four electives. Three electives must be writing courses such as ENG-112, ENG-210, ENG-251, ENG-253, ENG-256, ENG-310 and ENG-350.
 - c. **Multi-Ethnic and Global Literatures and Film Track:** The student who wishes to complete the Multi-Ethnic and Global Literatures and Film track must take the courses required of all English majors and four electives. Three electives must be multi-ethnic literature and film courses such as ENG-101 (African Feminisms, Pan-African Poetry, Global Film, U.S. Latinx Identities, World at Margins and others approved by the department), ENG-126, ENG-130, ENG-142, ENG-205 (East Asian Cinema, Horror Films: Race and Gender), ENG-226, ENG-274 (African Digital Literatures), ENG-281, and ENG-344 (Postmodern U.S. Writers of Color)

B. Communication Arts/Literature Teaching Major: This major may be taken only in conjunction with the Secondary Education Teacher Certification Program. Students interested in pursuing this major are urged to identify themselves to the Education Department and the English Department as early as possible. To be certified for licensure to teach Communication Arts/Literature at the secondary level, a student must maintain a minimum grade point average of 2.67 in courses to be counted toward the teaching major. No course with a grade lower than C- may be counted toward the Teaching major.

The Communication Arts/Literature Teaching major consists of the following:

1. Foundations: ENG-102.
2. Introductions: Two courses from ENG-116, ENG-117, ENG-121, ENG-122, ENG-124, ENG-126, ENG-130 and ENG-142.
3. Multicultural: ENG-126, ENG-130, ENG-226 or ENG-281.
4. Composition: ENG-112 or ENG-210.
5. Young Adult Literature: ENG-237.
6. Media: ENG-142 or COM-115.
7. Theory: COM-257, ENG-201, ENG-203, ENG-210, ENG-248, or ENG-281.
8. Advanced Seminar: any 300-level English course.
9. Communication: COM-120 and one of COM-117, COM-237, or COM-270.
10. Secondary Specialization: The additional pre-professional courses required for Secondary licensure. (See Department of Education.)

English Minor: Any five regular semester courses in English numbered 101 or above, with the consent of a departmental advisor. Only one semester course of ENG-101 will count toward the minor.

English Course Listings (ENG)

101 Reading in the World (1 course) Reading in the World teaches students to appreciate the intrinsic aesthetic value of literature, while engaging its social, historical, and cultural contexts. This course treats literary texts as a canvas, mirror, and lens; recording the purposeful beauty of language, reflecting the importance of self-understanding, and inviting us as readers to consider how texts—novels, poems, plays, non-fiction, and film—participate in the issues and debates that shape our world. For the most current list of courses, please consult the individual course descriptions on the English Department website. **HUMN**, Offered annually.

102 Foundations in Literary Studies (1 course) This class prepares students to closely read and analyze texts, in various modes and from different perspectives, and to argue interpretations of texts articulately, intelligently, and persuasively in both discussion and writing. The course grounds students in the skills crucial to their success in later English courses, the analysis of texts and the construction of persuasive written interpretations, and covers at least three genres in literature and film. **WRITD**, Offered annually.

112 Introduction to Creative Writing (1 course) Practice in writing, revising, and editing multiple genres, which may include poetry, fiction, creative nonfiction, and drama. Class participation is crucial. Classes may include in class writing exercises and workshops to share and discuss student work. Frequent reading and writing assignments. Offered annually.

116 British Literature II (since 1789) (1 course) A survey of British literature during the Romantic, Victorian, and Modern periods, tracing the response in literature to the succession of social, political, and literary revolutions that characterize the nineteenth and early twentieth centuries. **HUMN**, Offered annually.

117 Arthurian Literature and Its Cultures (1 course) This course examines the origins of the legend of King Arthur and how that legend was turned into stories that reflect their target cultures. Students will read a wide array of Arthurian material and study the cultures that valued Arthur as the figure for Englishness. Authors and texts may include Geoffrey of Monmouth's History of the Kings of Britain, tales from the Welsh collection The Mabinogion, poetry of Chretien de Troyes, Sir Gawain and the Green Knight, The Quest for the Holy Grail, and Sir Thomas Malory, as well as later appropriations of Arthurian legends by Edmund Spenser, Tennyson, and Monty Python. **HUMN**, Offered occasionally.

121 American Literature I (to 1865) (1 course) A survey of American literature from pre-Columbian Native American oral traditions through the Puritan and Revolutionary periods, culminating with the American Renaissance. The writings of authors such as Bradstreet, Franklin, Douglass, Fuller, Thoreau, Hawthorne, Melville, Whitman, and Dickinson will be studied for their aesthetic, historical, and cultural implications. **HUMN, USIDG**, Offered annually.

124 American Women Writers (1 course) This course is a historical survey of women writers in the U.S. We will examine multiple genres of autobiography, poetry, fiction, drama, and the essay, and trace a tradition of women's writing concerned with both national issues and women's experiences. The course will pay particular attention to the ways in which women's literature resists patriarchal oppression, and engages with liberation and empowerment of women. U.S. Women's literature offers valuable insights into U.S. gender construction, feminist thought, and intersectional identities. This course counts toward the Gender, Women, and Sexuality Studies major/minor. **USIDG**, Offered annually.

126 Introduction to U.S. Ethnic Literatures (1 course) This course surveys non-fiction, fiction, poetry, and drama by U.S. writers of color including African American, Native American, Asian American, and Latinx writers. Emphasis is placed not only on how these literary artists have diversified and enriched the American scene through their own unique ethnic and racial perspectives, but also on the ways literature of marginalized peoples has reflected, contributed to, and challenged mainstream American values. The course will also emphasize important historical contexts that inform U.S. Ethnic literatures such as genocide of indigenous peoples, slavery, the Civil Rights Movement, immigration policies, and U.S. imperialism. This course counts toward the Peace, Justice, and Conflict Studies major/minor. **USIDG, Spring** semester.

130 World Literature: Black Worlds (1 course) World literatures are works that travel outside of the borders of their nations and into the world. In this course we will read contemporary world literatures by Black peoples in Africa and in the diaspora. As we read, we will ask: How do these literatures address themes like neocolonialism, gender, social justice, and global belonging? What do they teach us about the world out there, ourselves here, and how we're connected? We will read contemporary graphic novels, fiction, non-fiction, and poetry, always with questions of race and blackness in mind. This course counts toward the African Studies minor. Cross-listed as AFS-130. HUMN, GLAFC, Offered annually.

142 Introduction to Film Studies (1 course) This course introduces the basics of film studies, covering film history, analysis, genre, and theory. The course covers the specifics of film production and film language, such as mise-en-scène, editing, cinematography, sound, and frame composition. Students will learn to closely read film, and then use that analysis to inform discussion of the larger theoretical, historical, and cultural contexts of film. The course covers the history of the Hollywood Studio system as well as developments in non-Hollywood film, especially independent and non-Western film, with an emphasis on marginalized perspectives in film history. Fall semester.

144, 244, 344 Special Topics (1 course, 1 course, 1 course) Special topics in English studies. Content will vary from semester to semester. Courses will explore a topic or problem in depth and students will read, discuss, and write. More than one special topic may be taken. Offered occasionally.

201 Introduction to Literary and Cultural Theory (1 course) This course is designed for students interested in majoring in English and must be taken prior to enrolling in 300-level courses. The course introduces students to the historical backgrounds of contemporary literary theory and criticism and to several current approaches. Offered occasionally.

203 Queer Theory (1 course) This course introduces students to a range of theoretical frames for analyzing and interpreting queer identities, queer experiences, the particular intersectionalities that structure queer experience, including queerness and race, queerness and socioeconomic class, and local and global differences in how queerness is conceptualized. The course examines the history of how queerness is understood through early queer theorists like Eve Kosovsky Sedgwick and Judith Butler, and explores contemporary accounts of queer experience and identity through theorists like Jasbir K. Puar and Sara Ahmed. We will evaluate the usefulness of queer theories through literary, film, and cultural analysis and interpretation. Cross-listed as GWS-203.**WRITL**, Offered annually.

205 Topics in Film (1 course) This course is an intermediate film course that builds on the beginning level courses in film offered at the 100-level. Topics in Film will focus on a particular film genre, issue,

period, director/s, or nation, and will provide an advanced, detailed investigation of that particular topic that can only be achieved at the 200-level. The course topic depends on the individual instructor, but will focus on (for example) East Asian cinema, horror films, Korean drama, crime films, global queer film, and women in film. Regardless of the 205 topic, students will study the particularities of each film and also learn about the film's historical and cultural contexts. Offered occasionally.

210 Writing Process (1 course) How do writers generate texts and suit those texts to meet the needs of diverse audiences? The course considers stages of the writing process, including invention, drafting, revising, and editing, and then challenges students to rethink the relationships among those categories. Using scholarship from Composition and Literacy Studies as a guide, students will consider how the writing process is recursive and culturally responsive. ENG 210 invites students to describe and analyze their own writing and to study the writing processes of others in multiple contexts. Students will generate print and multimodal genres. **WRITL**, Offered annually.

217 British Women Writers (1 course) A survey of works by pioneering women writers with special attention to the historical, theoretical, and cultural contexts of their artistic production. Students will read works by Jane Austen, Charlotte and Emily Brontë, George Eliot, and Virginia Woolf, among others. This course counts toward the Gender, Women, and Sexuality Studies major/minor. **HUMN**, Fall semester, odd years.

220 The Fin de Siècle: Literature and Culture of the 1890's (1 course) Sherlock Holmes, The Time Machine, the New Woman, Dracula—they all had their start in the 1890s. This course will explore an exciting decade that saw the rise of the metropolis, popular culture, and the urban, professional New Woman. We will read iconic works by Arthur Conan Doyle, Bram Stoker, Oscar Wilde, and H. G. Wells, alongside avant-gardist works by Sarah Grand, Elizabeth Robins, and Olive Schreiner. Readings will cover the myriad cultural and political movements of the 1890s, including aestheticism, decadence, naturalism, and feminism. Offered occasionally.

226 Topics in U.S. Ethnic Literatures (1 course) This course offers an in-depth study of the culturally diverse literatures of the United States. From year to year, the course focuses on a specific topic in U.S. ethnic literature: either a particular ethnic tradition, such as U.S. Latinx literatures and Native American literatures, or a comparative framework based on a historical period or genre. Regardless of the particular topic, the course emphasizes critical reading and thinking, learning about different cultures, and exploring issues of justice and equality. The course especially welcomes students interested in expanding their cultural awareness and understanding. **USIDG**, Offered annually.

228 American Pastoralism (1 course) Pastoralism has been defined as the desire, in the face of the growing complexity of the Industrial Age, to disengage from the dominant culture in order to seek a simpler, more harmonious way of life “closer” to nature. This course will explore American literature based on the theme of building lives or societies shaped explicitly by the natural environment, beginning with early nation-building literature and Transcendentalism, and continuing with Westward Expansion. The course will conclude with modern texts that consider the blurring line between technology and the natural world. **WRITL**, Offered annually.

231 Modern Poetry: Art for Living (1 course) An introduction to the poetry, poets, and key arts movements of the twentieth century and after with a focus on how language, songs, and pictures work together to provide solace and consolation during turbulent times. Emphasis on modern poets and visual artists whose life's work fostered cross-cultural and international connections among diverse communities. Topics include nature and landscape, emotional and environmental wellbeing, and literature's role in encouraging empathy. **HUMN, WELBG**, Fall semester.

234 Modern Drama in Text and Performance (1 course) Highlighting drama as a dynamic and transformative genre, this course explores important texts and performances of major works from the late nineteenth century to the present. The course covers conventions and theories that inform significant dramatic and theatrical movements such as Realism, Surrealism, Epic Theatre, and the Theatre of the Oppressed and investigates written plays in conjunction with productions and adaptation. The course will be supplemented with recorded productions and films, and include plays being produced at Gustavus or in the general area. Reading material will come from multiple cultures and may include the works of Henrik Ibsen (Norway), August Strindberg (Sweden), Bertolt Brecht (Germany), Lorraine Hansberry (United States), Caryl Churchill (England), and Wole Soyinka (Nigeria). **HUMN, Spring** semester, odd years.

237 Young Adult Literature and Literacy (1 course) This course introduces prospective teachers to the history and range of literature written primarily for readers between the ages of 10 and 15. We study texts written by a culturally diverse group of writers, and genres may vary. We also examine additional source texts in both print and electronic media. Students engage in lively conversation, produce several projects based on primary texts and research, and also discuss state education requirements and effective pedagogy. **WRITL**. Spring semester, odd years.

248 Film Theory (1 course) This course expands and develops the analytical focus first explored in ENG-142, Introduction to Film Studies, by having students read primary and secondary theoretical texts paired with film selections. The course aims to cover major film theories and help students learn to analyze film through these theoretical lenses. The course will be reading and writing intensive and expects students to add theoretical complexity to close readings of film, exploring how films complement and complicate film theory. The course will cover the major historical and thematic groupings of film theory, including film realism and the film image, montage, semiotics, psychoanalysis, feminism, auteurism, queer theory, and reception theory. Prerequisite: ENG-142. Spring semester, odd years.

251 Writing Poetry (1 course) Directed practice in the repertoire of techniques, genres, subjects, and schemas available to contemporary poets. This course will also examine the points of view of modern practitioners of poetry. During the course, each student will produce and revise a substantial portfolio of original poems. Some classes will be conducted as workshop sessions in which students will criticize each other's work. Prerequisite: ENG-112 or consent of instructor. **WRITD**, Fall semester, odd years.

253 Writing Fiction (1 course) Students will be required to write short fictions and/or chapters from long fictions, and to submit their writing to class scrutiny and criticism. A variety of exercises also may be required in the techniques appropriate to fiction, such as management of point of view, characterization, tone, etc. Some published fictions will be read not as models to be imitated, but as interesting examples. Prerequisite: ENG-112 or consent of instructor. **WRITD**, Offered annually.

256 Writing Creative Nonfiction (1 course) Students will write short pieces of creative non-fiction, sharing their work on a regular basis with peers and instructors. In order to learn as much as possible about the wide range of forms available to creative nonfiction writers, students will read extensively, considering book-length and shorter pieces of creative nonfiction by a diverse group of writers. Forms studied may include memoir, travel narrative, personal essay, literary critical essay, and nature writing. Some classes may be conducted as workshops, during which writers will read and critique the work of their peers. **WRITD**, Offered annually.

261 The British Novel (1 course) In this course, students will explore the novel in English by writers from Britain and from nations and territories historically tied to the United Kingdom. We will consider the social, cultural, and political questions explored in their worlds of fiction. Major writings by Jane Austen, Charles Dickens, E.M. Forster, Virginia Woolf, Kazuo Ishiguro, and others. Topics include realism, modernism, and globalization. **HUMN**, Spring semester.

273 The American Novel (1 course) This course explores the various themes, social contexts, and intellectual backgrounds of select American novels from the late 1700s to the present. Works in this genre will be read chronologically to trace changing concepts of the roles and techniques of the novel, and will be chosen to examine the diversity of the American experience throughout the nation's history. **HUMN, WRITL**, Fall semester.

274 African Digital Literatures (1 course) This course surveys the quickly growing field of African digital literatures. Social media and online platforms have allowed for the emergence of new, creative ways of producing literature that have shaped how the contemporary field of African literature is developing. We will read online literary magazines like Kwani and Brittle Paper, platforms like Comic Republic, and social media literatures like Facebook and blog serial fiction, twitterature, and Instagram Stories by and about Africans. We will pay careful attention to the complex relationship between these texts, their social contexts, and the politics of local and global African literary production. Cross-listed as AFS 274. **GLAFC, HUMN**, Offered occasionally.

275 Women Writing Africa (1 course) This course discusses past and contemporary writing by African women and their perspectives on African societies and politics. We discuss the ways in which women contribute to and (re)shape our understanding of African histories and contemporary events, and participate in discourses on topics like decolonization; postcoloniality; diaspora; migration, tradition/ modernity; and more. At the center of our discussion is the way in which the readings theorize African feminisms, and we will consider these theories in the context of global feminist discourse. This course counts towards the African/African Diaspora Studies minor. Cross-listed as GWS-275. **HUMN, WRITL**, Spring semester.

281 Postcolonial Literatures in English (1 course) This course is a broad survey of what has come to be called "Postcolonial literature," i.e., literature written by peoples who have been dominated by colonial empires and marginalized by cultural imperialism, ethnocentrism, and racism. Texts include postcolonial theory, personal narratives, fiction, and film, as well as canonical English literature interrogated through a postcolonial lens. We will explore the complex relationship between texts and their social context as well as such themes as identity and community, gender, migration, hybridity, the colonized mind, and self-determination. The course is divided into regional explorations of texts from the Caribbean, India, Australia, and Native America. This course counts toward the African Studies minor and the Peace, Justice, and Conflict Studies major/minor. Offered occasionally.

298 Challenge Seminar: Empire (1 course) This course examines empire in the contemporary world and how empire reproduces itself. We begin in imperial Rome with Vergil's Aeneid to evaluate how Rome imagined its imperial self. Then, we move into the contemporary world and U.S. hegemony. Michael Hardt and Antonio Negri's *Empire* provides a theoretical framework for understanding modern empire, and Jasbir K. Puar continues their critique of empire through the figure of the terrorist. David Simon's series *Generation Kill* will be our focus in assessing the United States as empire. **CHALS**, Offered occasionally.

298 Challenge Seminar: Medical Humanities: Every Body's Story (1 course) This course provides an introduction to Medical Humanities through the lens of narrative medicine and pathographies (patient or illness stories), both fictional and non-fictional. We will focus on how health and wellness are experienced, defined and shaped by cultures and systems, and how patients and medical personnel experience systemic biases that foster injustice and exclusion. We will also explore interventions meant to meet these challenges by inspiring change and transforming medical systems. The class will make use of materials from Gustavus' most recent Nobel conference on mental health, and we will read narrative accounts of bias towards underrepresented groups in mainstream medical and health contexts (for example, *The Spirit Moves You and You Fall Down*, *Immortal Life of Henrietta Lacks*, *Unreconciled*). As a Wellbeing course, this Seminar will also encourage students to imagine their own intellectual wellbeing and their sense of purpose (vocation), learning to promote their own wellness and that of others. **CHALS, WELBG**, Offered occasionally.

298 Challenge Seminar: Native Representations: Indigenous Voices and Popular Media (1 course) What does it mean to be native in America? The term Native American gained academic and politically correct approval in the late twentieth century, but many First Nations members never accepted the designation. Recent United States Poet Laureate, Joy Harjo, used the platform to assert her voice as the first "Indigenous poet" to occupy the role, and she is reflective of the increasing presence of Indigenous voices in American culture and politics. This course will explore the historic tension between the American dominant culture's nativism and Native representations and Indigenous voices and cultural productions across history, literature, film, and new media. **CHALS, WRITL**, Offered occasionally.

291, 391 Independent Study (course value to be determined) Each student will design a detailed proposal in consultation with an appropriate member of the department. The proposal must include a well-written rationale, details of reading and written work, and a list of all previous English courses and instructors. The proposal must be submitted, on proper forms, to the department Chair no later than the third week before the end of the current term for work to be done in the next term (including January and Summer).

310 Writing in the World (1 course) In this course, students utilize advanced writing and literacy skills as they write for audiences both on campus and beyond the classroom. *Writing in the World* highlights the production and reception of writing within specific contexts, including non-academic ones (i.e., the nonprofit sector, the music, film, or publishing industry, political movements). As students consider the rhetorical and cultural forces that invite particular genres of response, they will in turn produce a range of forms, which may include: poetry chapbooks, novellas, screenplays, grant proposals, web pages, unit plans, digital magazines, or podcasts. Prerequisites: ENG-112, ENG-210, ENG-251, ENG-253 or ENG-256. **WRITD**, Offered occasionally.

333 Romanticism (1 course) This seminar explores Romanticism, a literary and arts movement that developed as a response to and critique of political, industrial, and social revolutions that occurred in Britain and in Europe between 1789 and 1830. Topics include the Gothic (in fiction and film), novels of education, biography, and literary careers, as well as theories of imagination and dream life. Readings from Wordsworth, Austen, Radcliffe, Keats, Shelley, and Freud. Prerequisites: ENG-116, ENG-117, ENG-121 or ENG-122, and ENG-102 or a theory course. **WRITD**, Offered occasionally.

334 Victorian Studies (1 course) The Victorian era invented modern life by creating the railway, the London Underground, and transatlantic steamships, as well as everyday things like the postage stamp and breakfast cereal. It also produced an amazing array of novelists, essayists, and poets who explored what it felt like to live in a brave new world of urbanism, consumerism, and breakthrough technologies. This course will examine the cultural contexts and legacies of Victorian literature with readings from the Brontës, Collins, Darwin, Eliot, and Hardy, among others. Prerequisites: ENG-116, ENG-117, ENG-121 or ENG-122, and ENG-102 or a theory course. **WRITD**, Fall semester, odd years.

336 American Renaissance (1 course) The mid-nineteenth century saw a burst of literary activity in America. Writers reacted to religious, social, and political issues of the day such as Transcendentalism, slavery, and “the woman question.” We will read authors traditionally associated with the American Renaissance—Emerson, Thoreau, Hawthorne, and Dickinson—as well as less well-known figures to enrich our appreciation of the variety and quality of the writing of this important period. Prerequisites: ENG-116, ENG-117, ENG-121, ENG-122, ENG-124 or ENG-126, and ENG-102 or a theory course. **WRITD**, Spring semester, odd years.

337 Contemporary American Literature (1 course) This course examines a selection of poetry, prose, and drama written during the past three decades. Some topics may include questions of acceptance into the academic literary canon, the influence of publishing and marketing trends on an author’s success, the challenges of studying living authors in a college course (including a relative lack of critical secondary sources), and the effect of non-print and electronic media on the study of literature. Prerequisites: ENG-116, ENG-117, ENG-121, ENG-122, ENG-124 or ENG-126, and ENG-102 or a theory course. **WRITD**, Offered occasionally.

350 Editing and Publishing: Professional Practice in Literary Journals (1 course) This course is an immersive, hands-on experience in professional publishing. Students will work as an editorial staff and produce an issue of the campus literary journal, Firethorne. Student editors will work through all phases of the publishing process, including receiving submissions of fiction, poetry, and art; editing the journal layout; discussing content to be accepted for publication; and promoting the final product to wider audiences. They will also research current literary journals, discuss cutting-edge literature and art, study the publishing marketplace, and learn about publishing’s role in literary history. The course will teach students practical skills in editing and publishing as well as an understanding of publishing as a means to further the literary and graphic arts. **WRITD**, Spring semester.

268, 368 Career Exploration, Internship (0.5 or 1.0 credit; counts only for elective credit) Off-campus employment experience related to the student’s major. See description of the Internship Program. Prerequisite: junior or senior status. Fall and Spring semesters and Summer.

Environment, Geography, and Earth Sciences (EGE)

Julie Bartley, **Co-Chair**

Jeffrey La Frenierre, **Co-Chair**

John Bailey (Visiting)

Tiffany Grobelski

Erik Gulbranson

Kate Pound (Visiting)

Laura Triplett

Anna Versluis

Joaquin Villanueva

The Department of Environment, Geography, and Earth Sciences (EGE) is a transdisciplinary community of learners engaged with the challenges of living on a changing planet Earth. We seek to understand interconnections between parts of the Earth both near and distant, and we are committed to improving human, ecological, and physical relationships on Earth. We provide ways by which students can deepen their understanding of earth systems—social and physical—and become equipped to be effective decision-makers.

EGE brings together the traditional disciplines of Geography and Geology with the interdisciplinary field of Environmental Studies into a single, interdisciplinary department that seeks to understand our planetary home from a variety of perspectives. Students in the department may seek majors/minors in Environmental Studies (ES), Geography (GEG), or Geology (GEO).

Environmental Studies (ENV)

In Environmental Studies, we believe that we can create a more just and sustainable world by drawing together knowledge and insights from many disciplines and areas of study. We strive to learn from history, the natural sciences, the social sciences, theology, the arts, and the world's great thinkers to find solutions to the enormous environmental challenges of our time. An Environmental Studies student will take courses from a broad range of professors across the College. In addition, our students often engage in activities like sustainability internships, science research assistantships and advocacy experiences. Furthermore, Gustavus offers an astounding array of sustainability-related study abroad programs—in India, Sweden, and Malaysia—and encourages students to seek out their own study abroad experiences if they prefer.

Careful planning on the student's part is essential from the beginning of one's undergraduate career. Because of the individualized, interdisciplinary nature of the program and the sequential nature of many of the courses, students should normally declare an ES major no later than the end of their sophomore year. Students wishing to declare a major in ES should complete the major interest form, available on the EGE website. Students will be matched with an advisor in their area of interest.

Environmental Studies Major:

The major consists of 12 courses distributed as follows:

- I. The following five core courses provide the student with a foundational knowledge of important concepts, theories, principles, and facts related to the interdisciplinary study of the environment:
 1. ENV-120, Geochemistry of the Environment;
 2. BIO-245, Conservation Biology;
 3. ENV-250 Environment and Society;
 4. ENG-228 American Pastoralism, ENV-104 Environmental History, PHI-209, Philosophies of the Environment, or REL-132 Religion and Ecology;
 5. ENV-399 Senior Seminar in Environmental Studies.
- II. Students will choose from one of four tracks: Physical Science, Life Science, Social Science, or Humanities. The seven-course tracks are intended to ensure depth within a particular area of environmental studies. A complete description of the four tracks can be found at <https://gustavus.edu/env-studies/courses.php>

Environmental Studies majors are strongly encouraged to consider study abroad opportunities relating to the major. The Center for International and Cultural Education and the Environmental Studies advisor will assist with integration of international study with the requirements of the major.

Environmental Studies Minor:

The minor consists of the first four core courses plus two Level II courses from any of the required courses in the tracks.

Environmental Studies Course Listings (ENV)

101 Interpreting the Fall Landscape (.5 course) The sun is changing and our daylight shortens. Autumn not only is the season of harvest and color but the time of preparation for winter. Use your five senses to really discover the out-of-doors. The course emphasis will be on observing, recording, and interpreting our natural environment. Visits to deciduous forests, tall-grass prairies, cattail marshes, and other natural areas, plus nature interpretive facilities are all part of this class. Fall semester, first half.

103 Interpreting the Spring Landscape (.5 course) Overhead, underfoot, and all around us are discoveries to be made. As far as natural history is concerned, spring is the most eventful season of the year. The course emphasis will be on active observing, including visiting wetlands, deciduous forests, a restored prairie, and other natural areas, plus nature interpretive centers and trails. The study of local birds and insects, trees, shrubs and wildflowers, and other life forms is an integral part of the course. Making a mini herbarium and keeping a daily outdoor observation journal are course requirements. Spring semester, second half.

104 Environmental History (1 course) This course is the same as HIS-104. The complete course description can be found in the History listings.

120 Geochemistry of the Environment (1 course) This interdisciplinary course introduces students to the Earth and environment from a physical science perspective. We focus on the chemical interactions and geologic processes that shape the environment we know. Students learn fundamental chemistry concepts such as kinetics and equilibria to help them understand connections among rock, water, air and life. Then, they learn geology skills—like “reading” the landscape and identifying rocks and sediments—to interpret the past conditions and future possibilities of a given place. In hands-on laboratory and field activities we measure lake water quality, map the rocks and minerals of our area, and learn about the energy expenditures and alternative energy technologies at Gustavus. This course can serve as the required Level I course for the Geology major and minor. ENV-120/GEO-120 and GEO-111 cannot both be taken for credit in the Geology major. **NTSCI**, Fall semester and occasional Spring semesters. Cross-listed with GEO-120.

250 Environment and Society (1 course) This course is the same as GEG-250. The complete course description can be found in the Geography listings.

268, 368 Career Exploration, Internship (course value to be determined) Off-campus employment experience related to the student’s major. See description of the Internship Program. Fall and Spring semesters and Summer.

291, 391 Independent Study (course value to be determined) Study of a selected problem or area of the field. Prerequisite: permission of the instructor. Fall and Spring semesters, January Term.

399 Senior Seminar (1 course) This capstone course for environmental studies majors emphasizes the interdisciplinary nature of environmental studies. Students will examine a number of environmental issues within the context of particular bioregions from geological, geographic, economic, political, historical, as well as other perspectives. A variety of research methodologies will be utilized. Student research and outreach projects will culminate in presentations and reports to their peers. Fall semester.

Geography (GEG)

Geography draws on the natural and social sciences to understand the interrelationship of humans and the world around them. Geographers are interested in space and scale and how local processes influence regional and global processes, and vice versa. Because of the attention paid to scale and the uneven distribution of the Earth’s resources, many geographers share a concern for social and environmental justice, sustainability, and global equity. Many geographers want not just to study the world, but to change it for the better.

Geography courses are intellectually stimulating: students are challenged to new understandings of the world around them while developing deeper values of community, service, sustainability, and justice. We promote fieldwork, community service, and internships. Study Away semesters, cross-cultural learning experiences, and travel courses are strongly encouraged.

Geography graduates continue to careers in sustainability of energy, land, and water; geospatial analysis; international and community development; urban/regional planning; environmental law and policy; and teaching and research.

Geography Major:

Ten courses distributed as follows:

- a) Three-course Geography core: GEG-101, GEG-102, and GEG-105.
- b) Two courses in geographic research methods: GEG-240 and GEG-242.
- c) Geographic research capstone: GEG-325, GEG-336, or GEG-350 (GEG-242 is a prerequisite for all capstone courses).
- d) Four additional Geography courses, one of which must be at the 300-level (except internships or independent studies).

Geography Major with GIS Concentration:

Eleven courses distributed as follows:

- a) Three course Geography core: GEG-101, GEG-102, and GEG-105.
- b) Four courses in geographic research methods: GEG-240, GEG-242, GEG-343, and GEG-345.
- c) One statistics or computer programming course: MCS-142, MCS-177, or E/M-125.
- d) Geographic research capstone: GEG-325, GEG-336, or GEG-350.
- e) Two additional Geography courses.

Geography Major with Honors:

The Geography with Honors option is for those students who wish to undertake a significant independent thesis project as a culmination of their study in geography. This opportunity is geared to those students considering graduate school. Participation is by application to the department chair during the junior year. To be eligible, students must maintain an overall GPA of at least 3.5. In addition to the course requirements listed above, Honors majors conduct research and write a thesis under the direction of a member of the department and defend their thesis before the department. Honors majors are strongly encouraged to present their thesis at a professional meeting in their senior year.

Honors majors enroll in GEG-242 no later than their junior year to develop a thesis research proposal. During the senior year, Honors majors enroll in GEG-397 to work on their thesis.

Ten courses distributed as follows:

- a) Three-course Geography core: GEG-101, GEG-102, and GEG-105.
- b) Two courses in geographic research methods: GEG-240 and GEG-242.
- c) Geographic research capstone: GEG-325, GEG-336, or GEG-350.
- d) Three additional Geography courses, one of which must be at the Level III (except internships or independent studies).
- e) Honors thesis: GEG-397.

Geography Minor:

The minor consists of five Geography courses.

- a) One earth systems course: GEG-105.
- b) One human systems course: GEG-101 or GEG-102.
- c) Three Geography electives, all at Level II or III.

Geographic Information Systems Minor:

The minor in Geographic Information Systems (GIS) is limited to students who are not majoring in Geography. The minor consists of five courses selected in consultation with a departmental advisor.

- a) One course in geographic concepts: GEG-101, GEG-102, or GEG-105.
- b) Two GIS courses: GEG-240 and GEG-343.
- c) One statistics or computer programming course: MCS-142, MCS-177, E/M-125, or PSY-224.
- d) One course from: GEG-345, GEG-368 (GIS related), or GEG-391 (GIS related).

Geography Course Listings (GEG)

101 Human Geography (1 course) Geography is the study of the earth, the home of humanity. This course introduces key geographic theories, models, and concepts in order to explain spatial patterns of human activities, to understand the processes that make and remake places, and to interpret and appreciate the earth's diverse cultural landscapes. Major topics include the growth and migration of the human population; geographic patterns of language, religion, and ethnicity; agriculture, resources, and rural land uses; the changing geography of the world economy; urban diversity and urban land uses; and the political organization of territory. **GLAFC, HBSI**, Fall and Spring semesters.

102 World Geography (1 course) This course helps students make sense of the world and its diversity of peoples, environments, places, and regions. Central to the course is the exploration of the relationships between global processes and local outcomes in select regions including Africa, Latin America, South and East Asia, the Middle East, and Europe. This course counts toward the African Studies minor and the Peace, Justice, and Conflict Studies major/minors. **GLAFC**, Fall and Spring semesters.

105 Environmental Geography (1 course) This course focuses on understanding the way things work in the biophysical world, and is centered on interactions between the water cycle, atmosphere, biosphere, and the earth's surface. Students will come to appreciate the complexity and interconnectedness of the earth system as well as the many ways humans interact with it. We investigate earth's energy budget; the cycles of air, carbon, water, and nutrients; feedbacks among oceans, atmosphere, ice, and land; climate change; and the role living creatures play in maintaining planet Earth. Students will also learn how physical forces such as wind, glaciers, rivers, and volcanic activity have sculpted the landscapes we inhabit and continue to modify our environment today. **NTSCI**, Fall and Spring semesters.

125 Causes of Global Climate Change (1 course) In 2014, the Intergovernmental Panel on Climate Change concluded that, "warming of the climate system is unequivocal," that "it is extremely likely that human influence has been the dominant cause," and that, "this represents a substantial multi-century climate change commitment created by past, present and future emissions of CO₂". Designed for students from any discipline, this course will provide an integrated introduction to the science of climate change. Through lecture, discussion, and lab, you will be challenged to understand the systems controlling Earth's climate, the processes by which humans can alter these systems, the ways in which climate change is currently manifesting in various Earth systems, and projections for how our climate may evolve in the decades ahead. **NTSCI**, Fall semester.

215 Political Geography: Power, Territories, and States (1 course) This course considers the uneven distribution of political power in the world. It analyses the development of the modern state system, the political boundaries that divide and organize the world, and the rise of nationalism and ethnic conflicts. We pay particular attention to the political organization of space through the study of states and their territories, geopolitics, and power struggles between and among state, sub-state, and supra-state actors. At the end of the course, students will be able to identify, understand, and critically analyze the spaces and places where political power operates both at home and abroad. Prerequisites: GEG-101 or GEG-102 recommended. **HBSI**, Fall semester, odd years.

225 Race and Space in the U.S. (1 course) Geography plays a crucial role in reproducing unequal racial relations in the U.S.. Geography, too, is fundamental in the fight toward racial justice in the U.S. This course explores the various ways in which struggles over space and place—such as access to affordable housing and public space, suburbanization, border control, and urban policing, among other topics—reveal the contested meanings and effects of race and racism in the United States. Drawing on historical and contemporary examples, the course also explores the geographies of anti-racist struggles to reflect on the possibilities of a racially just and equal U.S. society. **USIDG, WRITL**, Spring semester, odd years.

229 Energy Geography (1 course) Energy, although vital to life on earth, is unevenly distributed across the globe. Access to the raw materials of energy—fossil fuels, minerals, water, wind, and sunlight—is determined by physical geography as well as political-economic systems, cultural/religious differences, and historical processes. From global to local scales, differences in access to and management of energy resources has geopolitical, economic, and cultural implications that necessitate further examination. This course explores these complexities in order to reflect on the possibility of making a just energy transition in the era of climate change. Fall semester.

230 Human Impact on the Environment (1 course) Human impact on the environment is now so pervasive that some scientists argue that we have entered a completely new geological epoch that they call the Anthropocene, “the age of humans.” In this course, we will survey the various ways in which humans have substantially transformed Earth’s biogeophysical systems, including discussions of why these transformations are taking place, and what they mean for both natural and human systems now and in the future. Topics will include the geomorphic and hydrologic impact of watershed management; the ecological impact of land cover change, wildfire management, and human-introduced invasive species; and the geochemical implications of air pollution and widespread fertilization. Prerequisites: GEG-105, GEO-111 or GEO-120 recommended. Spring semester, even years.

236 Urban Geography (1 course) This course explores the setting in which more than half of the world’s people live—the city. Throughout history, urban areas have been the centers of economic, political, and cultural life. Further, many of the world’s critical issues—social polarization, economic restructuring, environmental degradation, traffic congestion, and poverty—are concentrated in urban areas. In short, cities are complex and vibrant phenomena shaped by conflicting economic and cultural processes. This course examines the forces that give rise to cities and shape their internal spatial patterns. Prerequisite: GEG-101 recommended. **HBSI**, Fall semester, even years.

240 Fundamentals of Geographic Information Systems (1 course) In this course we learn how to collect and manipulate geographic data, create maps, and analyze spatial patterns and relationships. Students learn the underlying theories and concepts of geographic information science. Lectures and labs introduce both vector and raster geographic data models and a variety of tools for spatial analysis and data visualization. Students will incorporate satellite imagery, aerial photography, terrain, land-use, and census data into a geographic information system (GIS) to solve problems encountered in environmental management, city planning, and business. Fall and Spring semesters.

242 Research Methods in Geography (1 course) An introduction to research techniques employed in geographic investigations. Emphasis is placed on developing and writing an effective research proposal. Students will learn to situate their research within the existing literature, evaluate different research methods and paradigms, collect and analyze data, and consider ethical issues in research. Prerequisite: GEG-101 or 102. **WRITD**, Fall semester.

243 Hydrology and Water Resources (1 course) This course examines physical as well as cultural elements of water resource management. After an introduction to the principles of surface and groundwater hydrology, the emphasis turns to the socio-economic aspects of water resource development, including the role of federal, state, and local governments, water rights, and water law. Local, national, and international water resource problems are examined from ecological, economic, and social perspectives. Prerequisite: GEG-105 or GEO-111 recommended. Fall semester, even years.

244, 344 Special Topics in Geography (1 course, 1 course) Lecture and discussion on advanced topics in geography, including regional, planning, or environmental themes. The course may involve field work. Prerequisite: permission of instructor.

250 Environment and Society (1 course) Society is constantly interacting with the environment, transforming landscapes, harvesting materials, disposing of wastes, and setting aside areas for preservation. In this course we step back from particular environmental issues to study conceptual approaches that frame questions of society's relationship with the environment. Why do environmental problems exist? Does climate change, for example, result from misguided ethics, too many people, unquestioned social norms, market failures, unjust development, lack of cooperation, or something else? Students investigate diverse theoretical perspectives that attempt to explain our relationship with the natural world, and critically examine underlying assumptions, strengths, and limitations of each perspective. Fall and Spring semesters.

298 Challenge Seminar: Global Migration (1 course) The course provides students with a substantial overview of human migration and how social scientists, including geographers, understand and analyze this topic. Globalization processes and practices of national sovereignty are central considerations in the study of international migration. This course covers factors shaping human mobility, causes and effects of migration, trends in international migration flows, and how various actors (governmental and non-governmental, at various scales) attempt to shape and control migration. It examines social, cultural, and political dynamics related to migration and considers migration's consequences for migrants and non-migrants in both destination and origin societies. Students will reflect upon the complex societal consequences and spatial manifestations of migration, from the geopolitical level to the level of embodied experience. Prerequisite: GEG-101 or GEG-102 recommended. **CHALS, GLAFC**, Spring semester.

298 Challenge Seminar: Otherworldly Iceland: Culture, Environment, and Tourism in a Globalized Age

(1 course) Baseball player (and occasional philosopher) Yogi Berra once commented that, “nobody goes there anymore. It’s too crowded.” This witty piece of irony concisely encapsulates a contemporary challenge faced by many communities: how to best manage the economic benefits of international tourism while preserving the natural and cultural attributes that draw visitors in the first place. In this Challenge Seminar course, we will engage with this question through the example of Iceland: a sparsely populated and once isolated nation that, at its pre-pandemic peak, hosted international tourists numbering more than six times its entire national population. We will immerse ourselves in Iceland’s highly influential folklore, literature, cinema, and music; tour Instagram-famous volcanoes, glaciers, waterfalls, and hot springs; and hear from community leaders, members of the tourism industry, international visitors, and everyday Icelanders to evaluate Iceland’s success at striking a balance between development and conservation while embracing a tourism economy. Through written reflections, daily discussions, and a hypothetical consultancy project, students will not only become more conscious of their own tourism footprint, but also more aware of the social and environmental impacts of tourism in their own communities. Cross-listed as SCA-298. **CHALS**, January Term, Offered occasionally.

309 Geographies of Peace and Violence (1 course) This course explores the social, political, economic, and geographical dimensions of peace and violence across a variety of contexts. Students will examine the spatial dimensions of the drug trade, riots and revolts, urban crime, war, and other conflicts. Likewise, peace efforts prevention, mediation, diplomacy, adaptation) can be successful if specific geographic conditions are met, such as inclusion and access to public spaces, lack of spatial segregation, access to resources, and reduced world inequality. At the end, students will have a deep appreciation for the centrality of space in explaining violence and for advancing social justice struggles. Prerequisites: GEG-215 and/or PCS-211 is recommended prior to enrollment in this course. **USIDG, WRITL**, Spring semester, even years.

325 Glaciers in a Warming World (1 course) Glaciers play a critical role in the Earth’s climate system, and serve as essential water sources for hundreds of millions of people worldwide. In our rapidly warming world, these spectacular rivers of ice are shrinking nearly everywhere they exist on the planet, and the environmental and social consequences of these changes are a significant concern for the decades ahead. In this course, glacier change and its consequences create the framework for an intensive research capstone experience in which students incorporate geographic research methods and theory to identify and address a real-world problem or question. Prerequisite: GEG-242, or similar course, is recommended and GEG-105, GEO-111, or GEG-125, also recommended. Spring semester, even years.

336 Urban and Regional Analysis (1 course) This course offers an in-depth exploration of the dynamics of urban and regional change through a combination of readings and geographical analysis. The goal is to better understand the forces shaping the growth and change of towns, cities, and regions, so that students become better informed citizens and are prepared for careers or professional training in urban and regional planning or public policy. The course is organized around three key components of healthy communities and regions: economic, social, and ecological sustainability. Prerequisites: GEG-236, GEG-242, or similar course, is recommended, or permission of instructor. Spring semester, odd years.

343 Problem-Solving Using Geographic Information Systems (1 course) This course introduces students to advanced GIS concepts and the application of GIS theories to a variety of geographic and environmental topics and case studies. The course builds upon GIS fundamentals introduced in GEG-240 by focusing on problem-solving in topical areas such as hydrology, demographics, land use, and land cover change. Cutting-edge GIS concepts will be explored through laboratory exercises, while a semester project allows students to apply GIS concepts to a discipline or area of interest of their choosing. Prerequisite: GEG-240. Spring semester.

345 Remote Sensing of the Environment (1 course) An introduction to how we map, monitor, and understand the bio-physical world as observed from afar through remote sensing techniques. Remote sensing is a leading method for studying land-cover and land-use change, climate and weather, ocean systems and many environmental issues at local scales. In this course, we focus on the fundamentals of acquiring, analyzing and interpreting data from satellite-based remote sensing systems. Through readings, discussions and computer lab work, students will gain an understanding of the possibilities—and limitations—of remote sensing for observing earth. Prerequisite: GEG-240. Fall semester, even years.

350 Political Ecology (1 course) Political ecology studies the role of power in environmental issues: how ecosystems, land use, and environmental change are products of political, social, and economic processes operating at various geographic scales. Who benefits and who loses from environmental change? Who has access to environmental resources? How do communities respond when constrained by broader contexts? We examine these issues in global and local contexts with a particular emphasis on agriculture. In this course, political ecology creates the framework for an intensive research capstone experience in which students incorporate geographic research methods and theory to identify and address a real-world problem or question. Prerequisite: GEG-242, or similar course, and GEG-250 are recommended. **WRITD**, Fall semester, odd years.

268, 368 Career Exploration, Internship (course value to be determined) Off-campus employment experience in a geography position related to the student's interest. Prerequisite: one other geography course. Fall, Spring semesters and January Term.

291, 391 Independent Study (.5 to 1 course) Intensive study in any of several topical or regional areas selected by the student after consultation with the advisor. May involve field study away from the campus. Prerequisites: Two other geography courses and submission of study proposal to advisor. Fall and Spring semesters and January Term.

397 Geography Honors Thesis (1 course) Students perform original research and write a scholarly thesis paper or conduct an advanced mapping/spatial analysis project. Senior geography honors majors are eligible to enroll in this course. Fall and Spring semesters.

Geology (GEO)

Geology is the science of the earth. Our planet is changing, and geologists help us understand those changes by examining the nature of the earth, the processes that act on and within it, and the particular history of geological and biological events that have occurred on it. Geologists are particularly relevant for today's world because they can answer questions about the causes of change and help us understand how the earth responds to those changes. Geology is a key discipline in locating, understanding, and conserving natural resources, understanding and avoiding natural hazards, tracing the evolution and extinction of life, and, importantly, interpreting the workings of the planet to better appreciate the context of human culture and activity. Environmental conservation requires that we understand the processes that shaped that environment long ago, as well as those occurring today.

Our geology program appeals to students who like the outdoors, have an interdisciplinary attitude, and enjoy learning about the processes that affect our planet. We emphasize field, laboratory, and analytical research experiences at all levels of the program. Overnight to week-long field excursions are a hallmark of our courses. To graduate with a major in Geology, students must participate in at least one departmentally organized or approved field experience. As juniors, students choose an individualized project that takes the form of independent scientific research or participation in a professional project. Students report the results of that independent work during their senior year. Students may also apply to the Geology Honors degree program, which includes an honor's thesis.

Students in our department enjoy a close-knit community, working on class research projects, doing fieldwork and laboratory work, and participating in geology club activities. Examples of post-graduate paths for recent geology alumni include prestigious graduate schools, environmental consulting, mineral and petroleum resources, petroleum, education, and public-sector earth science.

The Department of Geology encourages students to take advantage of Study Away opportunities available at Gustavus. Courses taken abroad can be applied towards the Geology major, if approved in consultation with the department. International sites that offer Geology courses recognized by the department include programs in Great Britain, Australia, New Zealand, Denmark, and Sweden.

Geology Major:

12 courses, including: GEO-111 or GEO-120, GEO-212, GEO-246, GEO-271, GEO-392 (.5 course), and GEO-393 (.5 course); CHE-107 or the CHE-106/108 sequence, and MCS-121; five additional courses chosen from the Level II or III GEO courses or GEG-240; and one approved field experience. An additional course from outside GEO that supplements a particular student's academic trajectory may be substituted with permission.

Students intending graduate study should plan to take 3-5 additional courses beyond the major. Depending on a student's interests these might include courses in mathematics, statistics, computer science, chemistry, biology, physical geography, and/or physics. Many graduate schools also require a field course.

Geology Minor:

Five courses in Geology, including GEO-111 or GEO-120, GEO-212, GEO-246 or GEO-271, and two other courses, which must be at Level II or III and approved in consultation with an advisor.

Geology Major with Honors:

Students who apply for and are accepted to the Honor's Thesis track will convert their Senior Seminar research project or technical report into a Senior Thesis. They will enroll in a 0.13 credit course in the spring semester of their senior year to prepare the thesis and to present in the college-wide spring research symposium and/or at a professional conference.

Geology Course Listings (GEO)

111 Our Planet: Introduction to Earth Science (1 course) In this course, students learn about Earth, how its character and processes influence human endeavors, and how humans, in turn, alter the planet. We emphasize plate tectonics as a unifying theory to explain phenomena such as earthquakes, volcanoes, mountains, continents and ocean basins, as well as the rocks and minerals formed in those settings. Also central to the course are the roles of gravity, climate, water, and ice in sculpting the landscapes and environments in which we live. Hands-on lab and field experiences help students answer real-world questions like, "Will the Minnesota River flood St. Peter?", "What happens when groundwater gets polluted?", "How does local geology influence economic activities like farming and industry in our region?", and "What was the earth like in the distant past?". An optional one-day weekend fieldtrip explores nearby geology. Students cannot earn credit for this course and GEO/ENV 120. **NTSCI**, Fall and Spring semesters.

120 Geochemistry of the Environment (1 course) This course is the same as ENV-120. The complete course description can be found in the Environmental Studies listings. ENV-120/GEO-120 and GEO-111 cannot both be taken for credit in the Geology major. **NTSCI**, Fall and Spring semesters.

121 Evolution of the Earth (1 course) This course explores the geological evolution of the earth and the history of life by applying the theories, observations, data, and methods that geologists use to approach complicated histories and unrepeatable events. We investigate both the physical and the biological evolution of the planet and examine the current scientific explanations for events that have occurred on this planet. We answer questions such as "Why does Minnesota have some of the oldest rocks on Earth?", "What caused 90% of all species on Earth to become extinct?", "Why are the Himalayas tall?", and "How did dinosaurs evolve?". A weekly laboratory introduces the techniques of historical geology and develops skills fundamental to geology. Students investigate the geologic process recorded in grains of sand, as part of an individual laboratory project. A required field trip, conducted over Spring Break, explores the development of hypotheses from field observations. Prerequisite: one of GEG-105, GEO-111, ENV/GEO-120 or permission of the instructor. Spring semester.

225 Climate Change: Geo-Solutions (1 course) Global warming is one of the great challenges of our time, one that will push humanity to the limits of our technological and organizational abilities. In this course, we will explore mitigation and adaptation strategies related to the earth sciences. From coastal restoration and seawall design to deep-rock carbon sequestration and ocean fertilization, we'll see what cutting edge science can offer. Through class sessions and labs students gain a deeper understanding of global climate science and consider how we best can thrive on a changing planet. Prerequisite: at least one of GEO-111, ENV/GEO-120, GEG-105, GEG-125, CHE-246 or permission of the instructor. Spring semester, even years.

241 Paleontology (1 course) This course explores the life of the geologic past, including the application of the study of fossils to evolution, paleoecology, biogeography, and biostratigraphy. Students explore topics from the origin of life to the impact of humanity on biodiversity. We explore questions such as “How did animals first evolve?”, “How has life, from microbes to humans, altered Earth’s climate, atmosphere, and oceans?”, and “How does the distribution of organisms in time and space tell us about past climate and geological processes?”. Laboratories will emphasize hands-on work with fossils, including specimens collected on a required weekend field trip to southeastern Minnesota and northern Iowa. Students choose individual research topics about fossils to investigate as part of a term project. **WRITD**, Spring semester, even years.

246 Earth Surface Processes (1 course) Every hill and valley has some story to tell, some history behind why it is there. This course is about the earth’s surface and the processes that shape it. We begin this course by studying rivers and glaciers, the most powerful natural geomorphic forces that have shaped our local landscape. We continue on to investigate landslides, weathering, soils, wind and waves, and perhaps the most powerful force of all: humans. We also take a quantitative, systems-level approach to the interaction of vegetation with the landscape, presently and in the past. Throughout the course, we ask “How do human endeavors interact with natural processes?”. The laboratory is research-oriented and focused on answering questions in the field. One overnight weekend field trip is required. Prerequisite: GEG-105, GEO-111 or ENV/GEO-120. Fall semester.

254 Tectonics (1 course) Plate tectonics provides a global framework to understand earthquakes, volcanoes, ocean basins, and mountain belts. Tectonics combines several geoscientific disciplines to assess processes such as mountain building, continental rifting, and subduction. In this course students will investigate deformation of the lithosphere at plate boundaries, the historical development of plate tectonics, connections between geodynamics and seismic hazards, and the driving forces of plate tectonics such as mantle flow, plate dynamics, heat transfer, and lithosphere rheology, through hands-on projects and discussions. Prerequisite: GEO-111 or GEO-120. Spring semester, odd years.

271 Earth Materials (1 course) This course explores the physical and chemical properties of minerals and rocks on earth. We will investigate the role of crystal structure and crystal chemistry on the physical properties of minerals. Then, we will examine the distribution and formation of minerals and rocks from the core to the crust of the earth. Students will use hand samples, petrographic microscopes, and analytical tools to identify minerals and rocks. We will also discuss economic minerals and the relationship between earth materials and humans. One overnight weekend field trip is required. Prerequisite: GEO-111 or ENV/GEO-120. CHE-107 or CHE-106/108 is recommended. Spring semester.

324 Sedimentary Systems (1 course) This course explores the sedimentary record, examining the ways by which earth scientists decipher the geologic history of Earth’s surface. By studying sediments, sedimentary rocks, and stratigraphy, we can answer questions such as “Where were ancient shorelines?”, “What did Minnesota’s ancient watery environments look like?”, “Where were the tropics in the geologic past?”, and “How and when did the Appalachian Mountains erode?”. Students explore major concepts such as sequence stratigraphy, biostratigraphy, basin analysis, geochemistry, and geochronology through a series of hands-on projects in which they solve geologic puzzles. Required one-day and weekend field trips provide a field context in which to interpret sedimentary rocks. Prerequisites: GEO-111 or ENV/GEO-120 and one additional Geology course, or permission of the instructor. Fall semester, even years.

244, 344 Special Topics in Geology (1 course, 1 course) Lecture and discussion on advanced topics in geology. Offered occasionally.

348 Structural Geology (1 course) This course explores deformation of the earth from the micro- to regional scale. We will examine concepts of stress and strain to investigate the formation of geologic structures, such as faults, folds, and fabrics. We will use geometric analysis of structures, geologic maps, cross-sections, and geologic field data to interpret the deformational history of a region within a plate tectonic context. This course will address questions such as “why do some rocks fold and others fracture?”, “What controls the location and scale of faults?”, and “How do mountain belts form?”. A one-day or weekend field trip is required. Prerequisite: GEO-111 or ENV/GEO-120. Spring semester, odd years.

350 Hydrogeology (1 course) Hydrogeology is the study of the physical, chemical and biological processes that occur as water interacts with the solid earth. We will study how water flows across the land surface and moves into the ground; where groundwater flows; what its chemistry is like; and, what happens when people use it or pollute it. More than two-thirds of Minnesotans get their drinking water directly from groundwater, and all lakes, rivers, and related ecosystems are linked to groundwater to some degree, so this information is highly relevant. We will seek to understand the properties that control an aquifer and the chemical exchanges between water and rock, with an emphasis on local aquifers and watersheds. Laboratories and problem sets focus on real-world applications of principles, and are specifically designed to prepare students for careers in environmental consulting, natural resources exploration, public policy, or other realms of earth science. We practice using the mathematical methods that scientists, engineers, and consultants use to characterize groundwater. One overnight weekend field trip is required. Prerequisites: GEO-111 or ENV/GEO-120. Spring semester, odd years.

268, 368 Career Exploration, Internship (course value to be determined) Off-campus employment experience related to the student’s major. See description of the Internship Program. Prerequisite: junior or senior status. Fall and Spring semesters.

291, 391 Independent Study (course value to be determined) Study of a selected problem or area of earth science. Prerequisite: permission of the instructor. Fall and Spring semesters.

392, 393 Research in Geology I, II (.5 course, .5 course) The Geology major is completed with this two-course sequence in geological research. In GEO-392, research methods, field exercises, laboratory techniques, seminars, and literature review in weekly meetings allow students to explore a topic of their choosing and to draft and present a proposal. Projects are carried out independently during January, Spring or Summer following GEO-392. Prerequisite: Geology major. In GEO-393, initial reports of research results are evaluated by course participants and instructors. Further field and laboratory work, seminars, data analysis, drafting, and literature review in weekly meetings will allow students to complete a project and to produce and present a research paper. Prerequisite: GEO-392. **WRITD** for GEO-393, Fall semester.

397 Honors Thesis (.13 course) Students accepted to the Honor’s Thesis track will convert their Senior Seminar research project or technical report into a Senior Thesis. They will enroll in this course in the spring semester of their senior year to prepare the thesis and to present in the college-wide spring research symposium.

Film and Media Studies (FMS)

Sean Cobb (English), **Program Director**

Priscilla Briggs (Art and Art History)

Martin Lang (Communication Studies)

The Film and Media Studies minor offers students the opportunity to study film and media in the pursuit of visual literacy and creativity. The FMS minor emphasizes both creative and critical thinking, essential skills for success in most any modern field of work or study.

Visual literacy and a deep understanding of media processes are important to effective citizenship in an increasingly mediated global environment. Throughout their lives, students will face myriad opportunities to consume, interpret, and create mediated messages. Their knowledge and skill in this area will have important impacts upon the effectiveness and ethics of film and media, key institutional forces around the world. As opportunities to become creators of film and media content continue to proliferate in work and social environments, the theoretical and practical insights provided to FMS minors can offer students advantages in professional, personal and community contexts.

Film and Media Studies is an interdisciplinary minor that explores the historical, political, social, economic, and cultural impact of film and media while developing an understanding of production and aesthetics. As a result of this interdisciplinary focus, there are strong opportunities for the Film and Media Studies minor to complement and expand the impact of a student's chosen major.

A minor in Film and Media Studies can prepare students for careers in film and television, marketing and public relations, journalism, photography, video production, advertising, and other related fields. It also provides a foundation for graduate work in Art, Film and Media Studies, Journalism, and Mass Communication.

By the sophomore year, students should choose a Film and Media Studies minor advisor from the faculty members listed above to guide them in planning the choice of courses to fulfill the requirements for the program.

Requirements for the Minor in Film and Media Studies:

1. Five courses, including:
 - a. One course in "film & media literacy" from: ENG-101 (Global Film), ENG-142, COM-115
 - b. One course in "film & media practice" from: COM-265, ART-256, ART-258, ART-260, ART-386, ART-388
 - c. Electives: Three courses from the Core Courses list OR two Core courses and one complementary course (or alternative chosen in consultation with the program director).
2. Students must earn a grade of C or better in each course in order to receive credit toward the Film and Media Studies minor.
3. No more than two Level I courses may count toward the minor.
4. Students must choose courses from three different programs/departments to fulfill the minor.

Core Courses

- ART-240 Darkroom Photography
- ART-256 Digital Photography
- ART-258 Video Art
- ART-380 Darkroom Photography II
- ART-386 Digital Photography II
- ART-388 Video Art II
- COM-115 Screen
- COM-231 Social Media
- COM-235 Stories that Shape Us
- COM-245 Media and Democracy
- COM-265 Media Representation
- COM-365 News: The Fourth Estate
- COM-375 Media, Culture, Power
- COM-385 Reality Media and the Ethics of Spectatorship
- ENG-101 Global Film
- ENG-142 Introduction to Film Studies
- ENG-205 Horror Films: Race & Gender
- ENG-248 Film Theory

Complementary Courses

- CLA-213 Ancient Worlds on Screen
- ENG-205 East Asian Cinema
- ENG-205 Korean Drama
- FRE-352 French Cinema
- HIS-242 Hollywood, USA
- JPN-271 Japanese Film
- MLC-265 Exploring Intercultural Relations through Film
- SCA-334 Nordic Cinema
- SPA-280 Literature, Film & Society
- SPA-390 Through the Lens: Film in Spanish
- T/D-106 Beginning Acting
- T/D-225 Costume: Craft and Design
- T/D-229 Scenery: Craft and Design
- T/D-247 Beginning Directing

Gender, Women, and Sexuality Studies (GWS)

Jill Locke (Political Science), **Program Director**
Kate Aguilar (History)
S  verine Bates (Modern Languages, Literatures,
and Cultures)
Sara Conrad (Sociology/Anthropology)
Darsa Donelan (Physics)
Angelique Dwyer (Modern Languages,
Literatures, and Cultures)
Yurie Hong (Greek, Latin, and Classical Studies)
Kate Knutson (Political Science)
Elizabeth Kubek (English)

Martin Lang (Communication Studies)
Ursula Lindqvist (Scandinavian Studies)
Carlos Mej  a Su  rez (Modern Languages,
Literatures, and Cultures)
Kjerstin Moody (Scandinavian Studies)
Martha Ndakalako (English)
Peg O'Conner (Philosophy)
Dar  o S  nchez-Gonz  lez (Modern Languages,
Literatures, and Cultures)
Lai Sze Tso (Sociology/Anthropology)

Gustavus Adolphus College offers a major and a minor in Gender, Women, and Sexuality Studies. This interdisciplinary program examines gender and sexuality as cultural and social categories that organize and shape human experience. Students will examine the meanings of femininity, masculinity, sexuality, and desire as well as the ways that groups and individuals construct their identities within and across a variety of historical, social, and cultural contexts. Students will also examine the ways that gender and sexuality intersect with other categories of social difference such as race, class, ethnicity, nationality, religion, ability, and age. Students will explore such topics as constructions of femininity and masculinity, the history of feminism, gender roles and relations, and cultural configurations of sexual desire and identity.

The GWSS program draws its courses from a variety of disciplines. This multidisciplinary approach provides students with a foundation for thinking comprehensively about categories of social difference as well as the various cultural and legal institutions that produce and sustain dynamics of power and oppression within them. Through a discussion-based curriculum, students encounter an array of methodologies regarding the history, theory, and practice of gender studies. They also gain extensive experience with writing and research. In keeping with the mission of the College, GWSS students orient their discovery and reflection toward furthering the causes of social justice.

In order to develop a global perspective on the workings of gender, the GWSS Program encourages students to seek off-campus academic opportunities, whether international or domestic. The Center for International and Cultural Education provides support to GWSS students interested in scholarly travel, and the GWSS Program can help students identify study away programs that may fulfill requirements in the major or minor. The GWSS program also encourages internships and career exploration as an avenue for exploring and applying salient GWSS themes in real-world contexts.

Gender, Women, and Sexuality Studies Major: Nine courses chosen in consultation with an advisor in GWSS and including:

1. GWS-380.
2. One course in feminist theory from COM-383, GWS-203, GWS-248, GWS-260, GWS-280, PHI-212, GWS-385.
3. One course in literature and arts from GWS-101 (African Feminisms & Literature), GWS-124, ENG-217, FRE-363, GWS-236, GWS-264, GWS-272, SCA-211, SCA-224, SPA-375, T/D-136, T/D-236.
4. One course in history and culture from ART-250, CLA-331, GWS-141, GWS-238, HIS-142, HIS-143, HIS-203, REL-250.
5. Two courses in the social sciences selected from GWS-285, S/A-231, S/A-235.
6. A three-course concentration, focused by discipline, field, or research questions, distinguished by intellectual depth and rigor, and approved by the director. Concentrations normally must be approved no later than May 1 of the student's junior year. Examples of possible concentrations include Communication and Gender, Feminist Theory, Feminist Philosophy, Gender Theory, Queer Theory, Women and Literature, Women's History, Women and Religion, and Women and Science. At least one of the courses in the concentration must be Level III.
7. At least 7 of the 9 courses required for the major must be Level II or Level III.
8. No more than two classes from any one department or interdisciplinary program, other than GWS, may count toward the major.
9. Each course may satisfy only one requirement in the major.
10. Students must earn a grade of C or higher in each course in order to receive credit toward the major.

Gender, Women, and Sexuality Studies Minor: The minor requires five courses, at least three of which must be Level II or above. No more than two courses offered by the same department or interdisciplinary program, other than GWS, may count toward the minor.

In addition to the courses described in this section, there are also courses offered in other departments and programs that carry core or elective credit for GWSS. A list of these is available each semester in the registration materials.

Gender, Women, and Sexuality Studies Course Listings (GWS)

101 African Feminisms and Literatures (1 course) In the early days of African decolonization, discourses around decolonial nationalisms were dominated by men. Yet women novelists, feminists, theorists, and writers, while previously largely unacknowledged, nevertheless wrote and continue to write countering masculinist tropes of the nation, such as Mother Africa. Many wrote from the domestic sphere, initially considering the dynamics of the (post)colonial home as a reflection of the nation; and more recent literatures have expanded beyond the domestic and nationalist discourses. This course considers how African feminist literatures and theories (re)imagine possibilities for decoloniality, notions of tradition, and national and global belonging that dominant narratives obscure. Cross listed with ENG-101. **HUMN**, Offered occasionally.

118 Controversies in Feminism (1 course) This course examines some of the most important institutions and practices that shape women's and men's lives in the contemporary United States. While there is a large-scale agreement within the feminist communities about what some of these institutions and practices are, there is significant disagreement about the nature, meaning, and role of them. This course will provide an introduction to some recent debates and conflicts within feminism. The aim of this course is to open up space for members to interrogate their understandings of gender and how gender is deeply informed by race, class, and sexual orientation. We do this by exploring various issues such as Affirmative Action, fashion and beauty, pornography, prostitution, procreative technologies, sexuality, and familial structures. **USIDG**, Spring semester.

124 U.S. Women Writers (1 course) This course is a historical survey of women writers in the U.S. We will examine multiple genres of autobiography, poetry, fiction, drama, and the essay and trace a tradition of women's writing concerned with both national issues and women's experiences. The course will pay particular attention to the ways in which women's literature resists patriarchal oppression and engages with liberation and empowerment of women. U.S. Women's literature offers valuable insights into U.S. gender construction, feminist thought, and intersectional identities. This course is cross listed with ENG-124. **USIDG**, Offered annually.

141 Women in the United States: Private Lives, Public Lives (1 course) A survey of major events and personalities in the history of women in the United States and of methods used to explore that history. The course emphasizes uncovering the everyday lives of American women through a study of transformations in women's work, family lives, and culture. It assesses the impact of the Revolution in separating private from public life. Topics include experiences of women in different racial and ethnic groups, rise of the women's rights movement, labor force participation, and changing attitudes toward female sexuality. This course is cross listed with HIS-141. **HUMN**, Fall semester.

187 The Disordered Cosmos: Gender, Race, and Science (1 course) Is race "real?" Do men and women have different brains? Is sexuality a choice (and should that matter)? This course examines the way these and other questions have been taken up in scientific discourse. We will approach race, gender, and sexuality as biosocial constructs, exploring their roles in debates about the relationship between biology & society, nature & culture, and human similarity & difference. We will place these debates in their historical context as we examine the role that cultural understandings of race, gender, and difference played—and continue to play—in the development of Western science. We will investigate contemporary scientific questions related to genetic diversity, sexuality, medicine, and technology. **HBSI, USIDG**, January Term.

203 Queer Theory (1 course) This course introduces students to a range of theoretical frames for analyzing and interpreting queer identities, queer experiences, the particular intersectionalities that structure queer experience, including queerness and race, queerness and socioeconomic class, and local and global differences in how queerness is conceptualized. The course examines the history of how queerness is understood through early queer theorists like Eve Kosovsky Sedgwick and Judith Butler and explores contemporary accounts of queer experience and identity through theorists like Jasbir K. Puar and Sara Ahmed. We will evaluate the usefulness of queer theories through literary, film, and cultural analysis and interpretation. This course is cross listed as ENG-203. **WRITL**, Offered annually.

232 Black History Matters (1 course) This course surveys the major events, themes, personalities, and issues in African American history from the colonial period to the present. Issues addressed include varieties of Afro-American experience in the 17th, 18th, 19th, and 20th centuries; the influence of geographical location, gender, and class on black men and women; attitudes toward race; responses in the black community to racism and racial discrimination; the history of black leaders; and African American social, political, and cultural movements. This course counts toward the History and Peace, Justice, and Conflict Studies majors/minors. This course is cross listed with HIS-232. **USIDG**, Offered occasionally.

236 Gender, Sexuality, and the Holocaust (1 course) What social, political, and ethical issues emerge when we link the study of the Holocaust to the study of gender and sexuality? Through a variety of media and genres, including films, testimonies, fiction, historical narratives and theoretical essays, this course brings a feminist methodology to our study of the Holocaust and genocide more broadly. How did conceptualizations of gender and sexuality affect the experiences of perpetrators, bystanders, resistance members, witnesses, and victims throughout the Second World War? What intersections and divergences existed between gender, sexuality, and race in Nazi ideology? What similarities and differences were there between men's and women's experiences of the Nazi camps? What roles do gender and sexuality play in representing, remembering, and memorializing genocidal violence? This course counts toward the Peace, Justice, and Conflict Studies major/minor and Comparative Literature minor. **GLAFC**, Offered occasionally.

