



Gustavus Academic Bulletin
2021-2022



Gustavus Adolphus College Academic Calendar

2021

2022

FALL SEMESTER

September 3-6	Orientation and Testing of New Students	September 2-5
September 7	Opening Convocation and Classes Begin	September 6
September 20	Late Registration Deadline	September 19
October 5-6	Nobel Conference	September 28-29
October 22	Final Exams for Half-Semester Courses	October 21
October 23-26	Fall Break (No classes)	October 22-25
October 27	Mid-Term Grades Due	October 26
November 1-4	Interim Experience Registration	October 31-November 3
November 8-18	Spring Registration	November 7-17
November 12	Course Withdraw Deadline	November 11
November 24-28	Thanksgiving Recess	November 23-27
	Online Classes Begin	
December 15	Final Day of Classes	December 14
December 16	Reading Day (No classes)	December 15
December 17-20	Final Examinations	December 16, 17, 19
December 20	Fall Semester Ends	December 19
December 21-January 2	Winter Break	December 20-January 2

2022

2023

JANUARY TERM

January 3-25		January 4-27
January 26-February 1	Touring and Activity Week	January 28-February 3

SPRING SEMESTER

February 2	Classes Begin	February 6
February 15	Late Registration Deadline	February 17
March 18	Final Exams for Half-Semester Courses	March 24
March 19-27	Spring Break	April 1-9
March 23	Mid-Term Grades Due	March 29
April 15-17	Easter Recess	April 1-9
April 18-29	Fall Registration	April 17-27
April 14	Course Withdraw Deadline	April 21
May 4	MAYDAY! Conference	May 3
May 7	Honors Day	May 6
May 12	Final Day of Classes	May 18
May 13	Reading Day (No classes)	May 19
May 14-17	Final Examinations	May 20, 22, 23
May 17	Spring Semester Ends	May 23
May 21	Baccalaureate, Commencement	May 27



GUSTAVUS ADOLPHUS COLLEGE

ACADEMIC BULLETIN 2021–2022

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. 2,250, 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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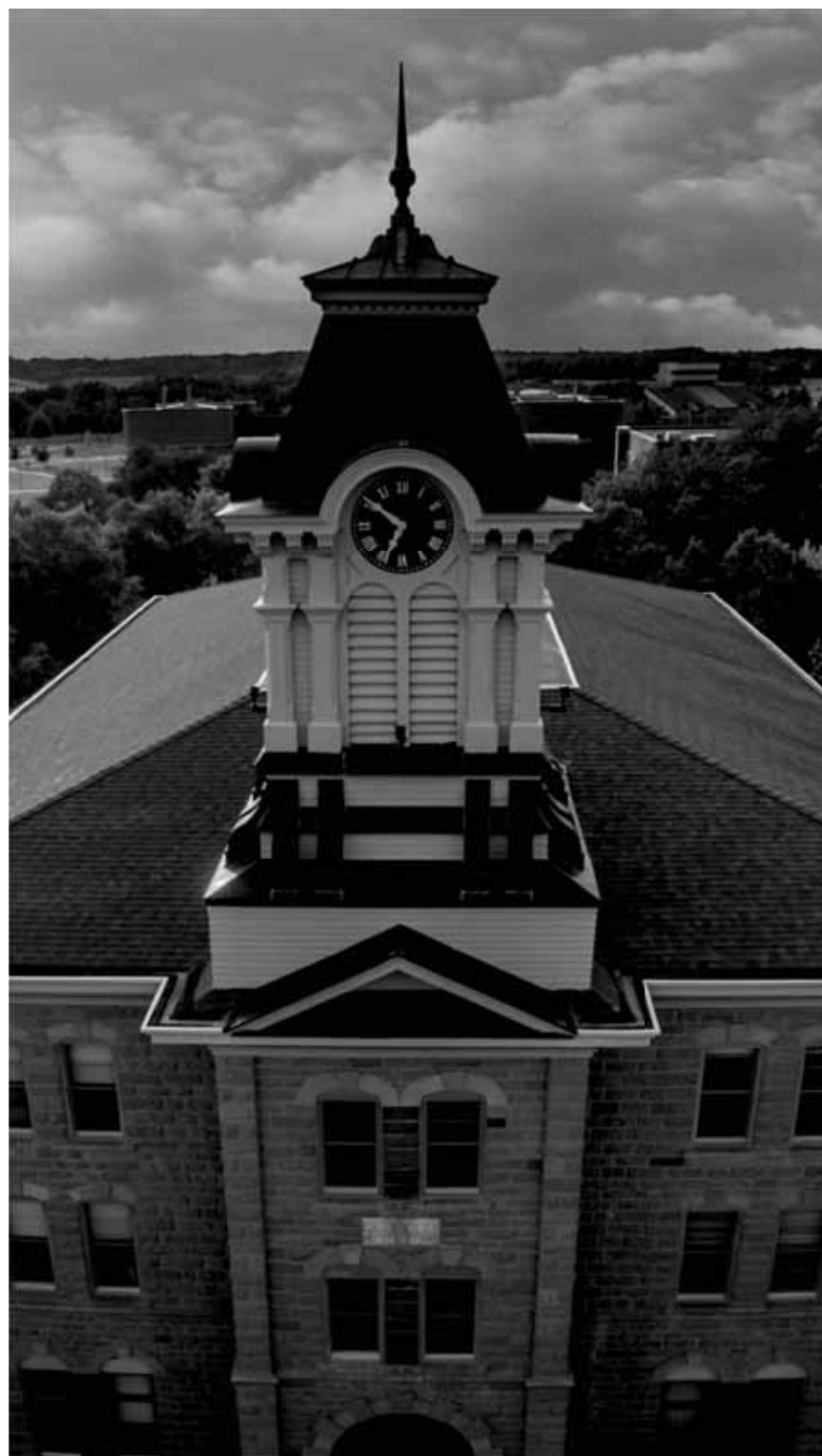


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MISSION AND HISTORY

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 students 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.