238 Gender and Sexuality in the United States (1 course) An examination of changes and continuities in sexual attitudes and gender behavior from the 18th through the 20th centuries. The central premise of the course is that sexuality has a history and a historical significance relating to economic, demographic, political, and cultural change. Topics include: family, sex, and the economy in Colonial America; the criminalization of abortion in the 1840s; the "sex radicals"; theories of sexual repression and control as they relate to race, class, and gender; attitudes toward pornography, birth control, and prostitution; the commercialization of sex; the social construction of homosexuality; and the politics of AIDS. This course counts toward the History major/minor. This course is cross listed with HIS-238. Offered occasionally.

240 The City Air Will Set You Free: Queer Urban Communities & Social Justice in Berlin & Amsterdam (1 course) In this course, students will engage with social justice through the lens of LGBTQQI communities in Berlin (Germany) and Amsterdam (the Netherlands), two cities considered international hubs of queer cultures and activism. Before the trip, students will attend a series of online sessions where they will examine essential concepts and current debates within the fields of gender and sexuality studies, and will discuss their possibilities for advancing the struggle for social justice. The course will feature lecture, presentation, and discussion sessions in academic settings as well as experiential learning (site visits, interviews, attendance to events, urban exploration). Students will be assessed through journals, participation, on-site tasks, archival work, and a final essay. January Term travel course.

244, 344 Special Topics (1 course, 1 course) Special topics in gender, women, and sexuality studies. Content will vary from semester to semester. Courses will explore a topic or problem in depth and students will read, discuss, and write. More than one special topic may be taken. Fall and/or Spring semesters.

248 Gender, Knowledge, and Reality (1 course) An exploration of central issues in historical and contemporary feminist philosophy. The focus of the course will vary, and may be drawn from social and political philosophy, ethics, or epistemology. It will generally consider such issues as: “woman” as a socially-constructed category; the nature of women’s oppression; and the relations between gender, race, and class as they function as structures of domination. This course counts toward the Philosophy and the Peace, Justice, and Conflict Studies majors/minors. This course is cross listed with PHI-248. **HUMN**, Offered occasionally.

250 Gender and Art (1 course) This course will consider the impact of gender on the production, reception and cultural understanding of art and imagery. We will study a number of artists, both women and men, who have used art to effect social change. Influenced by feminist approaches to art historical study, we will explore perceptions of gender through visual culture and personal experience. We will examine the ways that certain ideals of masculinity and femininity are represented in art and its history to gain insight into gender performance and sexual identity both in past periods and in contemporary society. This course counts toward the Gender, Women and Sexuality Studies major/minor. Cross-listed with ART-250. **ARTSC, WRITL**, Fall semester.

260 Global Feminisms (1 course) This course explores theories developed by Third World feminist theorists. We will consider the various ways that feminist theorists across the globe have addressed such phenomena as imperialism, de-colonialization, national liberation, and global capitalism. We will analyze the cultural, economic and political conditions that promote or inhibit activism to promote women’s rights. This course encourages students to think about theoretical issues in relation to the everyday lives of women in various parts of the world, including the everyday world of Saint Peter, Minnesota. **WRITD**, Fall semester, odd years.

268, 368 Career Exploration, Internship (course value to be determined) Off-campus employment experience related to the student’s major. See description of the Internship Program. Prerequisite: junior or senior status. Fall and Spring semesters and Summer.

275 Women Writing Africa (1 course) This course discusses past and contemporary writing by African women and their perspectives on African societies and politics. We discuss the ways in which women contribute to and (re)shape our understanding of African histories and contemporary events, and participate in discourses on topics like decolonization; postcoloniality; diaspora; migration, tradition/modernity; and more. At the center of our discussion is the way in which the readings theorize African feminisms, and we will consider these theories in the context of global feminist discourse. This course counts towards the African/African Diaspora Studies minor. Cross-listed as ENG-275. **HUMN, WRITL**, Spring semester.

280 Revolution, Resistance, and Liberation (1 course) This course will highlight theories of revolution, resistance, and liberation in politics. We will consider the nature of oppression, the agents of change, the sites of resistance, the means of revolution, and the ends of liberation from the perspectives of liberalism, Marxism, feminism, postmodernism, among others. We will take into account class, race, and gender; the internalization of what is perceived as “normal” by society; and the standards, if any, that can be used to critique practices across cultures. By drawing from modern, colonialist, and postcolonialist theories of revolution and resistance, we will consider if “dirty hands” are inevitable in

politics, if violence or non-violence is the best means to liberation, and if truth can lead to reconciliation in the new society. This course counts toward the Political Science and Peace, Justice, and Conflict Studies majors/minors. This course is cross listed with POL-280. Offered occasionally.

282 Global Sexualities, Rights, and Policies (1 course) In Global Sexualities, Rights, and Policies, our goal is to connect the real-life consequences of power, inequality, and belief systems on sexual health and personal well-being in non-west societies. With special attention to the experiences of vulnerable populations, we apply key social science concepts to begin learning about how societies outside of U.S. cultural spheres construct hetero-normative sexualities and implement laws, policies, and social norms. These social institutions and organizations may support but often constrain the identities, rights, and lives of gender- and sexual-minorities. We contextualize these forces, applying lens and concepts of social determinants of health and social construction of reality to highlight real-life consequences on mental health, economic well-being, life-course opportunities, and social activism. Students contribute to state-of-the field initiatives by articulating, identifying, and discussing social determinants of health in the U.S. and internationally in comparative perspectives via final projects. **HBSI, GLAFC**, Fall semester.

284 Gender and Immigration in the United States (1 course) In this course, we study the relationship between gender and migration in contemporary U.S. society. The primary learning objective is for students to become familiar with the demographic patterns and statistics underlying the gendered nature of migration. A secondary objective is for students to learn about the power dynamics and inequalities embedded in the social structures integral to current immigration processes. We will pay special attention in exploring the deleterious social, physical, and mental health impact these inequalities have on people, families, and communities participating in migration into the U.S. Our course readings, activities, and field trip to Minnesota immigrant social service community organizations contextualizes the human narratives, behaviors, and experiences, of vulnerable racial/ethnic groups, women and children, and sexual minorities. This context intersects with their now primary identity as migrants trying to navigate and struggle against powerful social institutions that pose almost insurmountable barriers and challenges in U.S. immigration processes as enacted and embodied by physical borders and administrative agents. Many of the social services, legal advocate, and rights advocacy support groups for women, children, and sexual minorities are particularly attuned to structural violence that refugees and migrants experience undergoing regular and refugee pathways. Cross-listed as S/A-284. **HBSI, USIDG**, Fall and Spring semesters.

285 Sex, Power and Politics (1 course) This course explores how race, ethnicity, class, sex/gender, and nationality shape law, policy, and social movements. Topics explored may include (but are not limited to) LGBTQ rights and politics, the sexual politics of the U.S. Civil Rights Movement, the politics of the second and third waves of feminism, and reproductive justice. This course counts toward the Political Science major/minor. This course is cross listed with POL-285. **USIDG, WRITL**, Fall semester.

290 GWSS Research Lab (1 course) This course gives students the opportunity to collaborate on the research-in-progress of a faculty member in the Gender, Women, and Sexuality Studies Program. Regardless of the topic, the course offers a hands-on introduction to using queer and/or feminist research methods and resources, provides students an environment to tackle questions and elaborate responses in collaboration with others, and encourages students to reflect on enduring and

contemporary challenges through interdisciplinary perspectives. Recommended for all GWSS majors and minors prior to enrollment in the GWSS capstone course. Course may be repeated for credit with instructor permission. **WRITL**, Offered annually.

380 Colloquium: Special Topics (1 course) Possible topics include feminist studies in popular culture, feminist perspectives on the body, and the questions of what it means to create feminist institutions and live as feminists. Regardless of the topic, the course affords students the opportunity to examine the relationships among theory, activism, empirical research, and feminist praxis. Students with diverse interests, perspectives, and expertise will have the opportunity to reflect on the significance of their gender, women, and sexuality studies education in relation to their lives. This course may be repeated for credit as topics change. **WRITD**, Fall semester.

385 Feminist Political Thought (1 course) This seminar explores feminist engagements with some of the central concepts in politics and political theory, specifically freedom, action, justice, rights, and equality. This course counts toward the Political Science major/minor. Cross listed with POL-385. Spring semester, even years.

291, 391 Independent Study (course value to be determined) Fall and Spring semester.

Greek, Latin, and Classical Studies (GRE, LAT, CLA)

Seán Easton, **Chair**
Yurie Hong

Mary McHugh
Matthew Panciera

The Department of Greek, Latin, and Classical Studies introduces students to the languages, histories, and cultures of ancient Greece and Rome.

Students who study classics learn about the Trojan war with Homer, contemplate what constitutes ‘the good life’ with Socrates and Plato, make contact with everyday Greeks and Romans by examining the graffiti, artifacts, and monuments they left behind, and consider ancient people’s experiences of family, love, war, politics, and theater through the writings of poets, historians, orators, and dramatists.

Knowledge of ancient languages and cultures provides students with the linguistic, conceptual, and analytical skills to succeed in a range of careers, including medicine, seminary, law, nonprofit work, business, journalism, government work, etc.

In addition, the study of classics provides a solid basis for understanding the many modern languages, institutions, artistic and literary works that were inspired by the cultures of ancient Greece and Rome. Because our modern world differs in important ways from these ancient cultures, the study of them also promotes reflective examination of the ways we think, speak, and act today. In short, engagement with the cultures of ancient Greece and Rome enriches students’ lives and provides them with the foundational skills and knowledge that will shape their opportunities and experiences into the future.

The department offers two types of classes: 1) Language courses in Greek and Latin, which equip students to read ancient literature in the original and dive deep into the stories and ideas of the Greeks and Romans, and 2) Classical Studies courses which provide students with a broad overview of Greek and Roman art, architecture, literature, history, and society and do not require knowledge of Latin or Greek.

Students may choose between an Ancient Greek Studies Major or a Classical Languages Major focusing on Greek and/or Latin language and literature. Classes are designed with sensitivity to the diverse needs, interests, and goals of all students. Since reading texts in their original language is the cornerstone of our interdisciplinary subject, all majors will take some language. Students, however, have considerable choice in planning their course of study. Those who are interested in double-majoring with another department or program or in designing their major around a particular interest, such as religions of the ancient world, are encouraged to consult with their advisor to select relevant courses. Students who are considering studying classics at the graduate level should consult the department about specific coursework.

All students, regardless of major focus, will have the opportunity to consider:

1. the cultural and historical significance of ancient literature, art, and institutions,
 2. relationships between different groups within the Greek and Roman world (e.g., women, the enslaved, non-citizens, etc.),
 3. connections between Greece and Rome and other cultures of the Mediterranean (e.g., the Near East and Northern Africa), and
 4. the many ways that the ancient and modern worlds offer valuable perspectives on one another.
- The department encourages students to travel abroad and study Greek and Roman cultures in their original setting and is happy to assist interested students with finding college programs and archaeological digs in Greece, Italy, or related areas.

Ancient Greek Studies Major: The major consists of eight courses

1. Three courses in Greek.
2. Two courses in Classical Studies.
3. Two additional courses chosen from Classical Studies, Greek or Latin. With the consent of the Chair of the Department of Classics, students may count towards the major, a course from another department if the course is substantially relevant to their study of the ancient world. Chair approval prior to enrolling in the course is highly recommended.
4. CLA-399 Classics Capstone Seminar.

The Classical Languages major provides students with an opportunity to delve deeply into the ancient world through the study of ancient Greek and/or Latin language. Students will gain extensive familiarity with the literature, history, and culture of ancient Greece and Rome through close reading of ancient texts, such as Homer, Plato, Cicero, and Virgil, which will enable them to explore in a more intensive way the nuances and complexities of ancient thought. Students will take additional courses in English, which will provide a broader historical and cultural view of the world of the ancient Greeks, as well as courses comparing ancient and modern concepts and societies, which will make clear the continued relevance of antiquity to the modern world. Over the course of the major and especially in the Classics Capstone seminar, students will be exposed to an array of methodological approaches and analytical tools, which will develop the critical thinking and communication skills that students will carry with them into their lives, whichever field or career they choose to pursue.

Classical Languages Major: The major consists of ten courses:

1. Six courses in Latin or Greek, including two at the 300 level.
2. Two courses in Classical Studies.
3. One additional course chosen from Classical Studies, Greek, or Latin. With the consent of the Chair of the Department of Greek, Latin, and Classics, students may count towards the major, a course from another department if the course is substantially relevant to their study of the ancient world. Chair approval prior to enrolling in the course is highly recommended.
4. CLA-399 Classics Capstone Seminar.

Classical Languages Major with Honors: In addition to fulfilling all the regular requirements for the major, students should:

1. Have at least a 3.2 cumulative GPA and a 3.5 in the major at the time of application.
2. Register for the Capstone Seminar in the spring semester of the junior year, if possible.
3. Conduct a research project culminating in a thesis during the fall of the senior year. The thesis is registered as CLA-398 Honors Thesis (.25 course), is presented publicly, and must receive a grade of B or better to qualify for honors.
4. Finally, Honors majors are strongly encouraged to take at least one year of study of a second classical language.

Latin Teaching Major: The major consists of LAT-201, 202, 301, 302, 303, 304, and 375, CLA-101 and 202, MLC-357, and all courses required for licensure, including student teaching (see Department of Education). Students interested in the Latin Teaching major should consult the department chair and the teacher education coordinator.

Classical Languages Minor: The minor consists of six courses:

1. Four courses in Greek or Latin.
2. Two courses in Classical Studies.

Classical Studies Course Listings (CLA)

100 World of Wordcraft (.5 course) Over 60% of all English words, and more than 90% of scientific and technical vocabulary, have a Greek or Latin root. Through study of these roots, students improve their verbal skills and equip themselves to understand the vocabulary of many fields, from sciences and social sciences to the arts and humanities. Students also gain understanding of the development of the English language and how language shapes and reflects our culture and worldview. Spring semester, second half.

101 Myth and Meaning (1 course) An introduction to the mythology of the ancient Greeks and Romans. The course surveys the major gods and heroes of classical antiquity, the most significant literary and artistic influences of classical myth, and the major schools of interpretation of myth. Illustrated lectures. Small-group discussions. Particular emphasis on the power of myth to represent meaning and value. **HUMN**, Spring semester.

103 Theater of Greece and Rome (1 course) A study of the ancient Greek and Roman theatre. Students read and discuss a wide selection of classical tragedies and comedies and study ancient staging and production techniques, theater architecture, and cultural contexts of Greco-Roman drama, and the influence of classical theater on modern drama. **HUMN**, Spring semester.

201 Democracy in Ancient and Modern Times (1 course) This course is an investigation of democracy past and present. It explores democratic structures and values in ancient Athens and/or Rome and how they appear today. Key elements of democracy such as free speech, deliberation, judicial process, and inclusion are investigated in both ancient and modern contexts. We examine how democracies respond to a variety of political, social and economic factors, and consider how democratic principles, rights, and institutions continue to be negotiated in the twenty-first century. **HUMN**, Offered occasionally.

202 Daily Life in the Roman World (1 course) This course will examine various aspects of Roman daily life through an examination of literary sources, documentary and epigraphical evidence, and the archaeological remains of Pompeii, Herculaneum, and Roman Egypt. It will include topics such as food and dining, sex, the house, baths and bathing, entertainment, work, and the life experience of slaves, freedmen, and women. **HUMN**, Offered occasionally.

203 Ancient Peace and Conflict (1 course) We examine peacemaking efforts and violent conflicts in the Greek and Latin speaking regions of the Mediterranean world and the societies with which they interacted in Europe, Africa, and the Middle East, from Bronze Age antiquity through Medieval times. Using conflict analysis and resolution as our primary critical lens, we employ a variety of historical evidence to understand pre-modern conflicts and peacemaking efforts. We also conduct comparative analysis of ancient and modern modes of conflict and resolution. **HBSI, WRITD**, Spring semester, even years.

211 Art and Archaeology of Greece (1 course) An introduction to the art and archaeology of Greece, focusing on the classical art of 5th century Athens. The course explores the origins and meaning of the classical style by examining the archaeological remains of the Minoans and Mycenaeans, the art and architecture of the geometric and archaic periods in Greece, and literary parallels in Homeric epic and

Greek tragedy. The class studies the changes classical art underwent as it reflected the values and perceptions of the later Greeks. **ARTSC**, Spring semester, even years.

212 Art and Archaeology of Rome (1 course) A survey of the art and archaeology of ancient Rome, beginning with its Etruscan origins, and focusing on the Republican and Imperial periods and the transition to the early Christian era. Statues, paintings, pottery, jewelry, temples, aqueducts, houses, forums, and town planning will be discussed in relation to the culture that produced them. The course will explore Greek influence on Roman art and Roman influence on later art and architecture. **ARTSC**, Spring semester, odd years.

213 Ancient Worlds on Screen (1 course) This course investigates television and film productions of ancient Greek and Roman history, myth, and literature with particular attention to the appropriation and depiction of Ancient Roman, Greek, and Macedonian culture in different national cinemas, including Japan, China, India, Columbia, Egypt, the U.S., and Europe. We examine works from the earliest days of cinema to the present, with special attention to ancient world stories on screen from 2000 onward. We will study modern visual narratives in conjunction with ancient source material and examine how ancient literature, themes, or myths are adapted to their cultural time and place. **ARTSC, WRITL**, Offered occasionally.

244, 344 Special Topics in Classics (1 course, 1 course) Content will vary from semester to semester. Courses will explore a topic or issue in depth and students will read, write, and discuss. Offered occasionally.

268, 368 Career Exploration, Internship (course value to be determined) Off-campus employment experiences related to the student's major. See description of Internship Program. Prerequisite: Junior or Senior status. Fall and Spring semesters and Summer.

291, 391 Independent Study (course value to be determined) Fall and Spring semesters and January Term.

298 Challenge Seminar: Coping with Conflict: Greece, Rome, and Now (1 course) This interdisciplinary course explores the intersection of peace studies with Greek and Roman literature and philosophy in the context of the question, "How do individuals and communities cope with the realities of conflict, especially when it is violent?" Although we consider the origins of negative conflict and ways of ending it, we will look primarily at the ways in which it is navigated. We will explore the coping strategies to be found in the "thought-worlds" of these ancient texts, as they apply to a range of scales and scenarios from mass violence (external and civil war) to conflict between and within individuals, including the perspectives of active participants in violence as well as those determined only to survive as best they can. We will apply concepts from disciplines aligned with peace studies, including but not limited to conflict transformation, conflict analysis and violence studies. Cross listed with PCS-299. **CHALS, GLAFC**, Offered occasionally.

298 Challenge Seminar: Free Speech and Power (1 course) The capacity for free speech, and the limits to its expression, represents one of the great challenges of our time. Every attempt at censorship shares in common a desire to possess, control, and maintain power. Historically, attempts to limit free speech have been linked to the practices of tyrannical regimes and religious ideologies. In the present day, many PTA boards across the country are considering whether to include in their school libraries books that include discussions of LGBTQ+ issues. Corporate choices to fund research promoting the safety of consumer products, despite evidence to the contrary, is another way in which free speech has been and can be threatened. In this Challenge Seminar, students will develop a common understanding of threats

to free speech in our time by reading and critiquing various types of sources, including analyzing the rhetorical strategies deployed in those sources; they will discuss and write about various ethical, philosophical, and religious perspectives on these issues; and they will develop a research project, investigating a specific topic of their choice related to free speech and/or censorship. **CHALS, WRITL**, Offered occasionally.

298 Challenge Seminar: When Civilizations Collapse (1 course) Natural disasters, a pandemic, soaring inequality, disrupted supply chains, and other crises in areas as diverse as drinking water, energy, housing, democracy, and mental health: news of our society fraying at its edges is everywhere. Is our civilization on the brink of collapse? What does that even mean? Is it inevitable? And what would happen next? In this course you will have a chance—through discussions, group projects, readings, and presentations—to examine a historic civilization’s collapse and apply its lessons to today. You will be expected to think hard and deep about our own civilization, its resilience, and the risks it faces, and to use your own educational experiences and expertise to propose a concrete course of action for mitigating the risk or the fall-out of a civilizational collapse. **CHALS**, Offered occasionally.

331 Ancient and Modern Identities (1 course) This course explores the various ways the Greeks and Romans speculated about and defined human difference. In this course we explore a variety of theories from antiquity that constitute what we today call race/ethnicity and how these ideas about identity manifested in ancient writings and images. The course includes readings from ancient poetry, drama, medical texts, geography, ethnography, philosophy, etc. We explore these ancient theories from Homer to Late Antiquity as well as how these theories were received in later times, with a special emphasis on the reception of ancient environmental theories of identity in the modern United States. **HUMN, WRITL**, Offered occasionally.

398 Honors Thesis (.25 course) In the Fall or Spring semester of the senior year, honors majors write a major thesis involving independent research under the direction of a member of the Classics faculty. The work is preceded by a series of colloquia with faculty members on research methods in classics, ideally through participation in the Classics Capstone Seminar. Prerequisite: permission of instructor.

399 Classics Capstone Seminar (1 course) This seminar has three goals: to familiarize students with the variety of disciplinary methods used in the field of classics, to prepare students for independent research, and to integrate the academic experiences of Classics majors concentrating in different ancient languages. Each year the seminar will have a specific topic chosen by the instructor. The seminar will culminate in a significant research paper and presentation by each student. Prerequisite: junior status and at least one year of an ancient language. The seminar may be repeated for credit and is open to non-majors with permission of the department chair. **WRITD**, Spring semester.

Greek Course Listings (GRE)

100 Introduction to Ancient Greek Language and Culture (1 course). This course is an introduction to ancient Greek and prepares students to jump straight into second semester Greek (GRE-102) and fulfill the College's language requirement. Taking this course will also improve students' understanding of how language works, enhance English vocabulary (including technical vocabularies such as scientific and medical terms), introduce them to Greek culture, and lay the groundwork for going on to read great works of literature, from Homer's poems through Plato to the New Testament. There will be daily homework and quizzes, a weekly test, and a final exam. Homework help will be offered in the afternoons by the instructor and Greek tutors, and there will be extracurricular opportunities to appreciate Greek culture and cuisine. January Term.

101 Beginning Greek: Exploring the Greek World (1 course) This course introduces students to ancient Greek language and culture. Students master Greek vocabulary, grammar, and syntax by reading passages closely adapted from famous Greek authors such as Aristophanes, Herodotus, Thucydides, and Plato. Students will also learn about Greek cities and the history, geography, and archaeology of Greece and the ancient Mediterranean. Fall semester.

102 Beginning Greek: Living on the Margin in Ancient Athens (1 course) This course builds on linguistic and cultural knowledge of ancient Greek language and culture learned in Greek 101. Students will gain greater appreciation and mastery over the nuances of Greek grammar by reading passages closely adapted from famous Greek authors such as Aristophanes, Demosthenes, and Euripides. Students will also explore themes of social marginality with regard to women, the enslaved, and the elderly, especially in the context of the Athenian legal system. Prerequisite: GRE-100 or 101. Spring semester.

201, 301 Intellectual Revolutions (1 course, 1 course) In this course, students will consolidate their knowledge of Greek language and culture by reading selected passages of poetry and prose in the original as well as in English. This course will focus on political, intellectual, and social revolutions of ancient Greece during the archaic and/or classical periods. Readings will be drawn from a range of sources such as history, philosophy, drama, Homer, etc. The prerequisite for GRE-201 is GRE-102. The prerequisites for GRE-301 are any two GRE courses at the 200 or 300 level. Fall semester, odd years.

202, 302 Real Greeks (1 course, 1 course) In this course, students will build on their knowledge of Greek language and culture by reading selected passages of poetry and prose in the original as well as in English. This course will spotlight the experiences and concerns of real Greeks (i.e., not mythical or literary figures). Readings will be drawn from a range of sources such as history, legal speeches, drama, Homer, inscriptions, etc. The prerequisite for GRE-202 is any GRE course at the 200 level. The prerequisites for GRE-302 are any two GRE courses at the 200 or 300 level. **GLAFC**, Fall semester, even years.

211, 311 Life and Death in Homer (1 course, 1 course) In this course, students will deepen their understanding and appreciation of ancient Greek language and culture. Readings will consist of unadapted passages of the Iliad and/or the Odyssey. This course will cover a variety of topics such as Greek concepts of the hero, and representations of life, death, and interpersonal relationships in Homeric epics. Students will also explore art and archaeological remains that tell us more about the Homeric world, and the beliefs, values, lives, and fantasies that these earliest surviving poems reveal. The prerequisite for GRE-211 is any GRE course at the 200 level. The prerequisites for GRE-312 are any two GRE courses at the 200 or 300 level.

212, 312 Herodotus and the World (1 course, 1 course) In this course, students will deepen their understanding and appreciation of ancient Greek language and culture. Readings will consist of unadapted passages of Herodotus, the so-called “father of history,” in the original. This course will cover a variety of topics such as the development of historical narrative and ethnography, migration and multiculturalism, intercultural exchange and conflict, and the broader geographical context of Herodotus’ work. The prerequisite for GRE-212 is any GRE course at the 200 level. The prerequisites for GRE-312 are any two GRE courses at the 200 or 300 level. Spring semester.

213, 313 Greek Tragedy: Power and Pity (1 course, 1 course) In this course, students will deepen their understanding and appreciation of ancient Greek language and culture. Readings will consist of unadapted passages or whole plays from one or more of the ancient tragedians, Aeschylus, Sophocles, and Euripides. Students will explore a variety of topics such as representations of power and powerlessness, audience responses to tragedy, theater as a forum for grappling with contemporary concerns, and theater in the context of Athenian democracy and empire. The prerequisite for GRE-213 is any GRE course at the 200 level. The prerequisites for GRE-313 are any two GRE courses at the 200 or 300 level. Spring semester.

244, 344 Special Topics in Greek (1 course, 1 course) Content will vary from semester to semester. Courses will explore a topic or issue in depth and students will read, write, and discuss. Offered occasionally.

Latin Course Listings (LAT)

101, 102 Beginning Latin I, II (1 course, 1 course) Students master grammar and syntax by reading a series of dialogues, which gradually increase in complexity. The readings, which are based on the lives of Romans during the first century CE, introduce the students to the public and private life of Imperial Rome. By the end of the second semester students will be reading substantial selections from ancient texts. Offered annually.

201 Augustus, the Poets, and Empire (1 course) In this course, students will consolidate their knowledge and appreciation of the Latin language and Roman culture by reading selected passages of poetry and prose in the original as well as in English. This course will focus on the end of the Roman republic and transition to empire when the first emperor Augustus came to power. Readings will be drawn from a range of sources such as love poetry, epic, graffiti, and official inscriptions. Students will also explore art, architecture, and the geography of Rome’s empire. Prerequisite: LAT-102 or equivalent. **GLAFC**, Fall semester.

202 Ovid: Myth and Power (1 course) In this course, students will build on their knowledge and appreciation of the Latin language and of Roman culture. Readings will consist of unadapted selections from Ovid’s *Metamorphoses* in Latin and in English as well as some selections from Ovid’s other writings, such as his love poetry and writings from exile. Emphasis will be placed on the characteristics and techniques of Latin poetry, the place of Ovid in Roman history, influence on later writers, and contemporary criticism and interpretation. Prerequisite: LAT-201. **GLAFC**, Spring semester.

301 Roman Daily Life in Petronius and Pompeian Graffiti (1 course) This course examines various topics of Roman daily life including sex, food and dining, baths and bathing, entertainment, clothes, money, work, the Roman house, and the realities of slaves, freedmen, and women through an in-depth reading of Petronius' *Satyricon* and the graffiti of Pompeii. Prerequisite: LAT-202. Fall semester, odd years.

302 Roman Love and Heartbreak (1 course) In this course, students will deepen their understanding and appreciation of Roman literature and culture, and the Latin language. Readings will consist of Roman writers' reflections on love and heartbreak as seen in the works of Catullus, Ovid, Propertius, Tibullus, and Sulpicia. Students will also explore letters, magic spells, and prose reflections on the theme. Prerequisite: LAT-202. Spring semester, odd years.

303 Women, Power, and Persecution (1 course) In this course, students will deepen their understanding and appreciation of the Latin language and Roman culture. Readings will consist of unadapted selections of prose texts such as Tacitus, Livy, Cicero, inscriptions, etc., in Latin and in English. Students will explore themes of power and persecution, particularly as they relate to women. Prerequisite: LAT-202. **GLAFC**, Fall semester, even years.

304 Vergil and the Epic Tradition (1 course) In this course, students will deepen their understanding and appreciation of the Latin language and of Roman culture. Readings will consist of unadapted selections of Virgil's *Aeneid* in the original and in English. This course will cover a variety of topics such as power, migration, and ancient and modern interpretations and reactions to the *Aeneid*. Prerequisite: LAT-202. **GLAFC**, Spring semester, even years.

244, 344 Special Topics in Latin (1 course, 1 course) Content will vary from semester to semester. Courses will explore a topic or issue in depth and students will read, write, and discuss. Offered occasionally.

375 Latin Prose Composition (.5 course) Practice in composing Latin sentences and paragraphs which imitate the style and usage of Golden Age Latin. Cicero is the model. Required for the Latin major and the Latin Teaching major. Prerequisite: LAT-201 or equivalent. Offered occasionally.

Health and Exercise Science (HES)

Hayley Russell, **Chair**
 Aaron Banks
 Wade Green (Visiting)
 Joshua Harbitz
 Kiki Harbitz
 Peter Haugen
 Rachel More (Visiting)
 Karl Larson

Aaron Lund
 Scott Moe
 Stephanie Otto (On leave, Fall 2023)
 Bonnie Reimann
 Mary Westby
 Claire Woebke (Visiting)
 Dan Wolfe
 Tsuifeng Yeh (Visiting)

The Department of Health and Exercise Science (HES) provides educational opportunities in theory, practice, scholarship, and service pertaining to health-related fields and wellbeing. Through diverse curricular offerings and general education experiences, the department provides members of the Gustavus community with opportunities to enhance their personal wellbeing and become leaders in their professions while embodying the core values of Gustavus—excellence, community, justice, service, and faith.

The department offers comprehensive majors in Health & Physical Education and Exercise Physiology. Students may also complete a minor in Coaching. The department's curriculum also provides opportunities for all students to participate in a broad range of physical activities that are designed to help students develop the knowledge and skills needed to explore wellbeing

Students who do not attain a grade of C- or greater in any of the departmental courses required for any of the HES majors and minors will need to retake the course(s) prior to graduation.

1. Health & Physical Education Major (HPE): Students who complete a major in Health & Physical Education (HPE) without seeking state teaching licensure are preparing for work with all age groups in a variety of movement-related settings. Students pursuing HPE develop knowledge, skills, and perspectives for work in community-based outreach programs, parks and recreation, fitness, health promotion or public health education, and afterschool or camp settings. The HPE program includes a rigorous set of theoretical foundations courses as well as a core set of applied pedagogy courses. Many students pair the HPE major with a second academic major, such as Exercise Physiology, or pursue a Coaching or Public Health minor. Program graduates frequently pursue graduate study in various kinesiology-related disciplines, such as sport pedagogy, parks and recreation, sport management, and sport psychology. If a student has questions about the major, please contact Dr. Bonnie Reimann (breimann@gustavus.edu). 10.25 courses are required, in addition to presenting the senior portfolio. The following courses are required: HES-090, HES-094, HES-200, HES-202, HES-207, HES-208, HES-209, HES-211, HES-221, HES-232, HES-233, HES-304, HES-306, HES-316, and HES-397.

2. Health & Physical Education Teaching Major (HPET): Students who complete a major in Health & Physical Education (HPE), with state teaching licensure, are preparing for work in K–12 educational settings. Program graduates teach, and often coach, at the K–12 level, seek Adapted Physical Education licensure, and/or pursue graduate study in Kinesiology-related disciplines. Teaching majors must complete all requirements of the HPE major and all courses required for licensure, including student teaching (see Department of Education). Admission to the HPE Teaching major is by application and interview in the Department of Education, normally during the sophomore year. Contact Dr. Bonnie Reimann (breimann@gustavus.edu) for additional information.

3. Exercise Physiology Major: The Exercise Physiology major is offered for those students who wish to prepare for graduate studies and/or other professional opportunities in exercise physiology, wellness, fitness, and health promotion. The Exercise Physiology major also offers an accelerated degree track for those interested in applying for the Master of Athletic Training program. This track will allow students to complete requirements for the Exercise Physiology major and the Master of Athletic Training (MAT) program in 5 years.

Application Process for the Exercise Physiology Major

The curriculum for the Exercise Physiology major includes knowledge and skill criteria for professional certifications from the American College of Sports Medicine, the National Association of Strength and Conditioning, the American Council on Exercise and allied health postgraduate opportunities. Due to these criteria and to the individual attention needed for students during laboratory experiences, physical practicum examinations, and restricted laboratory facilities and equipment, up to 28 students may be accepted into the major each year. The sequencing of courses necessitates that students begin taking required courses the fall of their sophomore year or before to ensure completion in four years.

Students intending to complete the 3+2 EP/MAT track will need to declare that intention during their application and have a specific set of requirements for application through a Notification of Intent form linked on the Exercise Physiology website. These students **MUST** apply to the Exercise Physiology major during the fall of their sophomore year. Please note that acceptance into the 3+2 EP/MAT track does not guarantee admission into the MAT. A separate application to the MAT will also be required during the junior year. Please see information on the MAT for those details. Students interested in the MAT or the 3+2 EP/MAT track should also contact the Athletic Training Program director (Mary Westby mwestby@gustavus.edu) to review a 4-year plan for prerequisite courses for the MAT.

Application Requirements: At least 2 course credits from the following list of courses will be completed by the end of the fall semester: HES-219, HES-220, HES-222, HES-234, HES-235, HES-309 and/or one of the following: HES 226, PBH-227, PBH-330 or PBH-338.

Application Materials:

1. An essay describing your interest in the Exercise Physiology major, knowledge of the Exercise Physiology major and post-graduate opportunities related to the major. If interested in the accelerated 3+2 EP/MAT track, must speak to that interest in your essay. (Provide your name, ID number, and email at the top of the essay.)
2. One unofficial college transcript printed from MyGustavus.
3. If interested in the accelerated 3+2 EP/MAT track, must complete the Notification of Intent form.

Completed applications for the Exercise Physiology major must be printed and submitted to:

Hayley Russell, PhD
Department of Health and Exercise Science
Gustavus Adolphus College
800 West College Avenue
Saint Peter, MN 56082-1498

Completed applications must be printed and received by 5 pm on the final class day prior to Thanksgiving break. Late applications and incomplete packets may not be processed. Notifications of acceptance are made by January 31. Due to the sequencing of required courses, juniors applying for the major may need to take an extra semester or year to complete the major. Juniors are not eligible for the 3+2 EP/MAT track but are eligible to apply for the MAT to enroll upon completion of their bachelor's degree.

Courses required for the Exercise Physiology major:

- HES-219, HES-220, HES-222, HES-234, HES-235, HES-250, HES-300, HES-308, HES-309, HES-310, HES-313, and HES-398.
- Choose one of the following courses: PBH-227, HES-226, PBH-330 or PBH-338.
- An internship (HES-368) may be performed as an elective after the junior year and is highly recommended.
- American Red or American Heart Association Adult CPR & AED certification is a prerequisite for, and must be current while enrolled in, HES-398.

Substitution of courses required for the 3+2 track EP/MAT:

There will be two substitutions made from the general Exercise Physiology course requirements. These courses are offered as part of the Master of Athletic Training degree and will only be available to students who have been admitted into the Master of Athletic Training program. Upon successful completion of these two masters level courses, students will be eligible for graduation with an Exercise Physiology Bachelor of Arts degree.

- Substitute HES-398 with HES-511
- Substitute HES-219 with HES-501

*Note: it is very important that students pursuing the 3+2 track EP/MAT **NOT** take HES-398 or HES-219 as electives. This could result in changes to the students' financial aid packages for their first two terms in the MAT.

4. Athletic Training: Students interested in pursuing the **Master of Athletic Training (MAT) degree** at Gustavus that will begin in the summer of 2024, should contact Dr. Mary Westby, mwestby@gustavus.edu.

Students have two options on admission to the MAT:

Option 1 is a traditional post-baccalaureate entry. Students complete a 4-year degree in any major and complete the prerequisite courses required for admission, many of which are part of the Exercise Physiology program at Gustavus. Applications will open in the fall for the cohort that will begin the next summer. Students complete the MAT in 2 years.

Option 2 is an accelerated 3+2 B.A. in Exercise Physiology and MAT entry. Students apply for the Exercise Physiology program during their sophomore year and complete a notification of intent to apply to the MAT form with their application. Students are advised on an accelerated 3-year completion of their B.A. degree. Students apply for the MAT in the fall of their junior year to begin the MAT in the summer between their junior and what would be their senior year. Students' fourth and fifth year at Gustavus are in the MAT program. Students interested in the accelerated program should contact Dr.

Mary Westby, mwestby@gustavus.edu, as soon as they have interest so intentional advising and 4-year planning can occur.

For more information on the MAT, including prerequisite courses and admissions procedures, students should visit www.gustavus.edu/academics/athletictraining.

Note: Currently no new students can be admitted to the undergraduate athletic training major due to the national transition of the athletic training degree to the masters level.

5. Coaching Minor

The Gustavus Coaching minor meets standards created by the Society for Health and Physical Educators (SHAPE).

Required: 5.75 courses:

HES-200, First Aid and CPR; HES-207, Motor Learning; HES-208, Physiology of Exercise for Physical Education and Coaching; HES-209, History & Philosophy of Health, Physical Education, and Sport; HES-218, Foundations of Sport and Coaching; HES-304, Methods for Teaching Health & Physical Education; HES-306, Special Populations; and one psychology-based course from: EDU-330, PSY-234, HES-212 or approved HES-344.

Contact Dr. Bonnie Reimann (breimann@gustavus.edu) for additional information. Teaching Certification: See Department of Education.

Health and Exercise Science Course Listings (HES)

090 Senior Portfolio (0 course) Non-teaching senior majors in Health & Physical Education must develop an e-Portfolio based on departmental guidelines while teaching senior majors will develop their edTPA according to Department of Education guidelines. The Portfolio is presented to the department faculty at the completion of the Senior Seminar (HES-397). Students must earn a grade of "Pass" to complete the major. Concurrent registration in HES-397. Fall semester, odd years.

094 Methods Practicum (0 course) Health & Physical Education majors will serve as teaching assistants in an activity or fitness course. Permission required. Concurrent registration with HES-304.

100 Personal Fitness for Non-Majors (.5 course) Students will select and complete a 14-week instructional activity course focused upon personal fitness and wellbeing. Instructional materials (course pack, text, ancillary information) are required for each student and sold at The Book Mark, or as indicated by each instructor. Fall and Spring semesters.

101 Foundations of Wellbeing (1 course) This course is an introduction to multiple dimensions of wellbeing with a particular focus on physical wellbeing. The primary goal of the course is to develop and enhance students' understanding of the scientific evidence for the relationship between physical activity and associated topics including physical health, mental health, stress management, and sleep. Students will be introduced to behavior change principles and health and physical literacy in order to develop practical skills to understand and improve health behavior. **WELBG**, Fall and Spring semesters.

102 Beginning Tennis (.25 course) This course is designed to give students the opportunity to learn motor skills and gain an understanding of the sport of tennis. January Term and Spring semesters.

105 Badminton (.25 course) This course is designed to give students the opportunity to learn motor skills and gain an understanding of the sport of badminton. Fall semester.

106 Golf (.25 course) This course is designed to give students the opportunity to learn motor skills and gain an understanding of the sport of golf. Spring semester.

116 Weight Training (.25 course) This course is offered to give students the opportunity to gain motor skills and an understanding of basic weight training. Students will be introduced to a variety of weight training modes and have an opportunity to develop a self-guided program that aligns with their needs. Fall semester.

125 Mind/Body Conditioning (1 course) This is a course designed to teach students about mind/body practice, the history and connection to lifelong wellbeing. Students will specifically be learning movement techniques which emphasize bodily strength and flexibility as well as meditation. It is strongly recommended that students have a personal yoga mat for this course. **WELBG**, Fall semester.

200 First Aid and Cardiopulmonary Resuscitation (.25 course) This course is designed to teach first aid and CPR/AED to a college audience. Upon completion of the requirements the student will earn certification in first aid and CPR/AED. Offered occasionally.

202 Water Safety Instruction (.5 course) This WSI course introduces Whales Tales program, Parent and Child Aquatic program, Adult Swim, Water Safety, and the Learn to Swim Program. The course is structured to prepare and certify one to teach Red Cross swimming courses. To be certified, one must pass skill and written exams in accordance with established Red Cross standards. Prerequisite: Intermediate swimming skills. Offered occasionally.

207 Motor Learning (.5 course) This course is designed for Health & Physical Education majors, students who wish to complete a minor in coaching and other interested students. The course focus is on basic motor principles of motor learning and the relationship to performance. Fall and Spring semesters.

208 Exercise Physiology for Health & Physical Education and Coaching (.5 course) This course covers basic physiological training and adaptation as related to the performance of sports skills and physical education instruction. The course is intended for health/physical education majors and students who wish to complete a minor in Coaching. It is not open to Exercise Physiology majors who must complete HES-308. Fall semester.

209 History and Philosophy of Health, Physical Education, and Sport (1 course) This course is designed to provide an understanding and appreciation of the significant purpose and place of health, physical education, and sport in our educational system, currently and historically. Emphasis is placed on the philosophical and sociological heritage of health, physical education, and sport, including basic concepts, problems, and issues of each in the development of our profession. The design and implementation of instructional materials will be introduced, and the course is open to any student interested in learning more about the field of Kinesiology or major/minor programs in the HES department. **HUMN, WRITL**, Fall semester.

211 Health Literacy (1 course) This course will explore the major concepts and theories related to comprehensive health education. Participants will examine disciplinary knowledge, consider motivational and behavioral theories, and assess competencies that promote the maintenance of, or improvement to, one's quality of life. Based upon guidelines provided by the Centers for Disease Control and Prevention (CDCP) and the Society of Health and Physical Education (SHAPE), students will analyze a variety of healthy behaviors that are important to overall wellbeing, such as: mental and emotional health; personal health and wellbeing; safety, injury, and violence prevention; healthy eating; physical activity; alcohol, tobacco, and other drugs; and sexual health. By the end of the term, participants will have developed the necessary skills to assist others in becoming health literate. (Required for HPE majors but open to any interested student.) **WELBG**, Spring semester.

212 Lifespan Development (1 course) This course is focused on the biopsychosocial changes that take place in humans from conception to death (e.g., physical-motor, cognitive, emotional, social) as well as the individual differences in these changes. Descriptions of human development, developmental theory, research, and the relation between research and theory are emphasized equally in this course and will be covered through the text, activities, and discussions. Students majoring in Psychological Sciences should complete the two-course sequence of PSY-234 and PSY-334 rather than enrolling in HES-212. Credit cannot be earned for both HES-212 and PSY-234. Fall and Spring semesters.

214 Medical Terminology (.25 course) This course is designed to provide an introduction to medical terminology. The course covers general anatomy, word roots, prefixes, suffixes, special endings, symbols, plural forms, medical terms and common medical conditions related to all human body systems. Emphasis is placed on spelling, definition, usage, and pronunciation. Fall and Spring semesters.

218 Foundations of Sport and Coaching (.5 course) This course stresses the history, philosophy, psychology, and sociology of sport and coaching. Special sections will cover the development of a coaching philosophy, motivating athletes, and teaching/coaching ethics. The primary goal of the course is to develop and enhance students' knowledge and understanding of concepts and techniques of coaching and their application to achieving important objectives in working with athletes. Fall and Spring semesters.

219 Exercise Leadership (1 course) This course is designed to prepare students to effectively and safely lead group exercise. Course material will be presented in lecture, group discussion, class participation, and leadership experiences. Concepts will be further reinforced by developing and leading exercise sessions. Guest instructors may be invited to share their knowledge and expertise and there will be opportunities to participate in experiences outside of the classroom and within the community. **WELBG**, Spring semester.

220 Statistics in Exercise Physiology (1 course) This course will introduce students to statistical theory and methods used in research. Probability, hypothesis testing, ANOVA, and Linear Regression will be covered. The content in this course satisfies the statistics requirement for many pre-health programs (e.g. medical school, physical therapy, occupational therapy). Students will learn to apply statistical methods for analyzing health and exercise related research data. The statistical skills developed in this course may be utilized for future data collection, data analysis, and presentation. **QUANT**, Fall semester.

221 Adolescent Health and Drug Issues (.5 course) This course is designed for students completing secondary education and majors in Health & Physical Education. Discussion will focus on contemporary health problems and behaviors such as mental health, drug and alcohol use, sexual and relationship health, violence and unintentional injuries, and risk-taking behavior. Readings and assignments will help secondary school teachers better understand each health issue, diagnosis and treatment, the impact on teaching and learning, and the teacher's role in supporting students. Discussion emphasizes the importance of prevention, intervention, referral, and school-based services. Credit cannot be earned for this course if earned for HES-231. **WELBG**, Fall and Spring semester.

222 Applied Human Nutrition (1 course) This course emphasizes basic nutritional principles and concepts, their application to personal health, and the relationship between food and its use by the human body for energy, regulation, structure, and optimal health. Discussion of issues in nutrition during various stages of the life cycle and specific chronic diseases will be addressed. This course is required for all Exercise Physiology and Health Education majors. **WELBG**, Fall and Spring semesters.

226 Exercise Psychology (1 course) In this course we will explore psychological theories and research to 1) predict and explain exercise behavior, 2) promote physical activity for health and leisure, and 3) understand the psychological consequences of physical activity. Students will critically evaluate claims made about physical activity behavior and will take what they have learned in the course to develop evidence-based strategies to encourage health-promoting physical activity for a variety of populations. **WRITL**, Fall semester and occasionally in January Term.

232 Elementary Physical Education Content and Methods (1 course) This course introduces potential undergraduate Elementary and Health & Physical Education majors to the basic content knowledge and pedagogy of elementary physical education. The study of effective teaching, learning theories, basic movement principles, and activities included in a quality, well-rounded elementary physical education program is emphasized. **WELBG**, Fall and Spring semesters.

233 Your Body: Awareness and Advocacy (1 course) It's your body! In this course, students will focus on the structure and function of the human body, with an emphasis on experiences and conditions encountered in everyday life. Students will use hands-on techniques to increase awareness about their own bodies. They will also develop skills that will allow them to be more confident advocates for themselves, and others, in medical settings and in their future lives. The course consists of three lectures and two laboratory hours per week (concurrent enrollment in laboratory required). This course is required for Health & Physical Education majors and available to any student interested in learning more about the human body. **NTSCI**, Fall semester.

234 Human Anatomy and Physiology I (1 course) An in-depth study of the structure and function of the human body. Content includes cell and tissue structure and function as well as the structure and function of the integumentary, skeletal, muscular, and nervous systems. Three lectures and two laboratory hours per week (concurrent enrollment in laboratory required). This course is required for Exercise Physiology and Nursing majors and is recommended for students completing allied health profession programs. Fall semester.

235 Human Anatomy and Physiology II (1 course) An in-depth study of the structure and functions of the human body. Content includes structure and function of the endocrine, cardiovascular, respiratory, urinary, digestive, and reproductive systems. Three lectures and two laboratory hours per week (concurrent enrollment in laboratory required). The course is required of Exercise Physiology and nursing majors and is recommended for students completing allied health profession programs. **NTSCI**, Spring semester.

250 Research Methods (1 course) In this course students will demonstrate and apply an understanding of various research design principles and common methods used in exercise science. Following completion of this course, students will be familiar with terminology, benefits, limitations, utility, and ethical considerations of several common research methods. In addition, they will demonstrate the ability to work collaboratively to explore innovative topics. They will develop a research question, design a study, gain experience with data acquisition and analysis, and explore scientific writing and presenting. The project developed in the course may be utilized for future data collection, analysis, and presentation at a variety of professional conferences. **WRITD**, Spring semester.

300 Research Presentation in Exercise Physiology (.25 course) Students will present a completed research project at an approved campus venue, and a full research manuscript may be required. Data collection may be obtained prior to the semester of presentation. Course will meet twice a week. Prerequisite: HES-220, HES-250 and IRB approval. Fall and Spring semesters.

304 Methods for Teaching and Coaching Health and Physical Education (1 course) This course will provide Health and Physical Education majors and coaching minors the opportunity to learn and practice a variety of teaching methods, write lesson and unit plans, peer teach, and develop assessment techniques. An emphasis will be placed on the essential elements and sequencing of basic skills, professionalism, and the use of appropriate instructional teaching methods. Concurrent registration in HES-094 required. Fall semester.

306 Special Populations (1 course) This course will include information about a wide range of disabilities and diseases and how to provide appropriately inclusive physical activity opportunities. The focus will include designing safe and effective exercise programs for individuals with disabilities and how to respond to emergency situations. Students will explore the role of the professional in multiple settings in the provision of activity for special populations. Spring semester.

308 Physiology of Exercise (1 course) Specifically designed for Exercise Physiology majors. Consideration of nature and significance of the processes and adaptations taking place in the body through exercise. Majors should take this course in the junior year. Prerequisites: HES-222, HES-234, HES-309. Spring semester.

309 Biomechanics and Functional Anatomy (1 course) This course will prepare students to analyze human motion from a biomechanical and structural and applied musculoskeletal anatomical perspective. Students will learn the foundational concepts of biomechanics and kinesiology, including the origin, insertion, action, and innervation of muscles and the kinetic and kinematic forces that are applied to the human body during physical activity. Students will then apply this knowledge in analysis of motion. Pre- or corequisite: HES-233 or HES-234. Fall and Spring semesters.

310 Physiological Assessment (1 course) This is a course in applied techniques for the measurement of exercise bioenergetics, neuromuscular performance, cardiorespiratory fitness, and other health components. Particular emphasis is given to the development of fitness testing skills and knowledge necessary for professional (ACSM and NSCA) certifications. Prerequisites: HES-220, HES-222, HES-234, HES-309 and concurrent enrollment in HES-308 and HES-313. Spring semester.

312 Leadership in Athletic Training (1 course) An advanced course designed for Athletic Training Majors. This course focuses on the leadership skills necessary to be a medical professional as well as the organization, administration, and clinical decision-making skills required by the athletic trainer. The course uses evidence-based practice and an integrated approach to address athletic training competencies. This course has a fee of \$105.25. Prerequisites: HES-311. Fall semester.

313 Exercise, Diet, and Chronic Disease (1 course) This course focuses on adult health promotion. Students will develop skills in researching and writing a resource module on a pertinent health topic and presenting health information to adult audiences. Prerequisites: HES-220, HES-222, HES-234, HES-309. Spring semester.

315 Elementary Health Education Content and Methods (.5 course) This course addresses the foundations of K–8 health education, including the Whole School, Whole Community, Whole Child (WCCC) program, national standards, state requirements, behavioral theories, risk reduction, health promotion, and personal and social skill development. Content across the ten health education topics and developmentally appropriate teaching strategies and resources will be studied. Prerequisite: permission of Education Department coordinator. Fall and Spring semesters.

316 Curriculum and Instruction in Health and Physical Education (1 course) This course examines national and state standards in health and physical education and their application to comprehensive curricula in the coordination, organization, and administration of health and physical education programs. Mission, history, philosophy, goals, content standards, and assessment measures in current physical education curricular models are examined. Students construct and critique needs assessment tools and develop a scope and sequence for a unit topic. Spring semester, odd years.

318 January Senior Athletic Training Clinical Lab (.25 course) This course provides athletic training students the opportunity to begin preparing for their Board of Certification for Athletic Trainers examination. Special topic areas in athletic training will be addressed. Prerequisite: HES-312. January Term.

326 Sport Psychology (1 course) In this course we will explore two central questions: (1) how do psychological factors influence performance and experience in sport? And (2) how does participation in sport influence psychological well-being of athletes? Through exploration of empirical research and theory students will consider what evidence we have to answer these questions and challenge previously held assumptions about the relationship between psychology and sport. Prerequisite: PSY-101. **WRITD**, Spring semester, odd years.

337 Principles of Clinical Pharmacology (1 course) This course provides a foundation in pharmacological therapies with an emphasis on the pathophysiology of disease processes. Principles of pharmacology are presented in an integrated manner to provide a basis for study of selected medications that are used to treat or manage diseases. Students will apply theory in experiential simulations that require evaluation of complex clinical scenarios from the perspective of a healthcare team member. This course is required for all nursing and athletic training majors, to be taken in the junior/first year of the program for nursing majors. This course is also open to students with Junior or Senior standing and interested in a healthcare profession. Cross listed with NUR-337. Fall and Spring semesters.

351 Personal Training (.5 course) This course is designed for the senior Exercise Physiology major to learn and apply training principals and techniques to prepare for certifications for personal training (CPT) and strength and conditioning specialist (CSCS) from the National Strength and Conditioning Association (NSCA) and personal training for the American College of Sports Medicine (ACSM). This course also includes a physical component that involves active exercises with free weights, weight machines, flexibility, and plyometrics. Prerequisites: HES-308, HES-310, and HES-313. Permission required. Offered occasionally.

353 Senior Seminar in Athletic Training (1 course) An advanced course designed for Athletic Training Majors. This course serves as a capstone to the athletic training major. Students should be ready for the Board of Certification for Athletic Trainers examination during and upon completion of the course. The course uses evidence-based practice and an integrated approach to address athletic training competencies as well as address professional development and current issues in athletic training. Prerequisite: HES-312. **WRITD**, Spring semester.

268, 368 Career Exploration, Internship (course value to be determined) Off-campus employment experience related to the student's major. HES-268 is an elective offered during January Term. Hours obtained during HES-268 cannot be applied to hours or credit for HES-368, or vice versa. HES-368 is an elective offered Fall, Spring, or Summer terms after the junior year. Prerequisites for HES-368 are HES-308, HES-310 and HES-313.

391 Independent Study Projects in Health & Physical Education (1 course) Students will select an area for study within the discipline and present a written outline of a proposed project to a professor within the department who specializes in that specific area and is willing to work individually with the student. Once the proposal is finalized, it is submitted to all faculty members within the department. Departmental approval is required before work on the project can begin. Prerequisite: written permission of the instructor responsible for supervision. Fall and Spring semesters and January Term.

397 Seminar in Health & Physical Education (.5 course) This senior seminar is a capstone course that will focus on critical thinking and professional issues associated with health and physical education (for those seeking teaching or non-teaching degrees). Students will explore discipline-specific writing and complete several writing projects. Knowledge and skills required for graduate study will be explored. **WELBG**, Fall semester, odd years.

398 Exercise Physiology Seminar (1 course) This capstone course for the Exercise Physiology major requires reading, writing, and discussion on pertinent topics in fitness, health promotion, and medicine. This course also provides an opportunity for students to engage in vocation related reflection and discussion. Prerequisites: HES-308, HES-310, HES-313. **WRITD**, Fall and Spring semesters.

History (HIS)

Maddalena Marinari, **Chair**
 Kate Aguilar
 Gregory Kaster

Kathleen Keller
 Glenn Eric Kranking
 David Tôbaru Obermiller

The Department of History helps students develop the capacity for historical thinking.

Historical thinking is a set of literacy skills through which students learn how to evaluate source material to construct a worthwhile account of the past. To do so, students must learn how to ask good questions, use evidence to evaluate change and continuity over time, analyze cause and effect and put information in context, condense data into a logical argument, and apply relevant information to understand the relationship between the past and present. In addition to historical thinking, students must be able to articulate historical questions in written form, research persuasive answers in primary and secondary sources, and present those answers or interpretations in thesis-driven, evidence-based writing.

Gustavus Adolphus College prepares students to live and work in a global community. In alignment with that goal, our major includes a global requirement that introduces students to comparative histories across national boundaries. It also includes courses that explore how race, gender, class, and nationality intersect and affect national and international historical events.

History is an essential discipline to the liberal arts and prepares students for a host of careers in the public and private sectors, including business, law, government, and public service. The major also prepares students well for advanced study in the discipline and related professional fields such as law, museum studies, library science, political science, and international relations. The ability for students to identify and apply relevant information will serve them in all that they do. We are honored to be a part of their educational journey.

Major: A minimum of ten (10) courses, graded C (2.0) or better, chosen in consultation with a departmental advisor as follows:

1. Of the ten courses, no more than three (3) may be at Level I and at least three (3) must be at Level III in addition to HIS-300.
2. At least one course in four of the following five regions: Africa; Asia; Europe; Latin America; United States.
3. At least one course that focuses primarily on the period before 1800.
4. At least one course that focuses primarily on race, class, gender, or other ways in which social experiences are constructed.
5. At least one course that focuses primarily on global connections or connections between world regions.
6. HIS-200, Thinking Historically, normally to be completed by the end of the sophomore year.
7. HIS-300, Senior Research Seminar, normally to be completed during the senior year.

With permission of the department, students may substitute one additional global connections course (see #5 above) for one of the regional courses (see #2 above). Special topics courses may sometimes count toward the distribution requirements in sections 2-5. Please see your history adviser for more information.

History (HIS)

Each History major will develop a concentration of at least three courses in consultation with her/his departmental adviser no later than the date of registration for courses for the second semester of the junior year. Courses in the concentration will be linked by theme, geography, or time period. No more than one course in the concentration may be at Level I and at least one (excluding HIS 300) must be at Level III.

Note: In fulfilling these requirements, no more than three (3) courses can be counted from non-departmental courses and courses taken at other institutions. AP/IB credit may not be used to meet the requirements in sections 2-5. Transfer credits will not be accepted for HIS-200 or HIS-300.

Major with Honors: This option is open to outstanding students who are seriously considering graduate study in history. Writing a successful Honors thesis demands a considerable amount of time, dedication, and perseverance. Before applying, students must carefully consider the extent of other demands during the senior year and consult with their advisor and chair of the department.

Participation in the Honors program is by application due in the department chair's office by April 15 of the junior year. The application must include:

- A letter of application providing an overview of the proposed research project, including the major primary sources that will be examined and the site(s) where the bulk of the research will be carried out.
- A preliminary bibliography of essential secondary sources.
- A writing sample (normally a paper written for a history course).
- A letter of support from the member of the department who will direct the project.
- A copy of the student's transcript or degree audit.

Candidates must have and maintain at least a 3.66 GPA in the major and a 3.25 GPA overall and must complete the intermediate level of a foreign language, typically the first four courses. During the senior year, students in the Honors major enroll in HIS-396 in the fall semester and in HIS-397 in the spring semester to work on the honors thesis. The honors thesis, normally 50-75 pages in length, is written under the direction of a member of the department. Honors majors present and defend their thesis before the department at the end of the spring semester. The Honors major requires a minimum of eleven courses in History. These include the requirements for the basic major in History, except that Honors major students take HIS-396 and HIS-397 in place of HIS-300.

Minor: A minimum of five (5) courses chosen in consultation with a departmental advisor. No more than two (2) of these courses may be Level I courses and at least one (1) must be a Level III course. All History minors must complete HIS-200. In fulfilling these requirements, no more than one (1) course can be counted from non-departmental courses and courses taken at other institutions.

History Course Listings (HIS)

103 World History to 1500 (1 course) This course will study past world cultures, societies, beliefs, and values from a variety of cultural perspectives through comparisons and connections across societies. Thematically, the course covers the rise of agriculture, urbanization, technology, trade, migration, religion, and class difference. The course also explores topics like the Roman Empire, Chinese empires, the Indian Ocean trading network, the Silk Road, pre-Columbian societies, and European and African

interaction. Students will read critical texts such as the Code of Hammurabi and the Epic of Sundiata and learn how to place such texts in their historical context. **GLAFC, HUMN**, Fall semester.

104 Environmental History (1 course) Examination of environmental history at both the national and international level. The course examines environmental history in relation to economic, social, religious, cultural, and political forces. Special attention will be given to how everyday individuals shaped environmental consciousness. In addition, given that the environment is a global issue, this course will examine global environmental issues such as the Minamata (mercury) poisoning in Japan, the Bhopal Incident in India, the environmental damage in China, Agent Orange, and the issue of environmental injustice. This course counts toward the Environmental Studies and the Peace, Justice, and Conflict Studies majors/minors. **GLAFC, HBSI**, Spring semester.

105 World History Since 1500 (1 course) A study of world history from the Age of Exploration to the present. The course examines global processes and patterns of interaction and exchange and how different parts of the world developed and interacted with other regions. Topics include globalization and trade of commodities, religion, slavery, colonization and responses to colonization, industrialization, war, nationalism, conceptions of the individual and society, expansion of knowledge, the role of the environment, and cultural exchange. **GLAFC**, Offered annually.

110 The Making of Europe, 1000–1648 (1 course) A survey of European history from the time of the High Middle Ages to the end of the Thirty Years' War. During this period, nation states took shape, Christianity rose to extraordinary heights of power only to fragment in the Reformation, and the Renaissance and Scientific Revolution transformed ways of thinking. This course will examine these political, cultural, religious, social, and intellectual developments, as well as how major events like the Black Death and Europe's imperial explorations changed European society. **HUMN**, Fall semester.

120 Modern Europe, 1648–Present (1 course) A survey of European history from the end of the Thirty Years' War to the present. The course will consider individuals, ideas, trends, and movements that have given shape to the present. Beyond its essential purpose of introducing the student to the history of the period, the course also encourages the development of a sophisticated historical perspective and provides a basic background for many other courses in the liberal arts curriculum. **HUMN**, Spring semester.

130 U.S. History through the Civil War (1 course) A study of U.S. history from pre-Columbian times through the Civil War. The course examines the formation of American society from colonial America to the Revolutionary and early national periods, to the era which culminated in war between the Union and the Confederacy. The issues covered range across social, economic, intellectual, and political history. **HUMN**, Fall semester.

140 U.S. History since the Civil War (1 course) A study of the American past from the time of Reconstruction through the rise of industrialism and 20th-century United States. This course examines significant social, economic, intellectual, and political developments which have shaped the society in which we live. **HUMN**, Spring semester.

142 African American History I (1 course) This course is a survey of African American History from its African origins through Emancipation and Reconstruction (1441–1885). We will analyze the early settlement of Africans in the New World, the middle passage, the development of plantation slavery and reproduction and gender in New World slavery, and the many historical changes that subsequently

shaped African American life and culture. We will also explore the origins, development, and current state of the field of African American History, including the major questions and scholars that have shaped the study of U.S. slavery. This course counts toward the African/African Diaspora Studies and Gender, Women, and Sexuality Studies majors/minors. **USIDG**, Fall semester.

143 African American History II (1 course) This course explores the major events and developments in African American history from the end of the Civil War to the present. It examines key political, social, and cultural movements such as resistance to the Jim Crow Era, involvement in World War I and World War II, the Great Migration, the Long Civil Rights Movement, the Black Power Movement, and ends with a focus on Black Lives Matter. In doing so, it pays careful attention to how African Americans have shaped American society and how their experiences differ according to gender, class, region, and sexuality. This course counts toward the African/African Diaspora Studies and Gender, Women, and Sexuality Studies majors/minors. **USIDG, HUMN**, Spring semester.

144, 244, 344 Special Topics (1 course, 1 course, 1 course) Special topics in historical studies. Content will vary from semester to semester. Courses will explore a topic or problem in depth and students will read, discuss, and write. More than one special topic may be taken. Offered occasionally.

150 Africa and the World (1 course) This course will explore the history of sub-Saharan Africa from roughly 1700 to the present in a global context. The course focuses on the slave trade as well as the rise of Islam, European colonialism, and African independence movements including the anti-apartheid struggle. This course counts toward the African/African Diaspora Studies minor. **GLAFC, HUMN**, Fall semester.

160 Introduction to Latin America (1 course) No part of the developing world has had a longer or closer relationship with the United States than Latin America. At the same time, Latin America has struggled to create strong economies, just societies, and healthy democracies. This course will explore Latin America's history since the triumph of the independence movements early in the nineteenth century, focusing on the region's relationship with the United States as well as its economic frustrations, social tensions, political difficulties, and the development of a thriving Latin American culture. This course counts toward the LALACS and Peace, Justice, and Conflict Studies majors/minors. **GLAFC, HUMN**, Fall semester.

170 Introduction to Modern East Asia (1 course) An introductory survey of East Asia's modern history beginning in roughly 1600 with the Qing Dynasty (China) and the Tokugawa Dynasty (Japan). Some specific course themes include: the role of Confucianism in producing a self-regulatory society; China's pre-modern prowess in science and technology; the samurai culture of the Tokugawa dynasty; China's failure to modernize; Japan's remarkable modernization efforts; WWII in Asia with emphasis on the intersection of race and genocide; the Chinese Communist revolution; Vietnam's successful resistance against the American invasion; and how East Asia has emerged in the past forty years as a global economic and technological powerhouse. The course uses feature films from East Asia and documentaries to complement the readings and to offer a vivid visual representation of the region. This course counts toward the Japanese Studies major/minor. **GLAFC, HUMN**, Spring semester.

175 History of Pre-Modern East Asia (1 course) Examination of pre-modern East Asia to 1644 with emphasis on East Asian philosophical and spiritual traditions and how these traditions affected the development of East Asian civilizations; the contribution East Asia played in the development of

European and world history; and to challenge Euro-centric perspectives that often view East Asia civilizations as static. The course will also explore how Confucianism created a self-regulated society, how Chinese civilization was able to maintain cultural continuity for 3000 years, the role of the Mongols in the making of the modern world, and Japanese samurai culture. This course uses several East Asian films. This course counts toward the Japanese Studies major/minor. This course is cross listed as JPN-175. **GLAFC, HUMN**, Fall semester.

200 History Seminar: Thinking Historically (1 course) What does it mean to think historically? What distinguishes various approaches within the discipline—e.g., social, political, intellectual history—and how, in practice, do those approaches often converge? How does comparative history change our understanding of the past? This seminar addresses such questions with both the instructor and collaborating history faculty. Open only to majors and minors. Normally, students should complete HIS-200 before the end of the sophomore year and before taking Level III courses in the department. Enrollment requires permission of the Department Chair. **WRITD**, Fall and Spring semesters.

201 Empire and Culture (1 course) This course focuses on the “new imperialism” of the nineteenth and twentieth centuries during which Europeans conquered vast parts of Africa and Asia and attempted to impose a new political and cultural order on the people there. The course focuses primarily on imperial culture, including the study of issues such as sexuality, sports, consumption, and medicine. The course will combine theoretical interpretations with secondary sources and literary primary sources to probe some of the key issues at stake in understanding the culture of imperialism. This course counts toward the African/African Diaspora Studies minor. **GLAFC**, Offered occasionally.

202 Slavery and Freedom in the Atlantic World (1 course) Slavery and sugar: One brutal, the other (literally) sweet, together they transformed the Atlantic world—Europe, Africa, the Americas (including the eventual United States)—creating simultaneously unimaginable misery for enslaved people and unimaginable wealth for the planters and merchants who profited from their labor. This course explores the emergence, operation, and ultimate demise of the world-altering trans-Atlantic slave system. The history involved is at once political, social, cultural, economic, legal, and environmental, and encompasses human cruelty, suffering, resilience, resistance, courage, and compassion. Readings include primary and secondary sources. This course counts toward the African/African Diaspora Studies minor. **GLAFC, HUMN**, Offered occasionally.

203 The History of the Black Athlete in America (1 course) This course provides students with a historical overview of the Black athlete in American society, utilizing primary and secondary sources like Harry Edwards’ *Revolt of the Black Athlete* (1968) and Jack Olsen’s *Sports Illustrated* series “The Black Athlete—A Shameful Story” (1968) to help frame this conversation and connect historical concerns to contemporary athletic revolts. This course will underscore and examine the Black athlete from a social, political, and cultural perspective. We will look at how the changing status of Black athletes, including both those in collegiate and professional sports, have changed sport and American society. This course counts toward the African/African Diaspora Studies and Gender, Women, and Sexuality Studies majors/minors. **USDIG, WRITL**, Spring semester.

211 Imperial Russia (1 course) This course is an introduction to Russian society from 1700 and the time of Peter the Great until the eve of the Russian Revolution in 1917. It begins with a consideration of Russia’s pre-Imperial history, when it grew increasingly isolated from Western Europe. The Renaissance, Reformation, and the Age of Science and Discovery largely passed it by. The drama of the Imperial

period begins with Russia's attempt to open its doors to the West. The two centuries of Russian history before the Russian Revolution are characterized by the essential conflict between Western ideas and Russian culture. Political, social, and economic developments provide some of the backdrop as well as the creative genius of artists like Gogol, Turgenev, Tolstoy, Dostoevsky, Chekhov, and Tchaikovsky. **GLAFC, HUMN**, Spring semester, even years.

212 The Rise and Fall of the Soviet Union (1 course) This course focuses on Russia and the Soviet Union since the Russian Revolution in 1917. For most of the twentieth century, the world was profoundly affected by communism and its center in Russia. Why was there a revolution in Russia in 1917? What happened there that produced such a dark figure as Stalin? What characterized the Soviet Union and its culture? Why did it collapse at the beginning of the 1990s and what are the prospects for Russia in the future? These questions will provide the backdrop for a close examination of Russian society and Soviet film since 1917. **GLAFC, HUMN**, Spring semester, odd years.

218 Scandinavia to 1800 (1 course) This course covers the history of Scandinavia from the earliest evidence of human presence to about 1800, with a particular emphasis on shifting religious beliefs and practices of the Old Norse, conversion to Catholicism, and Lutheran Reformation. The course explores the Vikings, the turmoil and troubles of the Middle Ages, the emergence of early modern dynastic states in Denmark and Sweden, Sweden and its Baltic empire in the seventeenth century, and struggles between change and continuity in the eighteenth century. **THEOL**, Fall semester, even years.

219 Scandinavia since 1800 (1 course) "Poor, socially stratified, politically autocratic, internationally insignificant" are all words which accurately describe Scandinavia at the beginning of the nineteenth century. "Prosperous, egalitarian, democratic, internationally significant" are all words which accurately describe Scandinavia today. What happened in Scandinavia that changed it so radically in such a short period of time? Finding an answer to this question will be the purpose of this course. **HUMN**, Fall semester, odd years.

221 The Reformation (1 course) The events known collectively as the Reformation have defined the nature of Christianity for nearly 500 years. In this course, we will examine these events, particularly through the writings of the people who were central to them. The course places the Reformation in its historical context, beginning with a survey of Christianity on the eve of the Reformation. It then examines the ways in which Luther and other major reformers—Protestant and Catholic—viewed the Bible, salvation, worship, and the relationship between church and state. Finally, it looks at the enduring impact of the Reformation. **THEOL**, Offered occasionally.

226 European Women (1 course) This course will primarily focus on women's experiences in history from the sixteenth through the twenty-first centuries in Europe. In addition, students will study concepts like femininity and masculinity and the role of gender in history. Topics include religion, science, childbirth, feminism, sexuality, class, imperialism, industrialization, the Holocaust, and the cold war as understood through the lens of women and gender. Students will be assigned primary and secondary readings, will write several papers, and will give oral presentations on research topics. This course counts toward the Gender, Women, and Sexuality Studies major/minor. Offered occasionally.

230 American Lives (1 course) This course takes a biographical approach to the American past by examining the lives and times of select and influential Americans both well- and lesser-known. Rather than focusing on a single life, the course examines multiple related lives simultaneously. Some of the

interrelated lives explored in this course include Harriet Beecher Stowe (author of *Uncle Tom's Cabin*, one of the most influential novels in American history), Frederick Douglass (the great African American leader and former slave), and Abraham Lincoln. Readings include biographies of and writings by the people examined in the course. Discussion-based. **HUMN**, Offered occasionally.

232 Black History Matters (1 course) This course surveys the major events, themes, personalities, and issues in African American history from the colonial period to the present. Issues addressed include varieties of the Black experience from the seventeenth century to the present; the influence of geographical location, gender, and class on Black men and women; attitudes toward race; responses in the Black community to racism and racial discrimination; the history of Black leaders; and African American social, political, and cultural movements. This course counts toward the Gender, Women, and Sexuality Studies and Peace, Justice, and Conflict Studies majors/minors. **USIDG**, Offered occasionally.

240 U.S. and WWII (1 course) While many Americans today remember World War II as the last “Good War” and the era of the “Greatest Generation,” a closer examination of Americans’ views and experiences during the war reveals a more complicated history. By considering official, cultural, and personal representations of the war, this course looks at the genealogy of those memories and considers Americans’ experiences of the war through the eyes of soldiers, women, Japanese Americans, and African Americans. It also examines how Americans debated and then remembered the Holocaust and the dropping of the atomic bomb on Hiroshima and Nagasaki. **USIDG**, Fall semester.

241 Recent United States History, 1945–1995 (1 course) This course surveys the history of the United States from the end of World War II to 1995, examining key social, political, cultural, and military issues. The course utilizes primary and secondary sources as well as audio-visual evidence. Topics include the Cold War at home and abroad, suburbanization, the Civil Rights Movement, the Korean and Vietnam conflicts, the “Southernization” of the U.S., the rise of feminism, the impact of technological change, and the growth of liberal and conservative ideologies. **HUMN**, Fall semester, odd years.

242 Hollywood, USA (1 course) This course (whose title comes from the RuPaul song) examines American culture at different key periods in U.S. history since 1920 through the lens of selected Hollywood films. While the specific chronological parameters may occasionally vary, a recurring focus will be the Great Depression of the 1930s. We will always investigate the dynamic relationship between Hollywood films and American popular culture. For example, during the Great Depression, did Hollywood films affirm prevailing popular values, challenge, or subvert them, or all of these? How and why? **HUMN**, Offered occasionally.

243 History of the Present (1 course) This course looks to the past to explore and understand how and why we arrived at our present. Specifically, it begins in the present with selected significant events, issues, and dilemmas currently facing the United States and then moves backward in time to illuminate the historical roots of those issues and their development over time. Topics will vary and may include economic issues such as income inequality; political issues such as voting rights; and social issues such as immigration. Spring semester, even years.

261 Colonial Latin America (1 course) Columbus’s arrival in the Americas set in motion a violent fusion of European, African, and indigenous civilizations, a fusion that would create a uniquely Latin American society. This course will examine the economic, social, political, and cultural evolution of that society up to the eve of independence at the beginning of the nineteenth century, discussing the contributions of

Spaniards, mestizos, Indigenous peoples, and Africans. Topics include Pre-Columbian societies; the conquest; the imposition of the colonial order; indigenous, enslavement-based, and urban societies; and the imperial reforms of the late eighteenth century. This course counts toward the LALACS major/minor. **GLAFC**, Spring semester.

274 History of Modern China (1 course) This course examines the history of China from the beginning of the Qing dynasty (the last Chinese Imperial dynasty) in the seventeenth century to the present. Topics include the significance of Confucianism in the formation of a self-regulatory society, the initial stability and prosperity of the Qing dynasty, the paradox of how the long Qing stability eventually undermined the dynasty by the mid-nineteenth century, the Qing inability to resist Western imperialism, China's century-long struggle to modernize and develop a modern national identity, the Chinese Civil War and the subsequent victory of the CCP led by Mao Zedong, the bittersweet Chinese experience of Communist rule from Mao to Deng Xiaoping, the issue of Tibet, and the current situation of China's rapid economic growth and subsequent environmental crisis. The course uses Chinese feature films and documentaries to complement the readings and to offer a vivid visual representation about China. **GLAFC, HUMN**, Spring semester, odd years.

278 History of Modern Japan (1 course) This course examines the history of Japan from 1600, when the Tokugawa dynasty first emerged, to the present. The first unit will examine the role of the samurai and how bushido was still a fluid concept with competing interpretations of what it meant to be a samurai in a time of peace. The second unit examines the Tokugawa dynasty's inability to challenge Western imperialism and how this bitter failure propelled modern Japan to modernize in less than forty years. The third unit examines the development of Japanese fascism, Japan's war with Asia and its fateful decision to attack the U.S. The fourth unit examines the war in Asia and the Pacific with emphasis on the role racism played in the conflict, Japanese atrocities, the U.S. firebombing campaign, and the decision to use atomic bombs. The final unit examines postwar Japan with an emphasis on the U.S. occupation, the emergence of a democratic and pacifist nation, how Japan became an economic superpower, and the environmental and social costs of Japan's postwar success. This course counts toward the Japanese Studies major/minor. Spring semester, even years.

298 Challenge Seminar: "Liberty and Justice for All": Democracy and Dissent in U.S. History (1 course) What is the place of dissent in a democracy? Are there boundaries to it? How can it survive efforts by the state and other actors to suppress it? This course explores these and related questions through a case-study approach focused on a specific dissenting movement in the U.S. past—for example, the abolitionist, woman suffrage, Gilded-Age labor, Black Power, or gay liberation movement. Students will study the specific dissenting movement on its own terms in its own context while also grappling with its place in and implications for U.S. democracy in its own day and ours. Particular attention will be paid to its forms of expression, ideas, means and ends, and ethical dimensions as well as efforts against it. **CHALS, WRITL**, Offered occasionally.

298 Challenge Seminar: Memorializing Mau Mau (1 course) This course offers a broad look at African history from 1945 to the present with focus on a few specific case studies such as the "Mau Mau" rebellion in Kenya and the Biafran war in Nigeria. A primarily discussion-based course, students will research primary sources and engage in project-based learning to delve into important questions related to challenges facing post-colonial Africa. This course counts toward the African/African Diaspora Studies minor. **CHALS**, Fall semester, odd years.

300 Senior Research Seminar (1 course) The senior research seminar allows History majors to apply the historical knowledge, thinking, and skills they have developed through their courses in the department to an independent project in their chosen area of concentration. The seminar also offers an opportunity for students to connect their expertise in History with potential career paths in history, public history, library science, or teaching, to name just a few examples. Prerequisites: HIS-200 and permission of the Department Chair. **WRITD**, Fall and Spring semesters.

303 We Want You! Propaganda and Persuasion in the Modern World (1 course) We constantly see messages attempting to shape opinion or promote a call to action among ordinary people. We often think of propaganda in wartime to encourage patriotism and vilify the enemy, but it is just as often used in peacetime. This course takes a global perspective on the theory, role, evolution, and effectiveness of propaganda in the twentieth century, and the connection to changing technologies as we interpret and analyze written, audio, and visual sources. Prerequisite: HIS-200 or permission of the instructor. **WRITL**, Fall semester, odd years.

312 France Under Nazi Occupation (1 course) This course approaches the history of France under Nazi rule from a variety of angles including the 1940 military defeat, the resistance, collaboration, the role of the empire, the persecution of Jews, and attacks on women's rights. We will also consider the role of the era in French national memory. In studying these various topics, students will grapple with important questions of historical interpretation. For example, who bears the ultimate responsibility for collaboration? In the course students will discuss articles, books, novels, and films. They will select a topic of their choice to research in-depth for a longer paper, lead a class discussion, write shorter papers, and give an oral presentation based on their research. Prerequisite: HIS-200 or permission of the instructor. Fall semester, even years.

323 European Minorities (1 course) Minorities are everywhere and have been everywhere throughout history. However, minorities became far more visible in society—and debates concerning minorities more prominent—in the modern era, particularly following the French Revolution and later after the Great War. This course explores the changing relationships between individuals (and groups) with the state, and questions around the theories of nationalism and identification as it relates to minority populations in nineteenth and twentieth century Europe. Throughout this course, we will take a broad look at minorities, moving beyond just ethnic and racial minorities to include religion, class, gender, and sexuality. This course counts toward the Peace, Justice, and Conflict Studies and Russian and Eastern European Studies major/minor. Fall semester, even years.

330 Immigration in U.S. History (1 course) Immigration, one of the most enduring symbols of the United States, remains a contentious issue in contemporary America. The ongoing political debates about immigration reform and border security; the massive immigrant-rights marches of the last few years; and the hopes and fears of a changing America demonstrate the continued importance of immigration today. This course investigates immigration patterns, immigration policy, and immigrants' lives in a transnational perspective. Which immigrant groups have come to the U.S.? When and why have they come? And what have their lives been like once here? How have the federal government and Americans responded to immigrants and immigration throughout history? Why have some newcomers been welcomed while others have been scorned as "forever foreigners" or "illegal aliens"? Offered occasionally.

331 Hip Hop and the Black 1980s (1 course) This course will explore how the racial politics of Reaganism shaped the 1980s and how Black Americans used music, among other cultural forms like sport and entertainment, as forms of activism. In a period defined by deindustrialization, the War on Drugs, the Cold War, and the HIV/AIDS crisis, understood through the lens of the New Right, this class will explore why the Black 1980s remain understudied historically and why it should not be seen as merely a postscript to the Black Freedom Struggle. To do so, we will delve into new political alliances that developed during this period, as well as how Black entertainers, including athletes, contributed to Black political thought and mobilizations during this decade. **HUMN, WRITL**, Offered occasionally.

332 America in the Age of the Civil War (1 course) This course examines the social, political, cultural, and intellectual history of America in the era of the Civil War. Major topics include the economics of slavery, the free-labor society in the North, the origins of the Republican party, the ideology of sectional conflict, and the experiences of African Americans, women, white workers, and slaveholders. Special emphasis will be accorded to the meaning of the Civil War to contemporaries and later Americans. **HUMN**, Spring semester, odd years.

334 The Civil Rights Movement at the Community Level (1 course) Historian and activist Howard Zinn once commented on the relationship between history and social change: “All those histories centered on the Founding Fathers weigh oppressively on the capacity of ordinary citizens to act. We have been taught to look to the stars, surrendering our own strength.” This course examines movement building to bring about voting rights, desegregation, and improved race relations at the local level in the Deep South during the civil rights era. This is the story of some of the women, children, and men who daily put their lives on the line to “make America be America.” This course counts toward the Peace, Justice, and Conflict Studies major/minor. Spring semester, even years.

350 South Africa and Apartheid (1 course) This 300-level history course traces the origins, establishment, experiences, and protests against apartheid, and the end of the apartheid regime in South Africa. Using a variety of sources: primary texts, history books, a biography, documentaries, a film, and memoirs, students will study multiple perspectives on the history of apartheid. We will also look at how historical interpretations have changed over time. Each student will do individual research related to a specific theme or topic on the history of apartheid. Prerequisites: HIS-200 or AFS-190, Spring semester, even years.

361 Latin America and the United States (1 course) This seminar will explore the relationship between Latin America and the United States over the past 200 years. The course will look at both relations between Latin American countries and the United States particularly during the Cold War, and the experience of Latinos within the U.S. during the 19th and 20th centuries. Students will identify a topic of their own choice, conduct research, and complete a research paper that includes primary sources. This course counts toward the LALACS major/minor. Prerequisite: HIS-200 or permission of instructor. Offered occasionally.

268, 368 Career Exploration, Internship (course value to be determined) Off-campus employment experience related to the student’s major. See description of the Internship Program. Internship prerequisite: junior or senior status. Fall and Spring semesters.

370 East Asian and U.S. Interactions in Historical Context (1 course) This course examines East Asian (including Southeast Asia) and U.S. interactions at multiple levels (state-to-state, social, cultural, and economic). We begin with the rise of Western imperialism in Asia in the mid-nineteenth century, to an

examination of the major East Asia-U.S. conflicts in East Asia in the twentieth century (Philippines, Japan, China, Korea, and Vietnam), the decision to use atomic bombs against Japan, the rise of East Asia as an economic power, and recent events such as U.S.–North Korea and/or U.S.–China relations. The course will take a theoretical approach to foreign relations such as “realpolitik,” imperialistic ideologies, and democratic moralism, to name a few. This course counts toward the Japanese Studies major/minor. Fall semester, even years.

291, 391 Independent Study (course value to be determined)

396 Honors Research Tutorial I (1 course) In this course, Honors-track students will define and initiate their research projects in close cooperation with a member of the department. During the semester each student is expected to define the project, establish a research agenda, develop a bibliography, begin in-depth research, and write a preliminary descriptive abstract. Required of Honors-track History majors and normally taken in the fall of the senior year.

397 Honors Research Tutorial II (1 course) In this course, Honors-track students will complete the research and writing of their thesis in close cooperation with a member of the department. Each student is required to prepare and deliver an oral presentation of the research project to the department. This course is required of Honors-track History majors and normally taken in the spring of the student’s senior year.

The following courses are offered by other departments and may be selected as electives.

- CLA-201 Ancient Greek History and Culture (1 course)
- CLA-202 Roman History and Culture (1 course)

Interdisciplinary Studies (IDS) and Non-departmental Studies (NDL)

Interdisciplinary Studies (IDS)

Interdisciplinary study at Gustavus is designed to nurture a holistic approach to the study of topics of concern to more than one of our traditional academic disciplines. This may involve interdisciplinary programs and/or interdisciplinary courses. The Gustavus Adolphus College mission statement speaks to a curriculum designed with an interdisciplinary perspective, and which balances tradition with pedagogical innovation. Interdisciplinary courses draw linkages beyond their disciplines, and often involve experiential learning, international study, service-learning, and undergraduate research.

Interdisciplinary majors and/or minors are offered in African Studies, Arts Administration; Biochemistry and Molecular Biology; Comparative Literature, Environmental Studies; Film and Media Studies; Gender, Women, and Sexuality Studies; Japanese Studies; Latin American, Latinx, and Caribbean Studies; Peace, Justice, and Conflict Studies; Public Health; and Russian and Eastern European Studies. Please refer to the separate listing for each in this bulletin.

Interdisciplinary Studies Course Listings (IDS)

101 Clickbait, Bias, and Propaganda in Information (.5 course) This discussion-based course explores how information is created and shared online, providing students with practice evaluating claims in social media, journalism, and the public sphere. Students will study the nature of emerging information systems, examine contemporary problems in information ethics, explore issues of diversity and social justice in the context of networked media systems, and learn practical fact-checking strategies. Spring semester.

177 Death and Dying (1 course) This course will introduce you to the basic themes related to death and dying. We will cover topics such as historical changes in the experience of death, attitudes about death, coping with death, cultural approaches to death, how age influences coping with and understanding death, suicide and assisted suicide, and Alzheimer's disease. **HBSI, January Term.**

210 Adolescence: Challenges and Opportunities (1 course) "What's wrong with teenagers?" We hear this phrase often, but we might better ask, "What's wrong with society's expectations of teenagers?" Ever since the concept of a developmental period between childhood and adulthood emerged, society has tended to shield adolescents from many of the responsibilities of adulthood, yet often expects them to behave and think just like adults. In this course, we consider adolescent development from biological, psychological, sociological, and historical points of view. We will discuss issues that affect adolescents, such as social media, gender and sexual identity, and legal culpability, and disseminate research-based information to the community about these issues. **USIDG, January Term.**

144, 244, 344 Special Topics (1 course, 1 course, 1 course) These courses, offered occasionally by guest faculty, provide an opportunity to investigate, in depth, a selected interdisciplinary topic that is not the primary subject of any of the regular catalog courses.

260 Myth and Reality in African Cinema (1 course) This course examines how Africa is represented through cinema. Though the theme may vary from one year to another, generally it discusses issues such as nation building, gender relations, social and political conflict, and acculturation. Students discuss,

take exams, write essays, and do oral presentations. This course counts toward the African Studies minor. Spring semester, odd years.

268, 368 Career Exploration, Internship (course value to be determined) Off-campus employment experience related to the student's major. See description of the Internship Program. Prerequisite: junior or senior status. Fall and Spring semesters.

298 Challenge Seminar: A Simple Life (1 course) The adage, "Live simply so that others may simply live," urges us to act in socially just ways. If we extend the meaning of "others" to include non-human species, then the saying also encourages us to live in an environmentally sustainable manner. Yet, crafting a simple, sustainable life congruent with environmental stewardship is a challenge, especially in societies focused on consumption, striving and competition. This course will weigh the costs and benefits of lifestyle choices associated with acquiring food, shelter, transportation, clothing, social needs, and physical, emotional and financial well-being. Students will analyze how lifestyles affect others, humans and non-humans alike. Students will deliberate the ethical implications of individualism, resource use and environmental impact. Students will integrate knowledge from studies on wellbeing and environmental sustainability to develop informed action plans about how to sustain a satisfying life for themselves and "others." **CHALS, WELBG**, Offered occasionally.

298 Challenge Seminar: The History of Eugenics and the Future of Genetic Testing (1 course) This interdisciplinary course examines the interplay of scientific knowledge and the use of biotechnology to shape U.S. society in history and today. Students will learn the history of eugenics to grapple with its impact on debates over reproduction and belonging in the U.S. as well as the science underlying recent developments in genetic testing. The course explores the ethics surrounding the role of science and history when it comes to genetic testing and includes student research projects at the intersection of history and genetics. **CHALS, WRITL**, Offered occasionally.

Non-departmental Studies (NDL)

Non-departmental courses provide opportunities to build skills and competencies that will help students succeed in college as well as in civic and professional life. Offered by faculty and administrative staff, non-departmental courses allow students to develop, practice, and hone skills that do not "belong" to any one department, but that will contribute to learning and success in all disciplines and vocations. These courses also align with the College's mission by providing opportunities for faculty and staff to offer innovative courses.

Non-departmental Studies Course Listings (NDL)

102 Career Readiness (.5 course) This half-semester course helps students to: articulate their career interests, effectively present their qualifications and implement career plans by creating career documents (resumes, letters, profiles), researching career opportunities (informational interviewing and networking, internships, jobs, etc.). This course is open to all class levels. **WELBG**, Fall and Spring semesters.

120 Resiliency Rebound (.5 course) The purpose of the course is to provide students with foundational knowledge, skills and practices to move from surviving in college to thriving in college. Students will develop an awareness of multiple dimensions of well-being and the intellectual and practical skills

necessary to make thoughtful decisions in multiple dimensions of well-being. **WELGB**, Offered occasionally.

142 Introduction to Sport Management (1 course) This course will introduce students to foundational skills and principles of sport management. Through readings, guest speakers, and applied experiences, students will explore the history of sport management, careers in sport management, and contemporary issues in sport management across a variety of sport contexts (e.g., youth, recreational, college, professional, international). This course includes required evening and weekend time commitments. January Term.

147 Academic Success for Multilingual Learners (.5 course) This half-semester course assists international and multilingual students in developing the oral and written communication skills needed to succeed at Gustavus. Students will practice academic writing, oral presentations, communicating with professors, classroom discussion, and active reading, among other skills. Students will also learn about the culture of academic and student life at Gustavus. These oral, written, and intercultural skills will come together to help students craft their unique “academic voice,” which complements and enriches (but does not replace) their existing linguistic identities. Fall and Spring semesters.

201 Reading Workshop (.25 course) In this half-semester course students will read and discuss two or more books, including a contemporary work of fiction or nonfiction announced in advance and a book chosen by the student. Students will publish reviews of the books they read to a book-related social network, will reflect on their own reading histories and practices, and will explore the place of books and literacy in contemporary culture. Offered occasionally.

217 Intercultural Perspectives: Adaptation and Re-entry (1 course) This course is designed to provide international students and study abroad returnees with an opportunity to reflect, analyze and discuss the many intercultural issues connected to studying/living abroad. Course materials will include readings in intercultural literature that focus on cross-cultural themes such as intercultural adaptation and re-entry. Course assignments such as journals, research article presentations and identity narratives will allow students the opportunity to apply theoretical knowledge to their individual and collective intercultural experiences. This course will include small and large group discussions of readings and assignments. Spring semester, occasionally.

298 Peer MALT (1 course) Explore the challenge of ethical leadership in a complex world by serving as a Peer Mentors, Academic Leaders & Teacher (Peer MALT). Help introduce first-year students to college resources and the college curriculum, encourage them to explore their values, and foster a mentoring community on campus by delivering an Advising Curriculum lesson to an assigned section of FTS throughout fall semester. In doing so, Peer MALTs develop and practice important leadership, teaching, and mentoring skills that are transferable to other settings, such as future classes or employment. Class time is used to train, develop, and support Peer MALTs, create a cohort, develop and enrich connections with faculty, staff, and administrators, and reflect upon the experience and its connections to future academic, career, and vocational goals. Additional requirements and expectations: a student must be (self-)nominated and accepted into the Peer MALT program in order to enroll in this course; Peer MALTs will deliver Advising Curriculum once a week in an assigned FTS section throughout fall semester at that course’s designated time; Peer MALTs must complete online training prior to the start of fall semester. **WELGB, CHALS**, Fall semester.

301 Information Fluency (.5 course) This course will give students interested in going to graduate or professional school—or who simply want to know more about research—an immersion in the structure of the literature of their chosen field and exposure to research tools and collections. Students will develop an extensive literature of their chosen field. They also will keep a research log and develop an extensive literature review for a research question of their choice. Shorter projects will require students to analyze aspects of their discipline’s traditions, to compare them to traditions in other fields, and to explore the social and ethical dimensions of research. Spring semester.

323 Peer MALT II (1 course) Dive deeper into the challenge of ethical leadership in a complex world by serving as a returning Peer MALT. In addition to leading sessions with a section of FTS 100 throughout fall semester, returning Peer MALTs will mentor and prepare first-time Peer MALTs as they begin their leadership journey. Students in this course will also influence the future Peer MALT experience by revising the Advising Curriculum lesson plans and creating materials that increase awareness of the Peer MALT program in the Gustavus community. Additional requirements and expectations: a student must be (self-)nominated and accepted into the Peer MALT program in order to enroll in this course; Peer MALTs will deliver Advising Curriculum once a week in an assigned FTS section throughout fall semester at that course’s designated time; Peer MALTs must complete online training prior to the start of fall semester. **WRITL**, Fall semester.

Sweden Today: The Gustavus Semester in Sweden Program

Students receive four course credits which includes one January Term (**JAN**) credit. In addition to the four IDS courses listed below, students will take one course in Swedish language and culture, offered at the appropriate level.

Sweden Today: The Gustavus Seminar in Sweden Program Course Listings (IDS)

220 Today Seminar: Tradition and Change (1 course) This integrative course in the Semester in Sweden program assists students in shaping connections among and reflecting on the courses and on-site experiences offered in this semester program. Course content explores significant issues and events in contemporary Sweden through course materials, program activities, and personal encounters. A substantial amount of group discussion, writing, and public presentations are required, culminating in a final integrative project designed by the student with approval by the faculty leader. This course counts towards the Scandinavian Studies major. January Term, odd years.

221 The Sami: The Indigenous People of the North (1 course) This course will enable students to learn about the Sami, the indigenous people living today mainly in the northern parts of Norway, Sweden, Finland, and on the Kola Peninsula in Russia. Students will live in Swedish Samiland for a major part of the course and, through texts and experiential activities, will explore the historical, cultural, economic, political, and religious contexts of Sami life with guidance from on-site instructors. Attendance in early February at the traditional Sami Winter Market (an event that has been held annually since the early 1600s), will be a significant experience of the course. This course counts towards the Scandinavian Studies major. Spring semester, odd years.

222 The Politics of Diversity in Sweden (1 course) This course introduces students to the history, culture, and politics of Sweden through the lenses of ethnic, linguistic, and cultural diversity. The course will consider historical and economic developments, ethnic relations and national unity, the place of

religion in the Swedish state, and contemporary political issues, as well as the laws, policies, and values that have attracted immigrants to Sweden. Through readings, discussion, and conversations with “traditional” and “new” Swedes, students will critically engage with concepts of national identity, belonging, and social inequality. This course counts towards the Scandinavian Studies major. Spring semester, odd years.

223 Sweden: Climate, Energy, and Environment (1 course) This course examines the current and past physical environment of Sweden and explores Swedish responses towards environmental change. A focus on recent climate change and Sweden’s response to this complex and politically contentious topic will be coupled with learning to use and examine data in assessing physical, political, and social changes that have occurred in Sweden as the climate has changed. Students will learn about the geologic forces that shaped the Swedish landscape, apply geologic principles to understand past events that have shaped the physical environment of Sweden, and learn to read the earth for evidence of previous periods of climate and other physical changes. Students will evaluate the role of natural and human activities on earth’s climate, compare Swedish and U.S. responses to address climate change, and critically examine current practices and policies in both countries. Spring semester, odd years.

Japanese Studies (JPN)

Richard Leitch, (Political Science), **Program**

Director

John Cha, (Religion)

David Tôbaru Obermiller, (History)

Toshiyuki Sakuragi, (Modern Languages,
Literatures, and Cultures)

Lianying Shan (Modern Languages, Literatures,
and Cultures)

Japanese Studies is an interdisciplinary program that offers students the opportunity to become familiar with various aspects of Japanese culture: language, literature, history, politics, art, and religion. Students majoring in Japanese Studies are required to study in Japan for at least one semester. Gustavus has student exchange relationships with Kansai Gaidai University in Osaka and Hosei University in Tokyo. The major culminates in the production of a scholarly paper on some aspect of Japanese culture, written in the senior year under the guidance of one of the participating faculty members.

Major:

1. Courses in Japanese
 - a. Elementary and Intermediate Japanese—JPN-101, JPN-102, JPN-201, JPN-202, or equivalent.
 - b. One Japanese language course beyond JPN-202 taken at an approved institution in Japan.
2. Courses in English
 - a. Five of the following (or other courses studied in Japan)—HIS-170, HIS-175, HIS-278, HIS-370, JPN-170, JPN-270, JPN-271, JPN-272, MLC-265, POL-255, REL-235, REL-355.
 - b. JPN-399, Senior Thesis (.25 credit).
3. A minimum of one semester of full-time study in Japan.

Courses for the major (including any transfer courses) must be selected in consultation with a Japanese Studies advisor and be approved by the program director. No more than two courses per semester of work done in another institution will be accepted as a part of the major, and the coursework in Japan must be approved by the program director prior to departure.

Courses must be graded C or better to fulfill the requirement for the major. This grade requirement does not include courses taken in Japan.

Minor:

1. Courses in Japanese: JPN-101, JPN-102, JPN-201, JPN-202, or equivalent.
2. Courses in English: Three of the following (or other courses studied in Japan), selected in consultation with a Japanese Studies advisor: HIS-170, HIS-175, HIS-278, JPN-170, JPN-270, JPN-271, JPN-272, MLC-265, POL-255, REL-235, REL-355.

At least three of the courses presented for the minor must be taken at the College, including at least two language courses. No more than two courses per semester taken in another program will be accepted. The study abroad curriculum must be approved by the program director prior to departure.

Courses must be graded C or better to fulfill the requirement for the minor. This grade requirement does not include courses taken in Japan.

- 101, 102 Japanese Language and Culture I, II 201, 202 Japanese Language and Culture III, IV 251 Japanese Language and Culture V
- 170 Introduction to East Asian Literature in English Translation
- 175 History of Pre-modern East Asia
- 270 Modern Japanese Literature and Culture in English Translation
- 271 Japanese Film
- 272 Women in East Asian Literature
- HIS-170 Introduction to Modern East Asia
- HIS-278 History of Modern Japan
- HIS-370 East Asian and U.S. Interactions in Historical Context
- MLC-265 Exploring Intercultural Relations through Film
- POL-255 The Politics of Japan and China
- REL-235 Zen and Japanese Culture
- REL-355 Buddhist Philosophy

Japanese Studies Course Listings (JPN)

145 Discover Japan: Language, Life, and Culture in Tokyo (1 course) In this course, students will engage in a three-week language and cultural immersion experience in Japan. During their stay in Japan, students will participate in a two-week language and culture program at Hosei University in Tokyo as well as trips to Kyoto, Osaka, Kamakura, and Mt. Fuji. Students with various levels of Japanese language proficiency—from beginning (with no previous experience) to advanced—may participate in this course. In addition to the assignments (written and oral) in the Japanese language course, students will engage in reflection on their intercultural experience via group discussions and essays. **HUMN, GLAFC**, January Term travel course.

170 Introduction to East Asian Literature in English Translation (1 course) This course provides a broad survey of representative literary works from East Asia from the classical to the contemporary period. Students will explore a variety of literary texts, such as poetry, novels (selections), and short stories from China, Japan and Korea through English translation. This course helps students develop a deep understanding of the diverse philosophical, aesthetic, and literary traditions, cultural values, and historical realities in East Asia. **GLAFC, HUMN**, Fall semester.

175 History of Pre-modern East Asia (1 course) Examination of pre-modern East Asia (to 1644) with emphasis on: East Asian philosophical and spiritual traditions and how these traditions affected the development of East Asian civilizations; the contribution East Asia played in the development of European and world history; and a challenge to Euro-centric perspectives that often view East Asia civilizations as static. Some particular themes include how Confucianism created a self-regulated society, how Chinese civilization was able to maintain cultural continuity for 3000 years, the role of the Mongols in the making of the modern world, and Japanese samurai culture. This course uses several East Asian films. This course counts toward the Japanese Studies major/minor. This course is cross listed with HIS-175. **GLAFC, HUMN**, Fall semester.

270 Modern Japanese Literature and Culture in English Translation (1 course) This course offers a survey of representative works of modern Japanese literature (1868-the present). We will explore Japanese literature within its cultural and historical contexts and will discuss various literary themes, trends, and styles. We will also examine a few topics of contemporary Japanese popular culture, such as manga and anime. This course consists of four units: the Meiji period, the Taisho period, the post-war period, and contemporary popular culture. **GLAFC, HUMN**, Offered annually.

271 Japanese Film (1 course) Taught in English, this course introduces students to Japanese film by surveying the works of major directors, ranging from such early masters as Ozu, Mizoguchi, and Kurosawa, to such contemporary filmmakers as Kitano and Koreeda. These films will be examined within their historical and social context. By studying film as an art form, students will appreciate the aesthetic, technical, and commercial development of the Japanese cinematic tradition. Also using cinema as a window into society, the course explores such issues as the changing nature of family structure, values, gender roles, and cultural diversity in Japan. **GLAFC, HUMN**, Offered annually.

272 Women in East Asian Literature (1 course) This course introduces to students literary and cultural representations of women in East Asia (China, Japan and Korea) from ancient times to the contemporary period. We will explore how womanhood is constructed, institutionalized, and challenged in various social and cultural discourses, such as mythology, folklore, poetry, and fiction. We will discuss women's varied experiences in family and society in relation to the historical and social conditions that have shaped their status and experience. We will also investigate how women have negotiated their gender roles through writing, imagination, and feminist movements. This course is organized both chronologically and thematically. Discussion topics include constructions of femininity in traditional East Asia, women's literary traditions, representations of women in literature by both male and female authors, feminist consciousness, and the continuing changes and challenges concerning women's roles and status in society. **GLAFC, HUMN**, Spring semester.

399 Senior Thesis (.25 course) This course is taken in conjunction with a Japanese Studies course during the senior year taught by the thesis advisor. Prerequisite: permission of the instructor. Fall and Spring semesters.

Latin American, Latinx, and Caribbean Studies (LALACS)

Angelique Dwyer (Modern Languages, Literatures, and Cultures) **Program Director**
Ana Adams (Modern Languages, Literatures, and Cultures)
Thia Cooper (Religion)
Loramy Gerstbauer (Political Science)
Maria Isabel Kalbermatten (Modern Languages, Literatures, and Cultures)
Paschal Kyoore (Modern Languages, Literatures, and Cultures)

Henry MacCarthy (Theatre and Dance)
Carlos Mejía Suárez (Modern Languages, Literatures, and Cultures)
Darío Sánchez-González (Modern Languages, Literatures, and Cultures)
Anna Versluis (Environment, Geography, and Earth Sciences)
Suzanne Wilson (Sociology/Anthropology)

The Latin American, Latinx, and Caribbean Studies (LALACS) Program offers an interdisciplinary concentration that joins students and faculty in a meaningful study of the Americas with a focus on the effects globalization has on identity and community. As its name suggests, Latin American, Latinx, and Caribbean Studies is an inclusive program that combines area studies in Latin America and the Caribbean with recognition of the growing cultural plurality of the United States—diversity that is increasingly evident in Minnesota and the Gustavus community.

A major or minor in LALACS offers students the opportunity to study the Americas across a wide spectrum of the humanities and the social sciences through a variety of geographical and cultural emphases. It also offers students the technical tools needed for in-depth experiential learning through language courses and cultural immersion in study abroad programs in Latin America and the Caribbean. A unique aspect of the program is the exploration of historical and cultural ties to the countries of the Iberian Peninsula

Requirements for the major: Nine courses, including:

1. HIS-160 Introduction to Latin America.
2. SPA-200 Intermediate Spanish or above, or FRE-202 Intermediate French II, or above.
3. Take five courses chosen from the lists below: at least one in Latin American Arts in Context, one in Humanities, and one in Social Sciences and Religion. At least one course must be a level three course.
4. LAS-368 or LAS-391, chosen in consultation with the LALACS advisor.
5. LAS-399 Senior Capstone

Latin American Arts in Context:

- ART-265 Maya and Mexican Art and Archeology
- ENG-101 U.S. Latinx Identities
- MUS-102 World Music (if project is on LALACS)
- SPA-320 From Latin America to Latinx in the U.S.
- SPA-390 Through the Lens: Film in Spanish
- T/D-108 Global Dance Practice
- T/D-265 Performance in the Americas

- Latin Jazz Fusion Ensemble

Humanities:

- ENG-226 U.S. Ethnic Literature
- FRE-251 The Art of Reading, Writing, and Speaking in French
- FRE-364 Francophone African/Caribbean Literatures and Cultures
- HIS-261 Colonial Latin America
- HIS-344 Indigenous Peoples of the Americas
- MLC-298 Chal Sem: Latin American/Spain Representation
- PHI-371 Sex and Race in the Caribbean
- SCA-360 Nordic Colonialisms/Postcolonialism (if project is on LALACS)
- SPA-250 Negotiating Difference in the Hispanic World
- SPA-280 Literature, Film, and Society
- SPA-322 Literary Cities of Latin America
- SPA-375 Gender and Sexual Identities in the Spanish-Speaking World

Social Sciences and Religion:

- BIO-150 Climate Change in Bolivia
- EDU-230 Social Foundations of Education (if project is on LALACS)
- EDU-235 Island Schooling
- E/M-351 Global Business
- GEG-146 The Mountains at the End of the World
- GEG-225 Race and Space in the U.S.
- GEG-243 Hydrology and Water Resources (if project is on LALACS)
- GEG-336 Urban and Regional Analysis (if project is on LALACS)
- GEG-343 Problem-Solving Using GIS (if project is on LALACS)
- GEG-350 Political Ecology
- LAS-298 Chal Sem: Community Peacebuilding in Colombia
- POL-230 Latin American Politics
- POL-250 Politics of Developing Nations (if project is on LALACS)
- REL-273 Religion and Politics in Latin America
- REL-383 Liberation Struggles
- S/A-242 Drugs and Society
- S/A-243 Globalization
- S/A-244 Drugs in Society (if project is on LALACS)

Requirements for the minor: Minimum six courses, including:

1. HIS-160, Introduction to Latin America.
2. SPA-200 Crossing Borders or above, or FRE-202 Intermediate French II, or above.
3. Four courses from three departments, selected from the approved list above.

Latin American, Latinx, and Caribbean Studies Course Listings (LAS)

244, 344 Special Topics in LALACS (course value to be determined) Course content varies and explores a topic or problem in depth through reading, discussion, and writing. More than one special topics course may be taken.

268, 368 Career Exploration, Internship (course value to be determined) Off-campus employment experience related to the student's major. See description of the Internship Program. Internship prerequisite: junior or senior status. Fall and Spring semesters.

291, 391 Independent Study (course value to be determined)

399 Senior Capstone (1 course) This course offers students directed practice in completing an independent research/artistic project that deepens their knowledge of Latin America. The research project will involve the study of primary and secondary materials, including primary source research, data collection, analysis, and scholarly writing. The artistic project will involve the study of primary and secondary materials in addition to the creation of an individual artist project with a written statement of purpose and scholarly essay describing the aesthetic and cultural issues at stake in the project. The project will be presented in front of a LALACS faculty panel. Prerequisites: HIS-160 and senior status. Spring semester.

Mathematics, Computer Science, and Statistics (MCS)

Thomas LoFaro, **Chair**

Ella Burnham

Baili Chen

Jillian Downey

Jeff Engelhardt

Dongji Feng

Jeff Ford (Visiting)

Laura Hildreth

Aaron Nienow

Guarionex Salivia

Jacob Siehler

San Skulrattanakulchai

Imre Tuba (Visiting)

Louis Yu

The mission of the Department of Mathematics, Computer Science, and Statistics is to provide an excellent education in the theoretical, practical, and aesthetic aspects of mathematics, statistics, and computer science to undergraduate students. The Department of Mathematics, Computer Science, and Statistics offers an introduction to the concepts, structures, and techniques of the different fields of our three disciplines. It is the philosophy of the department that all students of the mathematical sciences should have an understanding of and appreciation for the theoretical aspects of the discipline as well as their far-reaching applications. The skills of analytic thinking and logical argument combined with the ability to communicate successfully provide the fundamentals of a good liberal arts education.

Mathematics, statistics, and computer science are generally considered essential for persons interested in the natural and social sciences. A Mathematics, Computer Science, or Statistics major will be well prepared for graduate study, secondary school teaching, or employment in government or industry. Professional opportunities are available in all analytically oriented fields. The departmental computer facilities are located in a computer lab on the third floor of the Olin building.

Mathematics, Computer Science, and Statistics majors are encouraged to study abroad, and the department allows appropriate coursework from approved international programs to apply toward the major. This is particularly true for the Budapest Semester in Mathematics and the Budapest Semester in Computer Science.

*Note: Normally, no more than three courses towards the major or one course toward the minor taken at other institutions may count. Students planning to take courses elsewhere, including those in Gustavus-approved international programs, should make prior arrangements with their departmental advisor and the chair of the department. Exceptions to these limits may be made on an individual basis.

Mathematics

Mathematics Major: At least 11 courses. A grade of C- or higher is necessary in all courses used to satisfy the requirements of the major, which are as follows:

1. MCS-122, MCS-150, MCS-221, and MCS-222.
2. MCS-142 and MCS-177.
3. MCS-213 or MCS-220.
4. An immersive sequence chosen from the following:
 - a. Algebra Sequence: MCS-313 and MCS-314,
 - b. Analysis Sequence: MCS-331 and MCS-332,
 - c. Dynamics Sequence: MCS-353 and MCS-357.
5. Two additional mathematics courses at the 200 or 300 level. Major advisors will recommend electives that represent an appropriate breadth of study in the subject.

Mathematics Education major: At least 11 courses. A grade of C- or higher is necessary in all courses used to satisfy the requirements of the major, which are as follows:

1. MCS-122, MCS-150, MCS-221, MCS-222, MCS-142, MCS-177, MCS-213 and MCS-303.
2. Three additional mathematics courses at the 200 or 300 level. Major advisors will recommend electives that represent an appropriate breadth of study in the subject.

Mathematics Minor: 6 courses. A grade of C- or higher is necessary in all courses used to satisfy the requirements of the minor, which are as follows:

1. MCS-122, MCS-150, MCS-221 and MCS-222.
2. MCS-213 or MCS-220.
3. At least 1 course credit chosen from MCS-303, MCS-313, MCS-314, MCS-321, MCS-331, MCS-332, MCS-344, MCS-353, MCS-355, MCS-357, MCS-358.

Mathematics Honors Program

In order to graduate with Honors in Mathematics, a student must complete an application for admission to the Honors program, available through the department chair, showing that the student satisfies the admission requirements, and then must satisfy the requirements of the program.

The requirements for admission to the Honors program are as follows:

1. Completion of requirements 1-3 of the Mathematics Major with a grade point average greater than 3.14.
2. Approval by the Mathematics Honors committee of an Honors thesis proposal. (Guidelines are available in the Mathematics Advising Guide.)

The requirements of the Honors program after admission are as follows:

1. Attainment of a GPA greater than 3.14 in courses used to satisfy the requirements of the major. If a student has taken more courses than the major requires, that student may designate for consideration any collection of courses satisfying the requirements of the major.
2. Approval by the Mathematics Honors Committee of an Honors thesis. The thesis should conform in general outline to the previously approved proposal (or an approved substitute proposal), should include approximately 160 hours of work, and should result in an approved written document. Students completing this requirement will receive credit for the course MCS-350, whether or not they graduate with Honors. (See the Mathematics Advising Guide for the thesis guidelines.)
3. Oral presentation of the thesis in a public forum, such as the departmental seminar. This presentation will not be evaluated as a criterion for thesis approval but is required.

Mathematics Course Listings (MCS)

115 The Nature of Math (1 course) College-level introduction to the logic, language, methods, and applications of mathematics, designed to convey the distinctive character of mathematical inquiry. Specific topics may include number systems, graph theory, fractals, symmetry, infinity, apportionment, voting theory, and probability and statistics. This course is neither intended nor suitable as a preparation for other mathematics courses. **QUANT**, Fall and Spring semesters.

118 Calculus with Precalculus Review 1a (1 course) This is a beginning calculus course that has an extensive review of pre-calculus. Calculus topics covered include limits, derivatives, and applications of the derivative. This course is continued in MCS-119; this two-course sequence provides the same coverage of calculus as MCS-121. Pre-calculus topics are taught in the context of solving calculus problems. These topics include polynomials and rational, exponential, logarithmic, and trigonometric functions. Fall semester.

119 Calculus with Precalculus Review 1b (1 course) This is the second course of the beginning calculus with precalculus review. Calculus topics covered include differential calculus (calculating derivatives, applications of the derivative, implicit differentiation, etc.) as well as the integral as an area, indefinite integrals, the fundamental theorem of calculus, and integration by substitution. As in MCS-118, precalculus topics are covered on an as-needed, just-in-time fashion. The combination of MCS-118 and MCS-119 covers the same calculus topics as MCS-121. Prerequisite: MCS-118. **QUANT**, Spring semester.

121 Calculus I (1 course) Introduction to the basic ideas of differential and integral calculus and formal development of differentiation and integration. Prerequisite: Two years of high school mathematics beyond plane geometry, including trigonometry. **QUANT**, Fall and Spring semesters.

122 Calculus II (1 course) A continuation of Calculus I. Topics to be covered include: techniques and applications of integration, an introduction to and the uses of infinite series, including power series and Taylor series, and the basics of ordinary differential equations. Prerequisite: MCS-119 or MCS-121. **QUANT**, Fall and Spring semesters.

150 Discrete Mathematics (1 course) An introduction to the concepts and techniques of mathematical processes that are finite (discrete). Topics include logic and sets, properties of the integers (divisibility, congruence), mathematical induction, the binomial theorem, discrete probability, and combinatorics. **QUANT**, Fall and Spring semesters.

213 Algebraic Structures (1 course) An introduction to axiomatically-defined algebraic structures including groups, rings, and fields, and the mappings between these structures. Students will study how the properties common to familiar number systems and operations can be abstracted, developing skills in conjecture and informal argument as well as the formal techniques of rigorous mathematical proof-writing. Good preparation for students planning to take MCS-313. Prerequisite: MCS-150. **WRITD**, Spring semester.

220 Introduction to Analysis: Theory of Calculus (1 course) This course develops the logical foundations underlying the calculus of real-valued functions of a single variable. Many of the topics from Calculus I and Calculus II are treated here, but now from a more advanced standpoint. Accordingly, students also will be introduced to the methodology of mathematics, that is, how to create convincing proofs of mathematical statements. Topics include axioms of the reals, sequences and series of real numbers and of functions, limits, uniform continuity and convergence, differentiation, integration, the mean value theorem, and the fundamental theorem of calculus. Prerequisite: MCS-122. **WRITD**, Fall semester.

221 Linear Algebra (1 course) An introduction to the theory and applications of linear algebra. Topics include vector spaces, matrices, linear transformations, determinants, eigenvalues and eigenvectors, and inner product spaces. Prerequisite: MCS-119 or MCS-121. MCS-228 is recommended prior to or concurrently with MCS-221. **QUANT**, Fall semester.

222 Multivariable Calculus (1 course) A multidimensional look at topics from MCS-121 and MCS-122, including functions of several variables, curves and surfaces in Euclidean n -space, standard coordinate systems, partial differentiation and its applications and multiple integration including Stokes's and Green's theorems. Prerequisite: MCS-122. Fall and Spring semesters.

250 Discrete Mathematics II (1 course) This course presents the mathematics essential for the design and analysis of algorithms. Topics include the analysis of the worst-case and expected behaviors of algorithms, asymptotic notations, recurrence relations, analysis of iterative and recursive algorithms, the Master Theorem, basic automata, grammars, computability, and complexity, graphs, and trees. Spring semester.

253 Differential Equations (1 course) This course focuses on ordinary differential equations and their applications in physics, engineering, and other areas. Solution methods for first and second order ordinary differential equations will be covered including separation of variables, integrating factors, and the method of undetermined coefficients. Qualitative methods for studying systems of differential equations will be presented including equilibrium analysis, periodic solutions, bifurcations, and chaos. Prerequisite: MCS-122. Fall semester.

303 Geometry (1 course) Selected topics from logical systems and basic laws of reasoning, foundations of Euclidean geometry, finite geometries, geometric loci, transformations, inversion, non-Euclidean geometry, hyperbolic plane geometry, projective geometry, affine geometry, and computer geometry. Required for teachers. Prerequisite: MCS-221 or permission of instructor or status as an elementary education major with a mathematics concentration. **WRITD**, Spring semester, even years.

313 Modern Algebra I (1 course) An intensive study of the basics of "abstract" algebra, including the theory of groups, rings, and fields. Topics include permutation and cyclic groups, Lagrange's Theorem, homomorphisms and isomorphisms, normal subgroups and factor groups, integral domains, ideals and factor rings, polynomial rings, factorization of polynomials, and extension fields. Prerequisites: MCS-221 and MCS-213 or MCS-220. Fall semester, even years.

314 Modern Algebra II (1 course) A continuation of MCS-313. Topics covered typically include unique factorization domains, principal ideal domains, Euclidean domains, finite fields, constructability, the fundamentals of Galois theory, and the Sylow theorems. Prerequisite: MCS-313. Spring semester, odd years.

321 Elementary Theory of Complex Variables (1 course) Derivative and integral of a function of a complex variable, Cauchy's integral theorem and formula, calculus of residues, application to evaluation of integrals, conformal mappings, and various other topics as indicated by the interests, needs, and experiences of the students. Prerequisite: MCS-222 or PHY-250. Spring semester, odd years.

331 Real Analysis (1 course) An introduction to the techniques and theorems of real analysis. Topics will include metric spaces and real function theory, including sequences and series of functions. Prerequisite: MCS-220 or MCS-228. Fall semester, odd years.

244, 344 Topics in Advanced Mathematics (1 course, 1 course) An investigation into a branch of mathematics not covered elsewhere in the curriculum. The topic will change from year to year, depending on the interests of instructors and students. Examples of possible areas of study include differential geometry, topology, history of mathematics, partial differential equations, algebraic geometry, number theory. Prerequisite: permission of instructor. Offered occasionally.

332 Topology (1 course) An introduction to the techniques and theorems of basic point-set topology. Topics will include countability and separation axioms, Urysohn's lemma, compactness, connectedness, and product spaces. Spring semester, even years.

350 Honors Thesis (1 course) To receive credit for this course, a student must complete an approved honors thesis fulfilling the requirements of the Mathematics Honors Program or the Computer Science Honors Program. Guidelines are published in the Mathematics and Computer Science Advising Guides. Offered on demand.

353 Continuous Dynamical Systems (1 course) A study of continuous dynamical systems and their applications. Fundamental topics include existence and uniqueness theorems, linear systems of differential equations, stability of equilibria for non-linear systems, periodic solutions, and bifurcation theory. Prerequisites: MCS-122, MCS-221 or PHY-250. Spring semester, even years.

355 Scientific Computing and Numerical Analysis (1 course) This course will introduce students to the design, analysis, and implementation of numerical algorithms designed to solve mathematical problems that arise in the real-world modeling of physical processes. These algorithms arise constantly in fields such as physics, chemistry, biology, engineering, finance, and computer graphics. Students will study several classes of numerical algorithms, including root-finding, approximation, interpolation, differential equations, numerical integration, and matrix methods. We will study these algorithms in the scientific context in which they are used. Prerequisites: MCS-122, MCS-221 or PHY-250. Spring semester, odd years.

357 Discrete Dynamical Systems (1 course) A study of discrete dynamical systems and their applications. Real and complex discrete dynamical systems will be studied. Topics include stability of fixed and periodic points, bifurcation theory, topological and symbolic dynamics, chaos, and fractals. Applications in biology, physics, and other disciplines are discussed to motivate the mathematical concepts presented. Prerequisites: MCS-122, MCS-221, or PHY-250. Fall semester, odd years.

358 Mathematical Model Building (1 course) An introductory study of the formulation of mathematical models to represent, predict, and control real-world situations, especially in the social and biological sciences. The course will use ideas from calculus, linear algebra, and probability theory to describe processes that change in time in some regular manner, which may be deterministic or stochastic. Typical topics are Markov and Poisson processes, discrete and continuous equations of growth, and computer simulation. In addition, students will work on their own mathematical modeling projects. Prerequisites: MCS-177, MCS-122, MCS-221, and MCS-142 or MCS-341. Juniors and Seniors only. Spring, even years.

268, 368 Career Exploration, Internship (course value to be determined) Off-campus employment experience related to the student's major. See description of the Internship Program. Prerequisite: Junior or Senior status. Offered Fall and Spring semesters, and Summer. Credit toward major or minor will be given only upon departmental approval.

291, 391 Independent Study (course value to be determined) Fall and Spring semesters and January Term.

399 Mathematics, Computer Science, and Statistics Seminar (0 course) Strongly recommended for all mathematics, computer science, and statistics majors. Students, faculty, and guest speakers from off-campus will make presentations on topics of special interest in mathematics, computer science, and statistics. Fall and Spring semesters.

Computer Science

Computer Science Major: 12 courses. A grade of C- or higher is necessary in all courses used to satisfy the requirements of the major, which are as follows:

1. MCS-177, MCS-150
2. MCS-189, MCS-178.
3. MCS-250, MCS-210, MCS-276, MCS-287, MCS-375.
4. MCS-376, MCS-374.
5. One of MCS-381, MCS-382, MCS-383, or MCS-384.

Computer Science Minor: 6 courses. A grade of C- or higher is necessary in all courses used to satisfy the requirements of the minor tracks, which are as follows:

1. **Regular Track:** MCS-177, MCS-178, MCS-189, MCS-210, MCS-287, and MCS-374.
2. **Data Track:** MCS-177, MCS-178, MCS-189, MCS-210, MCS-374 and one of MCS-381, MCS-382, MCS-355, or MCS-358.
3. **Theoretical Track:** MCS-177, MCS-178, MCS-150, MCS-250, MCS-287 and MCS-375.

Computer Science Honors Program: In order to graduate with Honors in Computer Science, a student must complete an application for admission to the Honors program, showing the student satisfies the admission requirements, and then must satisfy the requirements of the program.

Admission to the Honors Program:

Requirements for admission are as follows:

1. Completion of MCS-150, MCS-177, MCS-178, MCS-189, MCS-210, MCS-250, MCS-276, MCS-287, MCS-375, MCS-376 and MCS-374 with a grade point average greater than 3.14.
2. Approval by the Computer Science Honors Committee of an Honors thesis proposal.

Requirements for Graduation with Honors:

The requirements of the Honors program, after admission to the program, are as follows:

1. Attainment of a GPA greater than pi (3.14) in courses used to satisfy the requirements of the major. If a student has taken more courses than the major requires, that student may designate for consideration any collection of courses satisfying the requirements of the major.
2. Approval of the Honors thesis by the Computer Science Honors Committee. The thesis should conform in general outline to the previously approved proposal (or an approved substitute proposal), should include approximately 160 hours of work, and should result in an approved written document. Students completing this requirement will receive credit for the course MCS-350, whether or not they graduate with Honors.
3. Oral presentation of the thesis in a public forum, such as the departmental seminar. This presentation will not be evaluated as a criterion for thesis approval but is required.

Computer Science Course Listings (MCS)

177 Introduction to Computer Science I (1 course) This course introduces the perspectives and methods of computer science. Students learn to develop algorithms, which are step-by-step procedures for accomplishing a task. Students translate these algorithms into a programming language, utilizing common programming structures. The structures covered include variables, functions, loops, control flow, basic data structures, classes, and a brief introduction to object-oriented programming. **QUANT**, Fall and Spring semesters.

178 Introduction to Computer Science II (1 course) This course is a continuation of Introduction to Computer Science I. Special emphasis will be placed on current software practices, such as object-oriented programming, which aid the design and implementation of larger programs, as well as on the analysis of the complexity of the generated processes. Prerequisite: MCS-177. Fall and Spring semesters.

189 Introduction to Data (1 course) This course serves as an introduction to the data science principles required to tackle real-world, data-rich problems in business and in academia. Students will learn to implement fundamental data structures, which allow one to store collections of data with fast updates and queries. Students will be given an introduction on artificial intelligence and machine learning. Finally, they will study the capturing, digitization, representation, organization, transformation, and presentation of information in database systems. Prerequisite: MCS-177. Fall semester.

210 Computing in Society (1 course) Computer scientists have the opportunity to design, implement, distribute, abuse, and avoid policies that affect the lives of millions of people. This course offers students an opportunity to explore some social, ethical, and legal issues they will face by introducing them to a wide range of current and important topics in Computer Science that includes technical issues, professional questions, and moral and ethical decisions. Students will learn the basic principles of Information Assurance and Human-Computer Interaction. Prerequisites: MCS-177 and MCS-189. **WRITL**, Fall and Spring semesters.

276 Introduction to Systems 1 (1 course) This course provides an introduction to system components including memory, digital logic, machine representation of data, state and state machines and communication as well as machine level programming. We will also explore factors influencing performance, such as proximity, parallel computing as well as evaluation and reliability. Prerequisite: MCS-178. Fall semester.

287 Principles of Programming Languages (1 course) This course will focus on different approaches to programming including language and paradigm choices such as functional, object oriented, parallel and event-driven programming and the relative merits of each approach. We will also cover communication and coordination as well as program representation, translation, and execution. Prerequisites: MCS-150 and MCS-178. Spring semester.

350 Honors Thesis (1 course) To receive credit for this course, a student must complete an approved honors thesis fulfilling the requirements of the Mathematics Honors program or the Computer Science Honors program. Guidelines are published in the Mathematics and Computer Science Advising Guides. Offered on demand.

268, 368 Career Exploration, Internship (course value to be determined) Off-campus employment experience related to the student's major. See description of the Internship Program. Prerequisite:

junior or senior status. Offered Fall and Spring semesters, and Summer. Credit toward major or minor will be given only upon departmental approval.

374 Software Engineering (1 course) This course concerns software design and development as an engineering discipline. Students will learn the tools and techniques for building good software—one that is efficient, reliable, and can be easily understood and modified by other developers. Topics include software processes, software project management, software design, software construction, software verification and validation, software evolution, software reliability, and requirements engineering. Students will work in teams to design and implement a software project of their own choice as a culmination. Prerequisites: MCS-178 and MCS-210. Spring semester.

375 Algorithms: Analysis and Design (1 course) This course introduces many of the fundamental ideas and techniques necessary for the further study of computer science. Topics include elementary data structures, the divide-and-conquer method, the greedy method, dynamic programming, basic search and traversal techniques, backtracking, branch-and-bound, and heuristics for NP-hard problems. Prerequisites: MCS-178 and MCS-250. **QUANT**, Fall semester.

376 Introduction to Systems II (1 course) This course will build on Introduction to Systems I to expand the scope to operating systems and networking components including scheduling, concurrency, resource allocation routing, networked applications and communication. We will also cover parallel architecture and security, reliability, fault tolerance and recovery. Prerequisite: MCS-276. Spring semester.

381 Social Computing (1 course) In the past few years, social media services as well as the users who subscribe to them, have grown at a phenomenal rate. It is fascinating to study this new environment as well as its Netizens. This course introduces the basic concepts in social computing, combining several scientific perspectives for understanding social networks and human behavior. Students will learn how to identify key components, to detect and generate fundamental structures, and to model the growth and propagation in social networks. Prerequisite: MCS-210. Offered occasionally.

382 Applied Machine Learning (1 course) Machine Learning algorithms can be used to analyze data, draw conclusions, and build models, without direct human instructions. These algorithms have a wide variety of applications, including recommender systems, finance, healthcare, criminal justice, and many more. In this course, we'll explore common machine learning algorithms and paradigms, learning how they work, and how they can be applied. We will cover the strengths and limitations of machine learning algorithms, focusing on their applications to real-world problems and datasets. Prerequisites: MCS-210. Offered occasionally.

383 Advanced Networking and Operating Systems (1 course) This course will more deeply examine operating system and networking design, theory, administration, and programming. Topics covered may include virtual machines, device management, file systems and optimization, Real-time and embedded systems, fault tolerance, performance/evaluation, security, attack detection and mediation, distributed programming, and remote procedure calls/RMI. Prerequisite: MCS-376. Offered occasionally.

384 Problem Solving and Competitive Programming (1 course) This course will teach students problem solving skills in the context of competitive programming. This skill will be useful in solving problems in general, as well as being a good preparation for job interviews and participation in programming contests like the International Collegiate Programming Contest (ICPC), Google Coding Competitions, etc. Prerequisite: MCS-178. Spring semester, even years.

291, 391 Independent Study (course value to be determined) Fall and Spring semesters and January Term.

394 Topics in Computer Science (1 course) Advanced topics in computer science, such as database management systems, language structures, compiler construction, advanced numerical analysis, automata theory, and computability theory. May be repeated for credit if the topic covered is different. Prerequisite: permission of instructor. Spring semester, even years.

399 Mathematics, Computer Science, and Statistics Seminar (0 course) Strongly recommended for all mathematics, computer science, and statistics majors. Students and faculty and guest speakers from off-campus will make presentations on topics of special interest in mathematics, computer science, and statistics. Fall and Spring semesters.

Statistics

Statistics Major: 11 courses. A grade of C- or higher is necessary in all courses used to satisfy the requirements of the major.

1. Mathematics Core: MCS-122, MCS-150, and MCS-222
2. Computer Science: MCS-177
3. Statistics: MCS-142 or PSY-224 or E/M-125, MCS-240, MCS-242, MCS-243, MCS-341 and MCS-342
4. 300-level Statistics Elective: MCS-354 or MCS-358 or an approved internship or summer research opportunity may also be used to satisfy this requirement. Students choosing this option should contact their advisor prior to the internship or research experience to complete paperwork and register for MCS-368, if appropriate.
5. Cognate Requirements: A major in Mathematics or a major or minor in an applied discipline approved by the MCS Department. Examples include Biology, Chemistry, Computer Science, Economics, Environmental Studies, Geography, Geology, Exercise Physiology, Management, Physics, Political Science, Psychological Science, and Sociology.

Statistics Minor: 6 courses.

1. MCS-142 or E/M-125 or PSY-224, MCS-177, MCS-240, MCS-242, and MCS-243
2. One course in research methods from another discipline: BIO-202, E/M-355, E/M-388, ENV-399, GEG-242, GEO-392/393, HES-220, NUR-202, POL-200, PSY-225, PSY-385, S/A-247 or another approved course.

Statistics Course Listings (MCS)

114 Introduction to Statistical Literacy (1 course) An introduction to the terminology and concepts necessary to navigate our data-driven world. Students will learn to be critically-thinking consumers of data. Topics include sampling and scope of inference, conditional probabilities, numerical and graphical summaries of data, the basic concepts behind statistical inference, and ethical practice in statistics and data science. **QUANT**, Offered occasionally.

142 Introduction to Statistical Methods (1 course) Gathering, organizing, and describing data, probability, random variables, sampling distributions, estimation, and hypothesis testing. Introduction to the use of computerized statistical packages. Students who have already taken a statistics course (E/M-125, PSY-224, HES-220, or have received credit from an AP Stats course) may not earn credit for MCS-142. **QUANT**, Fall and Spring semesters.

240 Statistical Computing and Visualization (1 course) This course will utilize statistical software packages to learn about the fundamentals of data science needed for data analysis. Topics include data acquisition, data cleaning and wrangling, and visualization techniques. Focus will be on the learned techniques as well as on the communication of findings to a general audience. Prerequisites: MCS-142, E/M-125, or PSY-224. MCS-177 is not required, but highly recommended. **QUANT**, Fall and Spring semesters.

242 Applied Regression Analysis (1 course) Intermediate course in applied statistics covering simple linear regression, multiple linear regression (with both quantitative and categorical predictors), and logistic regression. Emphasis is on model fitting, diagnostics, inference, and interpretation. Calculations will be done using statistical software and communication of statistical findings will be a major focus. Prerequisite: MCS-240. **WRITD**, Fall semester.

243 Design and Analysis of Experiments (1 course) Intermediate course in applied statistics focusing on the fundamentals of experimental design and analysis of variance, which allows for the comparison of group means. In addition to the basic terminology and concepts behind experiments, students will learn about common experimental designs and how to analyze them. Such designs include completely randomized designs, factorial designs, randomized block designs, Latin Squares, and split plots. Prerequisite: MCS-240. Spring semester.

341 Probability Theory and Mathematical Statistics I (1 course) The probability model, random variables, conditional probability and independence, probability functions, density functions, expectation, some important discrete and continuous distributions. Prerequisite: MCS-150, MCS-222, and MCS-240. Fall semester.

342 Probability Theory and Mathematical Statistics II (1 course) Principles of statistical estimation and hypothesis testing using frequentist theory. Additional topics may include Bayesian inference, non-parametric methods, or frequentist inference for regression and/or analysis of variance. Prerequisites: MCS-341. Spring semester.

354 Topics in Advanced Statistics (1 course) An investigation into an area of statistics not covered elsewhere in the curriculum. The topic will change from year to year depending on the interests of instructors and students. Prerequisite: permission of instructor. Spring semester, odd years.

268, 368 Career Exploration, Internship (course value to be determined) Off-campus employment experience related to the student's major. See description of the Internship Program. Prerequisite: Junior or Senior status. Offered Fall and Spring semesters, and Summer. Credit toward major or minor will be given only upon departmental approval.

291, 391 Independent Study (course value to be determined) Fall and Spring semesters and January Term.

399 Mathematics, Computer Science, and Statistics Seminar (0 course) Strongly recommended for all mathematics, computer science, and statistics majors. Students and faculty and guest speakers from off-campus will make presentations on topics of special interest in mathematics, computer science, and statistics. Fall and Spring semesters.

Modern Languages, Literatures, and Cultures (MLC)

Ana Adams, **Chair**

Séverine Bates

Angelique Dwyer

María Isabel Kalbermatten

Emma Jasnoch (Visiting)

Paschal Kyoore

Carlos Mario Mejia Suárez

Sharon Marquart (On leave, 2023-2024)

Annalise Rivas (Visiting)

Toshiyuki Sakuragi

Darío Sánchez-González

Lianying Shan

Sebastian Treptau (Visiting)

The language of a people is the most important component of its culture. We view culture in the broad, sociological sense of the word (not simply in the narrow sense of literature and the fine arts) and attempt, at all levels, to develop in our students an understanding of as many aspects of the foreign culture and civilization as possible in conjunction with training in listening comprehension, speaking, reading, and writing. This emphasis on proficiency in the skills is carried into the literature courses, which are conducted in the target language to ensure that graduates will be well prepared whatever their career decision may be.

Students who have studied a language prior to enrolling at Gustavus must enroll in the next level according to the placement instructions in the following webpage:

<https://gustavus.edu/academics/mlc/languagecoursereq.php>.

Any courses presented for transfer credit into the major/minor must be approved by the language section and the department Chair. We also recommend students planning to study away meet with faculty in MLLC to review the courses they plan to take. Ultimately, the MLLC department chair will approve the study away curriculum. The department will consider a maximum of three courses for acceptance as part of a student's major/minor, not to exceed two courses per semester of work done in another institution. Students studying Spanish may transfer three courses per semester as part of the major/minor, not to exceed four courses total.