Folke Bernadotte Memorial Library provides both print and electronic resources through a carefully chosen local collection and access to collections at other libraries. The library has more than 300,000 volumes, a Web-accessible library catalog, campus-wide access to many full-text periodicals and databases, and research assistance available seven days a week.

Classroom Buildings include 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, racquetball courts, gymnastics practice and performance areas, aerobic facilities, a sports forum highlighted by a 200-meter indoor track and six 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, a weight training room, coaches' offices, and the intramural athletic headquarters.

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 semi public 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 2,250 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 87 percent. Also noteworthy is the four-year graduation rate, which in the last four years has ranged from 79 to 81 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 in the Student Life Division, which is headed by the Dean of Students and comprises the following areas: 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 full-time 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.

Staff members trained in community building and programming also live within the residence halls.

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, Counseling, and Wellness

Physical and emotional well-being 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.

Additional support, education, and counseling for students are also available for alcohol and drug use problems or concerns from the Substance Use Educator in the Wellness Education.

The Academic Support Center (ASC)

The Academic Support Center (ASC) provides services to help Gustavus students make the most of their academic experience. The Center 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 academics. The ASC coordinates and 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 Interim. Eligible students may earn academic credit by registering for an 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 gustavus.edu/oncampus/deanofstudents/gustavusguide/. 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 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 JAN courses are required for graduation. Students have a variety of choices, including an on-campus course, a career exploration, a class taken abroad, 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.”

Core Requirements

All Gustavus students devote approximately one-third of their coursework to an examination of the liberal arts. Prior to the start of their first year, students select either the Challenge Curriculum or the Three Crowns Curriculum.

The two liberal arts tracks are similar in that both require courses from the same academic areas, involve approximately the same number of courses, are compatible with every major, and allow for study away opportunities or an internship during the junior or senior year. Both programs ensure that every Gustavus graduate has a broad-based liberal arts background to complement the more 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.

All **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, and at least one of these must be Level II or higher.

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, while in the Three Crowns Curriculum program, a professor who teaches in the program serves as a student's first advisor.

All first-year students are officially considered undeclared majors upon arrival and work with their assigned advisor (FTS or Three Crowns) 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.

If first-year students are ready to declare a major and arrange for an advisor from that department, the first time they are allowed to do so is after their first semester. 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 (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: Interim Career Explorations and regular semester or summer Academic Internships. Generally, 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 Kappa Delta	Sociology		
Beta Beta Beta	Biology		
Dobro Slovo	Slavic Languages	Lambda Alpha	Anthropology
Eta Sigma Phi	Classics	Pi Delta Phi	French
Gamma Theta Upsilon	Geography	Pi Kappa Delta	Forensics
Kappa Delta Pi	Education	Pi Kappa Lambda	Music
Iota Tau Alpha	Athletic Training	Pi Sigma Alpha	Political Science
Sigma Delta Pi	Spanish	Psi Chi	Psychology
Sigma Tau Delta	English	Sigma Pi Sigma	Physics
Lambda Pi Eta	Communication	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 applied to the fall semester payment.

Post Secondary Enrollment Options

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.

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, a current high school transcript, and ACT or SAT scores to campus for one of the PSEO registration events. Part-time PSEO students should not apply for admission; the PSEO registration event will suffice. Successful candidates typically have a high school GPA of 3.6 or higher and/ or an ACT composite of 27 or higher.

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 enrollment. Part-time PSEO students may not register for closed or wait-listed courses.

College Credits Earned in High School

Candidates accepted for first-year admission may earn a maximum of the equivalent of eight Gustavus course credits (32 semester or 48 quarter credits), including Advanced Placement, International Baccalaureate, Post-Secondary Enrollment Options, and College in the Schools coursework. The exception to this will be incoming first year students who have earned an associate degree while enrolled in high school.

Incoming first-year students who have earned an associate degree while in high school may earn a maximum of 16 Gustavus course credits (64 semester or 96 quarter credits), including Advanced Placement, International Baccalaureate, Post-Secondary Enrollment Options, and College in the Schools coursework. These students must provide documentation of an earned associate degree in the form of an official transcript prior to first-year registration. Students will retain first-year status and be required to enroll in either a First Term Seminar or the Three Crowns Curriculum.

Advanced Placement and International Baccalaureate exam results for all students will be reviewed first for advanced standing credit. 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.

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.

Transfer Students

Transfer students should apply to Gustavus if they 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 either the Gustavus Transfer Application, available on the Gustavus website, or 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.

Courses at Gustavus are considered to be the equivalent of four semester hours or six quarter hours. Credits accepted in transfer are based on this formula. A minimum of 136 semester hours or 204 quarter hours is required for graduation at Gustavus.

Two years (17 courses minimum) are required in residence, including the senior year. Acceptance of specific courses and their application to a Gustavus degree is the province of the Registrar and the chairpersons of the appropriate academic departments. Only coursework graded C- or better is transferable; the GPA from the previous college does not transfer.

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 U.S. 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 www.gustavus.edu/admission/apply/international for detailed information regarding the international admission application process.

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 eight 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

2021–2022 Tuition, Room, and Meal Plan Fee

The 2021–2022 tuition, room, and meal plan fee for entering students and returning students in Fall 2021 semester is listed below:

2021–2022			
Tuition	Room	Meal Plan	Total
\$49,950.00	\$6,750.00	\$3,950.00	\$60,650.00

This includes tuition for a regular program of courses, standard room, and standard meal plan. It does not include textbooks, transportation, long distance telephone, any residence hall damage, laundry, or pocket money. These expenses are estimated at \$1,854.00. 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 2022–2023 tuition and fees in March 2022.

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 2021–2022. The terms and conditions listed apply only to students entering Gustavus in 2021–2022. 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 **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.

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.

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 \$2,000 to \$8,000, is awarded to incoming students based on audition and commitment to music. The Gustavus Music Award (\$1,320 for 2021–2022) 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 (\$1,320 for 2021–2022). 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 a \$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 U.S. 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](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 courses per term). Minnesota State Grant awards will be reduced for students enrolled in less than 3.75 courses 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 a 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: Transfer and PSEO credits count in this percent.
3. Maintain the required minimum GPA.
 - 1.75 GPA first year in residence
 - 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 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 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

1. 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

1. 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 and is fully credited to the fall semester payment.