Modern Languages, Literatures, and Cultures Course Listings (MLC)

244, 344 Special Topics in Modern Languages, Literatures, and Cultures (1 course, 1 course) Course content varies and explores a topic or problem in depth through reading, discussion, and writing. Course taught in English. More than one special topic may be taken. Offered occasionally.

298 Challenge Seminar: Challenges of the Spanish-speaking World through Interdisciplinary Research (1 course) In this interdisciplinary seminar students will investigate the dynamics of a specific challenge that populations in the Spanish-speaking world face. Using their general education background and deploying disciplinary insights gained in those courses, students will analyze different ways in which scholarly work and cultural artifacts represent, imagine, reinforce and/or critique the issue. Students will also consider questions about the role language and different scholarly traditions (Anglophone, Spanish American, Francophone, Luso-Brazilian schools) play in developing diverging perspectives on the region. How do reports, investigative journalism, and scholarly research interact with art, literature, and other cultural artifacts to foster new futures for Spanish-speaking and Latinx communities in their relationships with the rest of the globe? **CHALS**, Offered occasionally.

298 Challenge Seminar: Latin American and Spanish Representations (1 course) In this interdisciplinary course, students will identify and explore different practices and challenges of representation of historically marginalized groups in Latin America and Spain. What does it mean to represent, or to be represented, in literature, art, language, politics, health, education, or the economy? How can different genres of representation (textual, visual, auditory, numerical, etc.) outline different understandings of people or culture? How have Latin America and Spain conceptualized and depicted the Self and the Other historically and into contemporary times? These questions will guide our analysis of a variety of historical, theoretical, literary, and cinematic works from Latin America and Spain as we critically examine the evolution and limitations of representative practices in these spheres, and reflect upon our own models of representing ourselves and others. Taught in English. **CHALS, WRITL**, Offered occasionally.

357 Language Teaching Methods (1 course) This course provides students with current information on L2 teaching methods for children and youth, Kindergarten–12th grade. It is designed to prepare students to embark on the pedagogical aspect of their professional careers as language instructors. Students will focus on selecting materials and methods for teaching in the five major areas of language (speaking, writing, reading, listening comprehension, and culture). Aside from readings, students will have the opportunity to observe L2 classes using observation tasks. Students are required to turn in a portfolio at the end of the semester, which includes materials for L2 instruction. In addition, students will teach sample lesson plans in a second language of their choice. Fall semester.

French (FRE)

Séverine Bates

Paschal Kyoore

Sharon Marquart (On leave, 2023-2024)

We strongly encourage majors and minors in French to study abroad, and we support the goals of those who are interested in business, government, sociology, etc., where the need for individuals competent in foreign languages is increasing constantly. We believe such students should study a foreign language at least through FRE-251 and then spend a semester abroad taking courses in their area of specialization. French students are encouraged to participate in approved programs in Dijon, Nantes, and Paris.

Major in French: A total of eight courses, starting at FRE-201, and seven other FRE courses at the 200- or 300-level, approved by the advisor from French offerings. All students must take FRE-251 and FRE-252. Courses must be graded C or higher to fulfill the requirements for the major.

Major in French with Honors: A total of eight courses, including FRE-251, FRE-252, and six other FRE courses numbered above them, approved by the advisor from French offerings. At least four FRE courses must be taken at the 300-level. Courses must be graded C or higher to fulfill the requirements for the major.

Minor in French: A total of five courses, starting at FRE-201, and four more courses numbered above the student's starting level course. All students must take FRE-251 and FRE-252 to complete the French minor. Courses must be graded C or higher to fulfill the requirements for the minor.

French Course Listings (FRE)

101, 102 Beginning French Language and Culture I, II (1 course, 1 course) This is a sequential two-semester program designed to introduce students to an understanding of the variety of the French-speaking world. Students acquire elementary reading, listening, speaking, and writing skills through varied exercises on different aspects of French and Francophone culture such as manners, gestures, customs, arts, and values. FRE-101 is a prerequisite for FRE-102. Offered annually.

201, 202 French and Francophone Identities and Cultures I, II (1 course, 1 course) This sequential two-semester program offers an integrated approach to French and Francophone cultures through reading, discussion, and analysis of documentaries on France, Canada, Switzerland, Belgium, the Caribbean, African countries, and francophone communities of the United States. Exercises are geared toward enhancing student's skills in reading, writing, speaking, and aural comprehension. In French 202, students undertake a final project that demonstrates linguistic and cultural proficiency. The prerequisite for FRE-101 is FRE-102. FRE-201 is the prerequisite for FRE-202. **GLAFC**, Offered annually.

144, 244, 344 Special Topics in French (1 course, 1 course, 1 course) Special topics in French studies. Content will vary. Each course will explore a topic or a problem in depth and students will read, discuss, and write. Offered occasionally.

251, 252 The Art of Reading, Writing, and Speaking I, II (1 course, 1 course) These two courses are complementary and required before taking upper-division courses. They are designed to introduce students to a more profound appreciation of French and Francophone literatures and cultures. Students acquire, through discussion and writing, a higher level of competency in speaking, reading, writing, and aural comprehension. Students will study short stories, novels, and fairy tales as well as essays on environmental protection, family traditions in varied cultures, and immigration. Prerequisite: FRE-202 for both courses (with a minimum grade of C). **GLAFC, WRITL** for FRE-251, **GLAFC**, for FRE-252. Fall semester for FRE-251, and Spring semester for FRE-252.

352 French Cinema (1 course) A study of the styles, themes, and narrative structure of French film. Although scenarios, novels and critical articles on cinema are used, the films themselves are the primary material for the course. This course also examines French cinema's evolution of styles and themes, using a variety of critical approaches. Prerequisite: FRE-251 or equivalent. Spring semester, even years.

353 Conflict & Resolution (1 course) This course focuses on colonial contact and conflict in certain parts of the francophone world. It discusses conflict and resolution in, for example, the Haitian Revolution in the distant past, and the Rwandan genocide in more recent times. Materials used in the course include literary and historical texts, as well as films. Students discuss, write papers, and do oral presentations. This course counts for the Peace, Justice, and Conflict Studies major/minor. Prerequisite: FRE-251 or receive permission of instructor.

358 Francophone Graphic Novels (1 course) This course examines major developments in French-language comics, graphic novels, and animated films, from their colonial past to their humanitarian present. Students gain an overview of the richness, diversity, and history of these traditions in French and Francophone cultures; learn to analyze the technical aspects of graphic narratives and animated

films; and develop an appreciation of the aesthetic, intellectual, and ethical contributions of French and Francophone graphic novelists and animators. Prerequisite: FRE-251 or equivalent. **ARTSC**.

363 Francophone Women Writers and Artists (1 course) This course analyzes literary works written by Francophone women writers, mostly contemporary. Students will analyze their texts in their personal, political, and social contexts. We will also study women painters and sculptors such as Berthe Morisot, Suzanne Valadon, or Camille Claudel, as well as women directors. We will focus on the values and points of views that we will find in these portrayals of women by women, in the particular society and family in which they are working. This course counts toward the Gender, Women, and Sexuality major/minor. Prerequisite: FRE-251 or equivalent. Spring semester, even years.

364 Francophone African/Caribbean Literatures and Cultures (1 course) This course is a study of the literatures and cultures of Francophone African and Caribbean societies. Materials used for the course include literary, historical, sociological, and political texts as well as films. The course may focus on a specific theme in a particular year but may also involve examining in general the pre-colonial, colonial, and post-colonial experiences of African and Caribbean societies. Topics of interest include the clash between tradition and modernity, governance of modern nation states, gender roles, Négritude, Antillanité, and Créolité. Students will discuss, make presentations, and write research papers. This course counts toward the African Studies minor and the LALACS major/minor. Prerequisite: FRE-251 or equivalent. **GLAFC, WRITD**, Fall semester, odd years.

365 Understanding Recent French History (1 course) This course focuses on French history of the 20th and 21st centuries. The course discusses key topics such as how WWI destroys France's stability, and how the economy, society, and cultural practices are modernized. With the establishment of the 5th Republic in 1958, France enters the époque of modernity with DeGaulle and Pompidou. The birth of a consumer society occurs, European bases are created, and a new international order creates a structural crisis in French society. The course discusses, among other issues, how French society is in a quest for its equilibrium. Students will discuss, make oral presentations, and write research papers. Prerequisite: FRE-251 or equivalent. **HUMN**, Spring semester, odd years.

367 North Africa (1 course) This course focuses on three countries of the Maghreb—Tunisia, Algeria, and Morocco—by analyzing their community of destiny: geography, religion, history, and language. Students will examine this unity, sealed by history, throughout literature and cinema. This literary and filmic analysis will be based on short stories, novels, and films written or directed by Algerian, Moroccan, and Tunisian authors who have chosen French as their language of expression and are living either in their country of origin or in France as a land of exile and adoption. This course counts toward the African Studies minor. Prerequisite: FRE-251 or equivalent. **HUMN**, Fall semester, even years.

370 Revolution & Rebellion in Modern French Culture (1 course) This course engages the rich traditions of revolution, rebellion, and subversion in modern French literature and culture. We will study the works of a variety of rebellious writers, philosophers, artists, and filmmakers from modern French culture. We will also consider these works in the context of rebellious social and historical events in modern France, from historical revolutions to contemporary street protests. **HUMN, WRITD**, Fall semester, even years.

375 Paris for Misfits (1 course) Paris has long been an important space both for France's ambitious social and cultural visions and for the people who have been excluded by those same visions. In this

course, we will study works from an array of media and genres—including novels, autobiographies, poems, films, photographs, paintings, music, historical narratives and philosophical texts—that reflect on the experiences of marginalized people and groups in Paris, from scandalous artists and writers to racial and sexual minorities, Resistance fighters, exiles, immigrants, and refugees. We will undertake a series of projects that will help us develop an alternative way of seeing Paris through the experiences of France’s misfits. These projects will become part of a fictional guidebook we will produce together: *The Misfit’s Guide to Paris*. Prerequisite: FRE-251 or equivalent. **WELBG.**

291, 391 Independent Study (course value to be determined) Independent study project and a scholarly paper. Prerequisite: A minimum of three courses in French literature or permission of the instructor. Fall and Spring semesters.

399 French Civilization (1 course) This course will focus on the history and geography of France. It will deal with the main values of French society, such as the role of the Catholic Church and of the government, socialization, marriage and friendship, and images of the body. We will compare the core values of French and American societies. Students will write papers and do oral presentations. Topics will vary. Prerequisite: FRE-251 or equivalent. Fall semester, odd years.

German (GER)

Bastian Treptau

We view culture in the broad, sociological sense of the word, not simply in the narrow sense of literature and the fine arts, and attempt, at all levels, to develop in our students an understanding of as many aspects of the German culture and civilization as possible in conjunction with exercising comprehension, speaking, reading, and writing.

German Course Listings (GER)

101, 102 Beginning German Language and Culture I, II (1 course, 1 course) This is a sequential two-semester program designed to introduce students to the German-speaking world and its cultural products, practices, and perspectives. Students begin to develop linguistic and cultural competence through language learning framed within the context of ‘Alltagskultur,’ including such themes as the geography, history, customs, traditions, and social norms that shape everyday life. As students acquire elementary reading, listening, speaking, and writing skills through a variety of authentic language resources and media, they begin to develop an understanding of the German speaking world, and at the same time gain insight into their own culture. Prerequisites: GER-101: no previous experience, up to one year of previous experience in the language in high school, or instructor’s permission. GER-102: GER-101, two years of classroom experience in high school or instructor’s permission. Fall and Spring semester.

201, 202 Intermediate German Language and Culture I, II (1 course, 1 course) This is a sequential two-semester program designed to further develop students’ linguistic and cultural competency through language learning within the framework of culture. Students acquire intermediate skills in reading, listening, speaking, and writing through a variety of authentic language resources and media focusing on the theme of cultural identity in the German speaking world and historical events that influence that identity. Prerequisite for GER-201: GER-102, three years of previous experience in the language

in high school, or instructor's permission. Prerequisite for GER-202: GER-201, four years of previous experience in the language in high school, or instructor's permission. **GLAFC**, Fall and Spring semester.

244, 344 Special Topics in German (1 course, 1 course) Content will vary. Courses will explore a topic or problem in depth and students will read, discuss, and write. In GER-244, readings, instruction, and discussion will be in English. In GER-344, readings, instruction, and discussion will be in German. More than one special topic may be taken. Prerequisite: GER-244: None; GER-344: GER-202, or instructor's permission. Offered occasionally.

Japanese (JPN)

Toshiyuki Sakuragi

Lianying Shan

We strongly encourage students of Japanese language to study in Japan. Gustavus has student exchange relationships with Kansai Gaidai University in Osaka and Hosei University in Tokyo. For a description of the Japanese Studies major and minor, please see "Japanese Studies."

Japanese Course Listings (JPN)

101, 102 Japanese Language and Culture I, II (1 course, 1 course) In this sequential two-semester program, students will develop basic communication skills in both spoken and written (hiragana, katakana, kanji) Japanese. This course is also designed to help students increase their intercultural awareness by examining cultural values and assumptions reflected in Japanese kinship terms, classifiers, and nonverbal communicative behavior. JPN-101, with a minimum grade of C, or the instructor's permission, is a prerequisite for JPN-102. Offered annually.

201, 202 Japanese Language and Culture III, IV (1 course, 1 course) In this sequential two-semester program, students will further develop communication skills in both spoken and written Japanese. Students will also continue to develop their intercultural awareness by examining cultural values and assumptions reflected in Japanese honorifics, politeness strategies, and formal/informal communication styles. Prerequisites: JPN-102 and JPN-201 each with a minimum grade of C respectively. Offered annually.

251 Japanese Language and Culture V (1 course) These courses are designed to help students further develop contextually appropriate communication skills in Japanese through a variety of oral and written exercises. They also provide opportunities for students to explore both traditional and popular Japanese culture through a greater use of culturally authentic texts and media. Prerequisite: JPN-202. Offered occasionally.

291, 391 Independent Study (course value to be determined) Fall and Spring semesters and January Term.

Russian (RUS)

Annalise Rivas

For a detailed description of the Russian and East European Studies major and minor, please see the “Russian and East European Studies” section.

Minor in Russian: RUS-251, RUS-253, and three other courses numbered above RUS-251.

The minor concentration in Russian Language, Literature, and Culture familiarizes students with the language and literature of Russophone lands and the cultural milieu that has produced some of the world’s greatest writers and thinkers. The minor offers a well-balanced series of advanced language, literature, and culture courses designed to provide a solid background for those wishing to enhance their study of Russian. Students minoring in Russian are strongly encouraged to participate in one of the College approved study away programs. Those who elect to study away must plan their course of studies in careful consultation with their advisor. At least three of the courses presented for the minor must be taken at the College, and for those students who study away, at least one course in the minor must be completed at the College after returning. Any courses presented for transfer credit into the minor must be approved by the Department and the Russian faculty. In addition, the study away curriculum must be approved by the Russian faculty before departure.

Students majoring in Russian and East European Studies may not normally present more than one course above RUS-202 for both the REES major and the Russian minor.

Russian Course Listings (RUS)

101, 102 Elementary Russian I, II (1 course, 1 course) The aim of these courses is to enable the student to read, write, comprehend, and speak Russian on an elementary level. Emphasis is placed on acquiring an understanding of the grammar and syntax of the language through conversation, writing, and exploration of media content. In addition, readings and texts introduce the student to daily life and culture in Russophone lands. Offered annually.

201, 202 Intermediate Russian I, II (1 course, 1 course) These courses present a thorough and systematic study to advance students’ grammar with special emphasis on the more difficult aspects of the Russian language (verbal aspects, verbs of motion, prepositions). Students improve their reading, writing, and speaking skills through written essays, exploration of media content and Russian literary texts, and discussion of the ethnic, geographic, and cultural composition of Russophone lands. Prerequisite: RUS-102 and RUS-201, respectively. **GLAFC** (for 202 only). Offered annually.

221 19th Century Russophone Literature (1 course) In English. This course introduces students to the major works and trends in Russophone literature of the 19th century and examines the major literary philosophies and high culture of the era. The course highlights the masterpieces of the world-class Russian novel and short prose as well as the classic works of the “Golden Age” of Russian poetry. Texts studied are selected from the poetry and prose of Pushkin, Lermontov, Dostoevsky, Tolstoy, Gogol, and Chekhov. **GLAFC, HUMN**, Offered biennially.

223 Russophone Literature Since 1900 (1 course) In English. This course introduces students to the major works of Russophone literature since 1900 and examines the major literary trends, philosophies and high culture of the Soviet and post-Soviet eras. Texts studied range from the lyric poetry of the "Silver Age" to the socialist realist novel, dissident and émigré literature of the Soviet era, and 20th-century Russian satire. In addition, new directions and works in Russophone postmodern literature since the fall of the Communist regime are studied. **HUMN, WRITD**, Offered biennially.

244, 344 Special Topics in Russian (1 course, 1 course) Special topics in Russian studies. Content will vary. Courses will explore a topic or a problem in depth and students will read, discuss, and write. In RUS-244, readings, instruction, and discussion will be in English. In RUS-344, readings, instruction, and discussion will be in Russian. More than one special topic may be taken. Offered occasionally.

251 Russian Conversation and Phonetics (1 course) This course is designed to improve the student's conversational fluency in, and comprehension of spoken, idiomatic Russian. Students develop speaking skills through daily conversation practice based on role-plays, oral presentations, and readings from contemporary newspaper, journal, and literary texts. In addition, comprehension is further improved and reinforced in weekly online language assignments. Class conducted in Russian. Prerequisite: RUS-202. Fall semester, odd years.

253 Russian Composition (1 course) The major goal of this course is to improve the student's abilities in writing Russian prose. Required daily theme papers and translations from English to Russian enable the student to gain fluency in writing various types of compositions, including essays, personal correspondence, and more formal papers. In addition to daily themes, a longer essay is required. Class conducted in Russian. Prerequisite: RUS-202. Fall semester, even years.

321 19th-Century Russophone Literature (1 course) This course introduces students to the major works and trends in Russophone literature of the 19th century and examines the major literary philosophies and high culture of the era. The course highlights the masterpieces of the world class Russian novel and short prose as well as the classic works of the "Golden Age" of Russian poetry. Texts studied are selected from poetry and prose of Pushkin, Lermontov, Dostoevsky, Tolstoy, Gogol, and Chekhov. Major readings and lectures in English; additional assignments and weekly discussion in Russian. **WRITD**, Offered biennially, concurrently with RUS-221.

323 Russophone Literature since 1900 (1 course) This course introduces students to the major works of Russophone literature since 1900 and examines the major literary trends, philosophies, and high culture of the Soviet and post-Soviet eras. Texts studied range from the lyric poetry of the "Silver Age" to the socialist realist novel, dissident and émigré literature of the Soviet era, and 20th century Russian satire. In addition, new directions and works in Russophone post-modern literature since the fall of the Communist regime are studied. Major readings and lectures in English; additional assignments and weekly discussion in Russian. **HUMN, WRITD**, Offered biennially, concurrently with RUS-223.

391 Independent Study (course value to be determined) A scholarly project on some aspect of Russian language, literature, or culture, designed in coordination with the advising instructor and with permission of the department Chair. See general guidelines on independent studies. Fall and Spring semesters.

Spanish (SPA)

Ana Adams
 Angelique Dwyer
 Emma Jasnoch (Visiting)

María Isabel Kalbermatten
 Carlos Mario Mejía Suárez
 Darío Sánchez-González

Spanish Major: Courses must be graded C or better to fulfill the requirement for the major.

SPA-250, SPA-280, SPA-330, SPA-320, SPA-321, SPA-370, and either: a.) SPA-322 or SPA-323 and two courses approved by the advisor and selected from SPA-344, SPA-375, SPA-390, or b.) SPA-322, SPA-323, and one selected from SPA-344, SPA-375, SPA-390.

Spanish Teaching Major: Admission to the Spanish Teaching major is by application and interview in the Department of Education, normally during the sophomore year. Spanish Teaching majors must complete all Spanish major requirements, MLC-357, and all courses required for licensure, including student teaching (see Department of Education).

Minor: Courses must be graded C or better to fulfill the requirement for the minor. Students must take SPA-250, SPA-280, SPA-321 or SPA-323, SPA-320 or SPA-322, and one more course taught in Spanish above SPA-250.

Spanish Course Listings (SPA)

101, 102, 103 Exploring the Hispanic World I, II, III (1 course each) A sequential three-semester program that introduces you to the language and cultures of the Spanish-speaking world. As you explore this new world, you will learn to communicate and interact with native speakers of Spanish and progressively gain an understanding of the Hispanic world, and, at the same time, new insights into your own culture. You will begin to develop cultural and linguistic competency through cultural readings and other media as well as through digital media creation, writing, oral presentations, and other experiential practices. SPA-101 is intended for students with little or no previous knowledge of Spanish. SPA-101 is the prerequisite for SPA-102; SPA-102 is the prerequisite for SPA-103; or an equivalent course. For a full explanation of prerequisites, placement, and the language requirement, refer to the Department of Modern Languages, Literatures, and Cultures. **GLAFC** for SPA-103, Offered annually.

200 Crossing Borders (1 course) This course focuses on the complex reality of immigration between the U.S. and Mexico. We will discuss the challenges Mexican and Central American immigrants face before leaving their country of origin, during their journey, and upon their arrival to the U.S. We will review intermediate Spanish to strengthen your skills and become more proficient in the language of instruction. We will read texts that share migrant perspectives and analyze contemporary audiovisual materials related to the topic. Several pedagogical methods are applied in this course, including community-based learning, which engages students in real world learning. This course requires a considerable amount of effort on your part, in addition to 8-10 hours of CBL outside of class. Please plan accordingly. This course counts toward the LALACS major/minor. Prerequisite: SPA-103 or equivalent. **USIDG**, Offered annually.

244 Special Topics in Hispanic Studies (1 course) Course content varies and explores a topic or problem in depth through reading, discussion, and writing. Course taught in English. More than one special topic may be taken. Offered occasionally.

250 Negotiating Difference in the Hispanic World (1 course) In this course you will read a novel written by a Hispanic author. You will learn about Hispanic culture while studying advanced grammar and writing. The novel will offer you the possibility to explore how cultural and ideological differences are negotiated in the Hispanic world. With the novels as the starting point, students will also learn many idioms and expressions that will be needed to be fluent in Spanish. You will also write a series of creative and original compositions. In class we will employ diverse learning techniques—grammar review, paired work, small-group work, all-class discussions, peer editing, process writing, oral presentations, and round-table discussions—to provide you with the appropriate opportunities to enhance your language skills as you learn cultural and linguistic content through the active use of the Spanish language. Intended for Spanish majors, minors, and those wishing to improve their writing skills in Spanish. Prerequisite: SPA-200 with a minimum grade of C, or an equivalent course. **WRITL**, Fall and Spring semesters.

280 Literature, Film, and Society (1 course) This course introduces students to the study of literature in Spanish through the reading of short literary and cinematic texts. Students study literary terminology and methods of analysis, and practice the analysis and discussion of literature in Spanish. Texts by Spanish and Spanish American authors and films are selected from across literary periods. This course requires a minimum of fifteen hours of community engagement. This course counts toward the Film and Media Studies minor and the LALACS major/minor. Prerequisite: SPA-250 or equivalent. **HUMN, WRITD**, Fall and Spring semesters.

320 From Latin America to Latinx (1 course) In this course students will explore ideas of identity in Latin America starting with the Spanish Conquest of Latin America and pausing to analyze highlights in subsequent centuries through present day. Latinxs in the U.S., and popular culture in Latin America and the U.S., will be used as the foreground for analysis. This course is taught entirely in Spanish. Discussions, student writing, and community engagement are major components of the course. This course requires 8-10 hours of community engagement. This course counts toward the LALACS major/minor. Prerequisite: SPA-280. **GLAFC**, Fall semester.

321 From Local to Global: The Faces of Spain (1 course) This course traces the development of a Spanish identity through the study of the Spanish people as a diverse, multi-cultural society. The course examines how the fusion of the indigenous, Roman, northern European, and African elements, and the conflict between Christian, Muslim, and Jewish religions, produces one of Europe's richest and most unique cultures. Review of cultural materials, discussion, student presentation, and writing are a major component of the course. Taught in Spanish. Prerequisite: SPA-280. **GLAFC**, Spring semester.

322 Literary Cities of Latin America (1 course) In this course students will examine the representation of cities and urban spaces in Latin America through one or more canonic literary works from the region, developing connections between literary strategies and lived experiences of cities, encompassing several historical periods. Students will also consider the tensions between urban and countryside spaces. Students will practice the analysis and discussion of texts in Spanish to help improve their oral and written skills. This course counts toward the LALACS major/minor and the Comparative Literature minor. Taught in Spanish. Prerequisites: SPA-250 and SPA-280. **HUMN**, Fall semester, odd years.

323 Love, Sex and Power in Spanish Literature (1 course) In this course students will examine representations of love, power, and sexuality in selected masterworks of Spanish literature. Students will practice the analysis and discussion of texts in Spanish to help improve their oral and written skills. Prerequisites: SPA-250 and SPA-280. Spring semester, even years.

330 Thinking in Spanish beyond Translations (1 course) In this course you will learn why Spanish native speakers say what they say so that you can use this logic in your learning of the language. You will study the important patterns of Spanish and why they occur through analysis of literary works, cultural readings, and famous cartoons as well as by interviewing native speakers of Spanish. You will also write a series of creative and original compositions. In class, diverse learning techniques will be employed (grammar review, paired work, small-group work, all-class discussions, peer-editing, process writing) to provide you with appropriate opportunities to learn how to analyze Spanish on your own. This course is required of all majors and teaching minors and is strongly recommended for students who wish to improve their grammar and writing skills at the advanced level. Prerequisites: SPA-250 and SPA-280, or equivalent. **WRITD**, Spring semester, even years.

344 Special Topics in Spanish (1 course) Topic varies yearly. Course content will vary and will explore a topic or problem in depth through reading, discussion, and writing. Prerequisites: SPA-320, SPA-321, SPA-322, and SPA-323. Spring semester, odd years.

370 Spanish through Linguistics (1 course) In this course you will explore linguistic answers to real questions that you confront when studying Spanish. You will read and discuss articles written by Hispanic linguists about important issues such as language acquisition, translation, dialectical variation, language contact, Spanish in the U.S., and the historical development of Spanish. You will also be introduced to specific levels of linguistic analysis such as phonetics and phonology, morphology, syntax, semantics, and pragmatics. Throughout this course you will interview native speakers of Spanish and collect original data as part of your own research study. In class, diverse learning techniques will be employed (lectures, discussions, pair or small group activities, and problem-solving exercises) that will give you opportunities to discuss many important issues from a linguistic point of view. Required of all majors and teaching minors. Prerequisite: SPA-280. Fall semester.

375 Gender and Sexual Identities in the Spanish-Speaking World (1 course) Cultural production in Spanish has long engaged with the many ways in which sex and gender are “done” (i.e., performed) and undone. This course profiles fiction and non-fiction writings as well as film on these topics authored by women and LGBTQI persons from many parts of the Spanish speaking world, with an emphasis on the intersection of gender and sex with class, race, religion, and ethnicity. This course counts toward the Gender, Women and Sexuality Studies and the LALACS majors/minors. Prerequisites: SPA-250 and SPA - 280. Fall semester, even years.

390 Through the Lens: Film in Spanish (1 course) This is an introductory course on the study of cinematography. You will view films from Spanish-speaking countries and analyze them from various perspectives. Following the weekly screening, you will engage in discussion using vocabulary specific to film analysis. You will also make your own film as a way to explore how to express ideas, tell a story, and engage audiences “through the lens.” All films, discussion, and written assignments are in Spanish. This course counts toward the Film and Media Studies minor and the LALACS major/minor. Prerequisites: SPA-250 and SPA-280. Spring semester, odd years.

291, 391 Independent Study (course value to be determined) Independent study project and a scholarly paper. Prerequisite: A minimum of three courses in Spanish literature or permission of the instructor.

Music (MUS)

Justin Knoepfel, Chair	Esther Wang	Brady Krusemark
Alexandra Bryant (Visiting)	<i>Adjunct Faculty:</i>	Sharon Mautner-Rogers
Brandon Dean	Michael Alexander	Johnathan Moeller
Andrew Kendall (Visiting)	Alexandra Berndt	Natalia Moiseeva
Sarah Lahasky	Jonathan Brandt	Karin Moreaux
Karrin Meffert-Nelson	Molly Clinefelter	Jill Olson Moser
James Patrick Miller	James DeVoll	Adam Rappel
Heidi Johanna Miller (Visiting)	John Engebretson	Christina Smith
Scott Moore	Rolf Erdahl	Phala Tracy
Yumiko Oshima-Ryan	Sarah Erickson-Lume	Melissa Williams
Patricia Snapp	Jeffrey Hess	Chad Winterfeldt
David Stamps	David Kozisek	

The Department of Music at Gustavus Adolphus College provides opportunities for students to study music in the context of a liberal arts education. Over a third of the students at Gustavus choose to study music through courses in theory, history, appreciation, pedagogy, and performance. Students interested in majoring in music will receive a Bachelor of Arts degree with a Major in Music or Music Education. The core of the curriculum for the major emphasizes theoretical concepts and applications, historical perspective, aural and analytical skills, and performance techniques. In addition to the completion of the major, students may choose Departmental Honors in Performance, Composition, or History-Literature. Also, advising information is available for students with special interests in music, including Church Music, Music-Business, Music-Computer Composition, Music-Theatre, and Music Therapy. Gustavus also offers a minor in Arts Administration for students seeking internships within the arts community. A flexible music minor is available for those students who complete five courses of music study, including MUS 101, MUS 103, and MUS 111. Detailed information regarding the Music Major, Departmental Honors and special interest programs can be found in the Academic Catalog and in the Music Student Handbook: gustavus.edu/music/concertFiles/media/Music_Student_Handbook_2021-22.pdf

The musical year at Gustavus is highlighted by several events. The annual presentation of Christmas in Christ Chapel involves over 350 student musicians. Several ensembles, including the Gustavus Choir, the Choir of Christ Chapel, the Gustavus Wind Orchestra, the Gustavus Symphony Orchestra, and the Gustavus Jazz Ensemble make concert tours each year. In recent years, Gustavus ensembles have performed in Eastern and Western Europe, Scandinavia, China, Japan, Canada, South Africa, the Middle East and throughout the continental United States. Each year the Gustavus Artist Series and Colloquium Series brings outstanding ensembles and recitalists to campus. In addition, music faculty, individual student performers, student ensembles, and faculty ensembles present more than 240 concerts and recitals each year. These events offer rich and varied musical opportunities for both the campus and the greater Gustavus community.

Statement of Mission

Rooted in a rich Lutheran musical tradition with a commitment to innovation, the Gustavus Adolphus College Department of Music prepares students to lead lives grounded in the musical arts. Our department demonstrates nationally recognized excellence in teaching, research, and performance with a continual expectation for growth and improvement. By weaving diverse experiences and engaged learning practices, the department prepares our students for a lifetime commitment to the arts through vocation and avocation.

Music Major: A grade of C- or higher is required in all courses used to satisfy the requirements for the major. A major consists of 13.13 course credits, including:

- A. Theory, History and Pedagogy of Music:** seven course credits including MUS-103, MUS-104, MUS-111, MUS-112, MUS-211, MUS-212, MUS-374, MUS-375, MUS-380, and either MUS-385 or MUS-387.
- B. Music Performance:** Six course credits in lessons and ensembles divided as follows: four course credits of lessons (MUS-245 to MUS-267 and MUS-345 to MUS-367) with a minimum concentration (3 course credits) in the primary instrument/voice, and two course credits of ensembles (MUS-150 to MUS-194). Unless enrolled in student teaching or study abroad, students must include study of their primary instrument during both semesters of their senior year. All ensembles must be taken “for credit” in order to count in the major. Appropriate ensembles for voice majors are MUS-155 and MUS-156. Appropriate ensembles for instrumental majors are MUS-161, MUS-165 or MUS-170. A .25 ensemble is the required registration for all majors, unless, on the basis of audition, they are assigned to a .13 ensemble. (In the case of the latter, enrollment in a second .13 ensemble would complete the requirement.) Keyboard students may satisfy part of the ensemble requirement through supervised accompanying in MUS-140 or MUS-141. Guitar majors are encouraged to satisfy part of the ensemble requirement through MUS-175 or MUS-189.
- C. MUS-390 Senior Major Capstone Experience** (.13 course in senior year.)

Music Education Major: Admission to the music education major is by application and interview in the Department of Education, normally during the sophomore year. Music education majors must complete all Music major requirements (see above), plus MUS-102, MUS-207, MUS-371, MUS-378, an elective dance class, complete all other courses required for licensure (see Department of Education) and satisfy the requirements for vocal and/or instrumental specializations listed below. One semester of MUS 160, MUS-161, or MUS-189 is required for Instrumental Music Education Majors on a secondary instrument which also completes the state improvisation requirement. Vocal Music Education majors must complete the improvisation packet provided by the department. Licensure rules in Minnesota are periodically redesigned by the Board of Teaching. As a result, the Gustavus Teacher Education Programs may need to be revised. Please contact your advisor frequently for updates and to make any necessary changes in program plans.

A. Vocal Specialization: 1.13 additional music course credits:

1. MUS-331 and MUS-342.
2. The following adjustments in courses for the major are necessary to meet licensure requirements for this specialization:
 - a. The primary instrument must be voice; i.e., 3 course credits must be earned in six semesters of applied voice.
 - b. A secondary instrument must be established by .50 course credit (one semester) of private lessons; the recommended secondary instrument is keyboard, although students with equivalent piano skills may elect a different instrument after consultation with the piano area coordinator.
 - c. The primary ensemble experience must be choral (at least 1 course credit must be in MUS-155 and/or MUS-156).
 - d. .13 course credit of the ensemble requirement must be in MUS-157.
 - e. MUS-385 is required.
 - f. Vocalists must demonstrate the ability to accompany a vocal ensemble on a keyboard instrument. This is normally accomplished in MUS-385.

B. Instrumental Specialization: 1.83 additional music course credits: MUS-330, MUS-332, MUS-334, MUS-336, MUS-338, MUS-340.

1. The music major ensemble requirement is increased to 2.13 course credits of which .13 course credit is required using the secondary instrument.
2. The following adjustments in courses for the major are necessary to meet licensure requirements for this specialization:
 - a. The primary instrument must be chosen from MUS-246/346*, MUS-249/349 to 253/353 or, MUS-255/355 to 264/364; i.e., 3 course credits must be earned in six semesters of study on a wind, percussion or string instrument. *MUS-246/346 Piano will count as a primary instrument of study for Instrumental Music Education by special approval of a faculty committee convened by the department chair and the music education coordinator. Careful consideration will be given to large, conducted ensemble participation on primary and/or secondary instruments.
 - b. A secondary instrument must be established by .50 course credit (one semester) of private lessons and .13 course credit of ensemble participation; the secondary instrument must be chosen from a different family of instruments than the primary instrument (MUS-245 to 247 or, MUS-249 to 267).
 - c. The primary ensemble experience must be instrumental (at least 1 course credit must be in MUS-165, MUS-166, and/or MUS-170).
 - d. .25 course credit of the ensemble requirement must be MUS-160 or MUS-161 and/or MUS-173 to 194.
 - e. Jazz/Improvisation requirement: one semester of MUS-160, MUS-161 or MUS-180. Playing a secondary instrument in any of these ensembles also fulfills the ensemble requirement for secondary instruments (see “b” above).
 - f. MUS-387 is required.

Honors Programs: In addition to the completion of the music major, students may choose to complete the requirements for departmental honors in music. A minimum overall GPA of 3.25 and a minimum GPA of 3.5 in music courses are required for entrance and must be maintained throughout the program.

Departmental Honors in Performance, Composition, History-Literature, or Conducting: The purpose of departmental honors is to promote individual excellence in the art of music through intensive study in performance and conducting, including recitals and demonstrated scholarship in support of these performances; or through advanced analytical and creative work in composition; or through specialized courses and independent research and writing projects in history-literature. Students should consult the online Music Student Handbook for detailed information.

A. Entrance Requirements:

1. A minimum GPA of 3.5 is required in music courses and must be maintained throughout the program.
2. A minimum overall GPA of 3.25 is required and must be maintained throughout the program.
3. Submission of a Declaration of Intent for Departmental Honors in Music form to the department chair, ordinarily during the fall of the junior year.
4. Formation of an Honors Committee consisting of the advisor, program administrator of the area, and one other member of the music faculty selected in consultation with the student. In cases where the advisor and program administrator are the same, two other members of the music faculty are selected in consultation with the student.
5. Successful evaluation by the student's Honors Committee of one of the following projects: for Performance, a junior recital (half recital); for Composition, a theory project or composition/performance from MUS-291; for History-Literature, a research paper from MUS-374 or MUS-375; for Conducting, practicum performances from Basic Conducting MUS-380 or experiences conducting ensembles in rehearsal and/or performance.
6. Endorsement of the student as a candidate for the Honors Program by the music faculty.

B. Requirements for Honors in Performance: 3.5 course credits (in addition to the major), including:

1. 3 course credits in MUS-345 to 367 (a total of 7, a minimum of 6 in the primary instrument/voice).
2. MUS-395 Honors in Performance (.5 course credit). This course may substitute for MUS-390 for honors in performance students.

3. Requirements for Honors in Composition: 3.5 course credits (in addition to those required for the major), including:

1. MUS-371, MUS-372, MUS-291 in Composition (.5 course credit), and MUS-391 in Advanced Composition (.5 course credit).
2. MUS-396 Honors Project in Composition (.5 course credit).

4. Requirements for Honors in History-Literature: 3.5 course credits (in addition to those required for the major), including:

1. 3 course credits chosen from MUS-102, MUS-143, MUS-202, MUS-291 in History-Literature (.5 course credit), MUS-372, MUS-391 in History/ Literature.
2. MUS-397 Honors Project in History Literature (.5 course credit).

5. **Requirements for Honors in Conducting:** 3.5 course credits (in addition to those required for the major), including:
 1. Both MUS-385 and MUS-387 (1 course credit)
 2. MUS-392 Advanced Conducting (1 course credit)
 3. A total of one course credit from: MUS-378 Instrumental Methods; MUS-378 Choral Methods; MUS-391 Independent Study; MUS-280 Music Industry/Entrepreneurship; MUS-368 Career Exploration/Internship (1 course credit)
 4. Honors Project in Conducting (.5 course credit)

Music Minor: The music minor (5 courses) offers non-majors the opportunity to broaden and refine their musicianship. Students will choose a minimum of 1.0 course credit in each area: 1) music theory, 2) musicology, ethnomusicology, literature, and pedagogy, and 3) performance studies. For Area 1, MUS-111 and MUS-103 are required. For Area 2, students may choose from the following: MUS-101, MUS-102, MUS-142, MUS-202, MUS-205, MUS-301, MUS-374, MUS-375, MUS-380, and CUR-225. For Area 3, students may choose from any of the courses listed in the Academic Bulletin under Performance Studies. A grade of C- or higher is required in all courses used to satisfy the requirements for the minor.

Special Interests in Music: Music majors or minors may seek departmental recommendations for courses which meet the student's special interests in performance, theory, composition, church music, history, and literature, or which would be appropriate for music-related graduate studies, including areas such as music-business, music-computer science, music-theatre, music therapy, and arts management.

Students interested in arts management should consider the arts administration minor. For a detailed description see: "Arts Administration."

Theory, History, and Pedagogy of Music

101 Music for a Change (1 course) An introduction to perceptive listening and a general knowledge of music. Compositions representing the major historical styles and media from the Middle Ages to the present are studied. Similarities with other modes of artistic expression are considered. Spring semester.

102 Music of World Cultures (1 course) This course is designed to increase your awareness of music's role in social, political, and economic life. Throughout the semester, we will explore a variety of ways that people use, engage, and identify with music from various regions around the world. Throughout the course, you will have the opportunity to apply concepts from class to your own musical case study. Prior musical experience welcome but not needed for this course. Required for all music education majors. This course counts toward the African/African Diaspora Studies minor and the LALACS major/minor (if project is on LALACS). **GLAFC**, Spring semester.

103, 104 Aural and Keyboard Skills I, II (.25 course, .25 course) In these courses students learn basic skills of sight singing, ear training, and keyboard. These courses are required of all music and music education majors and require concurrent enrollment in either MUS-111 or MUS-112. MUS-103 and MUS-111, with a minimum grade of C-, are prerequisites for MUS-104. **ARTSC** for MUS-103, Fall semester. MUS-104, Spring semester.

107 Music Fundamentals for Elementary Teachers (.5 course) The rudiments of music, basics of harmony, and introduction to the keyboard, all approached from their context in the elementary school. This course is required of all elementary education majors unless they have taken MUS-111. Not open to first-year students. Fall and Spring semesters, first half.

111, 112 Music Theory I, II (.75 course, .75 course) In these courses students study the fundamentals of music, including notation, melody, rhythm, scales, intervals, chords, cadences, and an introduction to voice leading. These courses are required of all music and music education majors and require concurrent enrollment in either MUS-103 or MUS-104. MUS-103 and MUS-111, with a minimum grade of C-, are prerequisites for MUS-112. **ARTSC** for MUS-111, Fall semester. MUS-112, Spring semester.

117 Improvisation (.13 course) The primary focus of this course is instrumental improvisation over the blues. No previous performance experience in improvisation is necessary. The course will involve jazz theory, transcription, individual study, and listening. Music education students are encouraged to take this course. May be repeated for credit. Spring semester.

145 Quiet Mind for Performance-Exploring Your Inner Being (1.0 course) This course trains students in mental preparation for musical performance, focusing on fearless performance, through deeper awareness of “inner being.” It will pursue this goal from multiple perspectives: the study of “dualistic mind,” learning mindful meditation and body movement and yoga. The course consists of weekly meditation practice, writing weekly journals, readings, discussions, music lessons, and performances with peer critiques. The course culminates in a final project: a musical performance in Bjorling Recital Hall. Concurrent enrollment in a music lesson (MUS-245 to 267 or MUS-345 to MUS-367) or permission of the instructor is required. **WELBG**, Spring semester.

207 Elementary Music Methods (.5 course) A study of the materials and methods of teaching music in the classroom at the elementary level. Required of all vocal music education majors. Not open to first-year students. Prerequisite: MUS-107 or MUS-103/MUS-111. Fall and Spring semesters.

211, 212 Music Theory III, IV (1 course, 1 course) Advanced work in harmony, sight reading, keyboard, dictation, and analytical techniques. Required of all music and music education majors. Prerequisite for MUS-211: MUS-104/MUS-112 with a minimum grade of C-. MUS-211 with a minimum grade of C- is prerequisite to MUS-212. MUS-211 offered Fall semester; MUS-212, Spring semester.

280 Music Industry and Entrepreneurship (1 course) An intensive course of study designed to develop basic business skills in the music idiom through the study of copyright law, music licensing and publishing, grant writing, artist/venue management & promotion, the recording industry, and entrepreneurial thinking. Spring semester, odd years.

282 Recording Techniques (1 course) Through a series of hands-on projects, culminating in a final recording, programming and mixing project, students will learn the fundamentals of analog and digital audio technology, microphones, recording techniques, audio signal flow, DAW session management and file exchange, integration of MIDI with audio tracks, signal processing, editing and professional mixing techniques. Fall semester.

291, 391 Independent Study in Music (Credit variable) Individual research, composition, and/or performance projects in music, designed by the student in consultation with a faculty member in the department. Fall and Spring semesters and January Term.

301 Liturgical Thought and Practice (.5 course) This course examines the history, structure, and theological foundations of public liturgical worship, from Old Testament accounts to the multitude of practices that exist in the 21st century. Students will be expected to attend and observe a variety of services (in both Christ Chapel and the local community). Special attention will be given to the role of music in worship. Students will work collaboratively with the Cantor of Christ Chapel and chapel staff to plan and lead worship in Christ Chapel. Recommended for any student interested in Church-related vocations. Spring semester, odd years.

330 Vocal Techniques for Instrumental Majors (.25 course) A course in basic vocal pedagogy open to upper-class music majors and required of those seeking instrumental music education licensure. Spring semester, even years.

331 Vocal Techniques for Vocal Majors (.25 course) An introductory course in vocal pedagogy open to upper-class music majors and required of those seeking vocal music education licensure. Spring semester, even years.

332 String Techniques (.25 course) A laboratory course covering practical playing and methods of teaching the violin, viola, cello, and double bass. Open to upper-class music majors and required of those seeking instrumental music education licensure. Spring semester, even years.

334 Guitar Techniques (.13 course) A laboratory course covering practical playing and methods of teaching the guitar. Open to upper-class music majors and required of those seeking instrumental music education licensure. (Students interested in basic guitar instruction should take MUS-123.) Spring semester, odd years.

336 Woodwind Techniques (.25 course) A laboratory course covering practical playing and methods of teaching the woodwind instruments. Open to upper-class music majors, and required of those seeking instrumental music education licensure. Fall semester, odd years.

338 Brass Techniques (.25 course) A laboratory course covering practical playing and methods of teaching brass instruments. Open to upper-class music majors, and required of those seeking instrumental music education licensure. Fall semester, even years.

340 Percussion Techniques (.13 course) A laboratory course covering practical playing and methods of teaching percussion instruments. Open to upper-class music majors, and required of those seeking instrumental music education licensure. Spring semester, odd years.

342 K–12 Instrumental Techniques for Vocal Music Education Majors (.25 course) A laboratory course overview of practical playing and methods of teaching instruments. Open to upper-class music majors, and required of those seeking vocal music education licensure. Spring semester, odd years.

268, 368 Career Exploration, Internship (course value to be determined) Off-campus employment experience related to the student's major. See description of the Internship Program. Normally open only to juniors and seniors.

371 Music Arranging and Transcription (1 course) Vocal ensembles and the instruments of the band and orchestra are studied through analysis, score-reading, and listening for the purpose of writing and arranging for various musical groups. Projects in scoring, transcription and arranging for several ensembles are completed. Required of all music education majors. Prerequisite: MUS-212. Fall semester.

372 Advanced Theory and Composition (1 course) The two principal areas of concentration for this course are theory and composition. Additional topics will be selected from the following: historical styles of counterpoint, form analysis, analytic techniques, compositional devices, and contemporary styles. Prerequisite: MUS-212. Spring semester, even years.

374 History of Western Music I (1 course) This survey course is divided into three sections of study: Music in the Medieval World; Renaissance Music; and Baroque Music. The major composers, genres, and masterpieces of each period will be examined. Music will be viewed in its social, political, and cultural contexts. Required of all music and music education majors. Prerequisites: MUS-104, MUS-112, and junior or senior status. **WRITD**, Fall semester.

375 History of Western Music II (1 course) This survey course is divided into three sections of study: Music in the Classic Period; Music of the 19th Century; and 20th Century Music. The major composers, genres, and masterpieces of each period will be examined. Music will be viewed in its social, political, and cultural contexts. Required of all music and music education majors. Prerequisites: MUS-104, MUS-112, and junior or senior status. Spring semester.

378 Choral/Instrumental Methods (.5 course, .5 course) Choral Methods is the secondary music methods course for vocal music education majors. The primary focus is developing and teaching choral music in the middle and high school, programming, and development of professional materials. Instrumental Methods is the secondary music methods course for instrumental music education majors. The primary focus is developing and teaching instrumental music in the middle and high school, programming, and development of professional materials. Usually taken in the Spring of the senior year. Spring semester, first half.

380 Basic Conducting (.5 course) Beginning study of conducting as a performance skill, including conducting and rehearsal techniques, score study, transposition, and informed music listening abilities. Required of all music and music education majors. Prerequisite: MUS-212. Fall semester.

385 Choral Conducting (.5 course) A study of conducting as a performance skill, the techniques of rehearsing choral ensembles, accompanying vocal ensembles, and a survey of choral literature. Ability to analyze scores to evaluate quality and degree of difficulty is developed through listening, score reading, and rehearsing. Required of all vocal music education majors. Prerequisites: MUS-212 and MUS-380. Spring semester, odd years.

387 Instrumental Conducting (.5 course) Study of conducting as a performance skill, including baton technique, score reading and analysis, rehearsal procedure. Required of all Music Education majors. Spring semester, odd years.

390 Senior Music Major Capstone Experience (.13 course) In this course each student major will design and present a recital, write a paper and abstract on a work from the recital, and finish a portfolio of musical activities and projects. Required of all music and music education majors. Prerequisites: MUS-212 and MUS-380. Offered annually.

392 Advanced Conducting (1 course) Designed for upper level music majors interested in a detailed, in-depth study of the art of conducting from both the theoretical and practical/experiential approaches. Advanced, detailed score study techniques, vocal and instrumental ensemble rehearsal and performance strategies, chamber and large ensemble conducting best practices, and in-depth study of conducting pedagogues and their approaches to the art (ex. Hideo Saito, Gunther Schuller, et al) will be examined. Students will have the opportunity to conduct ensembles outside of class (ad hoc ensembles or Gustavus music ensembles or both), observe and study the work of conductors (on-campus, off-campus, or both), and deeply expand their knowledge of repertoire for large and small ensembles. Repertoire study will specifically explore both traditional canon and works by underrepresented, historically excluded composers. This course continues the sequence of basic techniques and practices of conducting explored in Basic Conducting, Instrumental Conducting, and/or Choral Conducting and is required for the honors in music in conducting. Advanced Conducting is both an excellent preparatory course for teaching K–12 music ensembles and graduate study in orchestral, wind, or choral conducting. Fall semester, even years.

393 Conducting Honors Project (.5 course) This is the final honors in conducting recital/project. In most cases, this course should be taken during the semester in which the final recital/project is to be completed. Fall and Spring semesters.

395 Honors in Performance (.5 course) Individual project in performance (full recital and accompanying document) for senior majors admitted to the honors program in performance. Prerequisite: permission of advisor. Fall and Spring semesters.

396 Honors in Composition (.5 course) Individual project in composition (requires performance of the honors composition project) for senior majors admitted to the honors program in composition. Prerequisites: MUS-212 and permission of advisor. Fall and Spring semesters.

397 Honors in History-Literature (.5 course) Individual research project (written document and formal presentation) for senior majors admitted to the honors program in history-literature. Prerequisite: permission of advisor. Fall and Spring semesters.

Performance Studies Lessons

Group instruction offered at Level I. Private instruction in technique and repertoire offered at Level II. Intermediate and advanced instruction in technique and repertoire for upper-class music and music education majors on their primary instrument/voice offered at Level III and requires a special audition for first time registration. (Students should note that lessons at Level I do not count toward a major in music or music education. Students who have not formally declared a music major or are without a music scholarship will be charged a lesson fee.)

120 Piano Class (.25 course) A beginning piano course for students with no piano experience. The goals of this course are to enable beginners to play simple piano pieces focused on classical repertoire, understand various musical styles, and learn basic music theory. The course requires an hour of daily practice time. The final project is an informal performance of all registered students playing the repertory studied during the semester. No audition required. **ARTSC**, Offered annually.

129 Voice Class (.25 course) An introduction to the study of voice, vocal technique, and vocal literature at the appropriate level. Taught as a combination of class and individual lessons. No audition required. May be repeated for credit. **ARTSC**, Fall and Spring semesters.

Keyboard Sections (.5 course or 1 course) Technique and repertoire at the appropriate level. Open to students by audition. **ARTSC**, Fall and Spring semesters.

Sections

- 247/347 Jazz Piano
- 245/345 Organ
- 246/346 Piano

248/348 Voice (.5 course or 1 course) Technique and repertoire at the appropriate level. Open to students by audition. **ARTSC**, Fall and Spring semesters.

Woodwinds Sections (.5 course or 1 course) Technique and repertoire at the appropriate level. Open to students by audition. **ARTSC**, Fall and Spring semesters.

Sections

- 252/352 Bassoon
- 251/351 Clarinet
- 249/349 Flute
- 250/350 Oboe
- 253/353 Saxophone

Brass Sections (.5 course or 1 course) Technique and repertoire at the appropriate level. Open to students by audition. **ARTSC**, Fall and Spring semesters.

Sections

- 258/358 Euphonium
- 255/355 Horn
- 257/357 Trombone
- 256/356 Trumpet
- 259/359 Tuba

260/360 Percussion (.5 course or 1 course) Technique and repertoire at the appropriate level. Open to students by audition. **ARTSC**, Fall and Spring semesters.

Strings Sections (.5 course or 1 course) Technique and repertoire at the appropriate level. Open to students by audition. **ARTSC**, Fall and Spring semesters.

Sections

- 263/363 Cello
- 265/365 Harp
- 264/364 String Bass
- 262/362 Viola
- 261/361 Violin

Guitar Sections (.5 course or 1 course) Technique and repertoire at the appropriate level. Open to students by audition. **ARTSC**, Fall and Spring semesters.

Sections

- 266/366 Classical Guitar
- 267/367 Jazz Guitar

Ensembles

151 Lucia Singers (.25 course) A choral ensemble for soprano and alto voices that studies, rehearses, and performs a variety of significant choral literature. The choir performs at concerts, on-campus liturgical services, and other special college events. Open to all students who sing soprano or alto by audition. **ARTSC**, Fall and Spring semesters.

152 Social Justice Choir (.13 course) By identifying and exploring contemporary social and justice issues this group engages in the empathetic, collaborative, and collective power of singing together to create change. Students will sing together, select and/or compose songs about justice issues, and engage wider communities through song. Events and performance/engagement opportunities will be chosen and/or organized by the group. **ARTSC**, Fall and Spring semesters.

Vocal Chamber Music Ensembles (.13 course) Study and performance of vocal chamber music literature by small groups of singers under faculty supervision. Prerequisite: Audition or permission of voice faculty. **ARTSC**, Fall and Spring semesters.

Sections

- 154 Contemporary Vocal Ensemble
- 157 Duets, Trios, Quartets, Opera Scenes
- 189 Jazz Combo

155 Choir of Christ Chapel (.13 course) A mixed-voice choral ensemble that studies, rehearses, and performs a variety of significant choral literature. The choir performs at concerts, on-campus liturgical services, and other special college events. Open to all students. No audition required. **ARTSC**, Fall and Spring semesters.

156 Gustavus Choir (.25 course) A mixed-voice choral ensemble that studies, rehearses, and performs significant choral repertoire. The choir performs at concerts, on-campus liturgical services, and other special college events. A concert tour is conducted annually. Open to all students by audition. **ARTSC**, Fall and Spring semesters, and January Term.

160 Adolphus Jazz Ensemble (.13 course) Study and performance of music for jazz ensemble. Open to all students by audition. **ARTSC**, Fall and Spring semesters.

161 Gustavus Jazz Ensemble (.25 course) Study and performance of music for jazz ensemble. The Jazz Lab Band usually tours in the spring. Open to all students by audition. **ARTSC**, Fall and Spring semesters.

164 Gustavus Campus Band (.13 Course) The Gustavus Campus Band is designed for students seeking a concert band music performance experience with a slightly lower time commitment. The ensemble performs the highest quality traditional and contemporary repertoire and is open to all students regardless of ability. Campus Band will perform 1-2 times per semester in traditional concerts and campus events as appropriate. A brief audition is required for placement into the ensemble. **ARTSC**, Fall and Spring semesters.

165 Gustavus Wind Orchestra (.25 course) A concert wind and percussion ensemble of approximately 70 instrumentalists. The ensemble performs a variety of available repertoire. A concert tour is conducted each year, usually in January, including an international tour every fourth year. Open to all students by audition. **ARTSC**, Fall and Spring semesters.

166 Gustavus Wind Symphony (.25 course) A concert wind and percussion ensemble of approximately 90 instrumentalists. The ensemble performs a variety of available repertoire and is open to all students by audition. **ARTSC**, Fall and Spring semesters.

170 Gustavus Symphony Orchestra (.25 course) An orchestra employing instrumentation typical of the “Romantic” period. It specializes in the symphonic works of the 19th century and works for larger orchestras from later periods. The symphony orchestra is on a three years on, one year off touring schedule, with an international tour every fourth year. Open to students by audition. **ARTSC**, Fall and Spring semesters.

171 Gustavus Philharmonic Orchestra (.13 course) This orchestra consists of approximately 25-30 members, both music and non-music majors, specializing in orchestral repertoire of the eighteenth century to current trends. It is a string orchestra with winds, brass and percussion added as needed. **ARTSC**, Fall and Spring semesters.

187 Gustavus Chamber Winds (.13 course) An ensemble exploring the classical and contemporary literature for medium-to-large woodwind ensembles. Occasional performances in chapel, area churches or schools as available. **ARTSC**, Fall and Spring semesters.

Instrumental Chamber Music Ensembles (.13 course, unless otherwise noted) Study and performance of chamber music literature by small groups of instrumentalists under faculty supervision. Open to students by audition and permission of the instructor. **ARTSC**, Fall and Spring semesters.

Sections

- 140, 141 Keyboard Accompanying (.13 course, .25 course)
- 173 String Ensemble
- 177 Percussion Ensemble
- 178 Handbell Choir
- 181 Flute Choir
- 184 Woodwind Chamber Ensemble
- 189 Jazz Combo
- 194 Brass Chamber Ensemble
- 196 Horn Ensemble

Nursing (NUR)

Heidi Meyer, **Chair**

Jessica Helget

Abigail McCabe

Jessica Stadick

Clinical Faculty:

Alexis Billins

Suzanne Chatters

Hannah Drea

Katie Erickson (Visiting)

Kayla Hubley

Suzanne Shane

Lisa Shedlov Mesick (Visiting)

The Department of Nursing at Gustavus Adolphus College offers students the opportunity to acquire knowledge and skills necessary for working with individuals and communities in promoting healing and wellbeing across the lifespan. The nursing curriculum provides a broad understanding of the discipline of nursing as a way of looking at the world. Nursing care of an individual with a health variance considers the family that supports the patient; the home environment in which the patient lives; the community resources available to help the patient; the local, state, and national politics that affect these resources; and the global community from which these resources are taken. As important members of interprofessional healthcare teams, nurses need to see human needs manifested in diverse beliefs, values, resources, and conditions that impact the effectiveness of highly sophisticated technical skills, devices, and treatments. Throughout the nursing curriculum, students will develop clinical reasoning and critical thinking skills necessary to assess, respond to, and evaluate factors that impact health and wellbeing. Students will have the opportunity to practice interprofessional communication and collaboration skills, actively participate in the creation of knowledge by engaging in research, examine human issues that impact wellbeing, and advocate for quality, safe, and effective care for patients across the lifespan.

The program spans four academic years. During the first and second years, students complete prerequisite courses while working toward fulfilling their general education requirements. In the junior and senior years, students continue taking liberal arts courses and complete the required nursing courses.

The program prepares Gustavus nursing graduates to coordinate and provide nursing care for individuals, families, and communities. Clinical partnerships with urban and rural health care agencies ranging from Alaska to the Twin Cities provide a diverse range of experiences. In addition to developing critical thinking and clinical reasoning skills, students learn to communicate effectively, and implement therapeutic nursing interventions with sensitivity toward socio-cultural, spiritual, and developmental needs of the individual, family, and/or community.

Students are awarded the Bachelor of Arts degree with a major in nursing by Gustavus Adolphus College upon successful completion of all requirements of the program. Students are eligible to apply for initial licensure by examination for registered nurses offered by the National Council of State Boards of Nursing and, upon licensure, can apply for certification as a public health nurse in Minnesota.

Admission and Progression

Students are encouraged to express an interest in the nursing major upon application for admission to Gustavus Adolphus College. Enrollment in the program is limited and admission is competitive, therefore, early consultation with the department chair, preferably in the first year, is recommended.

The application process occurs each spring. Students are eligible to apply to the major if they are on track to complete all nine prerequisite nursing courses by the end of spring semester. This typically occurs during the spring of sophomore year.

The application process requires students to submit an essay, complete an interview, and complete a short series of medication calculation problems. Students who have completed the application process will be considered for acceptance to the program at the conclusion of spring semester, after all spring semester grades have been submitted. In addition to submission of the application components (essay, interview, medication calculation), eligible students must have all of the following: a minimum cumulative GPA of 2.85; all Nursing prerequisite courses taken for a letter grade; successful completion of all Nursing prerequisite courses with a minimum GPA of 2.85; a grade of C or higher in eight of the nine Nursing prerequisite courses (a grade of C- in one of the prerequisite courses will be accepted); and be in good standing with the College. For every applicant, each of the requirements for application are scored by the Nursing department. Students whose application scores are within the top 40 scores will be notified of provisional acceptance to the Nursing program. Nursing courses begin in the fall of the junior year. If a student's status changes to no longer being in good standing with the College after admission to the Nursing program, agreement to and compliance with a behavioral contract approved by the Nursing department is required to remain in the program. Information is available from the department Administrative Assistant.

Eligible students whose application scores are below the top 40 will be offered a spot on the Nursing program waitlist. Waitlisted students will be informed of their rank on the waitlist. If openings occur, positions in the program will be offered to waitlisted students in their ranked order, so long as they continue to meet all the eligibility requirements for the program. Waitlisted students may reapply to the Nursing program in the spring of their junior year. No preference will be given to reapplying students. Students who do not meet the eligibility requirements for the department will be denied admission.

Waitlisted students and students denied admission to the Nursing program may appeal their decision to the Nursing department. This appeal must be filed with the department chair within 2 weeks of notification of waitlist status or disqualification and should consist of a written statement from the student articulating the grounds for the appeal. The department chair will respond to the appeal in writing within two weeks of its receipt. If the department appeal is denied, the student may appeal to the Dean who oversees the department of Nursing. This appeal must be filed within one week of the student receiving notification of the denial of the departmental appeal. The Dean's decision will be final.

In addition to the College health requirements, junior and senior nursing students must provide documentation of immunizations: complete series of hepatitis B, measles, mumps, and rubella (MMR), varicella, pertussis, tetanus and diphtheria (Tdap), COVID-19. Students must also provide proof of medical insurance with coverage maintained through the major. A completed record of physical examination, negative tuberculosis test, and influenza vaccine must be completed annually. This information is required to comply with clinical agreements with agencies that provide learning experiences required by the Nursing program.

Continuous certification in cardiopulmonary resuscitation (CPR) must be maintained through the major. Prior to beginning nursing courses, students must complete a CPR course that provides certification for the two-year period they are enrolled in the major. Students should select either the Basic Life Support for Healthcare Provider course offered by the American Heart Association or the CPR/ AED for Professional Rescuers and Healthcare Providers course offered by the American Red Cross. Each student must be a certified nursing assistant (CNA) prior to beginning the nursing program.

In order to be qualified to provide direct patient services, students must undergo an annual criminal background study and fraud study conducted by the Minnesota Department of Human Services (DHS). If a student is disqualified by the DHS, they will be dismissed from the Nursing Program.

Requirements for Graduation

Students must meet all College requirements for graduation, as well as complete nine prerequisite courses. The two supporting courses may be taken concurrently with the 10 upper division nursing courses. Students must earn a grade of C or better in all prerequisite courses (with the exception of one C-) and nursing classes. Students who do not successfully pass a nursing course may repeat only one course in the major only one time based on space availability in the course to be repeated.

The required courses are:

Prerequisite Courses:

- BIO-101 Principles of Biology
- BIO-218 Fundamentals of Microbiology
- CHE-106 Introduction to Chemical Principles or CHE-107 Principles of Chemistry
- HES-212 Lifespan Development or PSY-234 Child Development
- HES-234 Human Anatomy and Physiology I
- HES-235 Human Anatomy and Physiology II
- NUR-201 Pre-Health Professions: An Interdisciplinary Look at Health Care Issues
- PSY-100 General Psychology

One Sociology course from:

- S/A-111, S/A-112, S/A-113, S/A-225, S/A-231, S/A-242, S/A-262 or other courses as approved by the Nursing Department.

Supporting Courses:

- NUR-202 Research in the Health Sciences (highly recommended to be completed the first year of the nursing major, typically junior year.)

International Education

Students interested in nursing at Gustavus are encouraged to participate in international education programs. With careful planning of prerequisite courses, students may be able to engage in a semester abroad in their sophomore year.

Concurrent Majors

Students may choose to earn a double major at Gustavus in nursing and another discipline. However, this will require careful planning and may involve additional semester(s) at Gustavus.

Students who have already earned a Gustavus degree are eligible to earn a second major in nursing. Students should consult with the department chair and will need to follow the admission to the major process.

Placement

Graduates are qualified to take the national licensing exam to become a Registered Nurse and Certified Public Health Nurse. This licensure will qualify graduates to provide quality nursing care in hospitals, clinics, schools, public health agencies, and in other community nursing settings. Graduates have a solid foundation for graduate study in master's and doctoral nursing programs which can prepare them for advanced nursing practice, education, administration, and research.

Accreditation and Approval

The baccalaureate degree program in nursing is accredited by the Commission on Collegiate Nursing Education. Information on state approval of the program is available from the Minnesota Board of Nursing.

Courses

Nursing courses are upper division (junior and senior years). Ten courses (NUR-310, NUR-311, NUR-335, NUR-337, NUR-383, NUR-385, NUR-387, NUR-393, NUR-395, and NUR-398), taught by nursing faculty progress from simple to complex situations, and include the individual, the family, and the community as patients. NUR-201 and NUR-202 are open to all students.

Community engaged learning through clinical experiences is provided in each semester of the nursing major in a variety of rural and metropolitan settings.

Students must provide their own transportation to clinical experiences. Clinical experiences may occur on any shift or day of the week as negotiated by agencies and the program. A fee is assessed annually for program expenses.

Nursing Course Listings (NUR)

201 Pre-Health Professions: An Interdisciplinary Look at Health Issues (1 course) This course focuses on introduction to health professions; holistic, culturally sensitive, patient and family centered care; clinical prevention and population health; complementary and alternative modalities; inter-professional communication and collaboration; health care policy, finance, and resource management; quality and safety in health care; informatics, and professional values. There is an experiential, community engagement assignment for this course. This course is open to all students. Fall and Spring semesters.

202 Research and Ethics in the Health Sciences (1 course) This course focuses on identifying, critiquing, and creating research in the health sciences. Students will apply the steps of the research process in the health sciences. Students will also explore legal and ethical issues related to the health sciences. Application of learning through a group research activity is required. This course is open to all students. **WRITD**, Fall and Spring semesters.

310 Medical–Surgical Nursing Across the Life Span I (1 course) This course focuses on the promotion of well-being among an older adult population in the community, residential living, and acute care settings. Emphasis of this course is on the use of the nursing process and the application of content necessary to provide holistic care to the older adult client experiencing physiologic and psychosocial alterations (acute and chronic). Students will begin to develop their professional role as patient advocates, providers of care, and promoters of well-being among older adults in a variety of settings. This course includes clinical and simulation experiences. Co-requisite: NUR-311. Fall semester.

311 Fundamentals of Nursing (1 course) This course introduces the concepts and techniques of health assessment of individuals across the lifespan. Physical, psychosocial, sociocultural, developmental, and spiritual variables are examined through the use of health history and health assessment. Students learn clinical assessment skills, analysis, and decision-making for nursing practice. This course requires evaluation of complex clinical scenarios to enhance clinical reasoning. Students will apply theory in experiential laboratory sessions. Co-requisite: NUR-310. Fall semester.

335 Medical–Surgical Nursing Across the Life Span II (1 course) This course focuses on the promotion of well-being among the adult population in acute care settings. The course expands the concepts and application of Medical-Surgical Nursing across the Life Span I. Students will advance their application, analysis and evaluation of content necessary to provide holistic care to the adult experiencing physiologic and psychosocial alterations (acute and chronic). Prerequisites: NUR-310 and NUR-311. Spring semester.

337 Principles of Clinical Pharmacology (1 course) This course provides a foundation in pharmacological therapies with an emphasis on the pathophysiology of disease processes. Principles of pharmacology are presented in an integrated manner to provide a basis for study of selected medications that are used to treat or manage diseases. Students will apply theory in experiential simulations that require evaluation of complex clinical scenarios from the perspective of a healthcare team member. This course is required for all nursing and athletic training majors, to be taken in the junior/first year of the program for nursing majors. This course is also open to students with Junior or Senior standing and interested in a healthcare profession. Cross listed as HES-337. Fall and Spring semesters.

244, 344 Special Topics (1 course, 1 course) Content will vary from semester to semester. Courses will explore a topic or problem in depth and students will read, discuss, and write. More than one special topic may be completed. Fall and/or Spring semesters.

383 Public Health (1 course) This course focuses on public health and provides students with an opportunity to apply major concepts of public health through community-based learning activities. Topics covered include levels of prevention, health theories, health education, community assessments, nutrition, care of vulnerable populations, disaster planning, environmental health, principles of epidemiology, and infectious diseases. Application of learning is required in a variety of settings. Prerequisites: NUR-335 and NUR-337. Co-requisites: NURS-385 and NUR-387. Fall semester.

385 Pediatric Nursing (1 course) This course focuses on pediatric health and the role of the pediatric nurse. Topics include child growth and development, providing family-centered care, and discussion of child health issues requiring nursing care in the hospital and community setting. This course includes clinical and simulation experiences. Prerequisites: NUR-335 and NUR-337. Co-requisites: NURS-383 and NUR-387. Fall semester.

387 Maternal Newborn Nursing (1 course) This course covers health variances related to physical and/or psychological reproductive issues; antepartum, intrapartum, postpartum and newborn care from the perspective of the family as a complex patient. Perinatal care, newborn, and family will be explored. Students will have an opportunity to teach principles of perinatal care, newborn care and family care in an acute care setting as well as in the community setting. Prerequisites: NUR-335 and NUR-337. Co-requisites: NURS-383 and NUR-387. Fall semester.

291, 391 Independent Study (course value to be determined) Independent investigation of a selected nursing topic. Open only to junior or senior nursing majors by special permission of the department.

393 Psychiatric-Mental Health Nursing (1 course) This course will focus on primary, secondary, and tertiary care of patients across the lifespan with psychopathology and/or psychosocial integrity variances. Students will incorporate a holistic perspective in planning individualized care for patients in an acute behavioral health care unit and in the community. Experiential learning will take place in acute care and community settings. Prerequisites: NUR-383, NUR-385, and NUR-387. Co-requisites: NURS-395 and NUR-398. Spring semester.

395 Advanced Medical-Surgical Nursing Across the Life Span III (1 course) This course focuses on the promotion of wellbeing among a population of patients in acute care settings. This course expands the concepts and application of Medical-Surgical Nursing across the Life Span I and II. Students will synthesize concepts from previous and current courses to provide holistic care to patients experiencing complex multi-system variances. Students will apply clinical reasoning, critical thinking, and knowledge of interprofessional communication and collaboration in simulated intensive care experiences. Prerequisites: NUR-383, NUR-385, and NUR-387. Co-requisites: NUR-393 and NUR-398. Spring semester.

398 Transition to Professional Practice: Art and Science of Nursing (1 course) This course explores leadership theories, concepts and characteristics as students begin the transition from student to professional nurse. The course will include Quality and Safety Education for Nurses (QSEN), patient acuity and staffing, providing cost-effective and efficient care through the management of resources, and collaboration/communication with inter-professional teams. Assimilation into professional nursing practice is promoted through professional communication and writing. Clinical experiences focus on professional leadership roles in the nursing profession. Prerequisites: NUR-383, NUR-385, and NUR-387. Co-requisites: NUR-393 and NUR-395. **WRITD**, Spring semester.

Peace, Justice, and Conflict Studies (PCS)

Loramy Gerstbauer (Political Science),
Program Co-Director

Joaquín Villanueva (Environment,
Geography and Earth Sciences), **Program
Co-Director**

Thia Cooper (Religion)

Seán Easton (Greek, Latin, Classical
Studies)

Tiffany Grobelski (Environment, Geography and Earth
Sciences)

Ursula Lindqvist (Scandinavian Studies)

Maddalena Marinari (History)

Sharon Marquart (Modern Languages,
Literatures, and Cultures) (On leave, 2023-2024)

Carlos Mejia (Modern Languages, Literatures,
and Cultures)

Suzanne Wilson (Sociology/Anthropology)

Peace, Justice, and Conflict Studies (PJCS) is an interdisciplinary field of study which critically examines violence in all forms and at all levels of society: international and civil war; structural oppression including poverty, cultural violence, communal conflict and inequality, and interpersonal violence. It seeks to develop and assess various non-violent approaches to conflict transformation and promoting social justice. PJCS serves to focus knowledge from diverse disciplines to converge on the problems of violence and oppression and challenges us to find peaceful solutions and pathways to end such scourges.

The mission of the PJCS program intersects with and supports the mission of Gustavus Adolphus College in several specific ways: it is interdisciplinary and international in perspective, it stresses the development of values as an integral part of intellectual growth, and above all it encourages students to work toward a just and peaceful world. The PJCS program strongly recommends study or work abroad for its students to gain international awareness and experience. It is also a program that values action-oriented pedagogies and models of experiential education and service-learning. Many institutions with which Gustavus has an official affiliation offer courses in the areas of peace studies and conflict resolution, which may be substituted for Gustavus courses (up to two) and applied toward the PJCS major or minor.

Students are encouraged to consult with the faculty listed above, who serve as resource persons and advisors in the various disciplines that contribute to both the major and the minor in Peace, Justice, and Conflict Studies.

Peace, Justice, and Conflict Studies Major

Nine courses:

A. Introductory:

1. PCS-211.
2. POL-130 or GEG-101.
3. ENG-126, REL-115, or S/A-111.

B. Intermediate:

1. PCS-221. Petitions for substitution of another conflict course will be considered (such as E/M-269); however, this must be approved in advance with an advisor.
2. PSY-232, S/A-113, or S/A-235.
3. One course from PJCS Track II (other than those taken to fulfill other major requirements) chosen in consultation with the major advisor.

4. One course from PJCS Track I or Track III (other than those taken to fulfill other major requirements) chosen in consultation with the major advisor.

C. Advanced:

1. Internship or Study Away Experience.
2. Capstone Seminar: GEG-309, REL-383 or REL-393.

Peace, Justice, and Conflict Studies Minor

Five courses chosen in consultation with an advisor in Peace, Justice, and Conflict Studies. No more than two of the five courses may be from the same department. They are to be distributed as follows:

1. PCS-211.
2. One course credit selected in consultation with an advisor from the following choices: independent study, study abroad, senior thesis.
3. At least one course must be selected from each of the following three tracks. Courses must be taken from at least two departments. When possible, students wanting any of these courses to count toward the minor should notify the instructor at the start of the course.

Track I: Global Justice

Courses in this track will address the questions: What are the origins of global conflict, whether historical or contemporary, among nation-states or other actors? How have peace and justice movements evolved in response?

- E/M-276 Economic Development and World Resources
- GEG-101 Human Geography
- GEG-102 World Geography
- GEG-215 Political Geography: Power, Territory, and States
- GEG-229 Energy Geography
- HIS-104 Environmental History
- HIS-323 European Minorities
- POL-130 International Relations
- POL-250 The Politics of Developing Nations
- POL-340 Issues for U.S. Foreign Policy
- S/A-243 Globalization

Track II: Theology, Philosophy and Ethics, and Culture

Culture courses in this track will address the questions: How do competing normative, philosophical, religious, and cultural perspectives foster or impede peace and social justice?

- CLA-298 Chal Sem: Coping with Conflict
- COM-257 Intercultural Communication
- ENG-126 Introduction to U.S. Ethnic Literature
- ENG-226 U.S. Latinx Literature
- FRE-370 Revolution and Rebellion in Modern French Culture

- MLC-265 Exploring Intercultural Relations through Film
- PHI-209 Philosophies of the Environment
- PHI-212 Philosophies of Oppression and Privilege
- POL-280 Revolution, Resistance and Liberation
- PSY-232 Social Psychology
- REL-115 World Religions
- REL-273 Religion & Politics in Latin America
- REL-373 The Holocaust: Then & Now
- REL-383 Liberation Struggles
- REL-393 Race, Sex, Money, God
- S/A-111 Cultural Anthropology
- S/A-260 Race and Ethnicity
- SCA-360 Nordic Colonialisms and Postcolonial Studies

Track III: Social and Historical Issues

Courses in this track will address the questions: In what ways do conflict and injustice exist in communities, and in what ways are they addressed?

- GEG-236 Urban Geography
- GEG-225 Race and Space in the U.S.
- GEG-309 Geographies of Peace and Violence
- GWS-236 Gender, Sex, and the Holocaust
- HIS-140 U.S. Since the Civil War
- HIS-160 Introduction to Latin America
- HIS-334 Local Civil Rights
- PCS-221 Conflict and Resolution
- PCS-246 Community Peacebuilding in Colombia
- PHI-105 School and Society
- S/A-113 Social Problems
- S/A-235 Social Inequality
- T/D-136 Creating Social Justice Theatre
- T/D-236 Theatre and Society

Peace, Justice, and Conflict Studies Course Listings (PCS)

211 Introduction to Peace Studies (1 course) This course is about understanding alternatives to violence and why violence occurs. We examine the causes and nature of violence and aggression among individuals, groups and nations. We consider whether there are appropriate uses of violence by weighing the competing claims of just war versus pacifist theories. We explore the meaning of peace, including concepts of negative and positive peace and structural violence as they relate to issues of societal oppression, human rights, and culture. We investigate possibilities of peace, introducing students to conflict resolution literature and skills. **HUMN**, Fall semester.

221 Conflict and Resolution (1 course) This course examines the history, major philosophies and practices of conflict analysis and resolution. Through consideration of theories and case studies, students will investigate and critique approaches and processes of conflict transformation in cultures and societies at global, regional, and local levels. Students will have opportunity to practice conflict management skills. **HBSI**, Spring semester.

298 Challenge Seminar: Community Peacebuilding in Colombia (1 course) In the last ten years, Colombia has emerged from decades of violence, building peace at both the national and local levels. How does this kind of transformation take place in a society? Students will have the opportunity to learn about the history of violence in Colombia, the national Peace Accords and their implementation, and the struggle to build local cultures of peace in Colombia and to deal with the trauma of past violence. Our home base will be Medellin, the city of “eternal spring,” known for its pleasant climate and flowers, but once known as the home base of the drug kingpin, Pablo Escobar. In Medellin we will learn about Colombia’s transformation from conversations with experts and local site visits. A highlight will be an opportunity to participate directly with community level peacebuilding efforts of NGOs. The final days of the course will be spent travelling within Colombia, to the colonial city of Cartagena and to the natural wonders of Tayrona national park on the Caribbean. Cross listed with LAS-298. **CHALS**, January Term travel course.

298 Challenge Seminar: Coping with Conflict (1 course) This interdisciplinary course explores the intersection of peace studies with Greek and Roman literature and philosophy in the context of the question, “How do individuals and communities cope with the realities of conflict, especially when it is violent?” Although we consider the origins of negative conflict and ways of ending it, we will look primarily at the ways in which it is navigated. We will explore the coping strategies to be found in the ‘thought-worlds’ of these ancient texts, as they apply to a range of scales and scenarios from mass violence (external and civil war) to conflict between and within individuals, including the perspectives of active participants in violence as well as those determined only to survive as best they can. We will apply concepts from disciplines aligned with peace studies, including but not limited to conflict transformation, conflict analysis and violence studies. Cross listed with CLA-298. **CHALS, GLAFC**, Offered occasionally.

Philosophy (PHI)

Joshua D. K. Brown, **Chair**
John Ivan Gill
Lisa Heldke

Margaret O'Connor
Michael Shaffer (Visiting)
Thomas Valentini

The Department of Philosophy offers the serious student an opportunity to come to an understanding of the historical traditions that shape fundamental issues in ethics, metaphysics, epistemology and aesthetics. Courses in philosophy foster in students an increased measure of conceptual clarity about these fundamental issues, and an invitation to come to their own positions about them. The department is committed to assisting students to reflect on living responsibly in the contemporary world.

A major or a minor in philosophy is recommended to all students who desire to pursue graduate study in any of the disciplines in the humanities or social sciences, and also to those who expect to enter one of the professions—including, especially, law, the ministry, or teaching. It is also an excellent major for students intending to enter the nonprofit sector, or the world of business. In short, it is a highly flexible major that develops in students the intellectual capacities considered desirable in a wide array of professions.

The philosophy department strongly encourages its majors and minors to take advantage of the College's international study programs. Students considering study abroad should consult with department faculty in advance of their study, to be sure that philosophy courses taken abroad will count toward the major or minor.

Major in Philosophy: The philosophy major consists of a minimum of nine courses in philosophy chosen in consultation with a departmental advisor, including PHI-201, PHI-202, PHI-290, and one Level III class (PHI-370 or PHI-371). No more than one course numbered PHI-125 or below will count towards a major. A minimum grade of C- is required for all courses counting toward the major.

Minor: PHI-201 or PHI-202, and four additional courses selected in consultation with a departmental advisor. A minimum grade of C- is required for all courses counting toward the minor. No more than two Level I courses will count toward the minor.

Honors Program in Philosophy: Students who anticipate application to graduate schools in philosophy should pursue the honors major since it represents the type of course sequence that will make a strong case for admission to philosophy graduate programs. The Philosophy major with Honors consists of a minimum of 10 courses chosen in consultation with a faculty advisor, including: PHI-136, PHI-201, PHI-202, PHI-233 or PHI-234, PHI-246, PHI-290, and two Level III courses (PHI-370 and/or PHI-371). No more than one course numbered PHI-125 or below will count toward the honors major. A minimum grade of C- is required for all courses counting toward the major.

Majors wishing to graduate in philosophy with honors should apply in writing to the department chair before May 1 of the junior year. Applicants must have at least a 3.2 overall grade point average and a 3.5 average in philosophy courses at the time of application. The application should include the following information:

1. Overall grade point average and average in philosophy at the time of application;
2. List of the ten or more philosophy classes that will count toward graduation with honors;
3. Statement of reasons for wishing to take part in the honors program, (e.g., it will provide preparation for graduate school).
4. A specific plan for research and regular consultation with the professor offering one of the Level III classes during the senior year will be presented. This will include a research program that allows the student to complete an honors paper prior to April of the senior year.

The honors paper will be presented orally to the department. Significant revisions may be required at the discretion of the faculty.

Course Levels: Courses numbered below 200 are considered introductory and require no previous coursework in philosophy. Courses numbered in the 200s are considered intermediate level, and generally at least one course at the introductory level is advisable before enrolling in them. Prospective majors and minors, however, should consult with members of the department about starting directly with PHI-201 or PHI-202. Courses numbered in the 300s are advanced courses for students with substantial previous coursework in philosophy. A selection of introductory courses is offered each semester. Please consult registration materials for specific information.

Philosophy Course Listings (PHI)

105 School and Society (1 course) How is education used to promote the status quo? How do schools support and reproduce societies in the process of producing “good students?” Conversely, how can education be used to bring about changes in a society? In this course, we’ll explore education both as a tool for preserving the status quo and as a mechanism for social and political change. This course counts toward the Peace, Justice, and Conflict Studies minor. **HUMN, WRITL**, Offered occasionally.

107 Philosophy of Battle Rap (1 course) This class will explore the world of impromptu and written competitive battle rap and the leagues that support it from a philosophical perspective. While studying the history of battle rap and situating it within the framework of Hip-Hop Culture, we will examine the approaches, subjects, and ways of being of battle rap as it engages philosophical questions of morality, social norms, race, class, sexual orientation, religion, and social justice (among other areas). Students will watch several types of battles and will reflect on the deep metaphysical and existential questions that they raise, as the contention of this class is that the energy and performance of battle rap is one of the most modern vivid reflections of humans wrestling with major philosophical ideas, musings that can easily translate to the real-life situations of our era. **HUMN, USIDG**, Offered occasionally.

108 Great Philosophers (1 course) This course introduces students to philosophy by examining some of the writings of philosophical greats, such as Plato, Aristotle, Aquinas, Descartes, Hume, and Wittgenstein. The issues considered may include: Does God exist? What is knowledge and how can we acquire it? What is the meaning of life? What is the “good life”? **HUMN**, Offered occasionally.

109 Philosophical Puzzles (1 course) This introductory course in philosophy will tackle various puzzles and paradoxes that arise out of our everyday concepts and beliefs. Some questions we might explore: Is time travel possible? Is it permissible to kill one person to save 10? 100? 1000? If you were to split like an amoeba, would either of the resulting persons be you? What is the distinction, if any, between killing and letting die? What should we think when somebody says, ‘Everything I say is a lie’? **HUMN**, Offered occasionally.

122 Sports Ethics (1 course) Students develop new understandings of sport through ethical exploration. Students use various approaches to sport ethics in order to examine ethical questions: What is sport's proper role in society? Does sport promote or prevent racial and/or gender equality? How should success be measured in sport? When should children begin to compete and specialize? Is sport too violent? Through improved ethical reasoning, students will become better prepared to have ethical conversations, navigate ethical dilemmas in sport, and will develop their own values thereby allowing them to better lead lives of ethical leadership and service. Fall semester.

125 Philosophy of Sport (1 course) Students will explore levels of meaning in sport beyond wins and losses by discussing many philosophical questions surrounding sport. For example: Why does sport matter? What should sport teach us? Is sport play? What does it mean to compete? What is sportsmanship? What values can or should sport convey to its participants and observers? Should and does sport build character? With heightened philosophical awareness, students will become more mindful practitioners and observers of sport while developing a deeper understanding of their own values. Fall semester.

136 Formal Logic (1 course) This course is concerned with a vigorous examination of the concepts of validity, consistency, logical equivalence, and law of logic from both syntactic and semantic points of view. Criteria for the evaluation of arguments in natural language are developed by making use of artificial languages and the techniques of formalization. The course includes a treatment of statement logic (propositional logic) and predicate logic. **QUANT**, Fall semester.

147 Applied Ethics (1 course) Every action a person undertakes has moral dimensions. When I want to purchase shoes for \$100.00 but know workers who made them are paid pennies per hour, should I do so? When I hear a racist or sexist remark, do I have an obligation to speak up? What happens when I come to understand the ways various systems of oppression interlock and leave some groups of people less well off? Do I need to be disloyal to whatever forms of privilege I have? One objective of this course is to equip students with the skills to think and act creatively and constructively on pressing moral matters. We will consider moral issues that arise in all our lives including but not limited human rights, justice and economic distribution, welfare, marriage, racism and sexism, ableism, and health care. **HUMN**, Fall semester.

201 Ancient Philosophy (1 course) This course explores philosophical figures, texts, and problems from the pre-modern era. In addition to Plato and Aristotle, the foundational figures in "Western" philosophy, the course will engage at least one tradition from the period, centered outside Europe—possibilities include classical Indian philosophy, philosophy in the Islamic Golden Age, and ancient Chinese philosophy. Throughout, we will grapple with questions about the nature of the self, about right action and the just society, about knowledge and evidence, and about the nature of reality. **HUMN, WRITD**, Fall semester.

202 Modern Philosophy (1 course) The questions of modern philosophy are among the most perennial questions in Western thought. What is the relation between minds and bodies? What is a substance? What is the nature of knowledge? Can we know anything with certainty—even our own existence? This course surveys the works of several major figures in European philosophy of the 17th and 18th centuries, including Hobbes, Descartes, Spinoza, Leibniz, Conway, Locke, Berkeley, Hume, and Kant. **HUMN, WRITD**, Spring semester.

203 Continental Philosophy (1 course) What is Hegel’s dialectics? What is the significance of Nietzsche’s Will of Power? Why was Husserl’s phenomenology so influential? What are the relationships between Bergson, Proust, and Einstein? Here are some of the questions we will be examining in this course. We will study through several major figures in French and German philosophy of the 19th and 20th centuries, including Hegel, Schopenhauer, Nietzsche, Bergson, Heidegger, Sartre, Merleau-Ponty, & Derrida. Students will design their own research project and present it in class. English and history majors will discover primary theoretical sources relevant to their discipline. **HUMN**, Offered occasionally.

209 Philosophies of the Environment (1 course) This course examines the ways in which contemporary attitudes toward the environment developed as well as alternative philosophical theories of the environment. Issues include the treatment of nonhuman animals, instrumental vs. intrinsic theories of environmental value, the impact of “first world” environmental perspectives on Third World peoples, and women’s perspectives on the environment. Alternative approaches include Aldo Leopold’s land ethic, deep ecology, and eco-feminism. This course counts toward the Environmental Studies major, the Gender, Women, and Sexuality Studies, and the Peace, Justice, and Conflict Studies majors/minors. Spring semester.

212 Oppression and Privilege (1 course) A philosophical exploration of the concepts of race and gender, with an emphasis upon the nature of racism and sexism. Questions to be considered include: Are the categories of race and gender constructed or “natural?” How have philosophers used these categories to justify and explain the hierarchical structures of societies? How can individuals engage in constructive resistance to racism and sexism? This course counts toward the Gender, Women, and Sexuality Studies and Peace, Justice, and Conflict Studies majors/ minors. **HUMN**, Offered occasionally.

213 Mind and Matter (1 course) A critical introduction to the traditional and contemporary problems and issues surrounding the nature of mind and matter. Topics that may be included are the distinction between mind and body, the existence of other minds, the existence of matter, the nature of causation, free will and determinism, personal immortality, and computer simulation and artificial intelligence. Offered occasionally.

216 Philosophy of Race (1 course) This class is a study in ideas of race. Race as modes of thought, interaction, and social construction constitute how we live in the world, including our access or lack thereof to that which is needed to live as what many would define as “humanly decent.” What is the nature of race? How does race exist? Is race an idea or is it more “real” than that? Is race a universal or is it more discrete, and what happens when one’s race changes when their location in the world changes? What does science fiction have to say about race? How is race negotiated in art of various types? What are the connections between the idea of race and racism? Are we living in a postracial world? How is race a religious idea? How is the study of philosophy important to the study of race? The course's objective is to situate ourselves within the region of these questions as we seriously (and many times uncomfortably) interrogate the category of race and the implications of this category on present day existence. This course is also a “Book Intensive,” meaning that you as students have the option of turning your final assignment of the class into a contribution to a manuscript totally authored by you (the students) on philosophy of race. **HUMN, USIDG**, Offered occasionally.

233 Philosophy Looks at the U.S. (1 course) How have philosophers responded to the structures, movements and events that have shaped the United States? This course focuses on the period between

the Civil War and the mid twentieth century, exploring topics specific to this country including the effects of the colonization of indigenous land, slavery and immigration; as well as more abstract philosophical topics such as the nature of truth and reality. Philosophers and other thinkers (both inside and outside of the academy) will include Henry David Thoreau, Frederick Douglass, Jane Addams, Charles Eastman. **HUMN**, Offered occasionally.

234 Contemporary Analytic Philosophy (1 course) To what extent are the problems of philosophy problems of language? What purchase do the tools of formal logical and linguistic/conceptual analysis provide on the solution of philosophical problems? We will explore these and other questions arising out of the early 20th-century turn towards a concern with logic and language, and out of the philosophical tradition—analytic philosophy—that followed. In the first part of the course, we will read several foundational philosophical texts of the analytic tradition, texts which introduce some of the fundamental concepts and tools deployed by many analytic philosophers. In the second part of the course, we will examine how these tools get applied, by reading both classic and recent examples of philosophical analysis in epistemology, metaphysics, and ethics. Some questions we may engage: How, exactly, do our utterances and thoughts get to be about the world? What distinguishes knowledge from mere belief or opinion? What makes an action right? What makes a society just? What is the real nature of socially significant categories like race and gender? What is the nature of time and temporal experience? Prerequisite: PHI-202. **HUMN**, Offered occasionally.

235 Existentialism (1 course) A survey of the prominent existentialist literature of the 19th and 20th centuries. Writers examined may include Kierkegaard, Nietzsche, Dostoyevsky, Berdyaev, Heidegger, Jaspers, Unamuno, Ortega y Gasset, Marcel, Camus, Sartre, and Tillich. Offered occasionally.

240 Philosophy of Religion (1 course) A philosophical scrutiny of some of the central concepts and doctrines of the Judeo-Christian religious tradition, seeking understanding of the peculiar logic and function of religious discourse through readings and discussions of the thought of outstanding philosophers and theologians with respect to such topics as the existence of God, religion and myth, faith and reason, the problem of evil, and life after death. Offered occasionally.

241 Aesthetics (1 course) What does it mean to experience something aesthetically? What is an aesthetic attitude? What are aesthetic qualities? This course explores aesthetic experience, appreciation and judgment, as they are applied to art, nature and the everyday world. We'll examine classic and not-so-classic aesthetic qualities, including beauty, sublimity and disgust. Assignments will enable students to do philosophy using creative media and methods. **ARTSC**, Offered occasionally.

244, 344 Special Topics (1 course, 1 course) Special topics in philosophy. Content will vary from semester to semester. Courses will explore a topic or problem in depth and students will read, discuss, and write. More than one special topic may be taken. Offered occasionally.

246 Ethical Theory (1 course) What makes a good life? While there may be near universal agreement that this is a central question in ethics, there is not agreement on what a good life involves. This course explores a wide range of philosophers reflecting on this question from Lao Tze, Buddha, Aristotle, Epictetus, Montaigne, Emerson, Marx, Nietzsche, and to DuBois. Our readings span cultures and millennia. With all these readings, we interrogate whether the vision of a good life proposed is equally available or accessible to all or if structural institutions, oppression or cultural practices restrict it to only some. **HUMN**, Spring semester.

248 Gender, Knowledge, and Reality (1 course) An exploration of central issues in historical and contemporary feminist philosophy. The focus of the course will vary, and may be drawn from social and political philosophy, ethics, or epistemology. It will generally consider such issues as: “woman” as a socially-constructed category; the nature of women’s oppression; and the relations between gender, race, and class as they function as structures of domination. This course counts toward the Gender, Women, and Sexuality Studies and the Peace, Justice, and Conflict Studies majors/minors. **HUMN**, Offered occasionally.

251 Philosophy of Science (1 course) An examination of the concepts, methodology, and scope of science. Topics typically studied include the positivist model of scientific theories, the observational-theoretical distinction, the underdetermination of theory, reductionism, antireductionism, supervenience, the structure of scientific explanation, historicism and revolutionary science, social constructivism, the genderization of scientific knowledge, and the realism-antirealism debate. Offered occasionally.

290 Philosophical Methods (1 course) This course is recommended for all sophomore and junior Philosophy majors, as well as students who are intending to declare a Philosophy major. The course has four main goals. (1) To give students an opportunity to work intensively on honing their philosophical writing skills. (2) To introduce students to the various philosophical resources available and to get them comfortable navigating and engaging those resources. (3) To provide students an environment in which to practice philosophy collaboratively. (4) To encourage students to begin thinking about how their philosophy major will inform their post-Gustavus lives. Prerequisite: One Level II PHI course. Spring semester.

298 Challenge Seminar: Philosophy of Food and Eating (1 course) "Food is a much more complex subject than one might think, you know. There is every reason why a philosopher should think about food."-Alexander McCall Smith, *Friends, Lovers, Chocolate*. This seminar will immerse participants in the philosophy of food and eating, a new field of philosophy that has developed rapidly in the last thirty years. Together we will examine food from a range of different philosophical subdisciplines: ethics (how do my moral obligations extend to my food choices?); aesthetics (are there objective standards for taste?); epistemology (can tasting be a form of inquiry?) and metaphysics (is eating essential to personhood?). We will read contemporary works in the philosophy of food, but will also draw upon the history of philosophy, to find evidence that philosophers have always been thinking about food. We will do philosophy together using discussion, cooking and eating together, as well as writing. **CHALS**, Offered occasionally.

268, 368 Career Exploration, Internship (course value to be determined) Off-campus employment experience related to the student’s major. See description of the Internship Program. Prerequisite: junior or senior status. Fall, Spring semesters and Summer.

370 Advanced Studies Seminar: Great Philosophers (1 course) This course provides an intensive examination of the works of one of the great philosophers. Topics will be announced by the department. Offerings may include courses on Plato, Aristotle, Descartes, Spinoza, Hume, and Kant. Prerequisites: PHI-201 and 202. **WRITD**, Either PHI-370 or 371 is offered each semester.

371 Advanced Studies Seminar: Selected Topics (1 course) An intensive study of some problems or author in philosophy. The student is expected to demonstrate an ability for independent thinking, study, and research. Prerequisites: PHI-201 and 202. **WRITD**, Either PHI-370 or 371 is offered each semester.

291, 391 Independent Study in Philosophy (course value to be determined) Fall and Spring semesters.

Physics (PHY)

Kyle Chambers, **Interim Chair**
Tom Huber
Rafid Mabub (Visiting)

Chris Nolting (Visiting)
Paul Saulnier

The Department of Physics in its curriculum endeavors to provide a unified presentation of all the major areas in physics to fulfill the needs and interests of a variety of students. This presentation is set in a liberal arts context such that, in addition to the ideas, experiments, and theories, the philosophical and cultural implications of physics are considered.

The department offers a comprehensive major designed to prepare students for graduate study in physics, engineering, or related fields. The physics curriculum also provides for majors in teaching and interdisciplinary programs, as well as the physics component of pre-engineering and other pre-professional programs.

Through its offerings in the liberal arts, the department provides distinct courses for the general education of students who are not engaged in the natural sciences, but who would like to explore physics and astronomy.

It is recommended that students considering a major in physics begin their studies with PHY-190/191 in the fall of their first year. The normal sequence of courses through the first two years of the major would then proceed through PHY-205/206, PHY-215/216, PHY-225, PHY-250, and PHY-270/271.

Students preparing for graduate studies in physics or engineering are encouraged to take the following courses in addition to those required for the major/minor: PHY-300, PHY-350, PHY-360, PHY-370, PHY-380, and PHY-390. Also recommended is CHE-107.

Physics Major

10 courses in physics, including: PHY-190, PHY-191, PHY-205, PHY-206, PHY-215, PHY-216, PHY-225, PHY-250, PHY-270, PHY-271, PHY-305, and PHY-365.

PHY-190 and PHY-191 are the only Level I courses that shall count toward the physics major. One course from another laboratory science (e.g., biology, chemistry, or geology).

No Level II course graded below a C will count towards the major or as a prerequisite for subsequent courses.

No Level I or Level III physics or math courses graded below a C- will count towards the major or as a prerequisite for subsequent courses.

Grades 5-12 Physics Teaching Major

This major is only for students who have been admitted into the Minnesota licensure program to teach all areas of science in grades 5-8 and physics in grades 9-12. It requires the core science and education courses for Secondary Education and also the requirements for the Physics major. The addition of six courses: GEG-125, GEO-111, PHY-102, PHY-100 (or PHY 120/122 and PHY 170/172), EDU-396 and EDU-248

will add the 5-8 middle level science license to the 9–12 Physics license. (Note: PHY-100 is a January Term course and is offered occasionally in place of the two sequences of physics courses.)

Please see the Education Department section of this bulletin or the department website (<https://gustavus.edu/education/>) for a listing of the Education courses required.

Grades 9-12 Physics Teaching Major

This major is only for students who have been admitted into the Minnesota licensure program to teach physics in grades 9-12. It requires the core science and education courses for Secondary Education and also the requirements for the Physics major.

Please see the Education Department section of this bulletin or the department website (<https://gustavus.edu/education/>) for a listing of the Education courses required.

Department Honors in Physics:

Purpose: To promote individual excellence in physics through directed research and demonstration of significant knowledge of the discipline.

Requirements:

1. The physics major, including PHY-300, PHY-350, PHY-380, and PHY-390.
2. A minimum GPA in Physics courses of 3.25.
3. At least 1.0 course in research in physics (PHY-291 and/or PHY-391).
4. Completion and defense of a senior thesis based on the student's research.

Applications for Honors in Physics must be received by the department chair and accepted by the tenth class day of the student's last semester. Application forms are available from the department chair.

Physics Minor

5.75 courses in physics, no more than 1.25 at Level I. While no course graded below C- shall count toward the minor, all Level II physics courses must be completed with a C or better.

Physics Course Listings (PHY)

101 Physical World for Elementary Educators (1 course) This course provides an introduction to both classical and modern physics, and is intended for elementary education majors. Topics of study include mechanics, heat, thermodynamics, wave phenomena, sound, light, electricity, magnetism, relativity, quantum theory, atomic and nuclear physics. These will be developed historically, and emphasis will be placed on topics which relate to current social issues. The approach will be quantitative, involving extensive use of algebra, but no calculus is required. Course includes a lab. Does not count toward a physics major. January Term. Offered Occasionally.

102 Astronomy, Cosmology, and Astrophysics (1 course) Designed for non-science students, this course covers two basic and related topics. The first acquaints the student with the methods of observational astronomy and the use of small astronomical telescopes. The second topic is concerned with the astrophysical evidence which forms the basis of cosmological theories of the nature and origin of the

solar system, galaxies, and the universe. Included are discussions of intelligent life in the universe, general relativity, space travel, quasars, and pulsars. Five meetings per week. **NTSCI**, Offered occasionally.

104 Physics of Sound and Music (1 course) This course will introduce students to the basic physical processes related to production of sound and music, as well as the scientific instrumentation and techniques used for sound measurement. Using this basis, students will investigate a variety of topics such as: how musical instruments, including the voice, produce musical tones; psychoacoustics (how we perceive sound); architectural acoustics; sound recording; and sound reproduction. **NTSCI**, Offered Occasionally.

120 General Physics I (1 course) This course will focus on the following topics and their applications in chemistry and life sciences: kinematics, dynamics, conservation laws of mechanics, fluids, heat and transport phenomena, thermodynamics, simple harmonic motion, traveling waves, and sound. Lectures, demonstrations, and recitations. Five meetings per week. Requires concurrent enrollment in PHY-121. Fall semester.

121 General Physics I Laboratory (.13 -.25 course) The course will consist of one two-hour lab session each week (.25) or one two-hour lab session every other week (.125). Experiments will explore phenomena in the following areas: kinematics, dynamics, conservation laws of mechanics, fluids, heat and transport phenomena, thermodynamics, simple harmonic motion, traveling waves, and sound. Requires concurrent enrollment in PHY-120 or PHY-122. Fall semester.

122 General Physics I (with Calculus) (1 course) This course will focus on the following topics and their applications in chemistry and life sciences: kinematics, dynamics, conservation laws of mechanics, fluids, heat and transport phenomena, thermodynamics, simple harmonic motion, traveling waves, and sound. Lectures, demonstrations, and recitations. Five meetings per week. Prerequisite: MCS-119 or MCS-121 and concurrent enrollment in PHY-121. Fall semester.

170 General Physics II (1 course) This course will focus on the following topics and their applications in chemistry and life sciences: light and optics; electricity and magnetism; atomic, molecular, condensed matter, and nuclear physics; quantum physics; and special relativity. Lectures, demonstrations, and recitations. Five meetings per week. Prerequisite: PHY-120/121 and concurrent enrollment in PHY-171. Spring semester.

171 General Physics II Laboratory (.13 -.25 course) The course will consist of one two-hour lab session each week (.25) or one two-hour lab session every other week (.125). Experiments will explore phenomena in the following areas: light and optics; electricity and magnetism; atomic, molecular, condensed matter, and nuclear physics; quantum physics. Requires concurrent enrollment in PHY-170 or PHY-172. Spring semester.

172 General Physics II (with Calculus) (1 course) This course will focus on the following topics and their applications in chemistry and life sciences: light and optics; electricity and magnetism; atomic, molecular, condensed matter, and nuclear physics; quantum physics; and special relativity. Lectures, demonstrations, and recitations. Five meetings per week. Prerequisites: PHY-121/122 and concurrent enrollment in PHY-171. Spring semester.

190 Engineering and Physics for a Sustainable World (1 course) This course is the first semester in the sequence of courses for students with an interest in engineering, physics, or other disciplines who intend to major or minor in physics. This course emphasizes areas of sustainability and climate change, scientific and engineering ethics, and social and environmental justice. The technical topics of classical mechanics, optics, thermodynamics, and fluids constitute the scientific basis of the course. The course will be taught as a project-intensive experience with an emphasis on team building and project management skills. Digital electronics and the use of computers in scientific work will also be explored. Requires concurrent enrollment in PHY-191 and concurrent enrollment in MCS-119 or MCS-121 (or previous completion of one of these courses, or equivalent, with a grade of C- or higher). Fall semester.

191 Engineering and Physics for a Sustainable World Laboratory (.25 course) Experiments in introductory engineering and physics taught in conjunction with PHY-190. Includes a project component. One two-hour lab weekly. Requires concurrent enrollment in PHY-190. Fall semester.

205 The Mechanical Universe (1 course) The basic principles of classical mechanics, waves, sound, and thermal physics will be studied in detail. Differential and integral calculus will be used in the analysis and solution of physical problems. Five meetings per week. Prerequisites: PHY-190/191 and concurrent enrollment in PHY-206 and concurrent or previous enrollment in MCS-122, or permission of the department. Spring semester.

206 The Mechanical Universe Laboratory (.25 course) Experiments in introductory physics taught in conjunction with PHY-205. One two-hour lab weekly. Spring semester.

215 The Electromagnetic Universe (1 course) The basic principles of classical electromagnetism, electrical circuits, and wave optics will be studied in detail. Calculus will be used throughout the course. Five meetings per week. Prerequisites: PHY-205/206, concurrent enrollment in PHY-216, and concurrent or previous enrollment in PHY-250, or permission of the department. Fall semester.

216 The Electromagnetic Universe Laboratory (.25 course) Experiments in introductory physics taught in conjunction with PHY-215. One two-hour lab weekly. Fall semester.

225 The Quantum Universe (1 course) An introduction to quantum mechanics, atomic and nuclear structure, condensed matter physics, and particle physics, as well as a more in depth treatment of special relativity. This course presents the structure of these theories and how they differ from the corresponding classical theories. Some historical and philosophical aspects of these theories are also considered. Five meetings per week. Prerequisite: PHY-215 and PHY-250, or permission of the department. Spring semester.

244 Special Topics in Physics (.5–1 course) Lecture and discussion on special topics in physics. Requires permission of the department. Offered occasionally.

250 Applied Mathematics for Scientists and Engineering (1 course) An introduction to the mathematics used by scientists and engineers including topics in multivariable calculus, Fourier series, series solutions to differential equations, special functions, partial differential equations, linear equations, vectors, matrices and determinants, and coordinate transformations. Five meetings per week. Prerequisite: MCS-122. Fall semester.

270 Electronics and Instrumentation (1 course) This course begins with a condensed review of AC and DC circuit theory and then develops the principles and applications of analog and digital electronic devices and circuits. Topics include equivalent circuits, semiconductor devices, negative feedback, operational amplifiers, comparators, digital logic, sequential logic, counters, and related topics. Three studio/lectures weekly. Prerequisites: PHY-215/216 or PHY-171/172. Spring semester.

271 Electronics and Instrumentation Laboratory (.25 course) Experiments in AC circuits, filters, diode characteristics and applications, voltage regulation, operational amplifier circuits, transistor principles, logic gates, IC counters, Schmitt triggers, and other circuits. Emphasis is placed on developing expertise with modern test equipment in the quantitative study of analog and digital circuits. One two-hour laboratory weekly. Requires concurrent enrollment in PHY-270. Spring semester.

300 Mechanics (1 course) An extension of classical mechanics introduced in PHY-195 and PHY-205 to those formal developments of mechanics appropriate to the study of quantum theory. Topics include Lagrangian and Hamiltonian dynamics, vibrating systems, and mechanics of rigid bodies. Five meetings per week. Prerequisites: PHY-215 and PHY-250. Fall semester.

305 Experimental Modern Physics (1 course) This course will involve the student in several areas of experimental modern physics, and will introduce state-of-the-art methods of data acquisition and analysis. While performing experiments in such areas as atomic physics, condensed-matter physics, modern optics, and nuclear physics, the student will maintain a detailed laboratory notebook. Students will also write formal lab reports for some of the experiments carried out in the course. Two lectures and two three-hour laboratories per week. Prerequisites: PHY-225 and PHY-270/271. **WRITD**, Fall semester.

320 Astrophysics (1 course) This course will cover topics in astrophysics but will include a review of many other areas of physics as well. The topics studied will include the nature and evolution of the solar system, stars, galaxies, and clusters. Also included will be discussions of the methods of observational astronomy and modeling in astrophysics. Three lectures and one three-hour laboratory per week. Prerequisites: PHY-300 and PHY-305 and concurrent enrollment in PHY-365. Spring semester, typically alternate years.

340 Condensed Matter Physics (1 course) This course will cover selected topics in condensed matter physics. The topics studied will include structure, x-ray, electron, and neutron diffraction, phonons, charge transport, and optical properties of crystalline and non-crystalline solids. A thorough knowledge of modern physics as well as classical physics is expected. Three lectures and one three-hour laboratory per week. Prerequisites: PHY-300 and PHY-305 and concurrent enrollment in PHY-365. Spring semester, typically alternate years.

344 Advanced Topics in Physics (.5–1 course) Lecture and discussion on advanced topics in physics. Requires permission of the department.

350 Electromagnetic Theory (1 course) Classical electromagnetism will be studied through Maxwell's equations and their applications to physical systems. Topics include electrostatics, boundary value problems, electromagnetics, and E-M waves, all using the language of vector calculus. Five meetings per week. Prerequisites: PHY-215, PHY-250, and PHY-300, or permission of the department. Spring semester.

360 Optics (1 course) An advanced laboratory-centered course covering topics in geometrical, physical, and quantum optics. The classical phenomena of refraction, dispersion, interference, diffraction, and polarization as well as Fourier optics, coherence theory, nonlinear optics, and other modern optical topics will be studied. Three lectures and one three-hour lab weekly. Prerequisite: PHY-305 and concurrent enrollment in PHY-365. Spring semester.

268, 368 Career Exploration, Internship (course value to be determined) Off-campus employment experience related to the student's major. See description of the Internship Program. Prerequisite: junior or senior status. Fall and Spring semesters and Summer.

365 Course Project in Physics (0.0 course) This course is the required co-requisite for those upper level courses in physics that include a substantial student-centered project in experimental physics. Offered annually.

370 Advanced Mathematical Methods of Physics (1 course) This course covers topics in advanced mathematics that are important to physics, using both analytical and numerical techniques. The following topics and their applications in physics will be studied: infinite series; linear partial differential equations; Sturm-Liouville theory; Legendre, Laguerre, Hermite, and other special functions; and Fourier series and transforms. Five meetings per week. Prerequisite: PHY-250. Spring semester.

380 Thermal and Statistical Physics (.75 course) The laws and concepts of equilibrium thermodynamics and both classical and quantum statistical mechanics are developed from the microscopic dynamics of many-particle systems. Applications of the theory will be made to black body radiation, heat capacities of solids, and selected topics from the following areas: astrophysics, low temperature physics, information theory, and transport theory. Three meetings per week. Prerequisites: PHY-225, and PHY-300. Fall semester.

390 Introduction to Quantum Mechanics (1 course) This course will cover the general structure and formalism of quantum mechanics. Topics will include: Schrodinger equation and solutions for one-dimensional problems; Dirac notation and matrix mechanics; the harmonic oscillator; the hydrogen atom; angular momentum and spin; and approximation methods. Five meetings per week. Prerequisites: PHY-300 and PHY-370. Fall semester.

291, 391 Independent Study Physics (course value to be determined) Independent investigations in theoretical or experimental physics for Physics majors. Requires departmental approval. Offered Fall and Spring semesters and January Term.

Political Science (POL)

Katherine Knutson, **Chair**
Loramy Gerstbauer
Christopher Gilbert
Michelle Zehnder Fisher (Visiting)

Lori Carsen Kelly
Richard Leitch
Jill Locke
Samuel Piccolo

The Department of Political Science helps students develop an understanding of political processes, political institutions, and the issues and problems that politics tries to manage. Students learn to think critically about political life in a variety of settings. While the broad areas of study include political theory, comparison of different governments and political organizations, political behavior and institutions, and international relations, the focus of the department is on critical and analytical sophistication rather than simple mastery of a body of facts. The department's curriculum emphasizes the development of research, writing, and analytical skills.

Because comparative perspective is vital to both an understanding of politics and a liberal arts education, the department urges majors to study abroad as part of their academic program. The department also encourages majors to pursue internships, domestic study opportunities, and relevant courses in other departments. All these experiences complement the department's curriculum and objectives.

The department values collaboration with students in and out of the classroom. Students participate in faculty research projects, independent research supervised by faculty, and co-curricular activities such as Model United Nations, and Pi Sigma Alpha, the national political science honor society. Students meet individually with faculty members on a regular basis to discuss academics, career plans, internships, and other curricular and co-curricular activities.

Political Science courses serve the needs of students contemplating scholarship and teaching in political science, as well as professional careers such as law, business, journalism, and public services. More broadly, the department emphasizes approaches that nurture active, thoughtful, and creative participants in the civic life of their communities.

Political Science Major

10 courses in Political Science, chosen in consultation with a departmental advisor, including

1. Level I courses: POL-110, POL-130 or POL-150, and POL-160.
2. POL-200, Analyzing Politics, normally taken in the sophomore year.
3. POL-399, a research seminar course normally taken in the senior year.
4. Five additional courses, only one of which can be a Level I course and one must be Level III.

The research seminar course (POL-399) will normally be taken after completion of POL-200 and all required Level I courses. Each year, several seminars will be offered and students should consult with their advisor to determine which one best fits their interests. Students are permitted to take more than one POL-399, but enrollment priority will be given to seniors who have not yet completed this major requirement.

A minimum of seven courses for the major must be taken from the department's offerings. No more than one course credit of internship during the fall and spring semesters can count toward the major. Internship credits cannot fulfill the Level III course requirement.

Majors are encouraged, with the help of their advisors, to select relevant courses in other disciplines (particularly the social sciences, philosophy, statistics, history, communications studies, and foreign languages); such courses do not count toward the major, however.

Students must earn at least a C- in all courses counting toward the major.

Political Science Major with Honors:

The major with Honors option is for those who wish to undertake a significant independent research project as a culmination of their coursework in political science. This opportunity may be particularly attractive for students who intend to enter graduate school in political science or related fields. Honors students work closely with a faculty advisor, think deeply about significant questions, and grow as researchers, writers, and political scientists. Writing a successful honors thesis demands a considerable amount of time, dedication, and perseverance. Before applying, students must consider the extent of other demands during the two semesters in which they will be working on their thesis.

The Political Science major with Honors is a two-semester program which requires participating students to complete a one-credit independent study (POL-391) as well as one of the research seminars offered by the department each year. Students enrolling in a thesis seminar during their senior year will complete their independent study in the semester immediately before or after their thesis seminar, with the decision to be made in consultation with the professor of their thesis seminar who will also supervise the independent study.

Participation in the major with honors program is by application due in the department chair's office by the end of the second week of January Term of the junior year for students intending to begin their work in the spring semester of their junior year, or by April 15 of the junior year for students intending to begin their work in the fall semester of their senior year. Applications will be reviewed by the faculty of the Political Science Department. No more than 10 percent of the graduating class of Political Science majors will be accepted into the major with Honors program.

The application must include the following:

1. A cover letter setting forth the applicant's reasons for wishing to pursue the major with Honors, including the name of the supervising political science faculty member;
2. A copy of the student's transcript or degree audit reflecting a minimum of five political science classes completed, a minimum 3.7 GPA in all Political Science courses taken, and a minimum 3.5 overall GPA (these GPA levels must be maintained throughout the program);
3. A research proposal of 4–5 pages describing the intent, the topic area, and the method of study;
4. A writing sample from a Political Science course.

Students with an academic offense (e.g., violation of the honor code), determined by standards set by Gustavus Adolphus College academic procedures, will not be eligible for the political science major with honors.

The major with Honors requires the completion of at least 11 courses in Political Science. These include the requirements for the regular major in Political Science as well as the independent study course described above.

Other requirements include formal presentation to the department of the thesis research proposal no later than the seventh week of the first semester of the honors thesis project. All majors with Honors students formally present and successfully defend their completed thesis to political science faculty and interested students in the last two weeks of the semester during which the thesis is completed.

Minor: Five courses in Political Science, no more than three of which can be Level I.

Political Science Course Listings (POL)

110 U.S. Government and Politics (1 course) This course introduces students to the theory and practice of the U.S. government, emphasizing the ability to evaluate and analyze political practices in terms of democratic values. Topics include concepts of democracy, the Constitution, political parties and elections, the three branches of the federal government, and public policy. **HBSI**, Fall and Spring semesters.

120 Introduction to Native American Politics (1 course) From the protests at Standing Rock, the renaming of various sports teams, and a Supreme Court decision regarding much of eastern Oklahoma, the political concerns of Native Americans have come to the fore in recent years. What is the relationship between Native North Americans and the United States? In this class, we will try to understand Native American political perspectives and the worldviews that lie behind these politics by reading a variety of Indigenous North American writers. We will discuss the role of nature, spirituality, authority, and political community in Native American traditions. We will also examine how philosophical disagreements between Native American philosophy and Western philosophies can produce political conflict. Students will leave this class with a strong grasp of Native American philosophy and political concerns, as well as a good framework of American political history and political philosophy. **USIDG**, Offered annually.

130 International Relations (1 course) This course introduces students to the structures and processes of international politics and surveys the major global issues of our time. The course focuses on the functions of the modern nation-state system and the patterns of conflict and cooperation in contemporary international relations. The purpose of the course is to provide students with a basic understanding of how the international political system works and to help them develop their own perspective on global issues. This course counts toward the Peace, Justice, and Conflict Studies major/minor. **HBSI**, Fall and Spring semesters.

150 Comparative Politics (1 course) This course introduces students to the comparative study of a variety of political systems. The course focuses on comparative analysis of various aspects of political systems, including historical legacies, political culture and society, political institutions and parties, citizen participation and group formation, leadership, and policy-making. Political systems are also evaluated in terms of their performance in economic development, political stability, and political change. Countries studied include: Great Britain, France, Germany, Russia, China, Japan, India, Mexico, and Nigeria. **HBSI**, Fall semester.

160 Political and Legal Thinking (1 course) This course introduces students to major themes in political and legal thought (e.g., justice, authority, power, equality/inequality, democracy, and the rule of law) through ancient, modern, and contemporary readings. Competing interpretive approaches, historical and political context, and intended audience of the readings will be considered. **HUMN**, Fall and Spring semesters.

200 Analyzing Politics (1 course) This research methods course examines the means by which political scientists try to explain how political institutions work and how citizens think and act politically. Students will acquire the skills and knowledge necessary for conducting advanced research on political and social issues. Students also will explore the use of statistics and quantitative methods to address research questions. Completion of one or more 100-level POL course is recommended. Normally, majors should complete POL-200 before taking additional Level II and Level III courses in the department. Fall and Spring semesters.

210 The Politics of Poverty (1 course) Poverty has created a plethora of social, political, and economic consequences in the United States. Yet policymakers have never been in agreement over whether and how it should be addressed, primarily because proposed solutions raise fundamental questions over values, rights, and resources. What is the politics behind these proposed policy solutions? Which programs implemented to combat poverty have been judged more effective, and what are the consequences of enduring poverty in the United States? Fall semester, even years.

213 U.S. State & Local Politics (1 course) This course explores multiple facets of U.S. politics at the state and local levels. States and their associated local governments have significant responsibilities in many areas of public policy, navigating public opinion and federal government influences as they determine how best to govern their residents. Topics to be covered include state/local government institutions and processes, federalism and controversies in the federal-state relationship, budgeting and public policy making, interest group activity, electoral politics, and future challenges. The course focuses on all 50 U.S. states, including analysis of local political units within the states. Spring semester, even years.

215 Political Parties and Elections (1 course) This course examines the U.S. electoral process, with emphasis on presidential and congressional elections. Political parties are examined from the viewpoint of their organization, patterns of voter support, and actions within government institutions. Fall semester, even years.

220 U.S. Public Policy (1 course) This course examines the process of policymaking and the effects of public policy in America. Students learn about theoretical approaches to the study of public policy as well as specific policies including education, health care, environment, and others. Prerequisite: POL-110 is recommended. This course counts toward the Public Health minor, and the Environmental Studies major/minor. **WRITL**, Spring semester.

225 Women & Gender in U.S. Politics This course explores the participation and impact of women in U.S. public life as citizens, voters, activists, candidates, and office holders. Topics include the historical evolution of women's participation in U.S. politics, advocacy surrounding the Equal Rights Amendment, the "gender gap" in voting behavior, the underrepresentation of women in elected offices, and the impact of women and gender on governing and policymaking. This course counts toward the Gender, Women, and Sexuality Studies major/minor. **WRITL**, Offered occasionally.

230 Latin American Politics (1 course) This course takes a comparative look at political institutions and processes in several Latin American nations. The majority of the course is designed around a combination of thematic issues and examination of individual countries and regions of Latin America. Themes that have dominated regional politics include economic inequality, the crafting of democratic institutions, populism, the legacy of human rights abuses, the interests of indigenous peoples, the Catholic Church, and the role of the United States in the region. This course counts toward the LALACS major/minor. Offered occasionally.

235 International Community/Model U.N. (1 course) The chief symbol of our international community is the United Nations. Students will have the opportunity to prepare for and participate in a Model United Nations conference (a UN simulation). Students will learn about the UN and the life of elite diplomats and then serve as delegates representing countries around the world and debating and negotiating about international issues in UN committees. We will also bring diplomacy closer to home, interacting with "citizen diplomats" who live and work in Minnesota and on our campus. Offered occasionally.

244, 344 Topics in Political Science (1 course) This course offers an in-depth analysis of a special topic in political science. The subject matter varies, but always focuses on some of the central concepts and problems of politics, such as the tension between freedom and social order, developing democratic institutions, the analysis of power and authority, and political ethics. Offered periodically.

250 The Politics of Developing Nations (1 course) This course is concerned with the poor nations of the world and the institutions that govern them. What role does the government play in the quality of life of the people of developing nations in Africa, Asia, Latin America and the Middle East? What factors inhibit and foster political order, freedom, and human dignity? We will examine the net worked causes of human suffering in developing nations: colonial legacies, poverty, violent conflict, culture, and political and economic instability. We will evaluate the conflicting theories about the North-South Gap and how to bridge it. This course counts toward the African Studies minor and the Peace, Justice, and Conflict Studies major/minor. **GLAFC**, Fall semester.

255 The Politics of Japan and China (1 course) This course analyzes the domestic and international politics, economic development and social change of Japan and China. Prerequisite: Either POL-130 or POL-150 is recommended. **GLAFC**, Spring semester.

260 Environmental Politics (1 course) This course is an introduction to the theories, themes, selected issues, and contending viewpoints of environmental politics, from both a domestic and international perspective. By the end of the semester, course participants will appreciate how the environment has become "politicized" and the conflict over it pluralized; recognize the major actors in the policymaking process, their positions, and their strategies; understand the potential and limits of conflict and cooperation among these competing actors; and realize what can and is being done as part of this process. Fall semester, odd years.

275 The Politics of Race and Racism (1 course) This course introduces students to the concept of race and its relationship to racism in the United States. We will focus primarily on the 20th Century, exploring how race functions in political ideology, policy, and activism. Specific topics explored may include immigration, voting rights, the justification of Jim Crow after the end of Reconstruction, and policies of incarceration and policing. We will also examine how artists, intellectuals, activists, and ordinary citizens have challenged the law and culture of white supremacy and the theoretical tools available for imagining and building a world less fraught with racial inequality and racial violence. **USIDG**, Offered annually.

280 Revolution, Resistance, and Liberation (1 course) This course will highlight theories of revolution, resistance, and liberation in politics. We will consider the nature of oppression, the agents of change, the sites of resistance, the means of revolution, and the ends of liberation from the perspectives of liberalism, Marxism, feminism, postmodernism, among others. We will take into account class, race, and gender; the internalization of what is perceived as “normal” by society; and the standards, if any, that can be used to critique practices across cultures. By drawing from modern, colonialist, and postcolonialist theories of revolution and resistance, we will consider if “dirty hands” are inevitable in politics, if violence or non-violence is the best means to liberation, and if truth can lead to reconciliation in the new society. This course counts toward the Gender, Women, and Sexuality Studies and Peace, Justice, and Conflict Studies majors/minors. Offered occasionally.

285 Sex, Power, and Politics (1 course) This course explores how race, ethnicity, class, sex/ gender, and nationality shape law, policy, and social movements. Topics explored may include (but are not limited to) LGBTQ rights and politics, the sexual politics of the U.S. Civil Rights Movement, the politics of the second and third waves of feminism, and reproductive justice. This course counts toward the Gender, Women and Sexuality Studies major/minor. **USIDG, WRITL**, Fall semester.

290 Law and Society (1 course) This discussion-based course explores the role of law in society and introduces a wide variety of topics related to law’s varying functions. It focuses on social and legal theory and analyzes law and legal institutions from a critical perspective. Some of the issues we will explore include the relationship between law and power, between law and morality, between law and politics, between law and race, and between law and gender. The course explores historical and current political, social, and legal controversies, including “hard” cases in constitutional law. Offered annually.

292 Pre-Law Seminar (.25 course) This half-semester course is designed for students who have an interest in pursuing a legal career and/or law school or who want to learn more about what it entails. The course explores the major fields of work available in the legal profession such as criminal law, defense law, government work, private practice, and corporate law, with the goal of helping students identify the aspects of legal work that are most of interest to them. The course also provides an introduction to the process of preparing for law school including studying for and taking the LSAT, searching for law schools, the law school application process, and the experience of being a law student. This course is open to students in any major and in any year of school. This course does not count toward the Political Science major or minor. This course can be retaken for credit. Fall semester.

298 Challenge Seminar: U.S. State & Local Politics (1 course) This course explores multiple facets of U.S. politics at the state and local levels. States and their associated local governments have significant responsibilities in many areas of public policy, navigating public opinion and federal government influences as they determine how best to govern their residents. Topics to be covered include state/local government institutions and processes, federalism and controversies in the federal-state relationship, budgeting and public policy making, interest group activity, electoral politics, and future challenges. The course focuses on all 50 U.S. states, including analysis of local political units within the states. **CHALS**, Spring semester, even years.

300 Empirical Political Analysis (1 course) This course offers thorough training in the primary empirical research methods used in political science research. Students will learn about quantitative and qualitative approaches to studying political science research questions, applying these methods through class exercises and research projects. The course includes a significant empirical research project on a topic of the student's choice. Prerequisite: POL-200. January Term, even years.

312 The U.S. Congress (1 course) This course examines the formal structure of Congress, the constraints and challenges faced by members of Congress, the nuances of the legislative process, and the concept of representation. Prerequisite: POL-110 or permission of instructor. **WRITL**, Fall semester, odd years.

325 Religion and Politics in America (1 course) This course offers an intensive analysis of the many connections between religion and the American political system. Students will first consider religion's historical role in shaping American political culture. Other topics to be covered include the constitutional relationship between church and state, the religious dimensions of American political behavior, religious influences on political institutions and decision makers, religious interest group activity and its impact on public policy, and the salience of religious factors in contemporary politics. Prerequisite: junior or senior status. **HBSI**, Fall semester, even years.

340 Issues for U.S. Foreign Policy (1 course) What priorities and goals drive United States foreign policy? This course challenges students to think about what the current role of the United States is in our world and what this role ought to be. How have U.S. foreign policy goals evolved historically? What are the major determinants of foreign policy decisions? Current foreign policy issues will be debated, encouraging students to develop their own positions. This course counts toward the Peace, Justice, and Conflict Studies major/minor. Offered occasionally.

268, 368 Career Exploration, Internship (course value to be determined) Off-campus employment experience related to the student's major. See description of the Internship Program. Prerequisite: junior or senior status. Offered Fall and Spring semesters and Summer.

385 Feminist Political Thought (1 course) This seminar explores feminist engagements with some of the central concepts in politics and political theory, specifically freedom, action, justice, rights, and equality. This course counts toward the Gender, Women, and Sexuality Studies major/minor. Spring semester, even years.

390 U.S. Constitutional Law & Constitutional Politics (1 course) This course analyzes the central concepts, themes, and controversies of U.S. constitutional law. In the U.S. political system, the Supreme Court has primary responsibility to interpret the Constitution; its decisions establish the boundaries of policies at all levels of American government. To evaluate the Supreme Court's role in the U.S. political system, we will read numerous Supreme Court case opinions to understand their facts and context, the factors that explain justices' decisions, and the political and societal significance of these decisions. Spring semester.

291, 391 Independent Study in Political Science (course value to be determined)

399 Senior Seminar (1 course) Senior seminars are required for the major and offered yearly in three subfields of political science: American politics, international relations/comparative politics, and political theory/law. While the specific topics of the courses will vary, all will include the completion of a substantial research paper. Students will be notified of specific course offerings during their junior year and will be placed in a seminar based on their preference. Prerequisite: POL-200. **WRITD**, Fall and Spring semester.

Psychological Science (PSY)

Marie Walker, **Chair**
 Jennifer Ackil
 Kyle Chambers
 Jaren Crist
 Kayla De Lorme

Michael Ferragamo
 Patrick Heath
 Lauren Hecht
 Lucie Holmgreen (On leave, Spring 2023)
 Martin Lloyd (Visiting)

Psychological science challenges generalizations, encourages objectivity, and provides a methodology that can be used to analyze and synthesize propositions about behavior. The psychological science major is intended to introduce students to the factual base that constitutes what is known about behavior in humans and other organisms and to the theoretical approaches used to organize and explain these observations.

Major: A minimum of 10 courses in Psychological Science. Ideally, these courses will constitute a sequence carefully planned with the student's faculty advisor to achieve breadth and depth that is appropriate for the student's goals. Majors will:

1. Demonstrate knowledge of the breadth of Psychological Science by successful completion of PSY-100. Students must achieve at least a C- in PSY-100 before taking upper-division (Level II & III) Psychological Science courses. All other courses in the major require PSY-100 as a prerequisite.
2. Demonstrate knowledge in research methods and statistics by successful completion of PSY-224 and PSY-225 at Gustavus, preferably completing both by the end of the sophomore year.
3. Complete two upper-division courses that emphasize basic processes as indicated in the course description (e.g., PSY-230, PSY-238, and PSY-240).
4. Develop a deeper understanding of topic areas by successful completion of an additional five upper-division (Level II & III) courses in Psychological Science. One upper-division course must be Level III.
5. Complete the Major Field Test in Psychology typically administered by the department during the spring semester of the students' senior year.

An average GPA of a C or higher is required for the Psychological Science courses used to satisfy the requirements for the major. Any PSY course that regularly appears in the course catalog and meets the Psychological Science major requirements, if offered during January Term, will count toward the major requirements. Additionally, the following courses will not count toward the 10-course requirement: Internships (PSY-268/368), and Research Apprenticeship (PSY-290). Directed Research (PSY-389, PSY-390), and Independent Study (PSY-291/391). Students are encouraged to gain research experience and/or to participate in internships.

Students interested in majoring in Psychological Science should contact the department's administrative assistant to apply to the major. Majors will be assigned to a department faculty member who will advise them concerning the courses which best fit their individual needs.

Psychological Science majors are encouraged to plan an international study experience as part of their liberal arts education at Gustavus. Most students who study abroad can complete the department's requirements without using coursework from the study abroad program, but departmental faculty can be consulted about the possibility of transferring coursework.

Psychological Science Course Listings (PSY)

100 General Psychology (1 course) A general survey of the basic facts and principles of behavior. The course is designed as an introduction to the field of Psychological Science. It includes assigned readings, lectures, class demonstrations, and activities. This course or its equivalent is the prerequisite to all other courses in the department unless indicated. Students must achieve at least a C- in PSY-100 before taking upper-division (Level II & III) Psychological Science courses. **HBSI**, Fall and Spring semesters.

224 Statistics and Research Methods I (1 course) This course introduces the methods of experimentation and data analysis used most frequently in Psychological Science. Elements of experimental design, descriptive statistics, data presentation, hypothesis testing, and correlational statistical techniques will be presented. Emphasis will be placed on the application of statistical techniques to problems frequently encountered by psychologists. Prerequisite: PSY-100. Fall and Spring semester.

225 Statistics and Research Methods II (1 course) In this course the fundamentals of research are introduced to students who intend to major in Psychological Science. Students will become acquainted with computer-based analysis techniques and standard laboratory research. Writing will be emphasized. A journal-format paper describing an original research project will be required. Prerequisites: PSY-224. **QUANT, WRITD**, Fall and Spring semesters.

230 Cognitive Psychology (1 course) Cognitive psychology is an exploration of human mental processes and mental representations using scientific methods of research. This Basic Processes course will emphasize research findings that contribute to our understanding of a variety of mental functions including attention, memory, problem-solving, and language. Prerequisite: PSY-100. Offered annually.

232 Social Psychology (1 course) Social Psychology is the scientific study of the manner in which the behavior, thoughts, and feelings of individuals influence, and are influenced by, the behavior and characteristics of others. Topics which are examined in this course include attitudes, person perception, social cognition, liking and friendship, altruism, aggression, conformity, social exchange, and the behavior of individuals in groups. Prerequisite: PSY-100. Offered annually.

234 Child Development (1 course) Child Development is an exploration of the changes that occur in humans from conception to adolescence using developmental science research methods and theories. This course will emphasize research findings that contribute to our understanding of a variety of developmental changes, including perception, cognition, social knowledge, and moral development. Prerequisite: PSY-100. Offered annually.

238 Brain and Behavior (1 course) This Basic Processes course will introduce the student to the biological underpinnings of human behavior. After basic training in the fundamentals of brain anatomy and physiology, the role of the brain and basic biological processes in topics such as sensation and perception, food intake, reproductive behavior, learning, emotion, mechanisms of drug effects, and mental disorders will be examined. Methods used to study how the brain works will be introduced. Prerequisite: PSY-100. Offered annually.

240 Sensation and Perception (1 course) This Basic Processes course addresses how humans sense the world and perceive, or interpret, those sensations by understanding how sensory systems function—the energy to which they are sensitive, transduction at the sensory organ, and the brain’s interpretation of the information carried in the signal after transduction. This course examines research and methodology addressing a variety of sensory systems, including vision, audition, olfaction, taste, and touch.

Prerequisite: PSY-100. **WRITL**, Offered occasionally.

241 Abnormal Psychology (1 course) A survey of the nature and characteristics of abnormal behavior, with attention to theories and research concerning classification, clinical presentation, causes, and effective treatments for disorders involving depression, anxiety, psychosis (e.g., schizophrenia), post-traumatic stress, and personality. Prerequisite: PSY-100. Offered annually.

244 Topics in Psychological Science (1 course) This course is designed to provide students with the opportunity to explore in greater detail a particular area within a sub-field of psychological science that was introduced in an intermediate level course. Students will engage in a variety of endeavors to explore the topic of interest. For example, they may read and discuss empirical research, conduct empirical and/or library research, and complete other relevant projects to explore the topic.

Prerequisite: PSY-100 and potentially an additional course relevant to the topic chosen by the instructor. Fall or Spring semesters.

255 Attention (1 course) Attention plays an important role in shaping our daily experience. In this Basic Process course, we will examine the definitions, theories, and research paradigms most commonly employed by psychologists and neuroscientists studying attention. As we explore their empirical findings through replication and extension, we will better understand answers to questions like: How did I not see something that was right in front of me? Why do I make more mistakes when I think about how my body is moving? Just how dangerous is it to talk or text while navigating my environment? Can I really mistake an external object as being part of my own body? Prerequisite: PSY-100. **WRITL**, Offered occasionally.

256 Positive Psychology (1 course) This course reviews the history of positive psychology, a field that focuses on the positive aspects of life. Approaching human behavior from a strength-based perspective, this class will explore topics such as happiness, positive emotion, resilience, compassion, and creativity. We will critically evaluate research from the positive psychological field and learn how positive psychology has been applied to other fields in psychological science. Coursework includes readings, class discussion, individual and group experiential activities, and a final paper. Prerequisite: PSY-100. Offered occasionally.