New Student Fee	\$320
<i>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.</i>	
Student Government Fee	\$186
<i>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.</i>	
One-Time Transcript Fee	\$220
<i>This fee is assessed once when a student enrolls, and it provides for lifetime transcript service. A student's account must be paid in full before a transcript will be released</i>	
Fall Semester Payment	One-half of tuition, room, meal plan fee and full cost of fees
<i>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).</i>	
Spring Semester PaymentOne-half of tuition, room, and meal plan fee
<i>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.</i>	
Other Fees	
<i>Certain other fees may be assessed that are not covered by the tuition and fee structure. For the 2021–2022 academic year these are:</i>	
Music Lesson Fee	\$660 per half course
<i>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.</i>	
Music Instrument Maintenance Fee	\$135 per semester
<i>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.</i>	
Course Overload Fee	\$2,490 per 1.0 course
<i>Students taking more than 4.8 courses per semester are charged this prorated academic fee.</i>	
Special Student Audit Fee	\$880
<i>This per-course academic fee is charged to students carrying fewer than three full courses for academic credit.</i>	
Regular Student Audit Fee	\$570
<i>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.</i>	
Part-time Student Fee	\$8,600 per course
<i>Students taking fewer than three courses will be charged at this rate.</i>	

Late Course Change Fees**\$160, \$210**

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 Interim. The change fee in the fall and spring semester is \$160 from the third through the seventh week and \$210 thereafter. For January Interim, it is \$160 through the second week and \$210 thereafter.

Special Housing Fee: All Houses/Apartments	\$2,190
Special Housing Fee: Carlson International Center	\$990
Special Housing Fee: Gibbs Hall Single Occupancy	\$1,200
Special Housing Fee: Guaranteed Single	\$2,400
Special Housing Fee: Southwest Hall Suites	\$1,130
Special Housing Fee: Uhler Hall Quad Occupancy	\$840
Special Housing Fee: 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 less \$500.

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 2021–2022:

- First Day of Classes: September 7 and February 2
- Twentieth Class Day: October 4 and March 1
- 60 Percent Point of Term: November 5 and April 11

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.

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.

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.

Interim Experience Credits/Refunds: Students who enroll for the academic year but elect to omit 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.

Release of Transcripts: Official academic transcripts will be released after all outstanding College account balances have been paid in full. This includes all amounts owed on the general student account in the Student Account Office as well as outstanding amounts in the Dean of Students' Office, Dining Services, the Book Mark, Office of Campus Safety, etc. Students who have established individual payment plans with the College may continue to pay under the established agreements, but transcripts will be released only after payment in full is received.

REQUIREMENTS FOR GRADUATION

General Requirements

1. Successful completion of 34 courses or the equivalent.
2. Within these 34 course credits, students will complete at least two full-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. 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. Completion of one course designated Quantitative Reasoning.
6. Completion of one course designated Wellbeing.
7. Completion of one course designated Global Affairs and Cultures and one course designated U.S. Identities and Differences.
8. Completion of a Non-English Language Requirement. Students will complete two sequential courses of a non-English language at the college level.
9. An approved major.
10. A cumulative grade point average of 2.000 or higher. Each graded JAN course will be included in calculating the grade point average.
11. All requirements from either the Challenge Curriculum or the integrative Three Crowns Curriculum.

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:** 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 question 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 Areas 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 has 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)

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 curriculum is open to any first-year student by application, subject to a limit of about 60 students each year; students from all disciplines are welcome. The Three Crowns Curriculum is supported by the National Endowment for the Humanities.

Three Crowns Cohort Sequence:

First Year Fall: CUR-100: Transformations, Values, and Identity

First Year Spring: CUR-115: Understanding the Past, and CUR-125: Religious Traditions

Second Year: CUR-215: Individual and Community, and CUR-225: The Arts

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)

100 Transformations, Values, and Identity (1 course) *This introduction to Three Crowns trains students in self-reflection, moral knowledge and values, and personal development through literary and other texts. Learning to evaluate and interpret course materials, students will practice crafting written arguments and public presentations. Writing about personal experiences and identity in relation to the specific course topic, students will engage in personal development and moral reasoning, in building a vibrant and collaborative cohort, and in reflecting critically on individual and communal values, listening attentively, and speaking mindfully and persuasively. In addition, there will be at least one Three Crowns First-Year Symposium where sections share their work. WRIT.*

115 Understanding the Past (1 course) *This course trains students in the practices of historical thinking through topics such as colonialism, revolution, industrialization, war, and social change and through themes such as nationality, religion, sexuality, race, gender, and class. The course will build on the skills fostered in Transformations, Values, and Identity through training students to write for specific, diverse audiences and in different formats; to do the critical thinking necessary for evidence-driven arguments and interpretations; and to examine case studies in specific historical places and times.*

125 Religious Traditions (1 course) *The course critically examines religious traditions, including Christianity, as they operate within select historical and global contexts. Students will analyze primary sources in the study of religion, gaining a deeper understanding of how religious traditions have interacted with their conceptual, cultural, and social environments. The course advances knowledge and skills for interpreting religious claims and moral reasoning within a diverse world, including the place of Christianity within it.*

215 Individual and Community (1 course) *This course explores the relationship between individuals and their communities. What do we owe to ourselves and what do we owe to others? It examines individual agency, behavior, and participation within social relationships, interactions, and institutions, including ethical perspectives. The course uses a thematic lens, such as homelessness, inequality, or civic participation to investigate important theories from a variety of social sciences. We explore how these disciplines make both theoretical and empirical contributions to our understanding of individuals and communities using both quantitative and qualitative methods.*

225 The Arts (1 course) *This course draws from different arts disciplines—music, dance, performance studies, visual arts—to study the practices, concepts, histories, and/or theories of artistic creation and expression. The course trains students in the practice, theory, or history of at least one artistic discipline, grounding students in embodied practice and knowledge and their histories. Disciplines will vary based on the expertise of the faculty member. This course may include a lab component.*

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 U.S. 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 U.S. Comptroller General, the U.S. Attorney General, the U.S. 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 courses completed. To be classified as a sophomore, a student must have earned seven courses, 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.