257 Psychology of Prejudice and Discrimination (1 course) This course will examine psychological theories and research relevant to understanding and living in a diverse world. We will look at diversity, equity and inclusion in a multicultural context while examining the role of identity development in influencing our world view. We will examine research on categorization and implicit stereotypes, prejudice, defending one’s identity, racism, sexism, and the effects of stigmatization. Applications of these findings for the legal and educational system will also be explored. We will finish the course by examining mechanisms of stereotype change and prejudice reduction. Prerequisite: PSY-100. Offered annually.

290 Research Apprenticeship (.25 course) This course is for students interested in collaborating with a faculty member on a research project in the faculty member's area of research expertise. The purpose of this course is to provide the student with extensive experiences in a particular area of research which can be useful in various ways including preparing the student to conduct subsequent independent research. Prerequisites: permission of the instructor. Grading is pass/fail. Fall and Spring semesters.

344 Advanced Topics in Psychological Science (1 course) These upper-level seminars are designed to provide students with the opportunity to develop and demonstrate expertise in a particular problem area within a sub-field of Psychological Science. Students will be expected to learn to direct their own pursuit of knowledge and gain fluency in the theories, measures, and research methods used to address questions within their selected area. Students will be expected to direct class discussions and produce a paper that reviews theory and research on a problem and/or present the results of a research project. Successful students will also demonstrate their ability to relate the problems within their selected subfield to the broader challenges that face psychological scientists. Prerequisite: PSY-225, or permission of the instructor. **WRITD**, Fall and Spring semesters.

268, 368 Career Exploration, Internship (.5 - 1 course) Off-campus employment experience related to the student's major. Students should seek approval from a Psychological Science Department faculty member before arranging an internship. Ordinarily, these are limited to one course credit. See description of the Internship Program. Prerequisite: junior or senior status. Offered Fall and Spring semesters, January Term, and Summer.

389 Directed Research Project I (.5 course) This course is for Psychological Science majors who are interested in completing an independent research project under the supervision of a faculty member in the Psychological Science department. Students will be required to propose and/or carry out a research project, produce an appropriate written report and make a public presentation of their research. Prerequisites: PSY-225, PSY-290, and permission of the instructor. Fall and Spring semesters.

390 Directed Research Project II (.5 course) This course is the continuation of PSY-389, appropriate for students completing year-long research projects. Students will be required to report findings of their work in a formal written report and deliver a public presentation of the results of their work.

Prerequisites: PSY-225, PSY-290, PSY-389, senior status, and permission of the instructor. **WRITD**, Fall and Spring semesters. **291, 391 Independent Study** (.25 - 1 course) Selected areas or problems for individual and/or group study. Offered Fall and Spring semesters and January Term.

Public Health (PBH)

Karl Larson (Health and Exercise Science)

Public Health is an interdisciplinary minor that provides an introduction to the basic concepts and principles related to the American public health system. Students will actively engage in courses with opportunity to complete case studies in health behavior, community assessment, and program development for a broad array of community issues and populations. The provision of, and understanding of, community-based health services and programs is a centerpiece of the American public health system, and it is essential students have a fundamental understanding of disease proliferation and the epidemiological approaches to address those challenges. Through participation in courses housed in a multitude of departments, students will have the opportunity to hear a broad spectrum of application in public health, from the viewpoints of state and county health, religion, healthcare, and business.

Public Health Minor

Required Core: 4 courses:

- PBH-201, Introduction to Public Health
- PBH-227 Health Program Planning
- PBH-330 Health Behavior
- PBH-338 Epidemiology

Elective Courses: 2 courses selected from the following:

- BIO-218 Fundamentals of Microbiology
- E/M-377 Health Economics
- HES-212 Lifespan Development
- NUR-201 Pre-Health Professions
- PBH-225 Critical Issues in Global Health
- PBH-236 Systems and Modalities in Alternative Medicine
- REL-243 Ethics and Medicine
- S/A-225 Sociology of Aging
- S/A-236 Cultural and Biological Human Reproduction
- S/A-242 Drugs and Society
- S/A-262 Sociology of Medicine
- S/A-283 Introduction to Population Studies and Demography
- S/A-284 Gender and Immigration in the United States
- Any course in Research Methodology (approved by Program Director)

Students who do not attain a grade of C- or greater in any of the courses required for the minor must repeat the course(s) prior to graduation.

Public Health Course Listings (PBH)

201 Introduction to Public Health (1 course) This course provides an introduction to the major concepts of public health. Topics covered include levels of prevention, health theories, health education, community assessments, health screenings, nutrition, health care finance, care of vulnerable populations, disaster planning, environmental health, principles of epidemiology, and infectious diseases. Application of learning will occur in a variety of course activities. Fall and Spring semesters.

225 Critical Issues in Global Health (1 course) This course provides a broad snapshot of global health, providing insight to the challenges currently facing global health equity. Students will explore the major disease outbreaks affecting health, particularly in the developing world. The course will address maternal and child health, global burden of disease, infectious disease, and political differences that can influence the burden of disease. The course will explore how research findings are transferred into policy and practice. Students will be exposed to the role multiple disciplines play in addressing global health. Prerequisite: PBH-201. Spring semester.

227 Health Program Planning (1 course) In this course, students will be exposed to and have the opportunity to use the core skills needed to plan and develop community- and worksite-based health promotion programs designed to impact individual, group, or community behavior change. Emphasis will be placed on the theories and foundations for planning intervention strategies and managing planning teams, including conducting needs assessment, establishing mission, goals, and objectives, implementation strategies, and program evaluation. Spring semester.

236 Systems and Modalities in Alternative Medicine (1 course) It has become increasingly popular for Americans addressing their health concerns to choose medicine and treatment modalities outside the standard realm of conventional Western medicine. This course will review the design, practice, and cultural influences involved with alternative medical systems, including Traditional Chinese Medicine, Ayurveda, Homeopathy, and others. The course will also examine the validity and application of a myriad of alternative and complementary treatment modalities, including mind-body, energy, and biologically-based therapies. Offered occasionally.

250 Health Communication (1 course) This course will prepare students to develop and evaluate public health communication methods necessary to implement health education within public health programs and settings. Emphasis is placed on learning characteristics, educational material development, mass media interactions, social media applications, message development, social marketing and effective presentations.

330 Health Behavior (1 course) This course will explore major concepts and theories related to health behavior. Students will investigate the theoretical constructs behind health behavior at the individual and community level and apply those theories in a variety of health-related situations, including but not exclusive to physical activity, nutrition, sexuality, drug and alcohol behavior, mental health, and stress management. Students will examine the sociological influences on health behavior and the ethics related to working at the individual and community level to change policy, social condition, and health behavior. Fall and Spring semesters.

338 Introduction to Epidemiology (1 course) This course will introduce key concepts in epidemiology that are used to investigate disease outbreaks. These concepts include the measures of disease frequency, principles and techniques of surveillance, outbreak investigation, measures of association used in epidemiologic studies, causal reasoning, confounding, bias, and epidemiologic study design. Due to the mathematical nature of this course, students will benefit from having a comfort level with algebra, or having completed a basic statistics course. Spring semester.

395 Seminar in Public Health (1 course) This is the capstone course for public health majors. This course provides the opportunity to analyze public health issues using the understanding gained by completing required courses in the program, discusses transition to the professional world, and does preparation for the certification exam. This seminar includes an experiential learning or research experience. Prerequisites: Senior standing or permission of the instructor. Spring semester.

Religion (REL)

Thia Cooper, **Chair**

Marian Broida (Visiting)

John Cha

Blake Couey

Casey Elledge (On leave, Spring 2024)

Mary Gaebler

Marcia J. Bunge

Samuel J. Kessler

Robert Porwoll (Visiting)

Sarah Ruble

The Department of Religion educates students in Religious Studies and Theology.

Why Study Religion? At Gustavus, the academic study of religion invites everyone, whether part of a religious tradition or not, to explore life's big questions and the world's diverse religions while gaining the skills needed in many careers of close reading, research and analysis, critical thinking, and effective written and oral communication. Throughout the world, religion is, and has been, a factor in the lives of billions of people. Today, more than 80 percent of people worldwide identify with a religious tradition, and religions play a significant role in social, political, economic, and ethical life. About one-third of the world's population identifies with Christianity. One particular branch of Christianity, Lutheranism, has shaped the history and values of Gustavus Adolphus College and is embraced by communities of faith around the world. Given the significance of religions worldwide and the college's history and mission, the Religion department gives all students the opportunity:

- to develop a critical appreciation of religion as a basic aspect of human experience;
- to cultivate a mature understanding of Christianity throughout its diverse history and today;
- to understand the history and significance of diverse religious traditions; and
- to explore their own values and spiritual and religious commitments.

Why Study Religion at Gustavus? The Department of Religion offers a variety of courses involving major religious traditions, including Buddhism, Christianity, Confucianism, Hinduism, Judaism, and Taoism. The faculty are trained in a variety of academic fields including Biblical Studies, Ethics, Theology, Religion and Culture, and Interfaith Studies. The department also offers courses that fulfill the College's graduation requirement (THEOL). These courses introduce students to the scriptures of Judaism and Christianity, Christianity's complex history, the theologies of its various forms, and its relationship with other religions. Since religious experience is expressed in many ways and studied from many different perspectives, many courses are interdisciplinary, exploring connections between religion and art, music, literature, languages, history, the social sciences, and the natural sciences. Studying religion at Gustavus, in other words, provides essential tools for reflecting thoughtfully on a range of religious, ethical, and global concerns.

Why Major or Minor in Religion? Studying religion prepares students for a number of post-graduate paths, such as:

- Graduate studies in a variety of fields. Some of our students have pursued graduate degrees in Religious Studies or Theology at institutions such as the University of Chicago, Princeton, and Yale, and others have studied Literature, Music, or Public Policy.
- Professional degrees. Some students enter seminary, law school, or medical school.
- Careers in public service. Some graduates work for organizations such as Teach for America and the Lutheran Volunteer Corps and longer term in the nonprofit sector.

- Business careers. Some graduates enter the business world, working in a range of fields from finance to sales.

The department enthusiastically supports students who want to deepen their understanding of religion through off-campus study. Recent students have studied in India, Malaysia, Greece, Israel, Japan, Germany, and France. Courses offered in approved programs count toward the major.

Religion Major:

The major is nine courses selected in consultation with an advisor, including:

1. Four departmental core courses:
 - a. REL-115.
 - b. REL-212 (normally taken in the sophomore or junior year).
 - c. REL-200 (normally taken in the sophomore or junior year and must be taken before REL-399).
 - d. REL-399 (normally taken in the senior year).
2. Five additional courses of the student's choice:
 - a. No more than two Level I courses (REL-130 is not included in this limit).
 - b. At least two Level III courses in addition to REL-399.

Religion Minor:

The minor is five courses, chosen in consultation with an advisor, as follows:

1. No more than two Level I courses.
2. At least one Level III course.

The department strongly encourages students to study away. If you would like a study away course to count toward the major or minor, then you should discuss the course with your departmental advisor before studying away.

Minor in Religious Diversity in Professional Life:

The minor in Religious Diversity in Professional Life aims to help students majoring in various disciplines to develop the knowledge and leadership skills needed to negotiate challenges regarding religious diversity in professional and civic contexts. The minor focuses on strengthening religious and interfaith literacy; skills for fostering positive relationships in the workplace and public life; and reflection on one's own ethical and/or religious worldview and core values. Since religion plays a role in professional and public life around the world, and since religious diversity intersects with many other forms of diversity, this minor serves students across disciplines who will be entering a wide range of fields and professions.

Required courses: 5 classes (at least one level 300 class):

1. World Religions (REL-115);
2. Interfaith Understanding (REL-252). Other courses that meet similar goals could be approved by petition;
3. One course in the Religion Department that includes attention to at least two religious traditions. All Theological Studies courses and other courses offered by the Religion Department

fulfill this requirement, including the following: REL 155 Holocaust; REL 223 Legends of the Jews; REL 235 Zen and Japanese Culture; REL 240 Prophets; REL 273 Religion and Politics in Latin America; REL 290 Jesus and the Gospels; REL 315 Mystics of the West; REL 330 God in the Hebrew Bible; REL 355 Buddhist Philosophy; REL 365 Hindu Philosophy; REL 383 Liberation Struggles; REL 393 Sex, Race, Money, God;

4. Another elective in the Religion Department on any subject;
5. A course taken in any other department on campus or for the student's major or interdisciplinary program that includes a module on religious diversity and that is approved by that department and the religion department as counting for the minor. The updated list of approved courses can be found on the Religion Department's website.

Over the course of their studies, students are strongly encouraged to engage in at least five co-curricular activities that cultivate inter-religious literacy and leadership and that are organized, hosted, and/or formally approved by the Religion Department, the Office of the Chaplains, or other academic departments and campus offices. Possible activities will be listed each semester in the required courses for the minor (World Religions and Interfaith Understanding).

Note: Students earning a Religion Major may not earn a Minor in Religion or a Minor in Religious Diversity in Professional Life. Students may earn a Minor in either Religion or Religious Diversity in Professional Life, but not both.

Religion Course Listings (REL)

110 The Bible (1 course) An introduction to the study of religion through an exploration of the Bible, both in its original setting and as a continuing standard for the worshiping communities which revere it. The class will become acquainted with the Near-Eastern and Greco-Roman cultures that formed its historical context, the oral and literary processes that underlay its present text, and the fundamental problems of meaning and value to which it offers symbolic, mythic, and theological response. Lectures, discussions of shared readings, and examinations will be the central elements of course procedure. **THEOL**, Fall and Spring semesters.

112 Studies in Religion (1 course) Investigations into the nature and function of religious faith and activity. The course asks: What is a religious claim? On what should it be based? How should it be evaluated? What does it mean to those who accept it? The focus is on the Christian heritage and its interaction with religious alternatives and secular culture. Lectures, readings, a writing component, and discussions will revolve around the underlying issues. **THEOL**, Offered occasionally.

113 Religion in America (1 course) This course surveys and analyzes the interaction between religion, particularly Christianity, and American culture from the 16th to the 21st centuries. The study emphasizes the influence of church/state debates, immigration, slavery, wars, science, civil rights, and late 20th and early 21st century political realignments upon the religious life and attitudes of the American people. Particular attention will be given to the various ways Americans have negotiated the reality of religious diversity and the desire for cultural unity. **THEOL**, Offered occasionally.

115 World Religions (1 course) An introduction to the major world religions, focusing on non-Christian religions such as Hinduism, Buddhism, Taoism, Confucianism, Judaism, Islam, and the indigenous religions. The course will focus on the formative periods and historical developments of the great religions, including their contemporary practice and significance, and on the differing ways in which they answer the fundamental religious questions. A combination of lectures, discussions, media, and religious biographies will be used to enrich an understanding of these living traditions. This course counts toward the Peace, Justice, and Conflict Studies minor. **GLAFC, HUMN**, Fall and Spring semesters.

120 Introduction to Biblical Hebrew (1 course) An introduction to biblical Hebrew grammar and the reading of selected texts from the Hebrew scriptures. The focus will be on elementary grammar and on readings from prose texts. The student will begin to attain basic knowledge of Hebrew grammar and be able to read non-complex prose and poetic passages in the Hebrew Bible. Offered occasionally.

123 Faith, Religion, and Culture (1 course) What is faith? What is religion? Are they optional or necessary in human existence? Who, or what, is God, and what does it mean to have a god? How does religion interact with culture? How do religions and the “truths” associated with religious traditions interact with culture? This course addresses these and other basic issues in theology as well as focusing on those ethical commitments arising from deeply held, self-constituting convictions. **THEOL**, Offered annually.

125 Introduction to Judaism (1 course) This course explores the religious and cultural life of the Jewish people. Interweaving three thousand years of history, theology, folklore, philosophy, and literature, it seeks to give students a basic working knowledge of the many foundational texts and ideas that have made Judaism so important in contemporary intellectual and cultural life. **HUMN, GLAFC**, Spring semester, odd years.

130 Biblical Hebrew Grammar and Exegesis (1 course) This course completes a survey of biblical Hebrew grammar and allows students to gain proficiency in reading biblical Hebrew prose and poetry. The course will also introduce the concept of biblical exegesis and the use of lexical and grammatical research tools for critical and theological readings of the Hebrew Bible. Prerequisite: REL-120. Offered occasionally.

132 Religion and Ecology (1 course) This course focuses on the role played by religion, especially Christianity, in shaping our perspectives on the natural world and our place in it. As environmental crises multiply and their effects are felt across the planet, often by its most vulnerable inhabitants, students in this course will investigate whether religious beliefs are part of the problem, part of the solution, or both. The course will include studies of classic and contemporary texts, classroom discussions, out-of-class investigation (field work), and community-based learning opportunities. **THEOL**, Offered annually.

150 Abraham and Abrahamic Religions (1 course) Judaism, Christianity, and Islam are sometimes called the "Abrahamic religions" because they all claim the ancient patriarch Abraham as an authoritative figure. This course compares the ways that each religion associates the patriarch with their most important beliefs and ethical norms. We will examine the foundational stories about Abraham in the Bible and Qur'an and later interpretations of these texts by Jewish, Christian, and Muslim thinkers, as well as representations of Abraham in art, music, and literature. We will also consider the possibilities and challenges for using Abraham as a symbol of interreligious unity among these faith traditions. **THEOL**, Offered occasionally.

155 The Holocaust (1 course) The Holocaust was the attempted destruction of European Jewry during the Second World War. Its legacy and lessons are many, and the questions it raises about the depths of human depravity continue to haunt us. Through historical works, novels, films, music, and photographs, this course examines the cultural background of European antisemitism, the rise of Nazism, the years of extermination, and the war's aftermath. The course also challenges us to wrestle with the moral and theological implications of the Holocaust in our lives today. **HUMN, GLAFC**, Offered occasionally.

200 Sources and Methods in Theology and Religion (1 course) This course will explore diverse understandings of religion and the sources and methods employed in the academic study of sacred texts, theology, and religion. Students will examine how scholars in the field identify a problem, review the relevant literature, formulate an argument regarding that problem, and provide credible evidence for the argument. Students will learn how to take these steps themselves. Prerequisite: one course in religion. **WRITL**, Offered annually.

210 The New Testament (1 course) After an introduction to the early Jewish and Greco-Roman worlds in which Christianity arose, the course surveys the New Testament gospels, the letters of Paul, the book of Revelation, and other early church literature. Writings will be studied in terms of their theological/moral perspectives, literary features, and historical settings. The course concludes with critical reflection on how the New Testament literature raises questions about how we think about Jesus as a historical figure, women in Christianity, encounters between Christians and Jews, and the character of global Christianity today. **THEOL**, Fall and Spring semesters.

212 Christian Theologies (1 course) This course introduces students to central debates and developments in the history of Christianity. It explores how various Christians have engaged significant questions about God, humanity, and the whole creation. The course also examines the complex relationships between Christianity and other religious and philosophical traditions. The course emphasizes the close reading and discussion of primary texts written by classical and contemporary theologians from a variety of Christian traditions and perspectives. **THEOL**, Fall and Spring semesters.

214 Individual and Morality (1 course) This course explores the historical and social context in which moral problems develop and in which human beings and their communities respond to them. It investigates the ways in which politics, science, art, and religion (for example) influence the formulation and resolution of moral problems. Non-Western approaches to ethics, morality, and individuality will also be used in comparative analysis. We raise questions about the widely held view that values in morals, politics, science, art, and religion are merely matters of taste. **THEOL**, Offered annually.

223 Legends of the Jews (1 course) From the very beginning, Jews have told stories as a way of making sense of God and the world. In this course, students will examine three-thousand years of Jewish storytelling, from ancient times to the present day, and through these stories gain insights into the historical and social context of the Jewish people, and the political and theological elements of the Jewish religion. Students will be introduced to texts from the Hebrew Bible and Second Temple periods, from the classical rabbinic corpus (including Mishnah and Talmud), from Medieval and Early Modern times (such as mystical dreams and tales of the Crusades), and stories from the last century (such as SY Agnon and Franz Kafka). Through this course, students will gain a knowledge of and appreciation for the vast narrative literature of the Jewish people and the many profound and funny stories found within it. **HUMN, GLAFC**, Offered occasionally.

235 Zen and Japanese Culture (1 course) A study of Zen Buddhism, both as a religious movement and as a window on East Asian culture. The course will trace the peculiar methods and teachings of Zen, from its origins in Indian Buddhism and Chinese Taoism, to its Chinese and Japanese developments. Corresponding attention will be given to the cultural expressions of Zen, particularly in Japan. In these artistic forms a unique blend of religious and aesthetic principles will be explored. **GLAFC**, Spring semester.

237 Global Christianities (1 course) How does Christianity differ in communities around the globe? Beginning in Palestine, this course traces the history, theology, and practice of Christian communities on the African continent, the Latin American continent, and in South and East Asia. By the end of this course students will understand how varieties of Christianity emerged around the world and how communities wrestle to integrate Christianity and cultures. **THEOL, GLAFC**, Offered occasionally.

240 Prophets (1 course) Prophets acted as spokespersons for the gods in ancient religions. This course examines prophecy and prophetic literature in the Hebrew Bible/Old Testament, within an extended context that includes Second Temple Judaism, the New Testament, and the Qur'an. We will also consider modern adaptations of the prophetic role as an agent of social, religious, and political change. Fall semester, odd years.

243 Ethics and Medicine (1 course) An introduction to the study of ethical problems in the context of health care and the practice of medicine. Issues studied will include problems associated with the beginning and end of life, the duties of medical professionals and the rights of patients, the meaning of 'health' and 'disease,' particularly in cross-cultural situations, the social causes of illness, medical research, and the adequacy of health care delivery. Our inquiry will be informed by the perspectives of contemporary Western moral philosophy, religious ethics, and social theory. Offered biannually.

245 Religions of India (1 course) An introduction to the religions and philosophies of the Indian subcontinent, including Hinduism, Jainism, Buddhism, Islam, and Sikhism, and Buddhist, Vedanta, and Sufi philosophies. The historical and religious interactions between these religions will be discussed in detail. Readings and topics will include primary texts, myth, ritual, doctrines, history, philosophy, and religious art and architecture. The interaction of religion, society, and politics will be important considerations at all times. All time periods, including the prehistoric, traditional, colonial and modern eras, will be covered. Spring semester, odd years.

250 Women, Gender, and The Bible (1 course) A study of current trends in feminist biblical interpretation. The course will examine depictions of women in the Bible and their continuing influence upon religious and social institutions. We will also explore gendered imagery for God, the construction of masculinity, and the intersection of gender, ethnicity, and class in biblical texts. This course counts toward the Gender, Women, and Sexuality Studies major/minor. **WRITL**, Spring semester, even years.

252 Interfaith Understanding (1 course) This course introduces students to the role of interfaith understanding in promoting cooperation and positive change in personal, professional, and political contexts. The course explores various approaches to inter-religious cooperation and helps students across disciplines develop the knowledge and leadership skills needed to negotiate challenges regarding religious and other dimensions of diversity in the workplace and public life. The course includes examples of Christian and other religious commitments to interfaith engagement and social and environmental justice and invites all participants (whether they hold religious convictions or not) to reflect on their own values and the significance of interfaith understanding for creating positive change. **THEOL**, Spring semester.

253 Science and Religion (1 course) The 400-year-old debate between science and religion seems poised for a fundamental change. Until recently it has presupposed a dualism between fact-based science and faith-based religion. This course will examine contemporary efforts to replace that dualism with dialogue. Sciences covered will include evolutionary biology, genetics, neuroscience, evolutionary psychology, quantum mechanics, and astrophysics. Religious questions covered will include God, creation, sin, human nature, consciousness, and eschatology, in both Christianity and Buddhism. **THEOL**, Offered annually.

255 Islam (1 course) This course is an introduction to the foundations and diverse expressions of the religion and cultures of Islam. The course will examine the central sources of the Islamic tradition, the Qur'an and the life and legacy of Muhammad, and trace the development of Islamic law, theology, mysticism, philosophy, literature, art and fundamental institutions. It will survey Islam from its early beginnings to its multiple expressions in differing cultural and temporal contexts to its encounters with modernity. Historic and contemporary relations between Islam and the West, and Islam and other religious traditions, particularly Christianity, will be studied from a variety of perspectives. Offered occasionally.

272 Lutheran and Catholic Diversity Worldwide (1 course) Christianity is the largest religion in the world, and two of its major branches are Lutheranism and Roman Catholicism. This course examines their central beliefs and practices, their commitments to justice, and their growth in diverse contexts worldwide. Participants in this course explore their own core values and commitments to justice as they closely read and analyze various primary texts by Luther and selected Lutheran and Catholic theologians, learn about Lutheran and Catholic relationships in the past and today, and examine how and why Lutherans and Catholics worldwide are engaging in inter-religious dialogue and social and environmental activism. **THEOL**, Fall semester.

273 Religion and Politics in Latin America (1 course) Religion and politics have been intertwined in the Americas since the rise of indigenous American cultures. This course will analyze the interaction of religion and politics through time, including struggles for independence, continuing political upheavals, resistance movements, and theologies of liberation, focusing on indigenous, Christian, and African-heritage traditions. This course counts toward the LALACS and the Peace, Justice, and Conflict Studies majors/minors. Offered occasionally.

280 Paul and His Letters (1 course) An investigation of the letters and theology of the most significant thinker in the early history of Christianity. The class will read and analyze Paul's seven undisputed letters, with special concern for their rhetoric as ancient "epistles." The original settings of Paul's letters to Mediterranean cities also help to place the first-century church in context through the use of historical and archaeological sources. Studying the theological claims of his letters will show how Paul both informed the later history of Christian thought and contributed to its problems. Students will leave the course with a better grasp of Pauline literature and theology, and the most important critical debates about how to interpret the apostle today. **WRITL**, Fall semester, even years.

282 Perspectives on Evil, Sin, and Suffering (1 course) "If God is good, where does evil come from? If there is no God, where does goodness come from?" These questions form the basis of this course, which examines how theologians have grappled with the tension between God's goodness and the presence of evil and suffering in the world. Students will scrutinize "classic" responses to the problem of evil from the viewpoint of their most serious contemporary challengers: feminist theologians from both developed and "Two-Thirds World" countries, and post-Holocaust Jewish theologians. **THEOL**, Offered occasionally.

283 Insiders and Outsiders in American Religion (1 course) Mormons, Jehovah’s Witnesses, Amish, Black Muslims, Zen Buddhists—just a few of the thousands of different religious groups in America. But who’s “in” and who’s “out” when it comes to American religious groups? This course will examine the world of American religion by exploring the tensions between “insider” and “outsider” religious groups, how these distinctions are drawn, and whether the distinctions make sense. The course will focus on Christian groups as well as world religions that have found a home in America. We will also explore issues of race and gender as they affect these distinctions. Offered occasionally.

290 Jesus and the Gospels (1 course) An investigation of the life of Jesus in the historical context of first-century Palestine. Students will study the New Testament Gospels, as well as other “non-canonical” gospel literature. The historical environment in which Jesus lived will be studied, including the religious, political, and social contexts of his time. The methods and results of Historical Jesus Research will also be analyzed by reading some of the most important contemporary historical theories about his teaching and activity. Special topics will also include: Jesus within early Judaism, the theology and ethics of Jesus, Jesus and his contemporaries, Christology, and interpretations of Jesus in non-Christian religions. **WRITL**, Spring semester, even years.

298 Challenge Seminar: How to be Happy (1 course) Why are some in affluent and developed modern society so unhappy? We see deteriorating happiness emerge in growing social isolation, worsening mental and physical health, and many other spheres. Might religious traditions offer insights for contemporary unhappiness and offer practices as remedies to ameliorate it? Alongside psychological and philosophical accounts, global religions present happiness not as fleeting affective states or a collection of circumstantial conditions, but a journey toward complete well-being. This project-based course examines visions of and practices for happiness from various traditions, including classical, various Christian, Confucian, and Muslim traditions. Secondly, students build projects to apply these ideas and practices to help contemporary audiences who face specific degradations of happiness. **CHALS**, Offered occasionally.

315 Mystics of the West (1 course) What is it like to stand before the Throne of God? To hang all night on the cross alongside Christ? To explore the Heavenly Garden of Hidden Mysteries? This course will explore these and other questions from the writings of Jewish, Christian, and Islamic mystics from the Biblical period to modern times. Beginning with the Israelite prophets, students will explore the lives of individual mystics, engage analytically with mystical texts, and discuss the context and reception of mystical ideas in both the past and present. This course will ask students to ponder the nature of how knowledge is found and who can find it, and learn the ways women have played a unique role in defining the mystical heritage of the West. **WRITD**, Offered occasionally.

325 Religion and Politics in America (1 course) This course is the same as POL-325. This course offers an intensive analysis of the many connections between religion and the American political system. Students will first consider religion’s historical role in shaping American political culture. Other topics to be covered include the constitutional relationship between church and state, the religious dimensions of American political behavior, religious influences on political institutions and decision makers, religious interest group activity and its impact on public policy, and the salience of religious factors in contemporary politics. Prerequisite: junior or senior status. **HBSI**, Fall semester, even years.

330 God in the Hebrew Bible (1 course) This course explores the diverse portrayals of God in the Hebrew Bible/Old Testament, supplemented by archaeological and artistic materials. It also investigates how other ancient religions influenced biblical views of God, how those views changed over time, and how they impacted later Judaism, Christianity, and Islam. We will consider the following questions: Why did ancient Israelites only worship one deity? Is God exclusively portrayed as male in the Bible? How do we interpret texts in which God acts violently or unethically? Where do angels, demons, and Satan fit in the biblical understanding of God? **WRITD**, Spring semester, odd years.

244, 344 Special Topics in Religion (1 course, 1 course) These courses, offered occasionally, provide an opportunity to investigate in depth a selected topic in religion that is not the primary subject of any of the regular catalog courses. Prerequisite: for REL-244, one course in Religion; for REL-344, two courses in Religion or permission of instructor.

350 Apocalypse (1 course) An examination of the early Jewish and Christian apocalypses, including Daniel, 1 Enoch, 4 Ezra, 2 Baruch, Revelation, the Apocalypse of Peter, and other ancient writings such as the Dead Sea Scrolls. Specific attention is also invested in the consideration of Jesus, Paul, and the early church through the lens of ancient apocalypticism. The course concludes with a study of some more recent expressions of the apocalyptic tradition, its ongoing contributions to Christian theology, as well as comparisons with the “eschatologies” of world religions. Prerequisites: One course in Religion. **WRITD**, Fall semester, odd years.

355 Buddhist Philosophy (1 course) This course will examine writings of three of the most influential religious philosophers in 20th century Japan: Nishida, Tanabe, and Nishitani. We will focus on how these authors employed Western and Buddhist philosophies to construct a “uniquely Japanese” subjectivity in response to “Westernization.” The guiding theme in this study will be the tension between traditional religious values and the social/cultural changes brought on by modernization. The course will examine the attempts by these thinkers to construct a philosophy that would seriously and effectively address the problems of the modern world and also disclose a uniquely Japanese cultural/religious identity. **GLAFC, WRITD**, Fall semester.

363 The Missionary Impulse in the U.S. (1 course) Since the early nineteenth century, Americans have gone abroad as missionaries. They have preached, taught, and built institutions. They have been praised as self-sacrificing heroes and criticized as arrogant imperialists. This course explores the many valences of U.S. missionary work. By studying U.S. missions over the course of the nineteenth and twentieth centuries, the class will examine cross-cultural encounters, interfaith dialogue, cultural imperialism, the ethics of conversion, and the impact of people and events abroad on American religion. **WRITD**, Offered occasionally.

365 Hindu Philosophy (1 course) This course covers the major philosophical traditions of India, with an emphasis on the Vedanta school. The first half of the course examines readings from the Vedas and Upanishads, and the Bhagavad Gita, then concludes with a survey of the six orthodox philosophical systems. The second half of the course focuses on Advaita Vedanta; it investigates the development of the metaphysical, epistemological, and theological systems of Vedanta, as well as the criticisms by other philosophical schools. Philosophical problems the course will cover include: consciousness and personal identity; individual agency; valid modes of cognition; ontologies of mind and world. Offered annually.

268, 368 Career Exploration, Internship (course value to be determined) Off-campus employment experience related to the student's major. See description of the Internship Program. Prerequisite: junior or senior status. Fall and Spring semesters and January Term.

383 Liberation Struggles (1 course) This course explores contemporary faith-based struggles for justice in the face of both global and local oppression. Liberation movements continue to thrive in Latin America, Africa, South and East Asia, and within indigenous groups across the globe. Focusing on the issues these people of faith are wrestling with—including race, sex, class, land, and the environment—the course will examine how and why they seek to transform their daily realities and the larger systems behind them, as well as their visions for the future. This course counts toward the LALACS and the Peace, Justice, and Conflict Studies majors/minors. Spring semester, even years.

291, 391 Independent Study (course value to be determined) Fall and Spring semesters and January.

393 Sex, Race, Money, God (1 course) Is God racist, sexist, and greedy? God is used to justify racist and anti-racist, sexist and anti-sexist, and profit-seeking and anti-profit actions, leaving us mired in conflicting opinions. This class explores U.S. faith-based responses to issues of classism, racism, sexism, and heterosexism to tease out the ethical principles driving action. By the end of this class, you should be able to determine the underlying assumptions of arguments and formulate productive ways forward. We focus on reading, writing and speaking. **USIDG, WRITD**, Offered occasionally.

399 Senior Thesis Seminar (1 course) Building on previous coursework, religion majors will explore in-depth an issue of special interest. In this course, students will write a journal length paper, which will demonstrate facility with methods in the appropriate field. The paper will be written under the direction of the seminar instructor, critiqued by seminar students, and students will be expected to make a public presentation to an appropriate scholarly or professional audience. Prerequisite: prior to registration, seminar instructors must approve the student's thesis proposal and students must successfully complete REL-200. Offered annually.

The following courses are offered by other departments and may be selected as electives.

- ART-239 Christian, Islamic, and Jewish Art: CE 0–1400 (1 course)
- GRE-202 Real Greeks (1 course)
- S/A-259 The Anthropology of Religion (1 course)

Russian and Eastern European Studies (RUS)

Annalise Rivas (Modern Languages, Literatures, and Cultures), **Program Director** (Visiting)

Richard Leitch (Political Science)

Glenn Eric Kranking (History)

The Russian and Eastern European studies major familiarizes students with the language, literature, culture, civilization, history, and economics of Russia and other eastern European nations. An understanding of this exciting and often enigmatic area of the world is best derived from a thorough study of all aspects of its compositions—from the earliest appearance of the Slavs in history to recent dynamic political and economic changes. While the main emphasis of study is on Russia and the Russian language, students are required to take classes in a variety of disciplines pertaining to this rich and culturally diverse region. Students are strongly encouraged to take part in one of the study-abroad opportunities in Russia or Eastern Europe supported by the College. Students who elect to study abroad are urged to plan their major in careful consultation with their advisors. The major culminates in the production and presentation of a scholarly paper, written in the senior year under the guidance of one of the participating faculty members.

Russian and Eastern European Studies Major:

1. RUS-101, RUS-102, RUS-201, RUS-202, RUS-251 or RUS-253, and two of the following: RUS-321, RUS-323, RUS-344.
2. HIS-211 and HIS-212.
3. HIS-323 or one Level II or Level III course approved by the major advisor.
4. One of the following: E/M-391, HIS-391, POL-391, RUS-391 or another senior capstone course approved by the program director.

Russian and Eastern European Studies Minor:

RUS-201, RUS-202, HIS-211, HIS-212, and one other course selected from RUS-244, RUS-321, RUS-323 or one other course approved by the program director.

Also see the Russian section under the Department of Modern Languages, Literatures, and Cultures.

- 101,102 Elementary Russian I, II
- 201, 202 Intermediate Russian I, II
- 244, 344 Special Topics in Russian
- 221 19th–Century Russophone Literature
- 223 Russophone Literature since 1900
- 251 Russian Conversation and Phonetics
- 253 Russian Composition
- 321 19th–Century Russophone Literature (in Russian)
- 323 Russophone Literature since 1900 (in Russian)
- 391 Independent Study
- HIS-211 Imperial Russia
- HIS-212 The Rise and Fall of the Soviet Union
- HIS-323 European Minorities

Scandinavian Studies and Swedish (SCA, SWE)

Glenn Eric Kranking, **Chair**
Ursula Lindqvist

David Jessup (Visiting)
Kjerstin Moody (On leave, 2023-24)

The interdepartmental program in Scandinavian Studies is designed to acquaint students with Nordic and Arctic culture and society. In addition to offering a three-year curriculum in Swedish, the program includes regular courses, taught in English, that deal with Nordic history, literature, cinema, and theater and drama, as well as interdisciplinary courses focusing on specific Nordic topics, from politics and social change to the environment.

The Department of Scandinavian Studies encourages its students to study abroad in one of the Nordic countries. Nearly all student majors and most minors will spend one or two semesters at a Nordic university or college. Study abroad in the Nordic countries is also recommended for other students who have a more general interest.

Gustavus currently has exchange programs in Sweden with Uppsala University, Mora Folk School, and Linnaeus University in Växjö. In addition, study opportunities can be arranged in Denmark, Finland, Iceland, or Norway for students interested in those countries.

In 2009, the College initiated a Semester in Sweden Program. Led by Gustavus faculty members, students in this program travel the length of the country and take courses in different disciplines. A listing of the courses taught regularly through this program can be found in the interdisciplinary studies and non-departmental section. The Semester in Sweden Program typically runs Spring semester of odd years. (Not offered, Spring 2021.)

Scandinavian Studies Major

9.13 courses in Scandinavian Studies:

1. Three courses in Swedish above SWE-102, including SWE-301 or SWE-302*.
2. Six courses chosen from the Scandinavian Studies listings below, at least one of which must be HIS-218 or HIS-219. In addition to SWE-301 or SWE-302, two courses must be Level III SWE or SCA courses and SCA-399.
3. SCA-399.

Approved courses taken at institutions in Scandinavia may be used to fill these requirements, except SCA-399.

*Swedish is the only Scandinavian language offered at the College. Students wishing to use another Scandinavian language to satisfy the language requirement must have the equivalent of three courses above the 102-level from an American institution or from approved institutions in Scandinavia.

Scandinavian Studies Minor

6 courses approved by a departmental advisor. Students may choose one of two paths leading to a minor:

1. Linguistic competence emphasis: four courses of Swedish language study plus two other courses in Scandinavian Studies (SCA, HIS-218 or HIS-219);
2. Interdisciplinary, communicative, and analytical emphasis: two courses of Swedish language study plus four other courses in Scandinavian Studies (SCA, HIS-218 or HIS-219)

Swedish Language Course Listings (SWE)

101, 102 Beginning Swedish I, II (1 course, 1 course) These two courses introduce students to the Swedish language and important aspects of modern Swedish society. Students learn to speak, read, and write Swedish through pronunciation practice, conversation, and grammar study. Language materials include textbooks, web-based materials, and other media. SWE-101 offered Fall semester and SWE-102 offered Spring semester.

201, 202 Intermediate Swedish I, II (1 course, 1 course) A continuation of SWE-102, these courses are designed to help students strengthen their Swedish conversation skills and improve their writing and reading abilities. Students will read modern Swedish literary texts and will also discuss articles, TV and radio programs, and films about modern Swedish culture. After successful completion of SWE-201, students will qualify for study in Sweden, if desired. Prerequisite: SWE-102 or the consent of the instructor. SWE-201 offered Fall semester and SWE-202 offered Spring semester.

301 Conversation and Composition: Swedish Short Story (1 course) This combination of beginning literature and advanced language course introduces students to the social and psychological themes expressed by writers of modern Swedish short fiction. In this course, students will further improve their reading, speaking, and writing skills through discussion, grammar and written assignments, and in-class presentations. Required of all Scandinavian Studies majors and also open to students with the necessary background in Swedish. Prerequisite: SWE-202 or the consent of the instructor. **WRITD**, Fall semester, even years.

302 Swedish Poetry and Music (1 course) This course focuses on the strong musical and poetic traditions in Swedish language and culture. Taking a historical approach, the course acquaints students with both of these vibrant traditions, which are often interconnected. Musical genres include folkvisor, ballads, Carl Michael Bellman and the troubadour tradition to contemporary folk, pop, and hip hop. The Swedish poetry studied spans the Baroque Period through the twenty-first century. Prerequisite: SWE-202 or the consent of the instructor. **WRITL** Fall semester, odd years.

244, 344 Topics in Swedish Literature and Culture (1 course) These courses focus on prominent representatives of Swedish culture or selected themes and ideas in Swedish cultural life. Topics included in recent years: the outsider in Swedish literature, Swedish poetry and music, Ingmar Bergman and his world, and Sweden today and how news media present it. Prerequisite: SWE-301 or consent of instructor. Offered occasionally.

291, 391 Independent Study (course value to be determined) Students with an adequate reading knowledge of a Scandinavian language concentrate on one chosen area: language, literature, history, art, etc. Instructor's permission required. Fall and Spring semesters.

Scandinavian Studies Course Listings (SCA)

100 Scandinavian Life and Culture (1 course) This course surveys the histories, politics, social structures, practices and cultural productions of the peoples of contemporary Sweden, Norway, Denmark, Finland, Greenland, Iceland, the Faroe Islands, and Sápmi (the homeland of the indigenous Sámi people). Students will hear lectures on, trace, and discuss developments, challenges, and complexities in the Nordic region from the Viking Age to the modern welfare state. Writings in the disciplines of literature, history, anthropology, economics, ethnic studies, and geography about the Nordic region ground our

discussions. Topics include: pagan cosmology and framings of Viking mythologies past and present; Scandinavian emigration and colonialism; the Nordic welfare state's history and present; the region's refugee, immigrant, ethnic, historical religious, and Indigenous populations; and Nordic art, architecture, environment and sustainability, music, fashion, foodways, and design. A mandatory weekly film lab helps bring these topics to life. **HUMN**, Fall semester, odd years. Fall semester, odd years.

130 How Theater Travels; Nordic-Global Intersections (1 course) What happens when a classic melodrama set in 19th-century Norway is reinvented for 21st century Broadway? Or when ABBA music is sampled in a rap monologue for multicultural audiences? This course examines the dual nature of theater as both local and global, drawing from famous plays from the Nordic region that have been performed the world over. Students will read plays in English translation, view performances, and research specific characters as well as the cultural history of a play of choice. No prior knowledge of, or exposure to, theater or the Nordic region is expected. **HUMN, WRITL**, Fall semester, even years.

224 Scandinavian Women Writers (1 course) Scandinavian women writers currently hold a significant place in the Scandinavian literary canon but their efforts to be granted this ground are ongoing. In this course we will read and analyze works of literature in English translation written by women writers from across the Nordic region of the world. We will focus on the important Modern Breakthrough period of the late 19th century, the dynamic 20th century, and today. We will read literature by women writers including the long-canonized, those recently excavated from history, those writing today; voices from a variety of class, ethnic, and geographical backgrounds; and forms of literature ranging from the traditional to the highly experimental. Our reading and analysis of these writers' works will help us to understand the ever-shifting places and roles in which Scandinavian women have lived and created. This course counts toward the Gender, Women, and Sexuality Studies major/minor and the Comparative Literature minor. **HUMN**, Spring semester, odd years.

144, 244, 344 Special Topics in Scandinavian Studies (1 course) This course provides in-depth study of varied aspects of Scandinavian life and culture. Topics will depend on visiting faculty interests and specializations. Topics included in recent years: representations/realities of Arctic Scandinavia, Nordic poetry, and Finland. Offered occasionally.

250 Scandinavian Crime Fiction (1 course) This course explores the crime fiction genre (literature, television, and film) from the Nordic countries. The course will focus on the political and social critique embedded in crime stories, the values of the societies represented, and the function of the crime fiction genre as a critique of ideologies and institutions. Starting in the 1970s with Sjöwall/Wahlöö and ending in the present day, the class will cover a variety of themes in the Nordic context: Marxism, the welfare state, immigration, the EU and the Third World, feminism, racism, neoliberalism, and global capitalism. It will also introduce students to typically Nordic perspectives on crime prevention and punishment. This course counts towards the Comparative Literature minor. **WRITL, USIDG**, Spring semester, even years.

298 Challenge Seminar: "Otherworldly" Iceland: Culture, Environment, and Tourism in a Globalized Age (1 course) Baseball player (and occasional philosopher) Yogi Berra once commented that, "nobody goes there anymore. It's too crowded." This witty piece of irony concisely encapsulates a contemporary challenge faced by many communities: how to best manage the economic benefits of international tourism while preserving the natural and cultural attributes that draw visitors in the first place. In this Challenge Seminar course, we will engage with this question through the example of Iceland: a sparsely populated and once isolated nation that, at its pre-pandemic peak, hosted international tourists

numbering more than six times its entire national population. We will immerse ourselves in Iceland's highly influential folklore, literature, cinema, and music; tour Instagram-famous volcanoes, glaciers, waterfalls, and hot springs; and hear from community leaders, members of the tourism industry, international visitors, and everyday Icelanders to evaluate Iceland's success at striking a balance between development and conservation while embracing a tourism economy. Through written reflections, daily discussions, and a hypothetical consultancy project, students will not only become more conscious of their own tourism footprint, but also more aware of the social and environmental impacts of tourism in their own communities. Cross-listed as GEG-298. **CHALS**, January Term, Offered occasionally.

298 Challenge Seminar: Diversity and Social Change in the Global North (1 course) While the Nordic countries rank among the world's wealthiest, most educated, and most egalitarian, categories of identity in the Nordic region are shifting dramatically in the new millennium. Ample and important counter-narratives have emerged to prevailing discourses of exceptional and homogenous "Nordicness." This course interrogates historical categories of diversity in a Nordic context, including gender, sex, class, ethnicity, and race, as well as how these categories intersect. We will examine new forms of, and platforms for, diverse ideas and creative expression, including fluid masculinities, digital cultures, new media, and fashion. We will question the terms on which the Nordic region's indigenous peoples, the Sámi and the Greenlandic Inuit, as well as stateless people such as the Kurds, are brought into Nordic discussions of diversity, citizenship, and agency, and analyze the implications of neo-nationalist and patriarchal discourses that have emerged since the turn of the century. This course counts toward the Gender, Women, and Sexuality Studies major/minor. **CHALS**, Fall semester, even years.

324 Nordic Poetry (1 course) This course, taught in English, will focus on the rich and varied Scandinavian poetic tradition, ranging from the Poetic Edda to the works of the 2011 Nobel Prize Laureate Tomas Tranströmer, to young and innovative poets writing across the Nordic region today. A wide range of poets and poetic forms and theories will be covered, with emphasis placed on the modern period, particularly the 20th and 21st centuries. No knowledge of a Scandinavian language is necessary. **HUMN**, Fall semester, even years.

334 Nordic Global Cinema (1 course) This survey course explores the formidable contributions that the Nordic region has made to world cinema, from the Swedish invasion of Hollywood in the silent film era to Denmark's recent Dogma 95 movement and beyond. This course instructs students in analyzing films in their Nordic cultural and historical contexts and provides an overview of this regional cinema as art and industry within European film history. Rather than follow a strict chronological order, this course highlights key moments, topics, and genres. Topics will include the silent Golden Age; auteurs Dreyer, Bergman, Kaurismäki, and von Trier; Dogma 95; women in Nordic film production; the cinema of Native (Greenlandic and Sámi) peoples; the new Nordic avant-garde; and new Nordic horror cinema. All films will be screened in the original language with English subtitles. This course counts towards the Film and Media Studies minor. **WRITD**, Fall semester, odd years.

360 Nordic Colonialism and Postcolonial Studies (1 course) The Nordic countries, which since World War II have striven to become model societies of social democracy, egalitarianism, and sustainability, paradoxically have substantial histories of colonial enterprise, and current cultural imperial practice, comparable to other Western European states. This course examines the history of the Nordic colonial empire and the lasting impact of this legacy on contemporary Nordic societies. We will explore the role of the Nordic empire in the Arctic region (in particular, Greenland and Sápmi), West Africa, the

Caribbean, North America, and South Asia and resistance/independence movements within these societies. We will examine the devastating impact of rapid development and climate change on the peoples of the Arctic, and the function of colonial relationships in formulating modern ideas about what constitutes “authentic Nordic” culture as well as “foreign” or “exotic” cultures and peoples. We’ll keep returning to this question: What does this mean for us as members of a Swedish-heritage college community? This course counts toward the African Studies minor and the Peace, Justice, and Conflict Studies major/minor. **HUMN, USIDG**, Spring semester, odd years.

364 Senses of Place in Scandinavian Literature, Film, and Art (1 course) This course investigates the concepts of space and place in Scandinavia through reading, watching, experiencing and reflecting on the literature, film, and art of the region. Students will consider concepts such as dwelling and exploration, belonging and isolation, community and cooperation, creation and disruption/destruction as we work to better understand the myriad and diverse landscapes, environments, practices, and peoples that comprise the Nordic region. **HUMN**, Spring semester.

268, 368 Career Exploration, Internship (course value to be determined) Off-campus employment experience related to the student’s major. See description of the Internship Program. Prerequisite: junior or senior status. Fall and Spring semesters and summer.

399 Senior Research Colloquium (.13 course) The senior research colloquium provides an opportunity for the major to explore in depth an issue of special interest in the field of Scandinavian Studies. The colloquium research will be conducted under the direction of the student’s departmental advisor, critiqued by seminar students and department faculty, and presented at the Scandinavian Studies Senior Major Colloquium. Required of all Scandinavian Studies majors; also open to Scandinavian Studies minors as well as certain non-departmental seniors with approved research projects on Scandinavia. Spring semester.

Other Courses Accepted by the Department:

- HIS-218 Scandinavia to 1800 (1 course)
- HIS-219 Scandinavia since 1800 (1 course)

Sweden Today: The Gustavus Semester in Sweden Program

Students receive four course credits plus one January Term credit. In addition to the four courses listed below, students will take one course in Swedish language and culture, offered at the appropriate level. Taught January Term and Spring semester, odd years.

- IDS-220 Sweden Today Seminar: Tradition and Change (1 course)
- IDS-221 The Sami: The Indigenous People of the North
- IDS -222 The Politics of Diversity in Sweden (1 course)
- IDS-223 Sweden: Climate, Energy, and Environment (1 course)

Social Studies Teaching

Christopher Gilbert (Political Science)

Admission to the social studies teaching major is by application and interview in the Department of Education, normally during the sophomore year. This major may be taken only in conjunction with the Secondary Education Teacher Certification Program. To be certified for licensure to teach social studies in grades 5–12, a student must complete the courses listed below and must maintain a minimum grade point average of 2.75 in courses to be counted toward the teaching major. No course with a grade lower than C- may be counted toward the teaching major.

Social Studies Teaching Major:

1. Anthropology: S/A-111.
2. Economics: E/M-108 required, E/M-109 recommended.
3. History: three courses from HIS-110, HIS-120, HIS-130, HIS-140.
4. Geography: GEG-101, GEG-102, and GEG-215 or GE-236.
5. Political Science: POL-110 and POL-130.
6. Psychology: PSY-100.
7. Sociology: S/A-112.
8. Two courses at Level III chosen in consultation with the advisor from any of the participating departments.
9. The additional pre-professional courses required for Secondary licensure. (See Department of Education)

Sociology and Anthropology (S/A)

John Cha, **Chair**
Julia Mulligan (Visiting)

Colin Smith (Visiting)
Lai Sze Tso
Suzanne Wilson

The Sociology and Anthropology Department supports the college's liberal arts' goals and mission, including community, diversity, justice, and service. The department's mission is to foster in our students: a) curiosity; b) open-mindedness; c) respect for other cultures and experiences; and d) engagement with pressing social problems and the world's greatest challenges. We focus on sociology's ability to foster in students the skills to analyze "public issues that underlie private troubles" and anthropology's capacity to promote cultural understanding. The department produces life-long learners who think critically, analytically, and independently.

Major: The major in Sociology/Anthropology requires a minimum of 10 courses distributed as follows:

1. S/A-111, S/A-112, S/A-247, S/A-375, S/A-377, and S/A-399.
2. Four additional S/A courses, excluding career exploration, internship, and honors thesis. Only one independent study may count toward the major.
3. Students interested in graduate school in sociology are encouraged to consider taking an additional course in statistics or social statistics, such as MCS-142.
4. Students must maintain a grade point average of C+ (2.33) in the major.

Major with Honors: Senior majors who maintain a minimum grade point average of 3.5 in all sociology and anthropology courses taken, with a maximum of two course grades of less than B, are eligible to participate in the department's honors program. Students with less than the minimum grade point average will have one semester to raise it before losing eligibility. In addition to completing the major's requirements, honors students will have to enroll in S/A-396 and S/A-397 during fall and spring semesters of their senior year. Students will normally have completed their methods and theory requirements by the end of their junior year and will submit a letter of intention to participate in the honors program at that time. Honors students will complete a departmentally approved honors thesis while enrolled in S/A-397 after a grade of no less than B in S/A-396. Honors students may graduate in the major with honors, high honors, or highest honors. Students with an academic offense (e.g., violation of the honor code), determined by standards set by Gustavus Adolphus College academic procedures, will lose honors eligibility.

Minor: A minor in Sociology/Anthropology requires a minimum of 6 courses distributed as follows:

1. S/A-111 and S/A-112
2. One Sociology course chosen from S/A-210, S/A-113, S/A-225, S/A-231, S/A-235, S/A-242, S/A-243, S/A-246, S/A-247, S/A-262, S/A-264, S/A-280, S/A-282, S/A-283, S/A-284, or S/A-375.
3. One Anthropology course chosen from S/A 200, S/A, 222, S/A-224, S/A-226, S/A-228, S/A-236, S/A-255, S/A-259, S/A-260, S/A-265, S/A-266, S/A-270, or S/A-377.
4. Two elective courses chosen from S/A-113, S/A-200, S/A-210, S/A-222, S/A-224, S/A-225, S/A-226, S/A-228, S/A-231, S/A-235, S/A-236, S/A-242, S/A-243, S/A-246, S/A-247, S/A-255, S/A-259, S/A-260, S/A-262, S/A-264, S/A-266, S/A-270, S/A-280, S/A-284, S/A-37 or S/A-377.
5. Special topics courses (S/A-244) may be approved to count toward the minor.

Sociology and Anthropology Course Listings

111 Cultural Anthropology (1 course) An introduction to the discipline of anthropology and to the study of simple and complex societies. Universal aspects of human culture, including kinship, economic, political, and religious systems, are examined in cross-cultural perspective. A foundation for other courses in the major. This course counts towards the Nursing major and the Peace, Justice, and Conflict Studies major/minor. **GLAFC, HBSI**, Fall and Spring semesters.

112 Introduction to Sociology (1 course) An introduction to sociology as a method of social analysis. Consideration of sociological concepts and perspectives as applied to the study of social processes and institutions. Elementary analysis and interpretation of social data. Foundation for other courses in the major. This course counts towards the Nursing major. **HBSI**, Fall and Spring semesters.

113 Social Problems and Contemporary Social Issues (1 course) This course surveys social problems and issues, and their origin in contemporary systems of social organization, studies the causes of social problems and issues, and investigates policies and data to address these issues. This course counts towards the Nursing major and the Peace, Justice, and Conflict Studies major/minor. **HBSI**, Fall and Spring semesters.

210 Sociology of Music (1 course) Music is an integral part of human life—it is even thought to be part of human nature to listen to and enjoy music. But music is also profoundly social. It unites and divides. A person's taste in music helps shape how they see themselves, who they associate with, and sometimes how they think. This course explores the sociological significance of musical tastes and social inequality. How do musical tastes work to classify, unite, divide, inspire revolution, and/or reproduce social inequalities and division? We will particularly focus on the popular musical genres of country and rap music in the United States, and the content of these musical forms in the face of increasing commercialization. Are we "One Nation Under a Groove"? With a focus on the sociological significance of music and musical tastes, the course will explore themes of racial and class conflict, revolution, heteronormativity, and the prevailing discourse of the American Dream, in popular music, over time and today. **USIDG**

222 Cultures of Global Capitalism (1 course) This course introduces students to the major concepts, concerns, and approaches of economic anthropology. Economic anthropology is a subfield of cultural anthropology that examines the nature of economic life across different times and places. After an overview of foundational concepts and issues, we will focus on the nature of capitalism and globalization. We will ask and seek answers to questions about the development of the global economy, the varieties of capitalism, how history and cultural context shapes economic life, and how indigenous and non-Western peoples have been impacted by and responded to international markets and development projects. This course is open to anyone with a curiosity about the world economy and the diverse forms of economic life that comprise it. **GLAFC, HBSI**, Spring semester.

224 Asian Diaspora and Asian American Identity (1 course) The course is an anthropological and thematic exploration of the forces that have shaped the Asian diasporic identities and communities in the Americas today. By including perspectives from History, Literature, sociology, gender, studies, in ethnography, this course will look at how cultural forms add to an understanding of Asian identity as a dynamic process and social relation. By engaging in class discussions and debates and writing critical evaluations of the readings, documentaries, movies, and lyrics, students will gain a deeper understanding of how and why Asian diasporic identities merge throughout time and space. **USIDG**, Fall semester.

225 Sociology of Aging (1 course) In this course, students examine the aging process with emphasis on social factors affecting and affected by an aging population. The course includes an analysis of demographics, history of aging in America, social conditions, resources and support systems, employment, retirement, social class, and cultural differences. This course counts for the Public Health minor. Offered occasionally.

226 Food and Culture (1 course) In this course, students examine food from an anthropological perspective. What is a meal? Why is it that men who prepare food are called chefs while women are called cooks? To understand what it means to eat today tells us about the state of our world. Eating is more than sustenance. Food maintains social bonds and sustains cultures. What food systems are used throughout the world and how does that impact local communities? In this course, students work with key theoretical and ethnographic texts, as well as research methods (participant observation, in-depth interviewing), to better understand food and culture. **WRITL**, Spring semester.

228 Anthropology of Magic, Mystics, and the Occult (1 course) This course will examine the role of magic, mysticism, and the occult in various religious and cultural contexts. By viewing these practices with an anthropological lens, we are not concerned with absolute conclusions but instead, how to analyze the way these belief systems are lived and practiced around the world. Readings include those on witchcraft, ghosts, voodoo, shamanism, and more. **HBSI, GLAFC**, Fall semester.

231 Kinship and Marriage (1 course) This course explores the range of kinship structures in the U.S. and globally and how social forces, such as changing gender roles, economic restructuring, and the diversity of the U.S. population, have affected families. The class examines kinship types, marriage, parenthood, childhood, extended families, kinship networks, and current issues facing families. This course counts toward the Gender, Women, and Sexuality Studies major/minor. **HBSI**, Offered occasionally.

235 Social Inequality (1 course) This course examines social inequality in the United States. It focuses on the social construction of inequality, political and economic institutions, and their relationship to social class, race and ethnicity, and gender. Attention is given to theories and research about social inequality. This course counts toward the Gender, Women, and Sexuality Studies and the Peace, Justice, and Conflict Studies majors/minors. Fall semester.

242 Drugs and Society (1 course) This course examines the social causes and consequences of drug use, and theoretical frameworks used to explain drugs in society. It also explores the social, cultural, political, and economic processes that shape U.S. drug policy and our understandings of it. This course counts for the Nursing major and the Public Health minor. Spring semester.

243 Globalization (1 course) Globalization has become one of the defining world processes, as nations, communities, and regions are being linked through the world economy. The course will familiarize students with various theoretical perspectives proposed to explain globalization. Attention will be given to the politics and economics of globalization as well as to key issues, such as global crime, information technology, and the environment. This course counts toward the LALACS and the Peace, Justice, and Conflict Studies majors/minors. **GLAFC**, Offered occasionally.

244, 344 Special Topics in Sociology and Anthropology (1 course) This course will offer in-depth analysis of selected topics in sociology and anthropology, such as economic anthropology, rural sociology, and geographical area courses. The individual course topic will vary from semester to semester, and will be indicated by a course title or subtitle. Courses provide students with an in-depth examination at an

upper division level with emphasis on student participation. More than one special topic may be taken in a single semester. Course can be repeated if the content varies. Some courses may carry a general education designation but only if indicated in the posted course description. Offered occasionally.

246 Body Perspectives (1 course) This course draws on sociological, interdisciplinary, and feminist perspectives to consider the regulation, control, and experience of the body in U.S. culture. Emphasis is placed on theories that view bodies as products of discourses (medical knowledge and practice, media representations, and institutional regimens) and as agents of social activities and interactions in daily life, including identities, relationships, differences, bases for inequalities and forms of oppression, and sites of resistance and struggles for change. This course counts toward the Gender, Women, and Sexuality Studies major/minor. Prerequisites: Junior standing and at least one S/A or GWS course. Spring semester.

247 Methods of Research (1 course) Consideration of qualitative and quantitative methods of inquiry as applied to social situations. Design of research project after review of relevant literature. Prerequisites: S/A-112 or permission of instructor. **WRITD**, Fall semester.

255 Sustainability and Human Nature(s) (1 course) This course examines humans' ability to live sustainably and cope with challenges such as climate change. In the first unit, students study human evolution and explore questions of how our ancestors adapted to changing environmental conditions. Next, students examine case studies from diverse cultural and political contexts to analyze modern humans' capacity to strike a balance with our environment and also our potential for self-destruction through non-sustainable practices. The capstone assignment provides first-hand social science research experience in studying the values, beliefs, and habits that influence environmental practices within our own community. Offered occasionally.

259 The Anthropology of Religion (1 course) This course reviews comparative anthropological approaches to the study of religion, primarily in non-Western societies. Students will explore many different religions around the globe, although the focus is on ethnographic explorations of particular local Christianities as they are experienced by peoples around the world. Students will understand how local Christian practices and beliefs are affected by encounters with colonialism, modernity, and by the proximity of other religions and belief systems related to place, culture, and history. **THEOL**, Fall semester.

260 Race and Ethnicity (1 course) Race and ethnicity are two of our most fundamental and taken-for-granted social categories. Yet both are riddled with paradoxes and are the subject of heated debate. This course takes a critical approach to the formation of racial and ethnic identities in various national and international contexts of power and domination. It investigates how systems of racial classification have served as forms of social control as well as forms of resistance and self-determination in different times and places. It further examines how race and ethnicity intersect with class, gender, and generation, and how racial and ethnic identities may be changing in the twenty-first century. **HBSI, USIDG**, Spring semester.

262 Sociology of Medicine (1 course) Exploration of the social context of health, illness, and the health care system in American society by examining issues related to the experience of illness, the healing professions, health policy, relations between providers and patients, and the effects of social inequality on health. Topics will include doctor-patient relationships, alternative medical practices, the sick role, variations in illness behavior, organization of the medical profession, social structure of the hospital, and politics of the health care system. A major objective is to encourage students to analyze sociologically

relationships between the structure of society, the delivery of health, and the pursuit of health. This course counts toward the Gender, Women, and Sexuality Studies major/minor and for the Public Health minor. Prerequisite: S/A-112 or permission of the instructor. Spring semester.

264 Criminology (1 course) This course examines crime, law, and the criminal justice system. It explores definitions of crime, the extent of crime, types of crime, who commits crime, the criminal justice process, and criminological theories. The class emphasizes the relative nature of criminal actions and the relationship between social inequality and the criminal justice system. Fall semester.

270 Ethnic and Religious Conflict (1 course) This course introduces the anthropological approach to ethnic and religious conflicts and violence. In modern times, most wars have concerned such conflicts. A majority of them have surfaced in non-Western states (e.g., between Hindu Tamils and Buddhist Sinhalese in Sri Lanka; Kurds and other Shiite and Sunni Muslims in Iraq, Turkey, and Iran; Hutu and Tutsi in Rwanda; and indigenous peoples versus Chinese immigrants throughout SE Asia), but also in Western states that include Christian groups (e.g., in Northern Ireland, Spain, and the former Yugoslavia). The cultural and religious character of several prominent cases will be examined, as well as their origins and historical development and their social, political, and economic dynamics. This course counts towards the Peace, Justice, and Conflict Studies major/minor. Offered occasionally.

268, 368 Career Exploration, Internship (course value to be determined) Off-campus employment experience related to the student's major. See description of the Internship Program. Prerequisite: junior or senior status. Fall and Spring semesters and Summer.

280 Social Media Health (1 course) Social media is an important component of daily life in contemporary society. Health care industries, medical providers, and community groups have tapped into the popularity of social media to implement health interventions for behavioral and educational changes across diverse populations. This course discusses the newest developments in the landscape of social media health interventions by highlighting effective programs from governments, businesses, faith-based agencies, and nonprofits. Site visits will give students first-hand observation experiences and opportunities to engage with professionals conducting and evaluating active programs. This course counts toward the Nursing major and the Public Health minor. **HBSI, USIDG**, January.

282 Global Sexualities, Rights, and Policies (1 course) In Global Sexualities, Rights, and Policies, our goal is to connect the real-life consequences of power, inequality, and belief systems on sexual health and personal well-being in non-west societies. With special attention to the experiences of vulnerable populations, we apply key social science concepts to begin learning about how societies outside of U.S. cultural spheres construct hetero-normative sexualities and implement laws, policies, and social norms. These social institutions and organizations may support, but often constrain, the identities, rights, and lives of gender- and sexual-minorities. We contextualize these forces, applying lens and concepts of social determinants of health and social construction of reality to highlight real-life consequences on mental health, economic well-being, life-course opportunities, and social activism. Students contribute to state-of-the field initiatives by articulating, identifying, and discussing social determinants of health in the U.S. and internationally in comparative perspectives via final projects. This course counts toward the Gender, Women, and Sexuality Studies major/minor, Nursing major, Peace, Justice, and Conflict Studies major/minor, and Public Health minor. **HBSI, GLAFC**, Fall semester.

283 Introduction to Population Studies and Demography (1 course) This introductory course covers key concepts of birth, fertility, migration, morbidity, and mortality. We begin studying these population dynamics using “life course” and “intergenerational” perspectives under the social-ecological model. Primary Student Learning Objectives include learning about public-access datasets, using computational software to conduct descriptive analyses, identifying population studies and demography reports from domestic and international reporting agencies, and reading reports on demographic trends among populations of interest. Lectures and course readings will highlight the similarities and differences in theoretical approaches and methodological measurements of health, well-being, and population changes in social sciences, public health, and medical sciences. Course materials, in-class activities, team experiences, and assignments aim to prepare students for intermediate and advanced courses in population health analyses, demographic methods, and data visualization. This course counts for the Nursing major and the Public Health minor. **USIDG**, Fall semester.

284 Gender and Immigration in the United States (1 course) In this course, we study the relationship between gender and migration in contemporary U.S. society. The primary learning objective is for students to become familiar with the demographic patterns and statistics underlying the gendered nature of migration. A secondary objective is for students to learn about the power dynamics and inequalities embedded in the social structures integral to current immigration processes. We will pay special attention in exploring the deleterious social, physical, and mental health impact these inequalities have on people, families, and communities participating in migration into the U.S.. Our course readings, activities, and field trip to Minnesota immigrant social service community organizations contextualizes the human narratives, behaviors, and experiences, of vulnerable racial/ethnic groups, women and children, and sexual minorities. This context intersects with their now primary identity as migrants trying to navigate and struggle against powerful social institutions that pose almost insurmountable barriers and challenges in U.S. immigration processes as enacted and embodied by physical borders and administrative agents. Many of the social services, legal advocate, and rights advocacy support groups for women, children, and sexual minorities are particularly attuned to structural violence that refugees and migrants experience undergoing regular and refugee pathways. This course counts for the Gender, Women, and Sexuality Studies major/minor and the Public Health minor. Cross-listed as GWS-284 **HBSI, USIDG**, Spring semester.

298 Challenge Seminar: Tibetans in Diaspora (1 course) Dharamshala, India is the capital of the Tibetan exile community, it is situated in the foothills of the Indian Himalayas, and it is home to His Holiness, the 14th Dalai Lama. This course is a rigorous academic study, cultural immersion, and contemplative practice that provides a unique January Term Study Away program for students interested in Tibetan people, religion, and culture. Students live and attend classes at Sarah Campus at the Institute of Buddhist Dialectics. **CHALS, GLAFC**, January Term travel course

298 Challenge Seminar: Cultural and Biological Dimensions of Human Reproduction (1 course) As members of a single species with a long evolutionary history, all human females share a similar morphology and physiology. But similarity is not identity. This course will consider the extent and causes of variation among womyn and across populations in biological form and functioning from menarche through menopause, and the consequences of this variation for health and well-being. Students will gain a solid foundation in the physiology of female bodies, particularly as shaped by evolutionary processes, and an appreciation of the influence of cultural traditions and practices in modifying biology and shaping a womyn’s experience of their own body. Topics include (but are not limited to) the interplay and

impacts of diet, physical activity, breastfeeding, religion, mass media, sexuality, racism, violence, poverty, and medical practices on female bodies and experiences. This course counts for the Public Health minor and the Gender, Women, and Sexuality Studies major/minor. **CHALS**, Offered occasionally.

375 Sociological Theory (1 course) Major schools of sociological theory; theoretical concepts; basic controversies in the area of sociological theory. Prerequisite: S/A-112. Spring semester.

377 Anthropological Theory (1 course) Anthropological theory derives from field research on non-Western societies and cultures. This course introduces students to the historical development of anthropological theory through examinations of classical field studies of indigenous societies and cultures—including those of the Americas, New Guinea, Afghanistan, Bali, Nepal, and elsewhere—which inspire and support the prominent theoretical schools and raise the major debates and theoretical questions. Prerequisite: S/A-111. Fall semester.

291, 391 Independent Study (course value to be determined) Prerequisite: junior standing and a minimum 3.0 GPA in the major. Fall and Spring semesters.

396 Qualifying Tutorial (1 course) Open only to seniors eligible for departmental Honors. (See “Majors with Honors” above.) Preparation of departmentally approved proposals for a senior thesis in consultation with an advisor. Prerequisites: S/A-247, S/A-375, and S/A-377, or departmental permission. Fall semester.

397 Honors Thesis (1 course) Open to seniors eligible for department Honors having received a grade of B or higher in S/A-396. (See “Major with Honors” above.) Preparation and public defense of a senior thesis. Spring semester.

399 Seminar in Sociology and Anthropology (1 course) This course critically examines different philosophies of research, the theoretical foundation of qualitative research, and its techniques. Readings address the practical and ethical challenges of field research in diverse social and cultural spaces. Students engage in hands-on ethnographic research and analysis that provides them with the opportunity to conduct an independent research project under the mentorship of Sociology/Anthropology department faculty. Prerequisites: S/A-247 and either S/A-375 or S/A-377. Spring semester.

Sport Management (SPM)

Hayley Russell (Health and Exercise Science),

Program Director

Kate Aguilar (History)

Jeffrey Owen (Business and Economics)

Tommy Valentini (Philosophy)

Sarah Wolter (Communication Studies)

Sport Management is an interdisciplinary minor for any student interested in exploring important questions related to the institution of sport. Through multiple perspectives, students learn about the business of professional, international, collegiate, youth, and community sport while developing the knowledge and skills necessary to work in the sport industry. Students explore careers such as athletic administration, sports information, sport journalism, sport marketing and sales, and facilities and event management while considering questions related to ethics, diversity, equity, and inclusion in sport.

Students minoring in Sport Management will take courses from a variety of academic departments including Communication Studies, Economics and Management, English, Health and Exercise Science, History, and Philosophy as well as experience the world of sport through internships and other applied experiences on and off campus. Students can also propose a cognate course (approved by their Sport Management advisor) to complement the other courses they take in the minor.

By sophomore year, students should choose a Sport Management minor advisor from the faculty members listed above to guide them in planning the choice of courses to fulfill the requirements for the program.

The Sport Management minor consists of five courses, with specific requirements as follows:

1. NDL 142 Introduction to Sport Management (required)
2. Ethics/Philosophy course: Choose one course from the following:
 - a. HES-209: History and Philosophy of Health, Physical Education, and Sport
 - b. PHI-122: Sports Ethics
 - c. PHI-125: Philosophy of Sport
 - d. PHI-147: Applied Ethics
3. Sport courses (3 courses) from the following:
 - a. COM-373: Communication and Sport
 - b. E/M-286: Economics of Sports
 - c. ENG-214: Sports Writing
 - d. HES-209: History and Philosophy of Health, Physical Education, and Sport*
 - e. HES-218: Foundations of Sport and Coaching
 - f. HES-312: Leadership in Athletic Training
 - g. HES-326: Sport Psychology
 - h. HIS-203: The History of the Black Athlete in America
 - i. PHI-122: Sports Ethics*
 - j. PHI-125: Philosophy of Sport*
 - k. Approved Internship (1 credit)
 - l. Other cognate (pre-approved) course (max 1 credit)

*In addition to the required ethics/philosophy course

Theatre and Dance (T/D)

Henry MacCarthy, **Co-Chair**,
 Melissa Rolnick, **Co-Chair**
 Sue Gunness
 Sarah Hauss
 Jeffrey Peterson (Visiting)

Larissa McConnell
 Jill Patterson
 Matthew Rightmire
 Matt Trucano (Visiting)
 Lindsay Webster
 Terena Wilkens

The Department of Theatre and Dance involves students in creative inquiry, innovative collaboration, embodied knowledge, and skillful expression of ideas as they explore the power of performance to engender positive social change and personal transformation. Theatre and dance students acquire foundational skills in multiple aspects of performance and production while simultaneously examining the role of the arts in society. The department provides unique opportunities for students to engage with performance, choreography, devising, design, technology, history, literature and theory in the context of a multi-faceted liberal arts education. Majors are encouraged to develop individual identities as artist-thinkers and creative communicators in order to prepare them for lives of leadership, service, justice, and excellence in the arts, culture, and the business of the future.

The department mentors majors and non-majors alike in explorations of the many ways theatre and dance artists interpret and affect society. Students and faculty collaborate on creative research projects designed to raise awareness, create community, foster self-expression, challenge stereotypes, evoke compassion, and represent diverse perspectives. Advanced seminars and capstone experiences enable students to develop and articulate their own unique senses of vocation, purpose, and creative vision for life and art beyond college.

Theatre and Dance Department performance events entertain and challenge Gustavus audiences with dynamic, innovative productions. The department also seeks to serve the greater Saint Peter community with the artistic excellence and educational outreach so important to our work. The department is committed to being a resource for the expression of community concerns, histories, and storytelling.

The department's program prepares students for graduate study and/or for professional work in the fields of theatre and dance. It also provides students with experience and confidence with collaboration, creative imagination, self-expression, problem-solving, critical analysis and empathy—abilities crucial to every walk of life.

In order to facilitate the advising process, students declaring a major in Theatre or Dance must have a departmental advisor no later than the second semester of the sophomore year.

The Theatre major consists of a sequence of 9.5 course credits, including introductory courses in acting, design, theatre history, and theatre for social justice. The major culminates with T/D-390 Advanced Studies in Performance: Reflection, Documentation, and Presentation.

Theatre Major: A minimum of 9.5 courses, including:

1. T/D-103, T/D-106, T/D-130, T/D-136, and T/D-390.
2. One of the following: T/D-236, T/D-265, T/D-381, or an approved Special Topics course.
3. In consultation with their major advisor, students must also select four additional T/D courses, at least one Level II or above, and one Level III course. It is highly recommended that these electives be chosen with a focus on preparing the major for Advanced Studies in Performance (T/D-390).

Theatre Minor: A minimum of 5.0 course credits, including:

1. T/D-103, T/D-106, T/D-130, and T/D-136.
2. One T/D course, Level II or above.

Theatre for Social Justice Minor: A minimum of 5.0 course credits, including:

1. T/D-136 and T/D-236.
2. T/D-265, T/D-381, or an approved Special Topics course.
3. T/D-245, T/D-247, T/D-255, or an approved Special Topics course.
4. T/D-115, T/D-116, T/D-215, or T/D-260.

Theatre Design and Technology Minor: A minimum of 5.0 course credits, including:

1. T/D-103, T/D-130, and T/D-136.
2. One 1 credit T/D course, 200 level Craft and Design in the focus area: T/D-221, T/D-225 or T/D-229.
3. At least one full credit or two half credit 200 level T/D elective in Design/Technology from the following courses or by substitution with permission from the advisor:
 - T/D-120, T/D-210, T/D-221, T/D-222, T/D-223, T/D-225, T/D-229, T/D-237, T/D-238, T/D-244, T/D-260, T/D-323, T/D-344 or;
 - 111, 211, 311 Scenery/Props Practicum Arranged with department Scenic Designer or Technical Director or;
 - 112, 212, 312 Lighting/Sound Practicum Arranged with department Lighting and Sound supervisor or;
 - 113, 213, 313 Costume Practicum Arranged with department Costume Supervisor or;
 - 115, 215 Stage Management Practicum 115 arranged with department Production Manager, 215 requires application process through department.

The Dance major consists of a sequence of 9.5 course credits. The major is intended to produce technically fluent, integrally articulate, and expressive movers. The major culminates with T/D-390 Advanced Studies in Performance: Reflection, Documentation, and Presentation.

Dance Major: A minimum of 9.5 course credits, including:

1. Four full course equivalents (4.0 credits) selected from the following dance technique courses, at least two (2.0 credits) courses at the intermediate or advanced level. Ballet II, intermediate and advanced courses may be repeated for credit:
 - a. Modern Dance—T/D-102 or T/D-105, T/D-235, T/D-375.
 - b. Ballet—T/D-104, T/D-134, T/D-234.
 - c. Dancing Grooves—T/D-109, T/D-239.
2. T/D-232, T/D-245, T/D-277, and T/D-390.
3. T/D-103 or T/D-221.
4. T/D-305 or T/D-381.

Dance Minor: A minimum of 5.0 course credits, including:

1. T/D-232 and T/D-245.
2. T/D-104, T/D-134, or T/D-234.
3. T/D-235 or T/D-375.
4. One elective T/D course chosen in consultation with the advisor.

Honors in Theatre and Dance: This option is open to outstanding students who wish to further develop their artistic and scholarly insights through an in-depth creative research project in the senior year. The project serves as a culmination of the student's coursework and creative experience in Theatre or Dance.

Students qualify for the Honors Program by achieving and maintaining a minimum overall GPA of 3.25 and a minimum GPA of 3.5 in theatre/dance courses.

Participation in the honors program is by application submitted before the end of the junior year. Applications will be provided by the department. Successful applications will outline a proposed senior honors project and list the experience and coursework that provides the student with a solid foundation for completing the project. The student must successfully complete T/D-398 to receive the honors major. Students also submit proposals for T/D-215, T/D-270, and T/D-370.

Participation in T/D-215, T/D-270, T/D-370, and T/D-398 will be at the discretion of the faculty.

Theatre Honors Major: A minimum of 13 course credits, including:

1. T/D-103, T/D-106, T/D-130, T/D-136, T/D-215, T/D-247, T/D-381 and T/D-390.
2. T/D-221, T/D-225, or T/D-229.
3. One Level II T/D course in Performance History/Literature.
4. In consultation with their major advisor, students must also select at least two T/D courses, one Level II or above. It is highly recommended that these courses be chosen with a focus on preparing the major for Advanced Studies in Performance (T/D-370 & T/D-390) and their Honors Project (T/D-398).
5. T/D-270, T/D-370 and T/D-398. These three courses represent a sequence building toward the honors project. Students must write a proposal for each of these courses as to what they envision accomplishing during these performance studies; applications provided by the department. T/D-270 and T/D-370 should be completed in the sophomore and junior years. T/D-398 should be completed in the senior year.

Dance Honors Major: A minimum of 13 course credits, including:

1. Four full course equivalents (4.0 credits) selected from the following dance technique courses, at least two course credits at the intermediate or advanced level. Ballet II, intermediate and advanced courses may be repeated for credit:
 - a. Modern Dance—T/D-102 or T/D-105, T/D-235, T/D-375.
 - b. Ballet—T/D-104, T/D-134, T/D-234.
 - c. Jazz Dance—T/D-109, T/D-239.
2. T/D-103, T/D-221, T/D-232, T/D-245, T/D-277, T/D-305, T/D-381, T/D-390.
3. One T/D course chosen in consultation with their major advisor.
4. T/D-270, T/D-370 and T/D-398. These three courses represent a sequence building toward the honors project. Students must write a proposal for each of these courses as to what they envision accomplishing during these Performance Studies; applications provided by the department. T/D-270 and T/D-370 should be completed in the sophomore and junior years. T/D-398 should be completed in the senior year.

The Theatre and Dance Department strongly encourages its majors and minors to take advantage of the College's internship and study away programs. Gustavus theatre and dance students have held internships at many major theatres and dance companies in this country and have received credit for study all over the world.

Internships and study abroad programs in theatre and dance are arranged individually, based on the interests of the student. Gustavus students have studied in Russia, Sweden, Turkey, Nepal, Germany, Italy, Israel and England. To encourage and accommodate study abroad and internships, the department will consider substitutions in major and minor programs. Students should talk to their departmental advisor early in their studies about opportunities for international programs and internships to make sure that credit received for such study will count toward the major or minor.

Theatre and Dance Course Listings

102 Contemporary Modern Dance I (1 course) This course introduces students with no prior dance background or training to the fundamental elements of modern dance technique. Emphasis is on anatomy and kinesiology as applied to dance movement, improvisational explorations, and total body awareness of the elements of space, time, design, energy, and force. The class also provides an introduction to the history and theory of modern dance as an art form. **ARTSC, WELBG**, Fall and Spring semesters.

103 Beginning Experiments in Design (1 course) This course introduces students to the principles and elements of visual composition as they relate to performance design. Students will work experimentally with a range of materials to conceptualize dramatic works in visual terms. Although part of the major program in Theatre and Dance, the course also is intended as an introductory class in the visual arts for non-majors. Fall and Spring semesters.

104 Ballet I (1 course) Beginning Ballet is designed as a basic introduction to classical dance and a complement to Beginning Modern Dance. The key concepts of the course include: an appreciation for ballet theory and history, alignment and anatomy for the dancer (from a practical perspective), and an awareness of the performing "style" and aesthetic particular to ballet, all ingredients for critical discussion of ballet in relation to other arts. **ARTSC, WELBG**, Fall and Spring semesters.

105 Contemporary Modern Dance II (1 course) This course is designed for students who have studied dance (private studio or college courses) but have not studied modern dance technique. Emphasis is on body alignment and body awareness in relation to the elements of space, time, design, and energy. Introduction to the history and theory of modern dance as an art form. Prerequisite: permission of instructor. **ARTSC, WELBG**, Fall and Spring semesters.

106 Acting I (1 course) A beginning class in acting technique with emphasis on improvisation, movement, voice, text analysis, and realistic scene studies. **ARTSC**, Fall and Spring semesters.

107 Intensive Performance Lab (1 course) This course is an intensive four-week production workshop culminating in performances early in February. The work is selected annually and is part of the production season of the Theatre and Dance Department. In alternate years, a musical is produced in conjunction with the Department of Music. The daily schedule may include some combination of acting, singing, dance or instrumental rehearsals as well as scenery and costume construction. Performers and musicians may also be assigned to production crews. There will be opportunities to discuss the work as it

progresses with the directors and designers to gain insight into the theatrical process. Students wishing to perform must audition in late October or early November. Limited spaces are available for students interested only in working on technical crews, and they must interview with the Technical Director in October or November and register for T/D-211, 212, or 213. Performers and musicians must be available for rehearsals and performances in February. **ARTSC**, Offered annually.

108 Global Dance Practices (.5 course) Investigate Dance through the lens of global dance forms and practice emphasizing gestural clarity, spatial organization, and dynamic nuance. Historical and cultural knowledge will be transmitted through the actualized practice of dance. No previous dance training necessary. **ARTSC**, Spring semester.

109 Dancing Grooves I (.5 course) This course provides an introduction to the basic components and dynamics of rhythmic dancing for the student who has had no previous dance training. Students acquire movement vocabulary and knowledge regarding the African roots of contemporary jazz and/or American social dances while developing skills in efficiency and ease of movement, proper body alignment, isolation of body parts, diversity of rhythmic patterns, and improvisation. Students will engage in a survey of embodied practices including but not limited to: African, vernacular, and social dance forms; dances relative to the pop trends of the 20th century, and musical theatre dance, within explorations that include jazz; hip-hop; and Afro-Caribbean among others. **ARTSC, WELBG**, Fall semester.

110-313 Theatre and Dance Practica (course value to be determined variable) These courses provide students with practical experience in performance or technical production, and are intended for majors and/or minors. They are usually connected with a specific production, and must be done in the specific time frame of the production. May be repeated for credit. Permission of instructor is required. Offered annually or by arrangement.

- **110 Performance Practicum:** Requires an audition and casting in a show or workshop
- **111, 211, 311 Scenery/Props Practicum:** Arranged with department Technical Director
- **112, 212, 312 Lighting/Sound Practicum:** Arranged with department Lighting/Sound Design faculty
- **113, 213, 313 Costume Practicum:** Arranged with department Costume Supervisor
- **115, 215 Stage Management Practicum 115:** Arranged with department Technical Director and Scenic/Design faculty, 215 requires application process through department
- **116, 216 Social Justice Theatre Practicum:** Arranged with social justice theatre faculty
- **117 Dance Repertory Practicum:** Requires audition and casting in Dance Company
- **118, 218 Dramaturgy Practicum:** Arranged with production director
- **119, 219 Assistant Directing Practicum:** Arranged with production director

120 Stage Makeup (.5 course) Onstage character visualization and stylization are important aspects of the creative performance process. This course will introduce students to the theatrical stage makeup design and application. Students will investigate makeup design theory while working in a hands-on environment by experimenting with stage makeup products. Students will learn a range of design and implementation techniques from basic application to more advanced techniques, including old age, fantasy, historical styles, and faux-cuts/bruising. **ARTSC**, Fall semester, odd years.

122 MEISA: movement-exploration-imagination-sensation-awareness (.5 course) This course will introduce the student practitioner to the MEISA form. Directed, contemplative movement practice will encourage mobility, physical expression, creativity, and a deepening of embodied knowing. MEISA provides an excellent opportunity for anyone interested in moving with less tension, increased range, and enhanced physical expression. The practice cultivates awareness/presence through movement and sensory connection. **WELBG**, Spring semester.

130 Foundations of Western Theatre (1 course) This course is an introductory survey of the major historical, social, and aesthetic movements that have shaped the development of theatre and dramatic literature from antiquity to the present. We will discuss how relevant theoretical and historical texts have been constructed within the context of artistic production in various geographies across time. In addition to reading plays, students will analyze significant contributions of historians, theoreticians, artists, and critics, and their significance to both theatre practice and reception. Fall semester, even years.

134 Ballet II (.5 course) This course is designed as an entry-level class for students with 1–3 years previous ballet training and for students who have completed T/D-104 and wish to continue their studies of classical ballet theory and technique. Key concepts for the course include: an introduction to ballet theory and history, alignment and anatomy for the dancer, and the development and articulation of informed criteria with which to evaluate and improve his or her performance and critically discuss ballet in relation to other arts. May be repeated for credit. **ARTSC, WELBG**, Fall and Spring semesters.

136 Creating Theatre for Social Justice (1 course) Students will engage with both the technique and theory behind theatre for social justice performance. Studio work will focus on key elements of improvisation and theatre devising—creating original scenes and monologues. The class will practice exercises from Augusto Boal’s *Theatre of the Oppressed*, and will read, research, and write about the different ways theatre has been used to give expression to disempowered voices in a society. This course counts toward the Gender, Women, and Sexuality Studies and the Peace, Justice, and Conflict Studies majors/minors. **ARTSC**, Spring semester, even years.

144, 244, 344 Special Topics in Theatre/Dance (course value to be determined) Study of special problems or areas in theatre or dance research, individual and/or group projects, seminar reports, and discussion. Topics to be announced annually. May be repeated for credit. Permission of instructor required.

206 Acting II (1 course) This is an intensive studio class designed to build upon the concepts and skills explored in T/D-106. Students will develop individual and group projects drawn from diverse dramatic texts and genres, with an emphasis on characterization. In addition to performances and critiques, the course will include discussions and exercises from various acting techniques. Prerequisite: T/D-106. Spring semester.

210 Live Show Technology (1 course) Have you ever wondered how all the technology appears on stage in live production? This is a hands-on course that gives you the chance to not only see behind the scenes but to work on a real theatrical production. You will hang and focus lights, programing work with digital sound systems, and programming controls for LED lights and special effects. Whatever theatrical magic is required, you will make it happen! Some homework completed during scheduled class time to allow use of the technology. **ARTSC**, January Term.

221 Light and Sound: Craft and Design (1 course) This course provides a deeper understanding of techniques and concepts employed in producing lights and sound for theatre and dance performances. Creative problem-solving, artistic collaboration, independent research, and development are supported in the course. The craft component of the course will provide hands-on learning, instrumentation, hanging, focusing, recording, and editing techniques. The lighting and sound design portion explores play analysis, research, rendering, and presentation techniques, as well as basic equipment use and programming, and will culminate in a comprehensive project. Fall semester, odd years.

222 Experiments in Art Technology (1 course) This course explores creative problem solving of artistic challenges using state-of-the-art lights, sound and networking technology. Students will learn the skills to fill their technology “toolboxes.” Collaborative contributions culminate in a practical project showcase. **ARTSC**, Offered occasionally.

223 Computer-Aided Drafting and Design (CADD) (.5 course) An introduction to computer-aided drafting and design using the program VectorWorks. Students will learn the basics of 2D drafting and touch on 3D drafting, lighting, and model making for the theatre. Final projects in the student’s area of interest are chosen in consultation with the instructor and may be either theatrical- or architecture-based. Fall semester, even years.

225 Costume: Craft and Design (1 course) This course provides a deeper understanding of techniques and concepts employed in producing theatre and dance performance through the lens of costume craft and design. The design projects facilitate student’s development of the skills, language, and understanding of the costume design process, as well as promote their ability to conceptualize and articulate their personal creative expression. The costume craft projects develop the language and the basic skills used in a costume shop to facilitate the process of costume construction and the ability to communicate effectively. **ARTSC**, Fall semester, even years.

226 Text and Performance (1 course) Students will learn to analyze the multiple levels of dramatic text available to performers, directors, designers, and audiences, including spoken dialogue and its subtext, stage directions, implied action, settings, and other visual descriptions, as the foundational step in creating meaningful productions. The course will focus on a specific dramatic genre each year, studying the artistic, social and political meanings of each script in its historical context and exploring ways to communicate these to a contemporary audience. Students will create written analyses and embodied interpretations of the texts, performing monologues, scenes, and/or a full workshop production of a significant dramatic work. Co-requisite: T/D-226, lab. **WRITL**, Fall semester, odd years.

228 Audio Engineering and Design (1 course) This is a unique exploration of sound on its own as a medium and a rhetorical device, examining the use of sound to support or even tell a story on its own accord while also learning, hands-on, the basics of sound systems, microphones, and state-of-the-art mixers. If you are interested in creating audio for theatre, dance, podcasts, or video games, this is a course for you. **ARTSC**, Offered occasionally.

229 Scenery: Craft and Design (1 course) This course provides a deeper understanding of techniques and concepts employed in producing theatre and dance performance. Creative problem solving, artistic collaboration, independent research, and individual expression are developed through scenery craft and design. The scenery construction component of the course will provide hands-on learning—carpentry, technical drafting, and other building techniques will culminate in a comprehensive project. The scenery

design portion explores play analysis, research, rendering, designer drafting, and presentation techniques. Spring semester, odd years.

232 Studies in Dance History (1 course) This course presents an historical overview of dance as a performing art form. The class explores the evolution of European and American ballet as well as the integration of African American and European American dance traditions as they influence the development of modern dance in America in the 20th century. Through readings, video viewings, attending performances, individual research projects, and class discussions, students explore principles and traditions of concert dance in their historical and cultural contexts. Spring semester, even years.

234 Ballet III (.5 course) This course is for students with previous ballet training and emphasizes further development of ballet technique and increased understanding of ballet terminology. Emphasis is on developing the ability to perform longer movement phrases than in beginning ballet with proper body placement, increased rhythmical perception, and musical sensitivity. May be repeated for credit. Prerequisite: T/D-104 or permission of instructor. **ARTSC, WELBG**, Fall and Spring semesters.

235 Contemporary Modern Dance III (.5 course) Intensive study and practice of modern dance techniques with an emphasis on the development of performance skills. May be repeated for credit. Prerequisite: T/D-105 or permission of instructor. **ARTSC, WELBG**, Fall and Spring semesters.

236 Race/Gender/Difference (1 course) An overview of the ways that the art of theatre is a reflection of society's values, as well as the ways that theatre artists have challenged and resisted conventional beliefs. In particular, the course will focus on an analysis of the ideological, artistic, and cultural meanings in Western theatre from the perspectives of gender, race, class, ethnicity, and sexual identity. We will examine theatre's use of stereotypes, the issue of ethnicity in representation, and the role of performance in creating social identities. The course includes readings of key dramatic texts, theoretical works, and performance art. This course counts toward the Gender, Women, and Sexuality Studies and the Peace, Justice, and Conflict Studies majors/minors. **ARTSC, USIDG** Offered occasionally.

237 Hands-On Costume Construction (1 course) This course provides the student with the opportunity to construct garments for a theatre or dance production, utilizing designs provided by the costume designer. This course provides students the opportunity to investigate the translation of the garment design to pattern development. The student will develop a deeper understanding of techniques and concepts employed in producing theatre and dance performance through the use of sewing machines, stitching, patterning, and cutting which will culminate in a comprehensive project. They will also gain exposure to the language required to communicate effectively in a costume shop and with a designer. **ARTSC**, January Term.

238 Production Construction (1 course) A hands-on, up-close look at technical theatre production, following what goes into taking a show from paper and putting it on stage. We will learn about basic power tools and their safe use. We will build the set and props for the production, paint, and assist with lighting and sound. Based on production needs, we may also cover welding, furniture building, foam sculpting, or even baking. Some productions may involve pre-production and design for film/new media. January Term.

239 Dancing Grooves 2 (.5 course) The course is for students with previous training in Dancing Grooves 1 or jazz dance. Students continue to develop their movement vocabularies within the jazz and/or social dance idiom while developing greater efficiency and ease of movement through proper body alignment. Emphasis is placed on performing longer, more sophisticated dance combinations while understanding the role rhythms and dances derived of the African diaspora have played in the development of social/vernacular dance, concert dance, and musical theatre. Prerequisite: T/D 109 or permission of instructor. ARTSC, Spring semester

245 Dance Composition I (1 course) This course provides an introduction to the process, art, and craft of choreography (making dances), using improvisation to experientially explore the elements of dance. Prerequisites: T/D-105 and T/D-235, or permission of instructor. Fall semester and occasionally Spring.

247 Beginning Directing (1 course) Study and practice of basic principles, skills, and methods of the theatre director, culminating in the in-class production of scenes from dramatic literature. Prerequisite: T/D-106, or permission of instructor. Spring semester, even years.

255 Playmaking/Playwriting (1 course) This process-based course provides students with the experience of creating original theatre through a variety of methods. The class may focus on skills for writing a formal playscript, or on improvisational techniques for creating, developing, and performing a play. While the specific approach will vary with the interest and expertise of each instructor, every class will be able to participate in the progress of a piece of theatre from the early idea phase through a collaborative development process and culminating in a public performance (staged reading, full production, or other presentation). Offered occasionally.

256 Improvisation and Activism (1 course) Improvisation has become an increasingly vital skill for performers in a wide range of genres, including improv comedy, devised theatre, method acting, and social justice activism. Students in this class will study a variety of techniques, such as Spolin's games, Johnstone's Theatresports, Boal's Theatre of the Oppressed, and Del Close's "Harold" or long-form improv. The class will analyze the rules and structures of improv, and discuss its potential either to subvert or to reinforce stereotypes. Students will create comic and serious improv and design their own techniques for balancing fun, freedom, equity, and innovation. **ARTSC, WRITD**, Offered occasionally.

260 Arts Management (1 course) This course provides students with an understanding of the methods, documents, and techniques of an arts manager. Students will gain familiarity with the inner workings of arts organizations and the methods used in presenting their work to an audience. Topics will include developing a mission, engaging in strategic planning, building an audience, marketing to the public, and successful fundraising. This is the cornerstone course of the Arts Administration minor. Spring semester, even years.

265 Performance in the Americas (1 course) This course analyzes the various roles played by performance in the negotiation of power and identity construction in Latin America, the Caribbean, and the emerging Latina/o diasporas in the United States, from a hemispheric standpoint. We will study how the mechanisms of spectacle have been used, and continue to be employed to represent, implement, and subvert colonial and neocolonial orders. We will look at performance, as a vehicle for knowledge creation and transfer across temporal and spatial environments, in the context of border narratives, new technologies, tourism, migration, globalization, and cultural memory. This course counts toward the LALACS major/minor. **GLAFC**, Fall semester, odd years.

270 Intermediate Studies in Performance: Creative Research (.5 course) This course provides a mentored opportunity for the serious theatre/dance student to gain hands-on experience in a particular focus area of theatre arts. It is the prerequisite for T/D-370, Advanced Studies in Performance: Creative Research. Working with a faculty advisor, students will propose a specific project integral to the production of a performance. For an actor, this may be a significant role in a show; a director may assistant-direct for a faculty director, or may direct ten-minute plays independently. For a dancer, this may be performing a selected solo or choreographing a significant piece. For tech and design students, Assistant Designer for a faculty show or design for a student show are options, as are dramaturgy projects. This course culminates in a reflection paper discussing how this experience helps prepare the student for advanced work. May be repeated for credit. Fall and Spring semesters.

277 Dance Composition II (1 course) This course focuses on the craft of choreography as it relates to group forms. In addition, emphasis will be placed on the supporting element of accompaniment choices. Prerequisites: T/D-245 or permission of instructor. Spring semester, odd years.

278 Methods of Movement Education (1 course) This class uses experiential and theoretical learning to investigate overarching dance/creative movement pedagogy for all ages and settings. The scope of this course includes; understanding techniques for creating developmentally appropriate movement curriculum (that complies with K–12 Minnesota education standards), creating interdisciplinary curriculum, collaborative project development, assessment techniques, as well as classroom behavior management techniques. Students will have opportunities to apply their learning in classrooms on and off campus. **ARTSC**, Spring semester, odd years.

305 Scientific and Somatic Foundations for Movement (1 course) This course is an in-depth experiential study of skeletal structure, joint, and muscle function and the mechanics of movement. Incorporated into the course will be embodied awareness practices such as Body-Mind Centering, Bartenieff Fundamentals, and Ideokinesis. The structural and energetic connections of the body will be explored within a context of both ease and efficiency of movement as well as creative expression. **WELBG**, Fall semester, even years.

323 Advanced Computer-Aided Drafting and Design (.5 course) Advanced computer aided drafting and design will allow students to expand on and practice the knowledge in the first CADD class. Projects will be chosen in consultation with the instructor to help build a portfolio that may be used for graduate school interviews as well as job interviews. Projects will include house drafting, model making, 3D drafting and theatrical projects. Prerequisite: T/D-223. Spring semester, odd years.

268, 368 Career Exploration, Internship (course value to be determined) Off-campus employment experience related to the student's major. See description of the Internship Program. Prerequisite: junior or senior status. Fall, Spring semesters and Summer.

370 Advanced Studies in Performance: Creative Research (.5-1 course) Group tutorials and individual coaching/mentoring in acting, directing, dance performance, choreography, or theatrical design and technology. While structured according to the skill levels of individual students, the course is intended to provide advanced students with a master class for preparation of materials for application to graduate school or professional work. Working with a faculty advisor, each student will propose a specific project requiring advanced-level creativity and responsibility. Possibilities are varied, but must be fully realized in production. For actors, it may be preparation of advanced audition-ready material, or a director may

direct a one-act play. For a dancer, this may be performing a selected solo or choreographing a significant piece. For tech and design students, a design assignment on a faculty-directed project or an advanced project in their area of interest is appropriate. Scholarly or dramaturgical projects are also options. This course, taken in tandem with T/D-390, forms the capstone experience for theatre majors. May be repeated for credit. Prerequisite: permission of instructor. Fall and Spring semesters.

375 Contemporary Modern Dance IV (.5 course) This course is for students with previous training in modern dance technique and emphasizes technically challenging elements of modern dance technique and development of performance skills. May be repeated for credit. Prerequisite: One full course of T/D-235 or permission of instructor. **WELBG**, Fall and Spring semesters.

379 Advanced Performance Studies: Social Justice Theatre (.5 course) Group tutorials and individual coaching sessions in advanced techniques of Theatre of the Oppressed and other modes of creating theatre for social justice, which address specific issues in community-based theatre and performance art. The focus of the student's work is the preparation of a short performance for public witness. Prerequisites: T/D-136, T/D-236, or permission of the instructor. Offered occasionally.

381 Performance Theory (1 course) This intensive writing course for both Theatre and Dance majors explores the theory, analysis, and interpretation of dramatic texts and dance performances. Study of major theoretical writings on theatre, dance and performance from classical roots to contemporary praxis—with an emphasis on 20th and 21st century developments in performance theory. Examination of contemporary performance criticism, analysis of selected performances from the standpoint of artist and audiences. Recommended for theatre/dance majors and minors with some background in theatre/dance analysis. Not open to first-year students. **WRITD**, Spring semester, odd years.

390 Advanced Studies in Performance: Reflection, Documentation, and Presentation (.5 course) This course will provide students pursuing a career in performance the opportunity to reflect on their studies and experiences. Students will examine their college experiences as foundations for future professional work and will explore potential paths to reaching their career goals. Resumes and portfolios will be prepared in coordination with students' specific disciplines, as well as the presentation techniques that must accompany these materials. This course forms the capstone experience for Theatre and Dance majors. Fall semester.

291, 391 Independent Study (course value to be determined) Fall and Spring semesters.

398 Honors in Theatre and Dance: Creative Research Intensive (1 course) The Honors Project is a substantial work of dance or theatre art, or scholarship undertaken by a senior major in consultation with a departmental advisor. Projects may be designed in the areas of acting, directing, design, dance, theatre history, playwriting, or social justice theatre. Prerequisites: T/D-370 and permission of instructor. Fall and Spring semesters.

Pre-Professional and Specialized Programs

These are not names of majors but coursework that leads to further study in graduate or professional schools. Majors in the liberal arts prepare students for a variety of careers. There are a number of resources in the Office of Career Development that describe occupations and the education involved, as well as directories and websites for graduate, law, medical, MBA, architectural, and dental programs.

These resources refer to more specific information. For health professions information, consult the Health Professions Specialists in the Office of Career Development. Since requirements for professional schools vary from school to school and can change year by year, students must carefully examine the catalog of the schools they are interested in to be current and accurate when registering for courses at Gustavus.

Actuarial Science

An actuary manages risk, primarily in insurance, retirement planning, and economic forecasting. Actuaries must have strong analytical skills, particularly in probability and statistics, business knowledge, and understanding of human behavior. A student interested in a career in actuarial science should have a strong background in mathematics, statistics, and economics (a Statistics major and either a major in Mathematics or a major/minor in Economics). Suggested courses include MCS-121, MCS-122, MCS-142, MCS-150, MCS-221, MCS-222, MCS-242, MCS-341, MCS-342, MCS-358, E/M-108, E/M-109, E/M-110, E/M-270, E/M-370, and E/M-388. Students should plan on taking at least the first actuary exam offered by the Society of Actuaries (<https://www.soa.org/>) before graduation.

Architecture

Professional education for architects is now concentrated at the graduate level through the degree of Master of Architecture (MArch), awarded by universities with such programs. At the University of Minnesota, for example, this is the only degree accredited by the National Architectural Accrediting Board as complete preparation for licensing examinations. Students with liberal arts majors in a number of fields may prepare themselves for graduate admission into Master of Architecture programs by taking at least the following: General Physics I and II (or the Cosmic Universe and the Mechanical Universe), Calculus I, one additional semester of a laboratory science, a writing course, and a wide range of studio art courses. Students applying for graduate admission to architecture degree programs are normally expected to present a significant portfolio of their studio art projects. Some programs expect students to have experience in computer-aided drafting and design (CADD). Gustavus offers two CADD courses, T/D-223 and T/D-323. Courses in art and architectural history, geography, and environmental studies are recommended to help the future architect understand the built environment in its social, geographical, historical, and biophysical context.

Arts Administration

Students interested in pursuing graduate or professional work in the field of arts administration and management can prepare for this area by completing a major in Art, Music, Theatre, or Dance. Students should also plan to complete the Arts Entrepreneurship minor. Interested arts administration students should also take courses outside of their major from any of the other arts departments. It is highly advisable for students to seek an internship with an arts organization off campus and/or to participate in the nuts and bolts of production, marketing, or management of arts events on campus. See the Arts Administration minor section.

Dentistry

Pre-requisite requirements vary between programs so pre-dental students are advised to study carefully the requirements of the dental school programs of their choice. Interested students are encouraged to refer to the American Dental Education Association guide for requirements and admission statistics to US and Canadian Dental Schools, ADEA Official Guide to Dental Schools.

Elective courses should be selected to give the student as broad and liberal an education as possible within the limited time available. Most dental schools highly recommend courses in drawing and sculpture, since prospective dentists must demonstrate suitable manual dexterity as part of their Dental Admission Test.

The following courses at Gustavus are appropriate, based on the overall requirements and recommendations of regional dental schools. The required science courses should be completed by the spring of the junior year, in order to prepare for the Dental Admission Test (DAT). Some required and recommended courses are listed below:

- Art—ART-110 or ART-234 is recommended
- Biology—BIO-101 and BIO-102, BIO-218 or BIO-380 required by some programs (BIO-201 and BIO-202 required if planning to take BIO-380)
- Chemistry—CHE-107 or CHE-106 and 108, CHE-141, CHE-241 and CHE-242 lab, CHE-255, CHE-258
- English—Two composition courses are preferred. A writing intensive course (WRIT/**WRITL**) can count as one.
- Health and Exercise Science—HES-234 and HES-235 Mathematics—MCS-121, MCS-118/119, or MCS-142
- Physics—PHY-120/121 and PHY-170/171 or PHY-122/121 and PHY-172/171 Psychological Science—PSY-100

Engineering

The baccalaureate and graduate degrees in engineering or applied science may be earned through several combinations of course and degree work at Gustavus and at schools of engineering. Professional registration in engineering usually requires a BS degree in engineering. However, the combination of the BA in Physics with the MS and/or PhD in engineering is one often exercised by Gustavus graduates preparing for work in industrial research and development.

Gustavus offers dual-degree programs in engineering with two universities. They are Washington University in Saint Louis, Missouri, and Minnesota State University, Mankato. Dual-degree programs offer joint studies leading to a BA degree from Gustavus and an engineering baccalaureate degree from the associated university.

This program may be completed either in five years by finishing Gustavus general education and major requirements in three years, or in six years if the student elects to remain at Gustavus for the senior year. Most current university programs in engineering require more than four years of undergraduate study.

The College has established transfer equivalencies for courses in this curriculum with a number of universities. Students should acquaint themselves with the specific entrance requirements of the engineering school to which they are planning to transfer. To plan an appropriate course sequence, the student should meet with the pre-engineering advisor in the Gustavus Physics or Chemistry department.

Students wishing to pursue graduate studies in engineering without earning a baccalaureate degree in engineering should complete the Gustavus degree with a strong major in Physics or, for chemical engineering, Chemistry. Both of these preparations should include some undergraduate research experience and require very strong academic records.

Recommended courses for first year pre-engineering (excluding chemical engineering) are MCS-121 and MCS-122, PHY-195/196, and PHY-205/206. Many programs require one or two semesters of chemistry (CHE-107 and either CHE-141 or CHE-258), and all require that students be proficient in at least one high-level programming language, such as Matlab, Python, C++, Java or the equivalent.

Chemistry is the expected academic major for students with an interest in chemical engineering. In the first semester, students interested in chemical engineering should take CHE-107 and MCS-121 or MCS-122, if appropriate. In the spring of the first year, students should take CHE-141 and MCS-122 or MCS-222, if appropriate. If they intend to pursue a dual-degree program, students should ensure that they are familiar with the physics, mathematics and computer science course sequence requirements.

Landscape Architecture

Professional education for landscape architects is typically concentrated at the graduate level through the degree of the Master of Landscape Architecture (MLA). Students with liberal arts majors in a wide range of fields may prepare themselves for graduate admission into Master of Landscape Architecture programs by taking a wide range of studio art courses as well as courses addressing the relationships between the built and natural environments—art history, botany, geography, and environmental studies. Some graduate programs require coursework in physics and calculus and others do not.

Students applying for graduate admission to landscape architecture degree programs are typically expected to demonstrate artistic, design, or digital technology ability through a project portfolio.

Law

Law schools require a college degree or its equivalent for entrance, but prospective law students can pursue any major field of study, and there are no specific course prerequisites for entrance to law school. Gustavus provides one-on-one pre-law advising through the pre-law advisor, and by relying on the network of Gustavus alumni practicing law in Minnesota and nationwide. Pre-law students are expected to take the pre-law seminar, offered once a year. The seminar can be taken at any point, but is recommended for either the sophomore or junior year.

Because law is an analytical and detail-driven profession, students aspiring to become lawyers should take challenging courses and work to achieve very high grades. The wide range of skills needed to become a successful lawyer align perfectly with what Gustavus has to offer: analytical and problem-solving skills, critical reading, writing, oral communication and listening skills, and intensive, detail-driven research. While it is common for aspiring lawyers to major in political science, law schools work

to build a diverse entering class – meaning that any major pursued with passion and success will position a student well for admission to law school. While not mandatory, in particular demand now, are college graduates with quantitative skills, majors in the hard sciences (patent and medical regulatory law are major areas of practice), and applicants with distinctive and challenging work experiences after college. All law schools will accept students directly from college, but they will generally prefer applicants with a college degree and several years of work experience. Aspiring lawyers should plan to spend 1-3 years or more working after college in a way that will extend their learning and allow them to better discern their career calling.

Materials Science

Before materials science came into intellectual focus some 35 years ago, it was essentially metallurgy, the science and engineering of the metallic state. Since that time, however, the multi discipline of materials science has become the study of the scientific and practical interrelationships at play among the processing, structure, properties, and performance of all classes of materials.

Gustavus Adolphus College offers an interdisciplinary program in materials science to prepare students for graduate education in materials science programs (often allied with university programs in chemical engineering or condensed-matter physics). The program comprises courses from the Departments of Chemistry, Mathematics and Computer Science, and Physics. It has a core of introductory courses and offers two tracks, one for physics majors and one for chemistry majors. The tracks converge at two points: first, a unifying course offered in the January Interim for sophomores and juniors; second, a senior seminar course tied to research projects. Students in the program will be working toward majors in chemistry or physics as they are defined in the College Catalog.

The core courses in chemistry are CHE-107, or CHE-106 and 108, CHE-141, and CHE-258. The core in physics consists of two options: either PHY-195/196, PHY-205/206, PHY-215/216, and PHY-225; or PHY-121/122, PHY-171/172, and PHY-225. The mathematics core consists of MCS-121, MCS-122, and PHY-250. The two advanced tracks follow the chemistry and physics majors. For chemistry majors the advanced courses are CHE-252, CHE-270, CHE-371, CHE-380, CHE-385 and CHE-399. The advanced courses for physics majors are PHY-270, PHY-300, PHY-305, PHY-350, PHY-370, and PHY-390. Three courses are specific to the program. They are The Physics and Chemistry of Materials, Independent Study Research, and Materials Science Seminar. One course of research is required, but it will normally be split between two semesters.

Medicine

Pre-requisite requirements vary between programs so pre-medical students are advised to carefully study the requirements of the medical school programs of their choice. Interested students are encouraged to refer to the Association of American Medical Colleges (AAMC) guide for requirements and admission statistics to US and Canadian Medical Schools for the most accurate information, Medical School Admission Requirements.

The following courses at Gustavus are appropriate, based on the overall requirements and recommendations of regional medical schools. The required science courses should be completed by the spring of the junior year, in order to prepare for the Medical College Admission Test (MCAT). Some required and recommended courses are listed below:

- Biology—BIO-101, BIO-102
- Chemistry—CHE-107 or CHE-106 and 108, CHE-141, CHE-241 and CHE-242 lab, CHE-255, CHE-258
- English—two courses with intensive writing designation (**WRIT/WRITL**)
- Health and Exercise Science—HES-234 and HES-235 or BIO-386; regional program requirement, recommended
- Mathematics—MCS-121 or MCS-118/119, and MCS-142 or equivalent Physics—PHY-120/121 and PHY-170/171 or PHY-122/121 and PHY-172/171 Psychological Science—PSY-100
- Sociology/Anthropology—S/A-112
- Elective—one course in Humanities or Social Science, Level II or III, with an intensive writing component (**WRITL**)

Occupational Therapy

Prerequisite requirements vary between programs so pre-occupational therapy students are advised to study carefully the requirements of the occupational therapy programs of their choice. Interested students are encouraged to refer to The American Occupational Therapy Association, Inc. website (www.aota.org) to review a list of accredited OT Doctoral-Level Programs and OT Master's Level Programs at the earliest opportunity to plan for the pre-requisite requirements of a specific occupational therapy program. Some required and recommended courses are listed below:

- Health and Exercise Science—HES-214, HES-234, HES-235 Lifespan Development—HES-212 or PSY-234 and PSY-334
- Mathematics—one Statistics course or equivalent
- Physics—PHY-120/121 (U of MN requirement)
- Psychological Science—PSY-100, PSY-241
- Sociology/Anthropology—S/A-111, S/A-112 or S/A-113 (U of MN preference is S/A-111 and 112)
- Technical/Scientific—Writing course

Optometry

Pre-requisite requirements vary between programs so pre-optometry students are advised to carefully study the requirements of the optometry programs of their choice. Interested students are encouraged to consult the Association of Schools and Colleges of Optometry at the earliest opportunity to plan for the entrance requirements of a specific program.

The following courses at Gustavus are appropriate, based on the overall requirements and recommendations of most optometry schools. Some required and recommended courses are listed below:

- Biology—BIO-101, BIO-102, and BIO 218 or 380 (BIO-201 and BIO-202 required if planning to take BIO-380)
- Chemistry—CHE-107 or CHE-106 and 108, CHE-141, CHE-241 and CHE-242 lab, CHE-255, CHE-258
- English—two courses with intensive writing designation (WRIT/WRITL)
- Health and Exercise Science—HES-234 and HES-235
- Mathematics—MCS-121 or MCS-118/119, and MCS-142 or equivalent

- Physics—PHY-120/121 and PHY-170/171 or PHY-122/121 and PHY-172/171
- Psychological Science—PSY-100
- Social Science—one course

Pharmacy

Pre-requisite requirements vary between programs so pre-pharmacy students are advised to carefully study the requirements of the pharmacy programs of their choice. Interested students are encouraged to refer to the Pharmacy School Admission Requirements guidebook for requirements and admission statistics to United States Pharmacy Schools, Pharmacy School Admission Requirements.

The following courses at Gustavus are appropriate, based on overall requirements and recommendations of most pharmacy schools. The required science courses should be completed by the spring of the junior year, in order to prepare for the Pharmacy College Admission Test (PCAT). Some required and recommended courses are listed below:

- Biology—BIO-101, BIO-102 and BIO-218 or BIO-380 (BIO-201 and BIO-202 required if planning to take BIO-380)
- Chemistry—CHE-107 or CHE-106 and 108, CHE-141, CHE-241 and CHE-242 lab, CHE-255, CHE-258
- Communications—COM-120 Economics—E/M-108
- English—Two composition courses; a writing intensive course (WRIT/WRITL) can count as one course
- Health and Exercise Science—HES-234, HES-235 Mathematics—MCS-121 or MCS-118/119, and MCS-142 or equivalent
- Physics—PHY-120/121 and PHY-170/171; or PHY-122/121 and PHY-172/171 (U of MN requires one semester of Physics with Calculus)
- Psychological Science—PSY-100
- Social and Behavioral Science—Two electives within the area of Psychological Science or Sociology/ Anthropology

Physical Therapy

Pre-requisite requirements vary between programs so pre-physical therapy students are advised to carefully study the requirements of the physical therapy programs of their choice. Interested students are encouraged to refer to The American Physical Therapy Association, Inc. website www.apta.org to view a list of accredited Physical Therapy Programs at the earliest opportunity to plan for the entrance requirements of a specific program. Some required and recommended courses are listed below:

- Biology—BIO-101, BIO-102
- Chemistry—CHE-107 or CHE-106 and 108, CHE-141
- Health and Exercise Science—HES-214 HES-234, HES-235 Lifespan Development—HES 212 or PSY 234 and PSY 334
- Mathematics/Statistics—MCS-121 or MCS-118/119, and MCS-142 or equivalent Physics—PHY-120/121 and PHY-170/171 or PHY-122/121 and PHY-172/171 Psychological Science—PSY-100, PSY-241
- Sociology/Antropology—S/A-111, S/A-112, S/A-113 or another Sociology/ Anthropology course

Pre-Seminary Programs for Vocations in Christian Ministry

Gustavus offers educational programs that prepare students for ordained and non-ordained leadership positions in Christian churches, including pastoral leadership, youth ministry, church music, religious education, and congregational administration. Courses of study can be designed to meet the certification requirements of the Evangelical Lutheran Church in America and other Christian denominations for entrance into a seminary or divinity school. Because the demands of ministry require a broad liberal arts background, prospective seminarians are advised to plan a broad background in the humanities, arts, and sciences. A major in religion provides an ideal integration of the liberal arts. Pre-seminary students are encouraged to consider majoring in religion and another subject area, such as Philosophy, Psychology, Sociology, English, or Classics. Another option is to major in Religion and minor in two other subjects. Candidates for the ordained ministry in the ELCA are also encouraged to contact their synodical office concerning procedures for the endorsement process.

Reserve Officers' Training Corps

Since the 1970s, Gustavus has been a cross-enrollment partner in the Reserve Officers' Training Corps (Army ROTC) battalion hosted at Minnesota State University, Mankato. This partnership also includes Bethany Lutheran College in Mankato.

Minnesota State University, Mankato, offers either a two- or four-year program enabling students/cadets to compete for a commission as an officer in the United States Army, Army Reserve, or Army National Guard. College credit is awarded for the courses in the program. However, the military science program is not an academic major. Students must complete an academic major in another area in addition to the military science requirements. (Historically, Gustavus students in the program have selected a variety of majors, including political science, management, communication studies, and religion.) Participating Gustavus students transfer 2–3 semester credits per term from Mankato. The ROTC is operated under Department of Defense policies and regulations. For information, contact the Gustavus Office of Career Development or the MSU Military Science and Leadership Department at 507-389-6229.

<https://ed.mnsu.edu/academic-programs/military-science-and-leadership-minor-army-rotc-program/>

Seminary and Graduate Theological Education

Seminaries and divinity schools admit students from a wide variety of majors and with many different intended career trajectories. Regardless of major, taking a variety of classes in the Religion department is helpful. Prospective graduate students are advised to plan a broad background in the humanities, arts, and sciences. Many students who pursue graduate theological education major in Religion and/ or another subject area, such as Philosophy, Psychology, History, Sociology, English, Communication Studies, Environmental Studies, or Classics. Chaplains are available to consult with students, along with academic advisors, in choosing courses or majors that are applicable to graduate theological education.

Students interested in ordination or religious leadership in a particular tradition are encouraged to contact their denominational leaders about procedures for the ordination process.

Veterinary Medicine

Pre-Requisite requirements vary between programs so pre-veterinary students are advised to carefully study the requirements of the veterinary programs of their choice. Interested students are encouraged to consult a publication of the Association of American Veterinary Medical Colleges titled “Veterinary Medical School Admission Requirements” at the earliest opportunity to plan for the entrance requirements of a specific veterinary school.

Admission requirements vary with schools, but most include the courses required by the University of Minnesota. Listed here are the Gustavus courses needed to meet these requirements:

- Biology — BIO-101, BIO-102 (other acceptable courses for the zoology requirement at the University of Minnesota are BIO-201, BIO-242 or BIO-373), BIO-201, BIO-202, BIO-374 and BIO-380
- Chemistry — CHE-107 or CHE-106 and 108, CHE-141, CHE-241 and CHE-242 lab, CHE-255, CHE-258
- English — (2 courses) writing across the curriculum courses may apply, check with individual veterinary programs (WRIT/WRITL)
- Mathematics—MCS-121 or MCS-118/119 and MCS-142 or equivalent Physics—PHY-120/121 and PHY-170/171 or PHY-122/121 and PHY-172/171

*Liberal Arts — (3 courses required) Anthropology, Art, Economics, Geography, History, Literature, Music, Theater, Philosophy, Political Science, Psychological Science, Sociology, Religion and Non-English Language courses.

*Students who earn their bachelor’s degree from Gustavus must complete four Gustavus course credits from the two liberal arts areas (Arts & Humanities or History & Social Sciences).

Administrative Organization, Faculty, and Trustees

Responsibility for supervising and directing the operations of the College rests with the major divisional heads.

1. The Provost and Dean of the College is the chief academic officer and is responsible for administering the educational program and services of the College under the President and for the development and administration of the academic, student experience, and co-curricular programs in cooperation with the academic deans and dean of students.
2. The Vice President for Enrollment Management is responsible for admission, marketing, and student financial assistance.
3. The Vice President for Finance and Treasurer is the chief financial officer and is responsible for the facilities and grounds, budgeting, personnel, and auxiliary enterprise activities of the College.
4. The Vice President for Mission, Strategy, and Innovation is responsible for advancing the mission, vision, strategic plan, and overall institutional effectiveness of the College.
5. The Vice President for Advancement is the chief fundraising officer and is responsible for initiating resource development programs to meet the present and future needs of the College, providing for the ongoing stewardship of the College's constituents, and overseeing the programs for alumni and parent involvement.
6. The Vice President for Equity and Inclusion is the chief diversity officer and is responsible for leading diversity, equity, inclusion and racial justice strategy and alignment across the College.

The Provost, Vice President for Enrollment Management, Vice President for Finance and Treasurer, and Vice President for Mission, Strategy, and Innovation, together with the President, constitute the Executive Leadership Team (XLT). The XLT is staffed by the Assistant to the President and the Board of Trustees.

Administration

Office of the President

Rebecca M. Bergman, BS, President

JJ Akin, BA, Assistant to the President and Secretary of the Board of Trustees

Jean Noren, BS, Executive Assistant and Strategic Project Manager

Office of the Provost and Dean of the College

Brenda Kelly, PhD, Provost and Dean of the College

Sarah Bridges, PhD, Director of Research and Sponsored Programs

- Megan Fillbrandt, BA, Assistant Director of Research and Sponsored Programs
- Sarah Peterson, BS, Grants and Research Administration Coordinator

Kyle Chambers, PhD, Dean of Academic Analytics and Innovation

- David A. Menk, BA, Director of Institutional Research
- Julianne Watterson, MEd, Title IX Coordinator

Pamela Conners, PhD, Dean of Faculty Development and Kendall Center Director

Julie Gronewold, MS, Coordinator of Teacher Admission and Field Experiences

Lisa Heldke, PhD, Director of the Nobel Conference

Jerry Nowell, MSIS, Chief Technology Officer

- Paul Hanson, BA, Assistant Chief Technology Officer
 - Dan Oachs, BA, Associate Director of Core Services
 - Max Narvaez, BA, Senior Systems Administrator and Data Center Architect
 - Joel Strehl, BS, Senior Systems Administrator and Application Analyst
 - David Maas, BS, Senior Enterprise Systems Administrator
 - Mike O'Brien, AAS, Development Engineer
- Brianne Twaddle, BS, Director of User Services
 - Marni Dunning, BS, Director of Instructional Technologies
 - Haley Ling, BS, Windows Desktop System Administrator
 - Lindsay Vogel, BA, Macintosh Desktop System Administrator
- Justin Holcomb, BS, Director of Administrative Information Systems
 - Diane Paul, AAS, Systems Analyst and Programmer
- Laura McCabe, AS, Director of Telecommunications
- Nicholas Sonstebly, BA, Director of the Technology Helpline
 - Appointment Pending, Technology Helpline Coordinator
- Matt Van Fossen, BA, BS, Director of Web Services
 - Billy Visto, BA, Lead Software Engineer and DevOps Engineer
 - Tom Lauer, Web Developer

Shanon A. Nowell, BA, Executive Assistant to the Provost

Charlie Potts, PhD, Interim Dean of Students

- Anthony Bettendorf, PhD, Director of Residential Life
 - Jason Langston, Assistant Director of Residential Life
 - Benjamin Lepak, BA, Area Coordinator
 - Kurt Schliep, MS, Area Coordinator
 - Olivia Ward, MA, Area Coordinator
- Tom Brown, MS, Director of Intercollegiate Athletics
 - Brad Baker, BA, Head Baseball Coach
 - Troy Banse, MS, Head Athletic Trainer and Director of Strength and Conditioning
 - Laura Burnett-Kurie, MA, Head Women's Soccer Coach and Intramural Director
 - Heidi Carlson, BA, Swanson Tennis Center Director and Assistant Women's Tennis Coach
 - Jon Carlson, BA, Head Men's and Women's Swimming and Diving Coach and Head Women's Tennis Coach
 - Mike Carroll, BS, Head Women's Hockey Coach and Assistant Ice Arena Manager
 - Charlie Cosgrove, MS, Assistant Football Coach and Event Management Supervisor
 - Aryn DeGroot, MA, Head Gymnastics Coach and Event Management Supervisor
 - Justin DeGroot, BA, Head Men's Basketball Coach and Event Management Supervisor
 - Rory Dynan, BA, Assistant Men's Hockey Coach and Strength and Conditioning Coach
 - Kari Eckheart, MS, Assistant Athletics Director for Student-Athlete Services and Senior Women's Administrator
 - Lexie Eggert, BA, Assistant Athletic Trainer and Gustavus Health Promotion Program Coordinator
 - Katie Fischbach, MS, Assistant Athletic Trainer
 - Tudor Flintham, MS, Head Men's Soccer Coach and Event Management Supervisor
 - Jed Friedrich, BS, Equipment Manager and Head Club Nordic Ski Coach
 - Peter Haugen, MA, Head Football Coach and Health and Exercise Science Instructor
 - Bailey Hofmeister, BA, Assistant Athletic Trainer
 - Brenden Huber, BA, Head Men's and Women's Cross Country Coach and Assistant Men's and Women's Track and Field Coach
 - Laurie Kelly, MS, Head Women's Basketball Coach and Athletics Fundraiser
 - Kelsey Letourneau, BA, Assistant Women's Basketball Coach and Strength and Conditioning Coach
 - Alexander Lindstrom, BA, Assistant Men's and Women's Swimming and Diving Coach and Natatorium Supervisor
 - Aaron Lund, MS, Head Men's and Women's Track and Field Coach and Health and Exercise Science Instructor
 - Kelvin Melgar, MBA, Assistant Football Coach and Event Management Supervisor
 - Scott Moe, BA, Head Men's and Women's Golf Coach and Health and Exercise Science Instructor
 - Brett Petersen, MS, Head Men's Hockey Coach, Ice Arena Manager, and Facility Scheduler

- Jared Phillips, BA, Assistant Athletics Director, Director of Compliance, and Director of Club Sports
- Rachele Sherden, BA, Head Volleyball Coach and Athletics Fundraiser
- Carlin Shoemaker, BA, Assistant Football Coach and Event Management Supervisor
- Coley Ries, MS, Head Softball Coach
- Alyssa Taylor, MS, Assistant Volleyball Coach and Strength and Conditioning Coach
- Vacant, BA, Assistant Football Coach and Health, Strength, and Conditioning Coach
- Thomas Valentini, PhD, Head Men's Tennis Coach and Title IX Deputy Coordinator
- Chris VanderHyde, BA, Assistant Men's Basketball Coach and Strength and Conditioning Coach
- Maggie Willis, MS, Assistant Athletic Trainer
- Andrew Woitas, BA, Assistant Baseball Coach
- Megan Ruble, MA, Associate Dean of Students
 - Heather Dale, MPA, Director of the Health Service
 - Nissa Fell, CNP, Assistant Director of Health Service
 - Mark Hanson, Recreation Program Coordinator
 - Andrea Junso, MS, Director of Campus Activities
 - Hayley Goddard, MSE, Assistant Director of Campus Activities
 - Amy Pehrson, MA, Director for Community Engagement
 - Hannah Repp, PsyD, LP, Director of the Counseling Center
 - Aaron Geringer, LP, MS, Assistant Director of the Counseling Center
 - Justine Schultz, GustieWell Coordinator

Sarah Ruble, PhD, Associate Provost and Dean of Academic Programs and Accreditation

- Deann Schloesser, MBA, Registrar
 - Jenny Rosin, Assistant Registrar

Michelle Twait, MA, MLS, Library Chair

- Adrianna Darden, MS, Archives Collections and Records Manager
- James Nickras, MLIS, Digital Collections Manager
- Melissa Perron, BS, Metadata and ILS Manager
- Kate Sonstebly, Acquisition and Cataloging Manager
- Sonja Timmerman, MS, Interlibrary Loan Manager

Office of the Vice President for Advancement

Thomas Young, BA, Vice President for Institutional Advancement

Ann Sponberg Peterson, MM, Associate Vice President for Advancement

- Stephen Bennett, PsyD, LP, Gift Planner
- Gwen Donev, BA, Director of Advancement Services
 - Teri Bauman, AAS, Assistant Director, Advancement Services
 - Annie Escalera, BA, Assistant Director of Donor Relations

- Angela Erickson, MA, MS, Director, Alumni & Parent Engagement
 - Kelsey Backer, BA, Assistant Director, Alumni & Parent Engagement, Reunion Programs
- Luke Hanson, MBA, Director of Planned and Reunion Giving
- Tammy Knudtson, BA, Director of Prospect Research
- William Kuehn, MEd, Gift Planner
- Jim Rothschiller, MDiv, Gift Planner
- Randall Stuckey, BA, Athletics Development and Engagement
- Nicole Swanson, BA, Director of the Gustavus Fund
 - Molly Milinkovich, MA, Assistant Director Gustavus Fund
 - Tricia Stenberg, BA, Special Gift Officer, Heritage Scholarships
 - Spencer Quiram, BA, Heritage Scholarship Coordinator

Office of the Vice President for Enrollment Management

Kim Frisch, MS, Vice President for Enrollment Management

Kirk Carlson, MS, Associate Vice President for Enrollment Management

- Jesus Hernandez Mejia, BS, Dean of Financial Aid
 - Sara Orth, BA, Director of Student Accounts
 - Jeff Ruble, BA, Associate Dean of Financial Aid
 - Vacant, Assistant Dean of Financial Aid

Tim Kennedy, BA, Vice President for Marketing and Communication

- Stephanie Ash, MFA, Senior Director, Editorial Content
 - Jesse Yeakle, BA, Photographer/Videographer
- Anna Deike, BFA, Director, Marketing Services
 - Dana Lamb, BS, Assistant Director, Communication Services
 - Miguel Sousa, MA, Director, Fine Arts Programs
 - Coleden Wedge, BA, Assistant Director, Fine Arts, Manager of Music Tours
- Luc Hatlestad, MS, Director, Media Relations and Internal Communication
- Barbara Larson Taylor, BA, Associate Vice President for Marketing and Communication
 - Matt Dobosenski, BA, Assistant Director, Institutional Events and Media Services
 - Sydney Noel, BA, Digital Content Specialist
- Neely Prenzlów, AA, Director, Design Services
 - Jennifer Kurth, AAS, Senior Graphic Designer
- Cameron Siewert, BA, Director, Sports Information

David Kogler, MA, Director of Admission Operations

- Lindsey Owens, MA, Senior Associate Dean of Admission
 - Elizabeth Vine, BA, Assistant Dean of Admission
- Jenna Ryan, BA, Assistant Director of Admission Operations

Theresa Naumann, BA, Dean of Admission

- Meghan Gallagher, Admission Counselor
- Reed Kottke, BA, Admission Counselor
- Rebecca Marz, Admission Counselor
- KP Pauly, MS, Assistant Dean of Admission
- Molly Smerillo, Admission Counselor

Lindsey Owens, MA, Senior Associate Dean of Admission

- Elizabeth Vine, BA, Assistant Dean of Admission

Office of the Vice President for Equity & Inclusion

Doug Thompson, PhD, Vice President for Equity & Inclusion

Thomas Flunker, MS, Director of the Center for Inclusive Excellence

- Vacant, Assistant Director of the Center for Inclusive Excellence

Matthew Hirman, MA, Director of the Center for International and Cultural Education

- Jeffrey Anderson, JD, Assistant Director of International Student and Scholar Services
- Pam Pearson, PhD, Multilingual and Intercultural Program Coordinator

Elizabeth Kubek, PhD, Director of Student Academic Success

Thomas McHugh, MS, Director of the Academic Support Center

- Jane Lalim, MS, Associate Director
- Corrie Odland, MS, Accessibility Resources Coordinator

Office of the Vice President for Finance and Treasurer

Curtis Kowaleski, MBA, CPA, Vice President for Finance and Treasurer, CFO

Kris Hank, BS, Associate Vice President for Financial Planning and Analysis

- Scott Reiten, MPH, Director of Environmental Health, Safety and Risk Management
 - Chris Gilbertson, Assistant Director of Campus Safety

Travis Jordan, Director of Physical Plant

- Paul Becker, Chief Operating Engineer
- Tammy Gingles-Baum, Custodial and Support Services Manager
- Peter Maiers, Landscape Services Manager
- Andrea Pearson, Office Manager for Facilities
- Vacant, Maintenance Manager
- Kari Wallin, Sustainability Program Manager
- Bruce Wilking, Transportation Services Manager

Steven Kjellgren, BA, Associate Vice President, Auxiliary Services

- Kevin Birr, BS, Assistant Director of Dining Service, Operations
- Neal Hagberg, MDiv, Director of Tennis and Life Camps
 - Calleigh Carlson, BA, Assistant Director of Tennis and Life Camps
- Jeri Miller, Dining Service Office Manager

- Scott Moeller, MS, Naturalist and Director of the Linnaeus Arboretum
- Adam Stewart, Executive Chef
- Margi Willmert, Assistant Director of Dining Service, Catering and Summer Programs
 - Stephanie Marsh, Assistant Manager of Catering and Summer Programs
- Karen Yess, BS, Director of Print and Mail Services
- Molly Yunkers, BS, Manager of the Book Mark
 - Erin Kuiper, BS, Assistant Book Mark Manager

Kelly Waldron, BA, CPA (inactive), Associate Vice President, Controller

- Vacant, BS, CPA, Director, Assistant Controller
- Barb Lundgren, BS, Director of Finance Operation and Payroll
- Sandra Sukalski, BS, CPA, Director, Tax

Office of the Vice President for Mission, Strategy, and Innovation

Katherine A. Tunheim, PhD, Vice President for Mission, Strategy, and Innovation

Jacque Christensen, BS, Director of Human Resources

- Nicole Goebel, BS, Assistant Director of Human Resources
- Jenny Schmidt, MBA, Talent Acquisition Manager

Grady I. St. Dennis, MDiv, Director of Church Relations and Director of the Continuous Pathway

- Laura Aase, MDiv, Continuous Growth Pathway Program Coordinator
- Elizabeth Hoium, Interim Chaplain
- Jodi Maas, BS, Assistant Director for Church Relations and Assistant to the Chaplains
- Chad Winterfeldt, DMA, Cantor