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.
2. Any changes in course registration made after the second week of the regular term or the third day of January Interim.
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

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. Individual faculty may set stricter limitations on entry into their courses. Registration for partial-credit courses may occur any time up to and including the first meeting day of the course.

A student may withdraw from (drop) a full-credit course during the first two weeks of the Fall and Spring semesters and the first three days of January Interim without having that course participation recorded on the transcript. For partial credit courses in Fall and Spring semesters, only one week is allowed. 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 course.

Courses for which a student is registered after these times will receive final grades.

Petitions

Students who wish to have an adjustment in degree or registration requirements must submit a petition to the Academic Petitions Committee. The committee meets monthly and comprises an Academic Dean, the Registrar, and two appointed faculty members. Petitions for late adjustments in course registration have a processing fee assessed for each change. 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

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

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.
5. Courses must be graded "C-" or higher.
6. Internships must meet Gustavus academic requirements and be approved in advance.

Gustavus students planning transfer coursework must meet with either the Registrar or Assistant Registrar prior to registering.

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 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 register for a maximum of 5.8 courses in a semester and pay a pro-rata overload fee. This fee is waived for those with a cumulative grade point average of 3.7 or higher.

Audit

A student may register for a course on an audit basis by obtaining permission of 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 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 "Expenses and Financial Assistance."

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. The student must obtain permission from the department and the instructor directing the study. The course will be entered on the student's transcript under the name "Independent Study." 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 write out a proposal for an Independent Study course and take the written proposal to the instructor. 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. If the instructor and department approve the proposal, the proposal form will be signed.

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 the first two weeks of the semester. For Interim Experience registration deadlines, see the JAN course catalog. First-year students may not enroll in an independent study for January.

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. Courses by arrangement are not appropriate for students wishing to retake a course. With the department chair's and the instructor's written approval, a student can register 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. 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 selects an advisory committee of three faculty members in three relevant disciplines to assist in developing a course of study. 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. Forms are available in the Office of the Registrar.

Internship Program

The Internship Program at Gustavus Adolphus College consists of two components: Interim Career Exploration (268) and semester or summer Academic Internships (368). 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.
 No student may register for less than .50 course credit for any internship. Previously completed internships (or other experiences) are not eligible for retroactive registration.
 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 juniors and seniors. The JAN career exploration is open to sophomores, juniors, and seniors.
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 (gustavus.edu/cice/). Course information for January study away courses is available in February 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 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 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:

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.

Students on January Interim 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.

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 (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. The institutional mission of the College calls for balancing educational tradition with innovation, study within a general framework that is interdisciplinary and international in perspective, and preparation of students to lead lives of leadership and service. January Term supports this mission by providing opportunities for courses that are innovative, experimental, and/or interdisciplinary. Note the following January Term regulations:

1. 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.
2. 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.

3. 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).
4. 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

Only 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.

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.

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 a special form, which is signed 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

A course may be repeated if this is done before a more advanced course in the subject has been studied. Courses graded "D" or better must be repeated at Gustavus and on a letter-graded basis each time. Grades for each time a course is taken remain on the permanent academic record; however, credit will be given only once and only the better grade (for Gustavus coursework) will be computed into the grade point average. Courses which have been failed at Gustavus may be repeated at Gustavus or at another institution. If they are repeated at Gustavus, the original grade will stay on the transcript but only the new grade, if it is better than the original grade, will be calculated into the Gustavus grade point average. If failed courses are repeated elsewhere, the original grade will stay in the Gustavus grade point average and the new grade will not be calculated into it. Note that First Term Seminar may only be taken during a student's first semester at the College. Therefore, students may not repeat First Term Seminar.

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*.

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

Students on academic or disciplinary probation may be excluded from participation in extracurricular activities. Eligibility for intercollegiate competition is determined by the standards of the College, the National Collegiate Athletic Association, and the Minnesota Intercollegiate Athletic Conference. 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 Probations 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.

* 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 probation 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 Probation Committee. In order to be considered by the Academic Probation 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:

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

The Academic Probations 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 Probations Committee for a reconsideration of the decision.

Academic Expulsion

Expulsion is the permanent termination of student status and may be imposed by the Academic Probations 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 should make their intent known to the Registrar at least two months prior to the opening of the term to be assured of courses, housing, and financial aid.

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 apply for readmission on forms available from the Academic Support Center. The application for readmission should be sent at least two months prior to the opening of the term and must be accompanied by an essay analyzing the reasons for suspension and the reasons for requesting readmission. 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 Dean of Students, an Academic Dean, the Director of the Academic Support Center, and the Registrar.

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.

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 (physical health or mental health of a family member) or another significant personal situation prevents a student from continuing all of his or her 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 of 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.



AFRICAN STUDIES (AFS)

Kate Keller, (History), Program Director

Philip Bryant, (English)

Paschal Kyoore, (Modern Languages,
Literatures, & Cultures)

Mimi Gerstbauer, (Political Science)

Gregory Kaster, (History)

Ursula Lindqvist, (Scandinavian Studies)

The African Studies Program has as its mission to create and foster an understanding and an appreciation of African societies and cultures in a manner that highlights their past and contemporary contributions. We celebrate and explore the unique-ness, complexity, and broader implications of African 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 in the College's mission to instill an international perspective and a commitment to social justice in our students. 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.

African Studies is an interdisciplinary field that engages the historical, political, social, economic, and cultural experiences of Africans and peoples of African descent, as well as the aesthetic dimensions of these experiences through their art and literature. In that, the program enhances the educational development of students and enables them to develop an appreciation for the contributions that Africans have made to world history and civilization.

The African Studies minor is designed to offer students an opportunity to study about the African continent and its peoples through varied courses across the curriculum. The wealth and the diversity of cultures and experiences of African peoples and nations is the focus of these courses. In taking these courses with a focus on Africa, 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 Studies offers graduates career opportunities in areas such as psychology, education, human development, history, anthropology etc. Graduates with an African 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 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. Africa is a continent that is often misrepresented and its people misunderstood. This program offers wonderful opportunities for students to develop their critical and analytical skills in assessing the perceptions, understandings, and misunderstandings of African peoples as well as their significant contributions to humankind. Graduates of the program will be in a better position to understand the complex experiences of Africans over space and time.