Tom Vecchione, PhD, Executive Director of Career Development

- Hector Aguilar, Assistant Director of Outcomes and Strategic Initiatives
- Heather Banks, MS, Senior Career Development Health Professionals Specialist
- Cynthia Favre, MS, Director of Vocation and Career Readiness
- Heidi Selzler Bahr, MS, Health Professionals Specialist
- Jill Van Osdol, MS, Assistant Director for Career Advising Initiatives
 - Julie Rudolf, BA, Career Development Specialist
 - Emilie Moeller, MS, Career Development Specialist

Professors Emeriti

Myron A. Anderson, 1959-1999

Gustavus Adolphus College, BS; Iowa State, MS, PhD
Department of Biology

Gregory Aune, 1995-2019

Concordia, Moorhead, BA; Iowa, MA, DMA
Department of Music

Glenn Barnette, 1997-2014

Northwestern State, BS; Rutgers, MBA; Rensselaer Polytechnic Institute, PhD
Department of Economics and Management

Ann P. Brady, 1976-1996

Trinity College, BA; Catholic University, MA; North Carolina, PhD
Department of English

John E. Braun, 1971-2001

Calvin, BA; Michigan, MA; Calvin Theological Seminary, BD; Michigan, PhD
Department of Communication Studies

Claude C. Brew, 1969-2008 Hamline, BA; Ohio, MA, PhD

Department of English

Milton Brostrom, 1955-1991

Gustavus Adolphus College, BA; Minnesota, MA
Department of Mathematics and Computer Science

John L. Bungum, 1979-2008

Luther, BA; Iowa, MA; Nebraska, PhD
Department of Economics and Management

Kevin B. Byrne, 1971-2011 Providence, BA; Duke, MA, PhD

Department of History

Eric Josef Carlson, 1990-2019 UCLA, BA, MA; Harvard, AM, PhD

Department of History

Keith J. Carlson, 1966-2002

Gustavus Adolphus College, BS; Iowa State, MS; Chicago, PhD
Department of Geology

Verlin D. Carlson, 1963-1996

Gustavus Adolphus, BA; Vanderbilt, PhD
Department of Psychological Science

Jane F. Coleman, 1992-2007

Wisconsin-Oshkosh, BS; South Dakota, MS
Department of Nursing

Deane W. Curtin, 1978-2015 Hamline, BA; Iowa, MA, PhD
Department of Philosophy

Laurent Déchery, 1988-2020 BA, MA, PhD Paris
Departments of Modern Languages, Literatures, and Cultures and Philosophy

Carolyn Dobler, 1992-2015
Augustana, Rock Island, BA; Iowa, MS, PhD
Department of Mathematics and Computer Science

Robert B. Douglas, 1973-2012
Valparaiso, BA; Indiana, MA; Michigan, PhD
Department of Geography

Deborah Downs-Miers, 1977-2015 Texas Christian, BA, MA; Missouri, PhD
Department of English

Hayden Duncan, 1986-2012
Cardinal Stritch, BA; Wisconsin, MA, PhD
Department of Modern Languages, Literatures, and Cultures

Thomas A. Emmert, 1973-2011 St. Olaf, BA; Stanford, MA, PhD
Department of History

Guenter Esslinger, 1967-1988 Jamestown, BA; Minnesota, MA
Library

Michael Ferragamo, 1998–2022
Boston University, BA; SUNY-Stony Brook, MA; Brown University, PhD
Department of Biology & Psychological Science

David Fienen, 1973-2011
Indiana, BMus; Concordia Theological Seminary, MAREl; Minnesota, DMA
Department of Music

Barbara Fister, 1987-2019 Kentucky, BA; Texas, MLIS
Library

Patricia A. Freiert, 1974-2002
Cornell, BA; Yale, MAT; Minnesota, PhD
Department of Classics

William K. Freiert, 1972-2010
St. Louis, BA, MA; Minnesota, PhD
Department of Classics

Richard M. Fuller, 1968-1999
DePauw, BA; Minnesota, MA; Michigan State, PhD
Department of Physics

Judith Gardner, 1993-2007 Northwestern, BSN. Minnesota, MSN
Department of Nursing

Robert M. Gardner, 1971-2007

Oberlin, BA; California-Berkeley, MA, PhD

Department of Theatre and Dance

Patric Giesler, 1999-2018 Oberlin, BA; Brandeis, MA, PhD

Department of Sociology and Anthropology

Deborah Goodwin, 2001-2017 Smith, AB; Notre Dame, MA, PhD

Department of Religion

Thomas A. Gover, 1967-2000 Kentucky, BS; Wisconsin, PhD

Department of Chemistry

Anne-Marie Gronhvd, 1988-2013 Minnesota, BS, MA, PhD

Department of Modern Languages, Literatures, and Cultures

Michael J. Haeuser, 1981-2007 Wisconsin, BA, MA, MLS

Library, College Archivist

Max Hailperin, 1990-2016

Massachusetts Institute of Technology, SB; Stanford, PhD

Department of Mathematics, Computer Science, and Statistics

Henry Hays Jr., 1999-2011

Washburn, BA; Kansas State, MA, PhD

Department of Economics and Management

William H. Heidcamp, 1973-2008 Siena, BS; Pittsburgh, PhD

Department of Biology

Dennis C. Henry, 1979-2009 Wabash, AB; Purdue, MS; Iowa, PhD

Department of Physics

Jeanne Herman, 1978-2014

Wisconsin-River Falls, BS; Minnesota, MEd, PhD

Department of Health and Exercise Science

Richard A. Hilbert, 1978-2013

San Diego, BA; California-Santa Barbara, MA, PhD

Department of Sociology and Anthropology

John M. Holte, 1976-2012

California Institute of Technology, BS; Wisconsin, MS, PhD

Department of Mathematics and Computer Science

Douglas Huff, 1974-2017

Concordia, Moorhead, BA; Missouri, MA, PhD

Department of Philosophy

Michael Hvidsten, 1987-2021 Saint Olaf, BA; Illinois, MS, PhD

Department of Mathematics, Computer Science, and Statistics

Samiha Ibrahim, 1970-2000

Ain Shams (Egypt), BS; Minnesota, PhD

Department of Mathematics and Computer Science

Robert Irvin, 1987-2014

California-Riverside, BA, MA; Wisconsin, PhD

Department of Modern Languages, Literatures, and Cultures

Darrell Jodock, 1999-2011

St. Olaf, BA; Luther Theological Seminary, BD; Yale, PhD

Department of Religion

Bruce H. Johnson, 1986-2015

Mankato State, BS; Indiana, MBA; Houston, PhD

Department of Economics and Management

Cindy Johnson, 1995-2019

Bemidji State, BS; Iowa State, MS, PhD

Department of Biology

Ellis J. Jones, 1958-1998

Gustavus Adolphus, BA; Minnesota, MA; North Dakota, EdD

Department of Economics and Management

Michael Jorgensen, 1991-2019

BM, Indiana, 1977; MM, Northwestern, 1981; DA, Ball State, 1995

Department of Music

Barbara Knight Kaiser, 1984-2015 Rochester, BA, MA; Brandeis, PhD

Department of Mathematics and Computer Science

Patricia Kazarow, 1984-2011

Loretto Heights, BA; Michigan, MM, DMA

Department of Music

Karl W. Knight, 1983-2013 Nebraska, BA, MA; Brandeis, PhD

Department of Mathematics and Computer Science

Gretchen Koehler, 1968-2004

Winona State, BS; Brigham Young, MS, EdD

Department of Health and Exercise Science

Mark E. Lammers, 1970-2018

Mankato State, BS, MS; Minnesota, PhD

Research Professor of Music

John M. Lammert, 1982-2014 Valparaiso, BA, MA; Illinois, PhD

Department of Biology

Karen Larson, 1977-2012

College of the Pacific (Raymond College), BA; California, PhD

Department of Anthropology and Interdisciplinary Studies

Horst E. Ludwig, 1965-2012

Martino-Katharineum, Braunschweig, Abitur; Freie Universitat, Berlin, Philosophikum, Staatsexamen;
Minnesota, MA

Department of Modern Languages, Literatures, and Cultures

Gregory H. Mason, 1971-2008 Sussex, BA; Wisconsin, MA, PhD
Department of English

Bruce McClain, 1965-2011
Wisconsin-Platteville, BS; Wisconsin, MS, MFA
Department of Art and Art History

John McKay, 1976-2004
McGill, BM; Eastman, MM, DMA
Department of Music

Roger McKnight, 1975-2007
Southern Illinois, BA, MA; Minnesota, PhD
Department of Scandinavian Studies

Kay Moline, 1970-2000 Minnesota, BS; Mankato State, MS
Department of Nursing

Robert T. Moline, 1961-1998
Augustana, BA; Illinois, MA; Minnesota, PhD
Department of Geography

Douglas Nimmo, 1987-2014
Minnesota-Duluth, BS; Vandercook College of Music, MMEd; Arizona State, DMA
Department of Music

Byron Nordstrom, 1974-2009 Lawrence, BA; Minnesota, MA, PhD
Departments of History and Scandinavian Studies

Carolyn O'Grady, 1994-2015
Memorial University of Newfoundland, BA; Columbia, MA; Massachusetts Amherst, EdD
Department of Education

Rick Orpen, 1980-2016 Minnesota, BS, MA, PhD
Department of Music

Donald Ostrom, 1972-2004
St. Olaf, BA; Washington University, Missouri, MA, PhD
Department of Political Science

Lawrence Owen, 1963-1996
Hardin-Simmons, BA; Wyoming, MA
Department of English

Garrett E. Paul, 1983-2014 Wabash, AB; Chicago, MA, PhD
Department of Religion

Algene A. Pearson, 1973-2006
Augustana, Rock Island, BA; George Peabody, MA, PhD
Department of Education

Ann Pesavento, 1978-2011

St. Catherine, BA; Butler, MM; Northern Colorado, DA
Department of Music

Lois Peterson, 1989-2016

Wisconsin-La Crosse, BS; Texas Tech, MFA
Department of Art and Art History

Debra Pitton, 1997-2019

Loras, BA; Northeastern Illinois, MEd; North Texas, PhD
Department of Education

Lawrence Potts, 1972-2008 Oberlin, BA; Minnesota, PhD

Department of Chemistry

Dennis P. Raarup, 1968-2005

Gustavus Adolphus, BS; Minnesota, MA; Northern Colorado, EdD
Department of Health and Exercise Science

David A. Reese, 1979-2014

New Mexico, BS; Miami, JD; Virginia, PhD
Department of Economics and Management

Brenda Reinholtz, 1974-2005

Gustavus Adolphus, BA; Mankato State, MS
Department of Health and Exercise Science

Gary Reinholtz, 1976-2004 Mankato State, BS, MS

Department of Health and Exercise Science

Ronald E. Rietz, 1971-2020

Concordia, Moorhead, BA; Nebraska, MA; Minnesota, PhD
Department of Mathematics, Computer Science, and Statistics

Timothy C. Robinson, 1969-2014 Gustavus Adolphus, BA; Minnesota, PhD

Department of Psychological Science

Donald Scheese, 1992-2017 Temple, BA; Idaho, MA; Iowa, PhD

Department of English

Barbara E. Simpson, 1971-2014 Washington State; BS, MS, PhD

Department of Psychological Science

Mary Solberg, 1996-2015

Swarthmore, BA; Adelphi, MSW; Lutheran School of Theology at Chicago, MA; Union Theological
Seminary, PhD
Department of Religion

Allan G. Splittgerber, 1966-2007 Nebraska, BA; Colorado, PhD

Department of Chemistry

Paula Swiggum, 1996-2011 Minnesota, BS, MS
Department of Nursing

Roland B.T. Thorstensson, 1971-2010 Washington, BA, MA, PhD
Department of Scandinavian Studies

Bruce Van Duser, 1992-2021
North Texas, BS, MS; Texas A & M, PhD
Department of Health and Exercise Science

Norman Walbek, 1976-2001 Antioch, BA; Northwestern, MA, PhD
Department of Political Science

James Welsh, 1979-2017
Saint Thomas, BA; Minnesota-Duluth, MS; Wisconsin, PhD
Department of Geology

Kate Wittenstein, 1986-2018
Bard, BA; Purdue, MA; Boston, PhD
Department of History

Lawrence Wohl, 1983-2022
Jamestown, BA; Washington State, MA, PhD
Department of Economics and Management

Linnea Wren, 1976-2015
Radcliffe, BA; Harvard, MA; Minnesota, PhD
Department of Art and Art History

Steve Wright, 1990-2014
Iowa, BM; Minnesota, MM, DMA
Department of Music

Research Professors

Florence Amamoto, 1990-2018

Stanford, AB; Harvard, MAT; Virginia, MA, PhD
Department of English

Elizabeth Baer, 1992-2015

Manhattanville, BA; New York, MA; Indiana, PhD
Department of English

Denis Crnković, 1984-2019

Franklin and Marshall, BA; Yale, MA, MPhil, PhD
Department of Modern Languages, Literatures & Cultures

Colleen Jacks, 1988-2019

Gustavus Adolphus, BA; Minnesota, PhD
Department of Biology

Michele Koomen, 2000-2019

California-Northridge, BA; Fresno Pacific, MEd; Minnesota, PhD
Department of Education

Mark G. Kruger, 1981–2022 Carthage, BA; Dartmouth, PhD

Department of Psychological Science

Charles Niederriter, 1985-2022

Gannon College, BS; Ohio University, MS, PhD
Department of Physics

Michele Rusinko, 1988–2022 Saint Olaf, BA; Arizona State, MFA

Department of Theatre and Dance

Joyce Sutphen, 1993-2018 Minnesota, BA, MA, PhD

Department of English

Janine Wotton, 2002-2021

Adelaide, Australia, BS; BA, Flinders, Australia, BA; Brown, MS, PhD
Department of Psychological Science

Barbara Zust, 2000-2022

Gustavus Adolphus College, BA; Minnesota, BS, PhD.
Department of Nursing

Retired Administrators

Bruce Aarsvold, 1994-2018

Director of Gustavus Technology Services

Paul Aasen, 1978-2000

Director of Student Financial Assistance

Mark H. Anderson, 1978-2010

Vice President for Admission and Financial Aid

Al Behrends, 1977-2017 Director, Fine Arts Programs

Kirk Beyer, 1993-2015 Director of Human Resources

Marilyn Beyer, 2004-2013

Assistant Director of Church Relations and Community Engagement

Anders Björling, 1962-1998

Controller

Lynn Boehne, 1974-2011 Director of Admission Services

Elaine Brostrom, 1978-1992 Director of Public Affairs

Lynn Burg, 1974-1985, 1989-2015

Cataloging Coordinator

Helen Carter, 1959-1991 Director of Student Loans

Diane Christensen, 1993-2021 Acquisitions and Cataloging Manager

Laurie Dietrich, 1990-2017

Planned Gifts, Marketing and Administration, Gift Planning

Darlene Dillavou, 1996-2015 Financial Aid Counselor

Judy Douglas, 1976-2013

Director of Peer Education and Chemical Health

Richard Elvee, 1962-2000 Chaplain

Bruce Gray, 1963-1998

Senior Development Associate, Planned Gifts

Mary Gunderson, 1991-2021 Assistant Registrar

Donna Hewitt, 1997-2021 Director of Admissions Operations

Jean Heidcamp, 1987-2006 Assistant to the Dean

Steve Hogberg, 1999-2009 Development Associate, Planned Gifts

Joel Jackson, 1975-2014 Network Engineer, GTS

C.W. (Tim) Johnson, 1977-1998 Director of Postal Services

Julie A. Johnson, 1973-1982, 1984-2013

Director of Academic Advising

Dennis J. Johnson, 1985-2000, 2002-2003

Vice President for Development and College Relations, President

Lynne Johnson, 2003-2018 Director of Prospect Research

Willis Lindquist, 1963-1998 Equipment Specialist

Donna Loken, 1986-2015

Student Loan Accounts Coordinator

Kathie M. Martin, 1971-2008 Interlibrary Loan Manager

Ursula McRostie, 1967-1996 Development Associate, Research

Doug Minter, 1985-1997 and 2008-2021 Dean of Financial Aid

Alan Molde, 1998-2012

Director of Intercollegiate Athletics

Carol Moline, 1989-2006 Study Abroad Advisor

Jack Niemi, 2002-2005

Vice President for Church Relations

Jack R. Ohle, 2008-2014 President

Owen E. Sammelson, 1960-2006 Vice President for Administration

Linda Shaw, 1999-2015

Assistant Director CICE and Coordinator of January Off-Campus Study

Christine Sutton, 1990-2013 Custodial Supervisor

Thomas Thorkelson, 1985-2009

Track Coach and Athletic Special Events Coordinator

Paul Tillquist, 1963-1965, 1973-1995, 2003-2014

Executive Consultant, Gift Planning

Ron Timmerman, 1980-2015

Associate Director, Advancement Services

Dean Wahlund, 1972-2015

Director, Communication Services and Special Events

Steve Waldhauser, 1977-2015 Director, Editorial Services

Kristianne Westphal, 1988-2021 Registrar

David L. Wicklund, 1970-2007 Registrar

Robert W. Weisenfeld, 1988-2015

Director of Government Grant and Sponsored Programs

Kenneth C. Westphal, 1988-2016

Vice President for Finance and Treasurer

Warren Wunderlich, 1992-2016 Director of Physical Plant

Karen Zins, 1980-2011 Book Mark Manager

President

Rebecca M. Bergman, 2014-

BS, Princeton, 1978

Provost and Dean of the College

Brenda Kelly, 2002-

BS, Creighton, 1995; PhD, Washington, 2000

Provost and Dean of the College and Associate Professor of Biology and Chemistry

Sarah Bridges, 2016-

BA, University of Iowa, 2001; MA, Case Western Reserve University, 2003;

PhD, Case Western Reserve University, 2016

Associate Provost and Dean of Research and Strategic Initiatives

Kyle Chambers, 2008-

BA, Oklahoma State University, 1998; MA, PhD, University of Illinois at Urbana-Champaign, 2002, 2004,

Dean of Academic Analytics and Innovation

Pam Conners, 2011-

BA, Bates College, 2000; MA, University of North Carolina, 2002; PhD, University of Wisconsin, Madison, 2011.

Dean of Faculty Development

Sarah Ruble, 2007--

BA, Seattle Pacific University, 1999; MTS, Duke Divinity School, 2002; PhD, Duke University, 2007.

Associate Provost and Dean of Academic Programs and Accreditation and Professor of Religion

Faculty

Jennifer Ackil, 1995-

BA, Lawrence, 1990; MA, PhD, Kent State, 1992, 1995. Professor of Psychological Science

Ana Adams, 2007-

BA, BM, MA, PhD, Minnesota, 2000, 2001, 2002, 2007.

Associate Professor of Modern Languages, Literatures & Cultures

Katelyn Aguilar, 2021-

BA, DePauw University, 2005; MA, Indiana University, 2009; PhD, University of Connecticut, 2021.

Assistant Professor of History

Michael Alexander, 2023-

BM, Eastman School of Music, 2011; MM, New England Conservatory, 2014.

Instructor of the Practice of Music

Aron B. Anderson, 2011–

BS, University of Minnesota-Minneapolis, 1985; MS, PhD, Stanford, 1987, 1991.
Visiting Assistant Professor of Chemistry

Hagar Attia, 2021-

BA, MA, California State University-Fresno, 2008, 2010; PhD, University of Maryland-College Park, 2021.
Assistant Professor of Communication Studies

Amy Bailey, 2023-

BS, Moorhead State University, 1996, 1999; MA, Minnesota State University, 2018.
Instructor of the Practice of Education

John Bailey, 2022-

MPhys, University of Kent, 1997; MS, PhD, University of Hawaii at Manoa, 2001, 2005. Visiting Assistant
Professor of Geology and Earth Sciences

Aaron Banks, 2002–

BA, Concordia, Moorhead, 1996; MS, Miami University, Ohio, 1998; EdD, University of Northern
Colorado, 2001.
Professor of Health and Exercise Science

Julie K. Bartley, 2009–

AB, Bryn Mawr, 1988; MS, PhD, University of California-Los Angeles, 1990, 1994.
Professor of Geology

S  verine Val  rie Bates, 2013–14, 2021–

Licence, Ma  trise, Universit   Paul Val  ry, 2002, 2004; MA, PhD, University of Minnesota-Minneapolis,
2008, 2015. Assistant Professor of Modern Languages, Literatures, and Cultures

Alexandra Berndt, 2018–

BM, Northwestern University, 2008; MM, New England Conservatory, 2010; DMA, University of
Minnesota-Minneapolis, 2016.
Assistant Professor of the Practice of Music

Margaret Bloch Qazi, 2003–

BA, Wellesley College, 1991; PhD, Tufts University, 1999. Professor of Biology.

Laura Bowyer, 2009–

BS, Minnesota State University-Mankato, 1993; MS, Lindenwood University, 1998.
Assistant Professor of the Practice of Business and Economics

Jonathan Brandt, 2014–

BMus, University of Southern California, 2004; MM, Rice University, 2007; DMA, University of
Minnesota-Minneapolis, 2014.
Assistant Professor of the Practice of Music

Mark J. Braun, 1990–2007, 2011–

BS, MA, Minnesota State University-Mankato, 1981, 1988; PhD, University of Minnesota, 1990.
Professor of Communication Studies

Hsiao Wei Breeden, 2023-

AA, Saint Catherine University/Saint Mary's Junior College, 1997; BSN, Metropolitan State University, 2010; MSN, Chamberlain University, 2023.
Clinical Instructor of Nursing

Priscilla Briggs, 2003–

BA, Carnegie Mellon, 1989; MFA, Maryland Institute College of Art, 2000.
Professor of Art and Art History

Breena Brockmann, 2019–

BA, Ripon College, 2012; MA, PhD University of Georgia-Athens, 2017, 2019.
Visiting Assistant Professor of Communication Studies

Marian Broida, 2015–

BA, Antioch University, 1979; MS, Pace University, 1984; MA, PhD, Emory University, 2006, 2013.
Adjunct Assistant Professor of Religion

Joshua Brown, 2012–

BA, Carleton College, 1998; PhD, Massachusetts Institute of Technology, 2000; MA, Tufts University, 2002; PhD, University of Michigan, 2009.
Associate Professor of Philosophy

Alexandra T. Bryant, 2016–

BM, Cleveland Institute of Music, 2008; MM, Rice University, 2010; DMA, University of Maryland, 2015.
Visiting Assistant Professor of Music

Philip Bryant, 1989–

BA, Gustavus Adolphus College, 1973; MFA, Columbia, 1975.
Professor of English

Marcia J. Bunge, 1995–1997, 2013–

BA, Saint Olaf College, 1976; MA, PhD, The University of Chicago, 1979, 1986.
Professor of Religion; Rev. Drell and Adeline Bernhardson Distinguished Chair of Lutheran Studies

Scott K. Bur, 2003–

BS, University of Michigan, 1989; PhD, University of Texas-Austin, 2000.
Professor of Chemistry

Ella Burnham, 2021-

BS, Saint Catherine University, 2016; MS, PhD, University of Nebraska-Lincoln, 2018, 2021.
Assistant Professor of Mathematics, Computer Science, and Statistics

Laura S. Burrack, 2015–

BA, Macalester College, 2002; PhD, Harvard University, 2008.
Assistant Professor of Biology

Betsy R. Byers, 2011–

BA, Saint Olaf College, 2002; MFA, Minneapolis College of Art and Design, 2008.
Professor of Art and Art History

Tara Cadenhead, 2023-

BA, Gustavus Adolphus College, 1997; MBA, University of St. Thomas, 2006.
Instructor of the Practice of Business and Economics

John Cha, 1997–

BA, Quincy College, 1986; MA, PhD, Northwestern, 1992, 1997.
Associate Professor of Religion

Baili Chen, 2008–

BS, MS, Fudan University, Shanghai, China, 1992, 1995; PhD, Texas Tech, 2005.
Associate Professor of Mathematics, Computer Science, and Statistics

Molly Clinefelter, 2008–

BA, Graceland University, 2000; MM, Westminster Choir College, Rider University, 2002.
Instructor of the Practice of Music

Sean D. Cobb, 2008–

BA, MA, PhD, University of Arizona, 1995, 2001, 2007.
Associate Professor of English

Thia Cooper, 2005–

AB, Brown, 1996; MSc, School of Oriental and African Studies, United Kingdom, 1997; MTh,
PhD, Edinburgh, United Kingdom, 1999, 2004.
Professor of Religion

J. Blake Couey, 2009–

BA, Mercer University, 1999; MDiv, PhD, Princeton Theological Seminary, 2002, 2009.
Professor of Religion

Jaren Crist, 2023-

BS, Sam Houston State University; 2018; ABD, Texas A&M University, 2023.
Instructor of Psychological Science

Jeffrey Dahlseid, 2002–

BA, Gustavus Adolphus College, 1990; PhD, Northwestern University, 1995.
Associate Professor of Chemistry & Biology

Nicolas Darcourt, 2012–

BFA, Northern Michigan University, 2001; MFA, University of Minnesota-Minneapolis, 2006.
Continuing Assistant Professor of Art and Art History and Studio and Visual Arts Programs Manager

Kayla C. De Lorme, 2013–

BA, Hamline University, 2005; MA, PhD, Michigan State University-East Lansing, 2009, 2013.
Associate Professor of Psychological Science

Brandon L. Dean, 2011–

BA, Luther College, 2000; MM University of Nebraska-Lincoln, 2003; DMA, University of Cincinnati, 2011.
Associate Professor of Music; Jon and Anita Thomsen Young Distinguished Chair of Music

Lisa Dembouski, 2014–

BA, Saint Benedict/Saint John's University, 1989; MEd, PhD, University of Minnesota, 1999, 2010.
Associate Professor of Education

James H. DeVoll, 2011–

BM, University of Cincinnati College-Conservatory of Music, 1998; MM, Yale, 2004; PhD, University of Minnesota-Minneapolis, 2011.
Assistant Professor of the Practice of Music

Darsa Donelan, 2016–

AA, Berkshire Community College, 2006; BA, BS, Massachusetts College of Liberal Arts, 2009, 2009; MS, PhD, University of Florida, 2011, 2016.
Senior Continuing Assistant Professor of Physics

Jillian Downey, 2019–

BA, Gustavus Adolphus College, 2008; MS, University of Iowa, 2010; PhD, Iowa State University, 2017.
Assistant Professor of Mathematics, Computer Science and Statistics

Hannah Drea, 2023-

AA, Bethany Lutheran College, 1998; BS, MA, BSN, Minnesota State University-Mankato, 2001, 2006, 2009.
Visiting Instructor of Nursing

K. Angelique Dwyer, 2010–

BA, Instituto Tecnológico y de Estudios Superiores de Occidente, 2000; MA, PhD, University of Iowa, 2004, 2010.
Associate Professor of Modern Languages, Literatures and Cultures

Seán Easton, 2007–

BA, Oberlin College, 1994; MA, PhD, University of California-Los Angeles, 1997, 2003.
Professor of Latin, Greek and Classical Studies

Eric E. Elias, 2007–

BS, University of Minnesota-Minneapolis, 1996; MS, Minnesota State University-Mankato, 2005.
Senior Continuing Lab Instructor of Biology

Casey D. Elledge, 2002–

BA, Centenary, 1994; MDiv, PhD, Princeton Theological Seminary, 1997, 2001.
Professor of Religion

John Engebretson, 2006–

BA, Gustavus Adolphus College, 1991; MM, MM Northwestern, 1995, 1998.
Instructor of the Practice of Music

Jeffrey Engelhardt, 2014–

BA, Gustavus Adolphus College, 1993.
Continuing Lab Instructor of Mathematics, Computer Science, and Statistics

Patricia English-Schneider, 2001–

BA, Northern Illinois University, 1988; MS, PhD, Southern Illinois University, 1992, 2000.
Professor of Communication Studies

Rolf Erdahl, 2007–

BA, Saint Olaf College, 1982; MM, University of Minnesota, 1984; DMA, Peabody Conservatory, 1994.
Assistant Professor of the Practice of Music

Sarah Erickson-Lume, 2001–

BA, Sarah Lawrence, 1992; MA, Carnegie Mellon, 1999.
Instructor of the Practice of Music

Paul Estenson, 1986–

BA, North Dakota State University, 1982; MA, PhD, University of Nebraska, 1985, 1986.
Associate Professor of Business and Economics

Vita Faychuk, 2017-

BS, National University "Ostroh Academy," 2001; MA, Kyiv School of Economics, 2003;
PhD, Indiana University, 2013.
Assistant Professor of Business and Economics

Dongji Feng, 2023-

BS, Shanxi University, 2016; MS, Auburn University, 2018.
Instructor of Mathematics, Computer Science, and Statistics

Michael Ferragamo, 1998-

BA, Boston University, 1982; MA, SUNY-Stony Brook, 1987; PhD, Brown University, 1994.
Adjunct Emeritus Professor of Psychological Science

Rachel Flynn, 2018-2020; 2023-

BA, University of Minnesota, 2009; MA, University of Wisconsin-Madison, 2018.
Instructor and Academic Librarian

Vera Foley, 2018-

BA, Mount Holyoke College, 2010; MA, PhD, University of North Carolina at Chapel Hill, 2012, 2016.
Visiting Assistant Professor of English

Jeffrey M. Ford, 2016-

BA, Gustavus Adolphus College, 2002; MA, Minnesota State University-Mankato, 2011; PhD, Auburn, 2017.
Visiting Assistant Professor of Mathematics, Computer Science, and Statistics

Jane Frandsen, 2021-

BS, Denison University, 2014; PhD, The Ohio State University, 2019.
Assistant Professor of Chemistry and Biology

Rebecca T. Fremo, 2000-

BA, MA, Virginia Polytechnic Institute, 1991, 1995; PhD, Ohio State, 2000.
Professor of English

Mary Gaebler, 2003-

BA, University of Wisconsin-Madison, 1974; MDiv, Lutheran Theological Seminary, Philadelphia, 1990;
S.T.M., MA, PhD, Yale University, 1991, 1994, 2003.
Associate Professor of Religion

Loramy Gerstbauer, 2001-

BA, Wheaton, 1993; MA, PhD, Notre Dame, 1998, 2001.
Professor of Political Science

Christopher Gilbert, 1991-

BA, Moravian College, 1986; PhD, Washington University-St. Louis, 1990.
Professor of Political Science

Julie Gilbert, 2006-

BA, Gustavus Adolphus College, 1999; MA, Saint John's University School of Theology and Seminary,
2003; MLS, Dominican University, 2005.
Professor and Academic Librarian

Jon Ivan Gill, 2020-

BA, Judson University, 2003; MA, McCormick Theological Seminary, 2007; MTh, Lutheran School of
Theology, 2009; MA, PhD, Claremont Graduate University, 2016, 2016.
Assistant Professor of Philosophy

Wade Green, 2021-

A.S., Howard College, 2004; BS, Southwestern University, 2017; M.Ed., Hardin-Simmons University, 2010; D.A.T., A.T. Still University-Mesa, 2018.

Visiting Assistant Professor of Health and Exercise Science

Jon Grinnell, 2001-

BS, California Polytechnic State, 1986; PhD, University of Minnesota, 1994.

Associate Professor of Biology

Tiffany L. Grobelski, 2019-

BA, Northwestern University, 2006; MA, PhD, Washington, 2010, 2016.

Assistant Professor of Geography

Erik L. Gulbranson, 2019-

BS, University of Minnesota-Duluth, 2006; PhD, University of California-Davis, 2011.

Continuing Assistant Professor and Chemical Hygiene and Lab Safety Officer

Sue Gunness, 2000-

BS, Minnesota State University-Moorhead, 1982.

Senior Continuing Instructor of Theatre and Dance

Heather A. Haemig, 2010-

BA, Saint Olaf College, 2000; PhD, University of Minnesota-Minneapolis, 2006.

Senior Continuing Assistant Professor of Biochemistry and Molecular Biology

Jozsef Hajos, 2022-

BEng, MEng, Budapest University of Technology, 1990, 1993; MS, University of Szeged, 1993; PhD, Eotvos Lorand University, 2001.

Visiting Assistant Professor of Chemistry

Joshua Harbitz, 2009-

BS, Minnesota State University-Mankato, 2002; DC, Northwestern Health Sciences University, 2005.

Senior Continuing Instructor of Health and Exercise Science

Kiki Harbitz, 2004-

BS, MS, Minnesota State University-Mankato, 2002, 2005.

Senior Continuing Instructor of Health and Exercise Science

Catherine Harms, 2016-

BA, Gustavus Adolphus College, 1985; MBA, University of Minnesota, 1990.

Senior Continuing Instructor of Business and Economics

Sarah Elizabeth Hauss, 2011-

BA, University of Oregon, 1989; MFA, University of Colorado, 2001.

Continuing Assistant Professor of Theatre and Dance

Patrick J. Heath, 2019–

BS, University of Wisconsin-Madison, 2008; MA, University of Minnesota-Twin Cities, 2013; PhD, Iowa State University, 2019.

Assistant Professor of Psychological Science

Lauren N. Hecht, 2010–

BA, Albion, 2003; PhD, University of Iowa, 2009.

Associate Professor of Psychological Science

Lisa Heldke, 1988–

BA, Gustavus Adolphus College, 1982; MA, PhD, Northwestern University, 1984, 1986.

Professor of Philosophy

Jessica Helget, 2012–

BA, Gustavus Adolphus College, 2011; MS, St. Catherine University, 2021.

Continuing Instructor of Nursing

Jeffrey Hess, 2012–

BA, University of Wisconsin-Green Bay, 1991; MM, DMA, University of Minnesota, 2003, 2009.

Assistant Professor of the Practice of Music

Laura A. Hildreth, 2020–

BA, University of Minnesota-Morris, 2006; MS, University of Minnesota-Twin Cities, 2007; PhD, Iowa State University, 2013.

Assistant Professor of Mathematics, Computer Science and Statistics

Ian Hill, 2015–

BA, Carleton College, 2007; PhD, University of Minnesota, 2013.

Continuing Assistant Professor of Chemistry

Lucille Holmgreen, 2017–

BA, The Ohio State University, 2006; MS, PhD, Marquette University, 2010, 2014.

Assistant Professor of Psychological Science

Yurie Hong, 2007–

BA, University of California-Los Angeles, 1999; MA, PhD, University of Washington-Seattle, 2002, 2007.

Professor of Latin, Greek and Classical Studies

Lonnie Hosman, 2018–

BS, South Dakota School of Mines, 1984; MBA, MPA, University of Washington, 1991, 1991.

Continuing Assistant Professor of Business and Economics

Thomas Huber, 1989–

BS, Saint John's University, 1983; PhD, University of Wyoming, 1989.

Professor of Physics

Kayla Hubley,

BA, Gustavus Adolphus College, 2014; MA, St. Catherine University, 2019.
Clinical Instructor of Nursing

Anna J. Hulseberg, 2008–

BA, Northwestern University, 1992; MS, University of Illinois, 1996;
MA, Minnesota State University-Mankato, 2008.
Associate Professor and Academic Librarian

Jessica Imholte, 2007–

BA, Carroll College, 2005; MS, University of Minnesota, 2007.
Senior Continuing Lab Instructor of Chemistry

Katrina L. Imison, 2008–

BA, University of Queensland, 1989; MS, PhD, Purdue University, 1999, 2008.
Associate Professor of Education

Emma E. Jasnoch, 2022–

BA, Gustavus Adolphus College, 2016; MA, A.B.D., University of Minnesota-Twin Cities, 2018, 2022.
Assistant Professor of the Practice of Modern Languages, Literatures, and Cultures

Jeff A. Jenson, 2007–

BS, South Dakota State University-Brookings, 1997; MA, Minnesota State University-Mankato, 2003;
M.L.I.S., University of Wisconsin-Milwaukee, 2006.
Associate Professor and Academic Librarian

Jeff Jeremiason, 2002–

BA, Augustana College, Sioux Falls, 1990; MS, PhD, University of Minnesota, 1993, 1997.
Professor of Chemistry

David E. Jessup, 2014–

BA, Rice University, 1998; MA, University of Alaska, 2001; PhD, University of Washington, 2014.
Visiting Instructor of Scandinavian Studies

María Kalbermatten, 2006–

BS, Catholic University of Santa Fe, Argentina, 1999; PhD, University of Minnesota, 2006.
Associate Professor of Modern Languages, Literatures and Cultures

Gregory Kaster, 1986–

BA, Northern Illinois University, 1978; PhD, Boston University, 1990.
Professor of History

Yuta Kawarasaki, 2013–

BA, Ottawa University, 2007; PhD, Miami University, 2013.
Associate Professor of Biology

Kathleen A. Keller, 2011–

BA, University of Notre Dame, 1999; PhD, Rutgers University, 2007.
Professor of History

Lori Carsen Kelly, 1992–

BA, Gustavus Adolphus College, 1983; MA, MPhil, PhD, Columbia University, 1986, 1988, 1992.
Senior Continuing Assistant Professor of Political Science

Andrew Kendall, 2022–

BA, Gustavus Adolphus College, 2015; MM, Louisiana State University, 2020;
A.B.D., University of Iowa, 2023.
Visiting Instructor of Music

Robert Kendrick, 2009–

BA, University of Texas-Austin, 1995; MA, PhD, University of Chicago, 2002, 2005.
Associate Professor of English

Samuel Kessler, 2018–

BA, New York University, 2010; MA, PhD, The University of North Carolina at Chapel Hill, 2013, 2016.
Assistant Professor of Religion

Pamela Kittelson, 1999–

BA, Colorado College, 1988; MA, Humboldt State University, 1993;
PhD, University of California-Davis, 1998.
Professor of Biology

Justin Knoepfel, 2009–

BA, Luther College, 2004; MM, PhD, University of Minnesota-Minneapolis, 2006, 2010.
Associate Professor of Music

Katherine Knutson, 2005–

BA, Linfield College, 1999; MA, PhD, University of Washington, 2001, 2005. Professor of Political Science

Amy E. Kochsiek, 2013–

BA, Saint Olaf College, 2000; PhD, University of Nebraska-Lincoln, 2010.
Continuing Assistant Professor of Biology

David A. Kozisek, 2016–

BM, DePauw University; MM, University of Michigan, 2007; DMA, University of Minnesota, 2016.
Assistant Professor of the Practice of Music

Glenn Eric Kranking, 2009–

BA, Gustavus Adolphus College, 1998; MA, University of Washington, 2002; MA, University of Tartu, 2004; PhD, Ohio State University, 2009.
Associate Professor in History & Scandinavian Studies

Brady Lee Krusemark, 2019–

BA, Gustavus Adolphus College, 2005; MM, Minnesota State University-Mankato, 2018.
Instructor of the Practice of Music

Elizabeth Kubek, 2019–

BA, Clark University, 1984; MA, PhD, University of Rochester, 1985, 1989.
Professor of English

Paschal Kyoore, 1991–

BA, University of Ghana, Legon, 1980; MA, Dip. d'Etudes Approfondies, University of Bordeaux, France, 1985, 1986; PhD, Ohio State University, 1991; MPA, Minnesota State University-Mankato, 1998.
Professor of Modern Languages, Literatures and Cultures

Jeff La Frenierre, 2014–

BA, University of Colorado, 1994; MA, University of Denver, 2009; PhD, Ohio State University, 2014.
Associate Professor of Geography

Sarah Lahasky, 2022–

BM, Shenandoah Conservatory-University, 2015; MM, PhD, University of Texas-Austin, 2017, 2021.
Assistant Professor of Music

Martin J. Lang, 2005–

BA, Gustavus Adolphus College, 1995; MA, PhD, University of Minnesota, 2002, 2005.
Associate Professor in Communication Studies

Karl Larson, 2005–

BS, Mankato State University, 1989; MS, PhD, Southern Illinois University, 1991, 2001
Professor of Health and Exercise Science

Sun Hee Lee, 2009–

BA, University of California, 1995; MA, California State University, 1998; MA, PhD, University of Southern California, 1999, 2005.
Associate Professor of English

Katherine A. Leahy, 2020–

BA, University of Saint Thomas, 2007; PhD, Texas A&M University, 2013
Assistant Professor of Biology

Richard Leitch, 1992–

BA, Colby, 1985; MA (Asian Studies), MA (Political Science), PhD, Illinois, 1990, 1992, 1995.
Associate Professor of Political Science

Ursula Anna Linnea Lindqvist, 2013–

BS, MS, Northwestern University, 1990, 1991; MA, PhD, Oregon, 2002, 2005.
Professor of Scandinavian Studies

Martin Lloyd, 2014–

BA, PhD, University of Minnesota, 2001, 2008.
Adjunct Assistant Professor of Psychological Science

Jillian Locke, 2000–

BA, Whitman, 1990; PhD, Rutgers, 2000.
Professor of Political Science

Angelika Loefgren, 2019–

MS, Uppsala University, 2004; PhD, Stockholm School of Economics, 2014.
Assistant Professor of Business and Economics

Thomas LoFaro, 2000–

BA, MA, University of Missouri, 1984, 1989; PhD, Boston University, 1994.
Professor of Mathematics, Computer Science, and Statistics

Kris Lowe, 2007–

BFA, Minneapolis College of Art and Design, 1988;
MFA, Tufts University/The School of the Museum of Fine Arts, 1993.
Associate Professor of Art and Art History

Kathy Lund Dean, 2012–

BA, Notre Dame, 1988; MM, Aquinas College, 1995; PhD, Saint Louis University, 2002.
Professor of Business and Economics; Board of Trustees Distinguished Chair of Leadership and Ethics

Henry MacCarthy, 2007–

BA, Escuela Nacional de Artes Escénicas-Caracas, Venezuela, 1991;
MS, Indiana University-Bloomington, 1997; PhD, Ohio University-Athens, 2007.
Associate Professor of Theatre and Dance

Rafid Mahbub, 2022–

BS, BRAC University, 2016; MS, A.B.D., University of Minnesota-Twin Cities, 2018, 2022.
Visiting Assistant Professor of Physics

Maddalena Marinari, 2015–

BA, Università degli Studi di Napoli, 2001; PhD, University of Kansas, 2009.
Professor of History

Sharon Marquart, 2015–2016, 2018–

BA, University of Akron, 2000; PhD, University of Michigan-Ann Arbor, 2008.
Professor of Modern Languages, Literatures, and Cultures and Gender, Women, and Sexuality Studies

Meagan Marsh Pine, 2023–

BA, University of Minnesota, 2018; MFA, Washington State University, 2022.
Visiting Assistant Professor of Art and Art History

Sharon Mautner-Rodgers, 2007–

BM, Cleveland Institute of Music/Case Western Reserve University, 1989.
Instructor of the Practice of Music

Abigail McCabe, 2023-

AAS, Dakota County Technical College, 2009; AAS, South Central College, 2016;
BSN, MSN, Western Governor's University, 2019, 2021.
Continuing Lab Instructor of Nursing

Larissa McConnell, 2010–

BS, BFA, SUNY Fredonia, 1993, 1996; MFA, University of Missouri-Kansas City, 2010.
Senior Continuing Assistant Instructor of Theatre and Dance

Mary McHugh, 2007–

BA, Mount Holyoke College, 1993; MA, Tufts University, 1997; MA, PhD, University of Wisconsin-Madison, 1999, 2004.
Professor of Greek, Latin and Classical Studies

Karrin Meffert-Nelson, 2011–

BM, Saint Olaf College, 1991; MM, Northwestern University, 1993; DMA, University of Minnesota, 2009.
Associate Professor of Music

Carlos Mario Mejía Suárez, 2013–

BA, Universidad Nacional-Bogotá, Columbia, 2000; MA, Universidad Javeriana-Bogotá, Columbia, 2004;
PhD, Iowa, 2010.
Associate Professor of Modern Languages, Literatures, and Cultures

Steven Mellema, 1985–

BA, Gustavus Adolphus College, 1972; PhD, Ohio University, 1983.
Professor of Physics

Daniel Meston, 2023-

BSc, MSc, University of Sunderland; PhD, Helmholtz Centre for Infection Research, 2020.
Research Associate Professor of Chemistry

Heidi M. Meyer, 2008–

BA, Gustavus Adolphus College, 1998; MSN, Minnesota State University-Mankato, 2004;
PhD, South Dakota State University, 2019.
Associate Professor of Nursing

Russell Michaletz, 2022-

BA, Gustavus Adolphus College, 1974; JD, University of Minnesota, 1977.
Instructor of the Practice of Business and Economics

Briana Miller, 2020–

BA, Gustavus Adolphus College, 2006; MA, Saint Mary's University, 2009.
Instructor of the Practice of Education

Heidi Johanna Miller, 2014–

BM, University of Minnesota-Minneapolis, 2000; MM, Ithaca College, 2005;
DMA, University of Minnesota-Minneapolis, 2009.
Visiting Assistant Professor of Music

James Patrick Miller, 2008–2009, 2014–

BM, Saint Olaf College, 2001; MM, Ithaca College, 2003;
DMA, University of Minnesota-Minneapolis, 2009.
Assistant Professor of Music

Johnathan Moeller, 2015–

BA, McNally Smith College of Music, 2007; MA, Minnesota State University-Mankato, 2009.
Instructor of the Practice of Music

Natalia Moiseeva, 2021–

BM, MM, Moscow State Tchaikovsky Conservatory, 1998, 2003;
PhD, University of Minnesota-Minneapolis, 2010.
Assistant Professor of the Practice of Music

Daniel Mollner, 1988–

BA, Minnesota, 1984; MS, Illinois, 1985, MA, Minnesota State University-Mankato, 1993.
Associate Professor and Academic Librarian

Kjerstin Moody, 2010–

BA, Gustavus Adolphus College, 1998; MA, PhD, University of Wisconsin-Madison, 2005, 2010.
Associate Professor of Scandinavian Studies

Scott Moore, 1998–

BA, BS, Jacksonville State University, 1985; MM, DMA, Cincinnati Conservatory of Music, 1988, 2009.
Professor of Music

Daniel C. Moos, 2007–

BA, Amherst College, 1998; MA, PhD, University of Maryland-College Park, 2004, 2007.
Professor of Education

Rachel More, 2007–

BS, Minnesota State University-Mankato, 1999.
Adjunct Instructor of Health and Exercise Science

Karin Moreaux, 2021–

BA, Gustavus Adolphus College, 2016; MMed., University of Illinois at Urbana-Champaign, 2020.
Instructor of the Practice of Music

Julia Mulligan, 2021–

BA, Beloit College, 2011; MA, M.P.H., A.B.D., University of Missouri, 2013, 2017, 2021.
Visiting Instructor of Sociology and Anthropology

Lynnea Myers, 2011–

BA, Gustavus Adolphus College, 2005; MS, Duke University, 2006; PhD, Vanderbilt, 2017
Adjunct Assistant Professor

Martha Ndakalako, 2021–

BA, University of Texas-Dallas, 2015; PhD, University of Oregon, 2021.
Assistant Professor of English

Reina Nielsen, 2021–

BA, Gustavus Adolphus College, 2016; MS, John Carroll University, 2018.
Visiting Lab Instructor of Biology

Aaron K. Nienow, 2007–

BA, Saint Mary's University of Minnesota-Winona, 2001; MS, University of Minnesota-Minneapolis, 2006.
Senior Continuing Instructor of Mathematics, Computer Science, and Statistics

Amanda Nienow, 2006–

BA, Saint Mary's University of Minnesota, 2001; PhD, University of Minnesota, 2006.
Professor of Chemistry

Christopher Nolting, 2023–

BS, PhD, University of Minnesota, 2014, 2020.
Visiting Assistant Professor of Chemistry

Kennedy Dohjinga Nyongbela, 2022–

BS, University of Buea, 1997; MS, D.E.A., University of Yaounde, 2001, 2002;
PhD, University of Buea, 2011.
Visiting Assistant Professor of Chemistry

Brian O'Brien, 1985–

BS, PhD, Georgia Institute of Technology, 1975, 1980.
Professor of Chemistry

Margaret O'Connor, 1996–

BA, Wesleyan University, 1987; MA, PhD, University of Minnesota, 1993, 1996.
Professor of Philosophy

David Obermiller, 2008–

BA, University of Northern Iowa, 1989; MA, PhD, University of Iowa, 1993, 2006.
Associate Professor of History

Jill H. Olson Moser, 2013–

BM, Eastman School of Music, 1997.
Instructor of the Practice of Music

Marsha Olson, 2022–

BA, MA, MA, PhD, University of Minnesota, 1986, 1994, 2000, 2007.
Adjunct Assistant Professor of Art and Art History

Lisa L. Ortmann, 2020–

BA, Saint Olaf College, 2004; MA, PhD, University of Minnesota-Twin Cities, 2009, 2015.
Assistant Professor of Education

Yumiko Oshima-Ryan, 2004–

BM, Toho Musical Academy, Tokyo, 1986; MM, Ohio-Syracuse, 1988;
DMA, Cincinnati College-Conservatory of Music, 1993.
Professor of Music

Brittany Otto, 2023–

AS, South Central College, 2013; BSN, MSN, American Sentinel University, 2019, 2023.
Visiting Instructor of Nursing

Stephanie Otto, 2008–

BA, Gustavus Adolphus College, 2000; MS, PhD, Middle Tennessee State University, 2004, 2007.
Professor of Health and Exercise Science

Jeffrey G. Owen, 2006–

BA, Gustavus Adolphus College, 1992; PhD, University of Iowa, 2000.
Associate Professor of Business and Economics

Matthew Panciera, 2002–

BA, University of Toronto, 1989; MA, PhD, University of North Carolina, 1993, 2001.
Associate Professor of Greek, Latin and Classical Studies

James Parejko, 2016–

BS, University of Wisconsin-LaCrosse, 2007; PhD, Washington State University, 2012.
Visiting Assistant Professor of Biology

So Young Park, 2008–

BA, Yale University, 1993; MA, PhD, Columbia University, 1995, 2004.
Professor of English

Nissa Parmar, 2018–

BA, Macalester College, 1997; MEd, University of Minnesota-Minneapolis, 2001; MA, PhD, Oxford Brookes University, 2007, 2014.

Visiting Assistant Professor of English

Jill A. Patterson, 2011–

BFA, MFA, University of Utah, 1998, 2004.

Continuing Assistant Professor of Theatre and Dance

Romina S. Peña-Pincheira, 2022–

BA, BA, University of Chile, 2012, 2014; A.B.D., Michigan State University, 2022.

Assistant Professor of Education

Jeffrey Peterson, 2009-2012; 2023-

BFA, University of Minnesota, 2001; MFA, New York University-Tish School of the Arts, 2005.

Visiting Assistant Professor of Theatre and Dance

Samuel Piccolo, 2023-

BA, Brock University, 2017; PhD, University of Notre Dame, 2022.

Assistant Professor of Political Science

Artur Piętko, 2016–

BS, MS, Warsaw School of Economics, 2000, 2002.

Senior Continuing Assistant Professor of Business and Economics

Bob Pirok, 2023-

MA, PhD, University of Amsterdam, 2014, 2019.

Research Associate Professor of Chemistry

Marta Podemska-Mikluch, 2014–

BA, MS, Saint Cloud State University, 2006, 2008; PhD, George Mason University, 2012. Associate Professor of Business and Economics

Robert John Porwoll, 2020–

BA, MA, Saint Louis University, 2005, 2008; PhD, Chicago, 2019.

Visiting Assistant Professor of Religion

Katherine Pound, 2023-

BA, Middlebury College, 1981; PhD, University of Otago, 1993.

Visiting Assistant Professor of Environment, Geography, and Earth Sciences

Adam A. Rappel, 2016–

BM, University of Wisconsin-Stevens Point, 2007; MM, DMA, University of Minnesota, 2009, 2012.

Assistant Professor the Practice of Music

Matthew Rasmussen, 2006–2010, 2011–

BA, Gustavus Adolphus College, 1998; MFA, Emerson College, 2004.
Associate Professor of English

Bonnie Reimann, 2004–

BA, Saint Catherine, 1985; MA, PhD, Minnesota, 1996, 2014.
Associate Professor of Health and Exercise Science

Matthew M. Rightmire, 2019–

BA, University of Wisconsin-Eau Claire, 2002; MFA, University of Nebraska-Lincoln, 2014.
Visiting Assistant Professor of Theatre and Dance

Annalise Rivas, 2019–

BA, Colby College, 2000; MA, PhD, University of Texas-Austin, 2000, 2007.
Assistant Professor of the Practice of Modern Languages, Literatures, and Cultures

Melissa C. Rolnick, 2007–

BFA, State University of New York-Purchase, 1979; MFA, Mills College, 1998.
Associate Professor of Theatre and Dance

Brandy Russell, 2005–

BA, Alfred University, 1998; MS, PhD, University of Rochester, 2003.
Associate Professor of Chemistry

Hayley Russell, 2016–

BA, Saint Francis Xavier University, 2007; MS, Wilfrid Laurier University, 2010;
PhD, University of Minnesota, 2014.
Associate Professor of Health and Exercise Science

Sarah Rutan, 2023-

BS, Bates College, 1980; MS, PhD, Washington State University, 1981, 1984.
Research Associate Professor of Chemistry

Toshiyuki Sakuragi, 1994–

BA, Kobe City University of Foreign Studies, Japan, 1988; MA, PhD, Minnesota, 1991, 1994.
Professor of Modern Languages, Literatures and Cultures

Guarionex Jordan Salivia, 2023-

BS, University of Puerto Rico at Rio Piedras, 2000; MS, PhD, University of Iowa, 2007, 2012.
Associate Professor of Mathematics, Computer Science, and Statistics

Darío Sánchez-González, 2014–

BA, University of Oviedo, 2007; MA, University of Massachusetts-Amherst; PhD, Rutgers University, 2014.
Associate Professor of Modern Languages, Literatures and Cultures

Paul Saulnier, 1993–

BS, University of Hartford, 1983; MS, PhD, University of Delaware, 1988, 1991.
Professor of Physics

Emily Scroggins, 2023–

BA, Gustavus Adolphus College, 2020; MA, Colorado State University, 2022.
Adjunct Instructor of Communication Studies

Michael Shaffer, 2022–

BA, MA, Northern Illinois University, 1992, 1994; PhD, University of Miami, 2000.
Visiting Associate Professor of Philosophy

Lianying Shan, 2008–

BA, Beijing University, China, 1996; MA, Pennsylvania State, 2000; MA, PhD, Princeton, 2003, 2007
Associate Professor of Modern Languages, Literatures and Cultures

Lisa Shedlov Mesick, 2022–

BA, University of Minnesota, 1986; D.C., Northwestern Health Sciences University, 1994; Minneapolis
Community and Technical College, 2004; BSN., Augsburg University, 2020.
Clinical Instructor of Nursing

Stanley Shetka, 1979–

BFA, Minneapolis College of Art and Design, 1975; MFA, Minnesota, 1978
Professor of Art and Art History (On leave, 2020-2021)

Robert Shoemaker, 2007-2012, 2022–

BS, University of Wisconsin-Platteville, 1984; BS, MS, Bemidji State University, 1987, 2003.
Visiting Instructor of Biology

Jacob A. Siehler, 2015–

BS, Frostburg State University, 1997; MS,
PhD, Virginia Polytechnic Institute and State University, 2001, 2003.
Associate Professor of Mathematics, Computer Science and Statistics

San Skulrattanakulchai, 2003–

BS, MD, Mahidol University, Bangkok, Thailand, 1980, 1984; M.Sc., PhD, Colorado, 1996, 2002.
Associate Professor of Mathematics, Computer Science, and Statistics

Kimberly Smisek, 2023–

BS, BSN, Minnesota State University--Mankato, 1994, 2004; MSN, Western Governors University, 2019.
Clinical Instructor of Nursing

Christina Smith, 1999–

BA, University of Northern Iowa, 2006.
Instructor of the Practice of Music

Colin Smith, 2018–

BA, University of California-Santa Cruz, 1993; MPhil., PhD, Yale University, 2002, 2006.
Visiting Assistant Professor of Sociology and Anthropology

Patricia Snapp, 1992–

BM, Centenary College, 1982; MM, University of North Texas-Denton, 1986;
DA, University of Northern Colorado, 1996.
Associate Professor of Music

Allison Snede, 2023–

BA, Carleton College, 2003; BSN, Jacksonville University, 2015.
Clinical Instructor of Nursing

Jessica Lee Stadick, 2013–

BS, Minnesota State University-Mankato, 2003; MS, University of North Dakota-Grand Forks, 2013;
PhD, South Dakota State University, 2019.
Associate Professor of Nursing

David Stamps, 2014–

BM, Southern Illinois University, 2002; MM, Northern Illinois University, 2004;
MM University of South Florida, 2007; DMA, University of Nebraska, 2014.
Associate Professor of Music

Peter J. Stark, 2018–

BS, Northwestern University, 1975; MBA, Pepperdine University, 1994; doctoral work at Fielding
Graduate Institute, 2018.
Instructor of the Practice of Business and Economics

Colleen Stockmann, 2020–

BA, Macalester College, 2005; MA, PhD, University of Minnesota, 2017, 2020.
Assistant Professor of Art and Art History

Dwight R. Stoll, 2008–

BS, BS, Minnesota State University-Mankato, 1999, 2001; PhD, University of Minnesota, 2007.
Professor of Chemistry

Phala Tracy, 2004–

BM, Oberlin Conservatory of Music, 1999; MFA, California Institute of Arts, 2003.
Instructor of the Practice of Music

Bastian Treptau, 2018–

BA, Heinrich-Heine-Universität Düsseldorf; MFA, Hamline University, 2014.
Instructor of the Practice of Modern Languages, Literature, and Cultures

Laura Day Triplett, 2007–

BA, University of Colorado-Boulder, 1996; MS, PhD, University of Minnesota, 2004, 2007.
Associate Professor of Geology

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BA, St. Olaf College, 2006; MFA, Columbia University School of the Arts, 2017.
Visiting Assistant Professor of Theatre and Dance

Lai Sze Tso, 2022–

BA, University of Pennsylvania, 2002; MA, PhD, University of Michigan, 2006, 2013.
Assistant Professor of Sociology and Anthropology

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AB, Harvard University, 1995; PhD, University of California-San Diego, 2000.
Visiting Assistant Professor of Mathematics, Computer Science, and Statistics

Michelle Twait, 2000–

BA, Gustavus Adolphus College, 1998; MS, University of Illinois, 1999, MA, University of Minnesota, 2004.
Professor and Academic Librarian

Thomas P. Valentini, 2006–

BA, Gustavus Adolphus College, 2002; MTh, Emory, 2006; PhD, Minnesota, 2014.
Visiting Assistant Professor of Philosophy

Anna Versluis, 2008–

BA, Eastern Mennonite University, 1997; MS, Oregon State University, 2002;
PhD, Clark University, 2008.
Associate Professor of Geography

Joaquín Villanueva, 2013–

BA, Universidad de Puerto Rico, 2003; MA, PhD, Syracuse University, 2005, 2013.
Professor of Geography

Amy Vizenor, 2009–

BS, Minnesota State University-Moorhead, 1992; MS, Saint Cloud State University, 1997;
Ed.D., Saint Mary's University of Minnesota, 2007.
Associate Professor of Education

Phillip Voight, 1990–

BA, Augustana College, Sioux Falls, 1987; MA, University of Kansas, 1989;
PhD, University of Minnesota, 1996.
Associate Professor of Communication Studies

Eric Vrooman, 2011–

BA, Carleton College, 1990; MFA, University of North Carolina-Wilmington, 2000.
Senior Continuing Assistant Professor of English

Angela M. Walczyk, 2022–

BA, Albion College, 2016; MS, A.B.D., Michigan Technological University, 2018, 2022.
Visiting Assistant Professor of Biology

B. Marie Walker, 1998–

BA, Western Ontario, 1989; MA, McGill, 1993; PhD, Western Ontario, 1998.
Professor of Psychological Science

Valerie Walker, 2010–

BA, MA, The Colorado College, 1994, 1996; PhD, Michigan State University, 2009.
Associate Professor of Education

Esther Wang, 2004–

BA, Baylor, 1985; MM, DMA, Cincinnati College-Conservatory of Music, 1987, 1997.
Associate Professor of Music

Shu-Ling Wang, 2016–

BA, MA, National Chengchi University, 2006, 2008; MA, PhD, Indiana, 2011, 2015.
Associate Professor of Business and Economics

Lindsay Webster, 2023-

BA, BS, Marquette University, 2019.
Instructor of Theatre and Dance

Mary E. Westby, 2008–

BA, University of North Carolina at Chapel Hill, 2005; MS, Old Dominion University, 2007;
Ed.D., Bethel University, 2020.
Assistant Professor of Health and Exercise Science

Julien Wight, 2022-

BA, DePaul University, 1992; MA, Northeastern Illinois University, 2012; PhD, University of Minnesota
Visiting Instructor of Communication Studies

Terena Wilkens, 1993–

BA, Saint Cloud State University, 1990; MFA, West Virginia, 1993.
Visiting Assistant Professor of Theatre and Dance

Melissa Williams, 2016–

BA, Northwestern, 1999; MM, MM, Minnesota State University-Mankato, 2013. 2013.
Instructor of the Practice of Music

Suzanne Wilson, 1998–

BA, Henderson State, 1980; MA, PhD, Illinois, 1985, 1995.
Associate Professor of Sociology and Anthropology

Chad Winterfeldt, 2005–

BM, Concordia, 1993; MM, Yale, 1995; DMA, Nebraska, 2004.
Assistant Professor of the Practice of Music

Claire Wuebke, 2022–

BS, St. Catherine University, 2018; MS, College of St. Scholastica, 2020;
Doctoral work, Concordia University, 2022.
Visiting Instructor of Health and Exercise Science

Sarah Wolter, 2005–2009, 2012–

BA, Gustavus Adolphus College, 2002; MA, Minnesota State University-Mankato, 2005;
PhD, University of Minnesota, 2012.
Associate Professor of Communication Studies

Sheng-Ping Yang, 2011–

BS, Baker University, 1992; MBA, Texas A&M, 1993; PhD, University of Nebraska-Lincoln, 1998.
Professor of Business and Economics

Tiffany Yeh, 2021–

BFA, Fu Jen Catholic University, 1992; MFA, EdD, University of Northern Iowa, 2001, 2007.
Adjunct Assistant Professor of Health and Exercise Sciences

Lei (Louis) Yu, 2013–

BS, Queen's University, 2003; MS, PhD, University of Victoria, 2005, 2010.
Associate Professor of Mathematics, Computer Science, and Statistics

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BA, Saint Cloud State University, 1991; J.D., William Mitchell College of Law, 1994.
Pre-Law Advisor and Instructor of the Practice of Political Science

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Gustavus Adolphus College

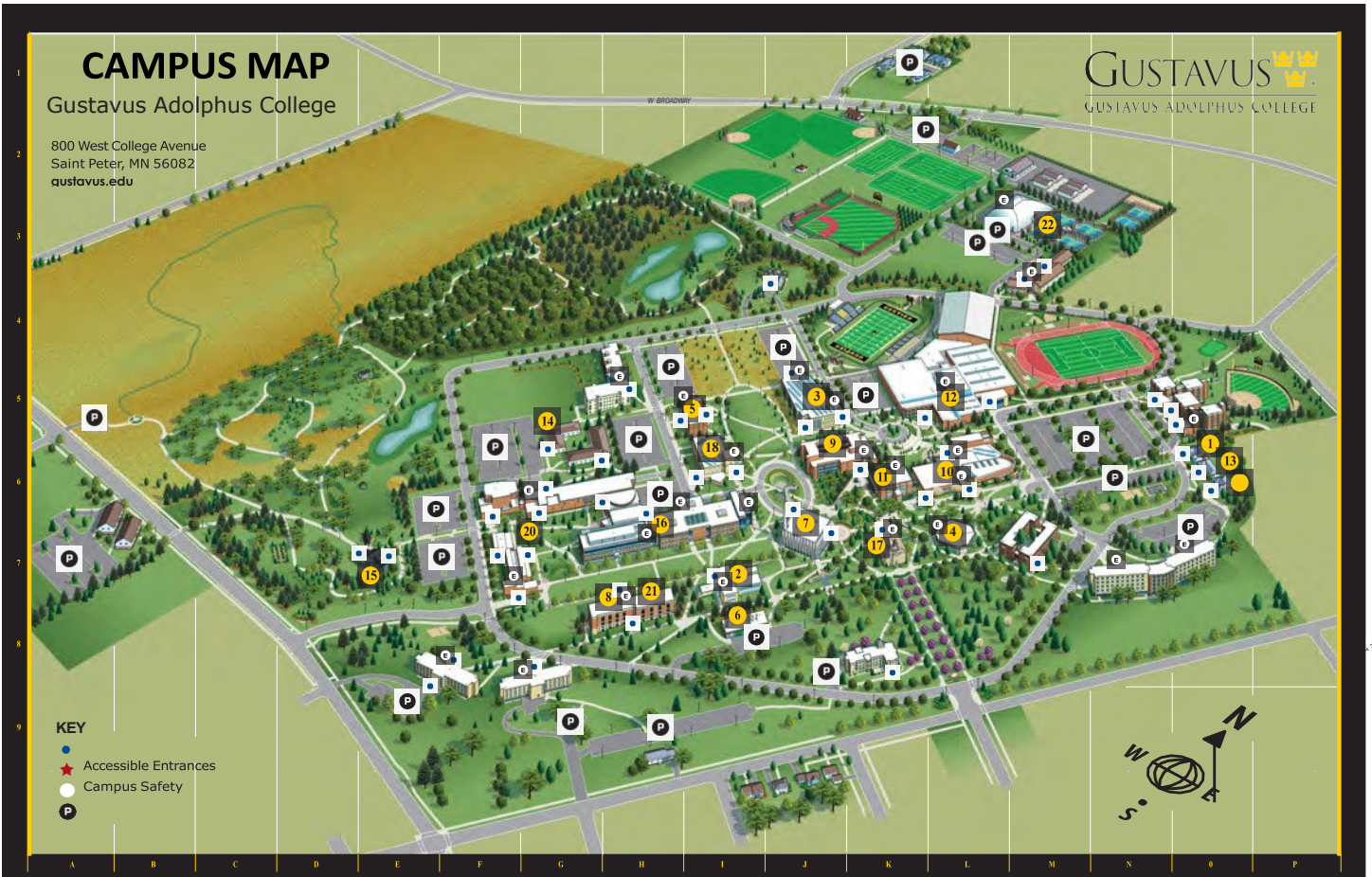
Saint Peter, Minnesota

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Gustavus Adolphus College

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Saint Peter, MN 56082
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GUSTAVUS ADOLPHUS COLLEGE



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|----|-----|-----------------------------------|----|-----|--------------------------------|
| 1 | O-6 | Almen-Vickner Guest House | 12 | L-5 | Lund Center |
| 2 | I-7 | Anderson Hall | 13 | O-6 | Lundgren House |
| 3 | J-5 | Beck Academic Hall | 14 | G-6 | Mattson Hall |
| 4 | L-7 | Carlson Administration Building | 15 | E-7 | Melva Lind Interpretive Center |
| 5 | I-5 | Carlson International Center | 16 | H-7 | Nobel Hall of Science |
| 6 | I-8 | Central Heating Plant | 17 | K-7 | Old Main |
| 7 | J-7 | Christ Chapel | 18 | I-6 | Olin Hall |
| 8 | H-8 | Confer Hall | 19 | O-6 | Retreat Center |
| 9 | J-6 | Folke Bernadotte Memorial Library | 20 | G-7 | Schaefer Fine Arts Center |
| 10 | L-6 | Jackson Campus Center | 21 | H-8 | Vickner Hall |
| 11 | K-6 | Johnson Student Union | 22 | M-3 | Wilkinson Tennis Complex |

- Permit restrictions enforced 7 a.m.–5 p.m. M-F
- Green lots no parking 2 a.m.–7 a.m. (7 days a week).
- Visitor parking enforced 24 hours. Visitor permit required 2 a.m.–7 a.m.



Gustavus is a Tobacco-Free Campus. Tobacco use is prohibited within all College grounds.



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Admission Office

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