By sophomore year, a student should choose an African Studies minor advisor to guide him or her 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:

1. **AFS-190** Introduction to Africa
2. **Electives:** Four courses from the list of approved courses below. The choice of courses should reflect the interdisciplinary nature of the program. There are two categories of courses: Core Courses and Complementary Courses. Core Courses focus entirely on Africa. For the Complementary Courses, at least half of the content focuses on Africa. As a requirement, students must take three courses from those listed as Core Courses, and two courses from those listed as Complementary Courses. Interim January Interim Experience courses— either taught on campus or in an African country—that focus entirely on Africa may count as Core Courses. 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 can count toward the minor.

ENG-101 Reading in the World, “Pan-African Poetry” ENG-130

Introduction to World Literature

ENG-281 Postcolonial Literatures in English

FRE-364 Francophone African/Caribbean Literatures and Cultures FRE-367 North Africa

GEG-102 World Geography

GWS-264 African Women: Tradition and Modernity HIS-150

Modern Africa

HIS-201 Modern European Imperialism

HIS-202 Slavery and Freedom in the Atlantic World HIS-251

Africa since 1945

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 S/A-244

African People and Cultures

S/A-258 African Culture in Latin America and the Caribbean S/A-259 The

Anthropology of Religion

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

190 Introduction to Africa (1 course) *The course introduces students to the multifaceted dimensions of the African continent and its peoples from an interdisciplinary perspective. It serves as a good background for upper level courses in the African Studies program. Among other things, the course focuses on pre-colonial and colonial history, modern African states, and Africa's role in contemporary world affairs. It also discusses human geography, emphasizing the diversity and convergence of African cultural patterns, as well as traditional cultural forms and institutions such as kinship. Finally, the course discusses the oral and written literature and art of African peoples. Students discuss, do presentations, write research papers, and take exams. This course is required for the minor in African Studies. GLAFC, Fall semester.*

ART AND ART HISTORY (ART)

Betsy Byers, Chairperson
Priscilla Briggs
Nicolas Darcourt
Kristen Lowe

Donald Myers
Mary Rohl
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-362 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-270, ART-272, or ART-291;
3. Two Advanced Studio Art courses from ART-344, 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-362;
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: Twelve courses, including:

1. ART-101 ART-102, ART-362, and ART-392;
2. Four of the following: ART-239, ART-245, ART-250, CLA-211, CLA-212;
3. One of the following: ART-265, ART-267;
4. One of the following: ART-255, T/D-260;
5. One elective to be chosen from the Arts Studio courses;

6. 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, and communication studies

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

Art History Minor: ART-101, ART-102, ART-392, and two Art History electives chosen with the consent of the advisor.

Art Studio Courses

101 Art History (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. Fall only, All Years*

102 Art History II (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. Spring only, All Years.*

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.*

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.*

117 Studio Foundations (1 course) *This course serves as an introduction to the elements and principles of aesthetic language as they relate to basic design issues. It is an exercise in craftsmanship, presentation, and clear concept development to communicate ideas through perceptual, symbolic and expressive relationships. Students will identify and describe the elements of art and principles of design and utilize these elements to create and execute designs. They also will use design terminology and vocabulary effectively in written and oral communication and they will utilize the design process (research, studies/sketches, completed work) as a means of arriving at successful design solutions. Fall and Spring, All Years.*

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. Offered All Terms, All 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. Fall only, odd years.*

232 Oil Painting (1 course) *An introduction to painting through the use of oil pigments on stretched canvas. Painting will be explored as a very adaptable medium open to a variety of subject matter, styles, content, and techniques. The tradition of painting will be explored through assignments using historical and contemporary approaches. Group and individual critiques will be used to evaluate technical and aesthetic growth during the semester. Fall and Spring, All Years*

233 Mixed Media Painting (1 course) *Mixed Media Acrylic Painting This course is an introduction to the exploration and employment of mixed media in conjunction with acrylic paint. We will work with a variety of subject matter, styles, and techniques. Concepts in the creative use of color, composition, paint application, and the implications for content will be explored. Group and individual critiques during the semester will help encourage technical and aesthetic growth.*

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. 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. Fall and Spring semesters.*

237 Printmaking: Relief and Lithography (1 course) *Emphasizing strong composition to convey personal concepts, this course explores the printmaking processes of relief and lithography. Using wood and linoleum block carving techniques along with polyester plate lithography students will produce multiple print editions. Technical skills and critical dialogue will be fostered through demonstrations, lectures and group critiques. We will utilize historical and contemporary prints to provide a context for our coursework. Spring Only, Odd Years*

238 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. ARTSC, Fall Only, All Years*
239 Christian, Islamic and Jewish Art (1 course) *Christian, Islamic, and Jewish Art: CE 0?1400 An introduction to the arts of Europe in the Middle Ages. This course discusses the traditions of Christian, Islamic, and Jewish faiths as expressed in art and architecture. The course examines the ways that these traditions intersected each other and created a vibrant visual culture that continues to influence the contemporary world. Spring Only, All Years.*

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. Spring semester.*

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. ARTSC, Fall Only, All Years*

244, 344 Special Topics (1 course) *Special topics in art history and studio art. Content will vary from semester to semester. Course 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 semester.*

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. 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 soft-ware. 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.*

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. 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 Hand built 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 Courses

101 Art History I (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, Fall semester.*

102 Art History II (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. Spring semester.*

239 Christian, Islamic, and Jewish Art: CE 0–1400 (1 course) *An introduction to the arts of Europe in the Middle Ages. This course discusses the traditions of Christian, Islamic, and Jewish faiths as expressed in art and architecture. The course examines the ways that these traditions intersected each other and created a vibrant visual culture that continues to influence the contemporary world. Offered occasionally.*

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, Fall semester.

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. ARTSC, WRITL, Offered occasionally.*

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. 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. Offered occasionally.*

267 The Arts of Asia (1 course) *This course introduces students to the visual arts of Asia from prehistory to the present. While general content is organized chronologically, this course focuses on themes in Asian art that will foster an understanding of the paintings, sculpture, ceramics and architecture of India, China, Japan, and Southeast Asia. The course will combine the analysis of individual artworks with the understanding of the cultural, religious, and social contexts of the art. Offered occasionally.*

362 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.*

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 and ART-102. Offered occasionally.*

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

ENG-142 Film as Art
CLA-211 Art and Archaeology of Greece
CLA-212 Art and Archaeology of Rome
COM-235 Media and Society
FRE-352 French Cinema
PHI-241 Philosophy of Art
SCA-334 Scandinavian Film SPA-
390 Film in Spanish

ARTS ADMINISTRATION

Dave Stamps (Music) Program Director

Colleen Stockmann (Art & Art History)

The minor in Arts Administration provides students with an introduction to the skill-set required to effectively manage and promote programs and institutions related to the fine arts. The Arts Administration minor offers a focus on organizational behaviors, marketing strategies, communication practices, and resource management within the context of the fine arts. The minor is designed to expand the in-depth knowledge students have acquired through majors in Art/Art History, Music, or Theatre/Dance. The minor is only available to students who are majors in one of these departments.

The **minor** consists of five courses:

1. T/D-260 Arts Management;
2. One course from: E/M-110, E/M-261, E/M-260, MCS-140 and MCS-142;
3. Three courses from: ART-220, ART-255, COM-117, COM-120, COM-231, COM-237, COM-246, ENG-112, ENG-256, ART-268/368, MUS-268/368, T/D-268 and T/D-268/368 (Internships/career explorations to be arranged through the respective major department and in consultation with a faculty member)

BIOLOGY (BIO)

Jon Grinnell, Chairperson
 Margaret Bloch Oazi
 Laura Burrack (on leave 2021-22)

Jeffrey Dahlseid
 Eric Elias
 Michael Ferragamo
 Janie Frandsen

Yuta Kawarasaki
 Pamela Kittelson
 Amy Kochsiek
 Katherine Leehy
 James Parejko
 Katie Lynn Peterson
 Jalean Petricka
 Brookhart Shields

Students who major in Biology at Gustavus Adolphus College investigate all the major fields of the life sciences—from how molecules and genes work to how organisms respond, to how nutrients flow through an ecosystem. Students have the opportunity to expand the boundaries of scientific knowledge by engaging in research in courses taught by a broadly trained, committed faculty, and in optional intensive research collaborations with a faculty mentor.

While encouraging in-depth preparation for graduate and professional studies, the Biology Department places a strong emphasis on breadth of understanding. All students will complete a core introductory Biology sequence of courses (BIO-101, Principles; 102, Organismal; 201, Cell & Molecular; and 202, Ecology, Evolution & Behavior) augmented with courses in Chemistry and Mathematics. This core sequence is structured to prepare students for advanced scientific studies while introducing them to a broad foundation. Two Chemistry courses (CHE-107, Principles or CHE-108, Chemical Thermodynamics and Equilibrium, and CHE-141, Organic 1) must be taken prior to BIO-201 and BIO-202. Level II courses have a pre-requisite of BIO-101 and BIO-102, while Level III courses require completion of the four-course Biology core and two courses in Chemistry.

The Biology Department encourages its students to study abroad. Many programs offer courses that will transfer back as part of Biology major/minor credit, including these from the past few years: Lancaster University (England), The University of Cape Town (South Africa), University College Cork (Ireland), The University of Aberdeen (Scotland), The Universities of Melbourne and Queensland (Australia), and non-university-based programs in Costa Rica, Tanzania, Denmark, and Namibia. Interim Experience courses also encourage international experiences, with recent Biology offerings in Tanzania, Ecuador, México, Bolivia, and Guatemala.

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).

Biology Major: Eight regular semester courses in Biology, plus CHE-107 or CHE-108, and CHE-141, and one course in Calculus or Statistics. The Biology courses must include BIO-101, BIO-102, BIO-201, BIO-202, and four additional courses, level II or above selected, in consultation with a faculty advisor. Three of these additional courses must be level III. A combined average GPA of 2.0 or higher is required from all courses counted toward the major (Biology, Chemistry, and Math) for successful completion of the major.

CHE-255, GEO-241, or PSY-260 may be used as a level II course toward the major. Additionally, in the years it is offered, a comprehensive departmental program assessment exam is required of all graduating majors.

Life Science Teaching Major: Two Life Science Teaching licenses are possible through the state of Minnesota: grades 5-8 and 9-12 licensure. It is recommended that candidates complete both licenses to be competitive for teaching positions.

The Life Science Teaching Major for grades 9-12 requires the same courses as the Biology major, with BIO-374, Genetics, as one of the required level III Biology courses. In addition to the Biology, Chemistry, and Mathematics courses required for the Biology major, the core Secondary Education courses must be completed.

A GPA of 2.0 or higher is required from all courses counted toward the major for successful completion of the major. The addition of six courses: GEG-125, GEO-111, PHY-102, PHY-100 (or PHY 120/122 AND PHY 170/172), EDU-248, and EDU-396 will add the 5-8 middle level science license to the 9-12 Life Science license. (Note: PHY-100 is an IEX course and 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 (gustavus.edu/education/) for a listing of the Education courses required.

Biochemistry and Molecular Biology Major: See Biochemistry and Molecular Biology section of catalog.

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.

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 this requirement.

Students not intending to major in Biology who want to take a core course out of sequence may do so by petition to the department. Petitioners must discuss their academic plans with a member of the department before submission of the petition. Approval of the petition allows enrollment in the core course only. Petition forms are available in the departmental office or on the Biology website (gustavus.edu/biology/).

All advanced courses (Level II and III) retain the prerequisites stated above. Non- majors may petition exception to the prerequisites, but the following three criteria must be met prior to enrollment:

1. Completion of four science courses with a laboratory component. This is 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

Biology majors preparing for graduate school are urged to consult with a faculty advisor as soon as possible in their academic career. Careful selection of courses beyond the core is important for preparation toward a specific sub-discipline. Most students preparing for graduate work complete additional courses in calculus, statistics, chemistry, and physics. Plans should be made to take the general and advanced tests of the Graduate Record Exam (GRE) at the end of the junior or early in the senior year.

100 Biology Explorations (1 course) *This course explores the diversity of life and how organisms, including humans, function and interact in the biological world. Topics include how scientists identify and evaluate questions and the genetics, evolution, ecology, physiology, and cellular biology of living organisms. Approaches to understanding these topics 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. Spring semester.*

101 Principles of Biology (1 course) *A general introduction to the study of biology. Topics include the structural organization of organisms, cellular reproduction, basic metabolism, genetics, ecology, and evolution. Three hours of lecture and two hours of laboratory weekly. Required for students intending to major in Biology, Environmental Studies, or Nursing. Recommended for majors in Chemistry, Life Science Teaching, 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. Prerequisite: BIO-101. 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-102, and CHE-141. Fall semester.*

202 Evolution, Ecology, and Behavior (1 course) *This course focuses on three themes: 1) the mechanisms and patterns of microevolution and macroevolution, including the evidence for evolution and a broad survey of the evolution of life on earth; 2) ecology, including organismal responses to the environment, population dynamics, species interactions, community structure, and ecosystem processes; and 3) behavior. Four hours of lecture and three hours of laboratory or field trip weekly. Prerequisites: BIO-201. 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.*

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 bio-diversity. It is organized to include 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 Biology or Environmental Studies. WRITD, 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 description of the Internship Program.*

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.*

372 Animal Behavior (1 course) *The study of animal behavior from an evolutionary perspective. This course will cover 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 behaviors involved in 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-202. WRITD, Spring semester.*

374 Genetics (1 course) *This course extends the study of genetic principles introduced in the four-course core sequence. Topics will include transmission genetics, cytogenetics, quantitative genetics, and the molecular genetics of both prokaryotes and eukaryotes. Four hours of lecture weekly. Prerequisites: 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-202. 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, even years.*

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. Offered occasionally, Spring semester.*

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-202. WRITD, offered occasionally.*

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-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-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, Fall semester.*

384 Neurobiology (1 course) *An examination of the nervous system at three different scales: 1) cellular foundations of electrical excitability, synaptic transmission, and the arrangement of individual cells into a system; 2) system behavior in controlling conscious sensation and voluntary movement; and 3) mechanisms that underlie behavior, state changes, and plasticity. Four hours of lecture and three hours of laboratory weekly. Prerequisites: BIO-202 or PSY-260 and permission. WRITD, Fall semester.*

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. Four hours of lecture weekly. Prerequisites: BIO-202. Offered occasionally, Spring semester.*

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-202. Spring semester.*

388 Molecular Genetics (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. Current methods used to study genetic regulation and genomes, including recombinant DNA, will be discussed and used in the lab. Four hours of lecture and four hours of laboratory weekly. Prerequisites: BIO-202 or only BIO-201 for Biochemistry and Molecular Biology majors. 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 on the basis of 1.0 course 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 each semester.*

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 further understanding of 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. Prerequisite: permission of instructor. WRITD, Offered occasionally, Fall and Spring semesters.*

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 the Biology Handbook or Biology web site for additional details regarding preparation and participation in Departmental Honors in Biology (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
PSY-260 Introduction to Neuroscience

BIOCHEMISTRY AND MOLECULAR BIOLOGY

Jeffrey Dahlseid, Program Director

Heather Haemig

Janie Frandsen

James Parejko

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, Biology, 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 Genetics.

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 participate in four semesters of seminar (CHE-399).

CHEMISTRY (CHE)

Scott Bur, Co-Chairperson
Brandy Russell, Co-Chairperson
Aron Anderson Jeffrey
Dahlseid
Melissa Denier
Janie Frandsen
Heather Haemig

Ian Hill
Jessica Imholte
Jeff Jeremiason
Amanda Nienow
Brian O'Brien
James Parejko
Dwight Stoll (on leave 2021-22)

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 an IEX course and 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 (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.

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. Spring semester.*

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 gases, 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 by-pass CHE-107. NTSCI, Fall semester.*

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, JAN, January Interim.*

141, 251 Organic Chemistry I, II (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. CHE-141 offered Spring semester. CHE-251 offered 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. Prerequisite: CHE-251. 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-251 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 bio-chemistry 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, Fall or Spring semester.*

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. Offered 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, PHY-171/172 or PHY-215/216. CHE-270 or CHE-246 and MCS-142 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-251, 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, CHE-371 and MCS-122. CHE-372 and MCS-221 are recommended. 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 Interim.*

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, Chairperson
Hagar Attia
Mark Braun
Breena Brockmann
Patricia English

Martin Lang
Phillip Voight
Sarah Wolter

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 practice. 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 is among the fastest-growing liberal arts majors and develops the essential skills that employers seek. Our graduates excel in a variety of career fields, including marketing, advertising, public relations, politics, non-profit 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. 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. Practice 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. Students interested in the minor must submit and complete a proposed minor plan and work with the department chair to fulfill courses for the minor. Courses taken as a declared major in the department will not be counted to the minor. 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. Courses taken as a declared major in the department will not be counted to the minor. Students will create an individual project in consultation with department faculty.

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.

115 Screen: Introduction to Critical Media Studies (1 course) *Students will develop media literacy 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 will 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 will learn to navigate our 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 will 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 the theory of narrowcasting as expressed in the trajectory of digital culture and social media production over the past 20 years. Students in the course 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 meaningful assessments of the communicative dimensions of virtual communities. Fall semester.*

235 Stories That Shape Us (1 course) *Societies are built on stories, and the media have become our modern-day bards. Whether binge-watching a 90s sitcom or sharing your nephew's latest post, you are consuming stories that affect how you see yourself (and others) in the world. These stories shape our societies, too, and not always for the worse. Through the theoretical lenses of media studies, we will study the narratives offered in various media forms from a variety of times and places to understand how they move us to come together in society—or to tear those societies apart. 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 will explore ways media ownership concentration and contested truth influence content and access to information. The final project will develop media literacy curricula for children to help them navigate the changing nature of information in society. 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 non-profit organizations. Spring semester, odd years.*

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. WRITL, 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. 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. Working with a community partner, students will be responsible for designing, coordinating, publicizing, facilitating, and reporting on community deliberations. At the heart of liberal arts education, the principles and practices of deliberation and dialogue constitute important skills for personal, professional, and civic effectiveness. The course requires participation in community deliberations outside of class time. Fall semester.*

280 Community Advocacy and Social Change (1 course) *Acting alone, individuals may not always have the resources or the power to enact social change. This course examines how citizens assemble and 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. Spring semester.*

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.*

320 Public Engagement (1 course) *Public Engagement explores the processes of public engagement in the development of community values, policies, and practices. Students will read and analyze theories of public deliberation and civic engagement. Through extensive research and examination of local 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. Fall semester.*

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. Spring semester, odd years.*

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 methods of media criticism to better understand familiar media examples of their own choosing, including television, film, music, internet texts, and others. Analyses will emphasize both the oppressive and liberating exercise of power and the complex interaction between media messages and the "common sense" cultural norms that shape our everyday lives. Prerequisite: COM-245 or COM-258. 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, non-profit, 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 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. Prerequisite: COM-258. WRITD, Offered occasionally.*

383 Communication and Gender (1 course) *Through an exploration of how gender and sex are constructed, challenged, and reconstructed through our everyday communicative interactions, students focus on ways the human subject is defined through discursive practices and identify the perceptual, interactional, and micro-political activities that contribute to both individual and institutionalized performances of gender and sex. Students analyze intersecting categories of identity (including race, class, and sexual orientation), 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 non-profit 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 non-profit 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

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.

ECONOMICS AND MANAGEMENT (E/M)

Sheng-Ping Yang, Chairperson
 Laura Bowyer
 Paul Estenson
 Vita Faychuk (on leave 2021-22)
 Catherine Harms
 Laura Hildreth
 Lonnie Hosman
 Angelika Löfgren

Kathy Lund Dean
 Jeffrey Owen (on leave Spring 22)
 Artur Pietka
 Marta Podemska-Mikluch
 Peter Stark
 Shu-Ling Wang
 Lawrence Wohl

The Department of Economics and Management aims to provide a broad understanding of the functioning of our economic system and the organization and operation of business enterprise within the system, as well as to stimulate an analytical approach for evaluating and determining economic policy.

The program of courses is designed not only to provide a strong foundation for graduate study, but also the basic economic and business fundamentals needed for direct employment in business upon graduation.

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.

E/M-108 (Principles of Microeconomics) and E/M-109 (Principles of Macroeconomics) are prerequisites for further work in the department unless the student receives approval of an alternative from the department chairperson.

Four majors with options within some majors and three minors are offered. A grade of C– or higher is required for each course counted toward a major or minor (including statistics and/or calculus), and a departmental GPA of 2.33 or higher is required for all departmental courses counted toward a major or minor. January Interim courses are not counted toward any major in the department. The specific requirements are as follows:

I. Departmental Mathematics Requirement (required of all majors):

1. Management/Accounting Mathematics Requirement:

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

2. Economics Mathematics Requirement:

- a. MCS-121, or MCS-118 and MCS-119.
- b. E/M-125, MCS-142, or MCS-341.

A grade of C– or better is required in each of these courses. Additional courses in Mathematics and Computer Science are strongly recommended for students anticipating graduate study.

II. **Departmental Core** (required of Accounting, Public Accounting and Economics majors): E/M-108, E/M-109 or E/M-160, and E/M-110.

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

In order to receive credit toward a major in the department, a grade point average of 2.33 is required for the three core courses, with a grade of C- being the minimum acceptable grade in any of the core courses. Economic Analysis majors who do not take E/M-110 will have their core grade point average calculated based on grades in E/M-108, E/M-109 or E/M-160, or an approved substitute. 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 in the Economics and Management Department. 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 above prerequisites may enroll with the permission of the instructor.

III. **Additional Course Requirements for Each Major and Options as follows:**

A. **Economics Major**

1. **Economic Analysis**

a. Required: E/M-281, E/M-282, E/M-388.

a. Six Economics electives (minimum three Level-III courses)

from: E/M-273, E/M-274, 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.

*Students who complete E/M-110 need five courses, at least three Level-III.

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

2. **Financial Economics**

a. Required: E/M-281 or E/M-360, E/M-282, E/M-270, E/M-370, E/M-371, E/M-388.

b. 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-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**

Management Core: E/M-108, E/M-110 and E/M-160.

Management Requirements: E/M-230, E/M-261, E/M-265, E/M-270, E/M-365. Management Electives: Four courses, including at least two Level III courses:

E/M-260, E/M-267, E/M-277, E/M-285, E/M-286, 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 and 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 incorporating 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 requirements: E/M-230, E/M-231, E/M-232, E/M-240, E/M-330, and E/M-340.

b. Accounting electives: One course credit from E/M-241 or E/M-339.

c. Management requirements: E/M-265 and two courses selected from E/M-251, E/M-260, E/M-261, E/M-267, E/M-270, E/M-350, E/M-351, 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 requirements: E/M-230, E/M-231.

b. Accounting electives: Two courses from E/M-232, E/M-240 and E/M-340.

- c. Management requirement: E/M-265.
- d. Finance requirements: E/M-270, E/M-370, E/M-371.
- e. 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 prior to graduating from Gustavus. Note: Completion of all requirements for the Public Accounting major may take more than eight semesters of study.

- a. 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.
- b. Management requirements:
 - 1) E/M-265.
 - 2) Two courses from E/M-251, E/M-260, E/M-261, E/M-267, E/M-270, E/M-350, E/M-351, E/M-353, E/M-360, E/M-365, E/M-370 and approved E/M-244/344.
- c. Complete a total of 37.5 courses, no more than .5 course of Physical Education activities 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.

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: E/M-125 or 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: E/M-125 and/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-110, E/M-160, E/M-261, and two additional 200 or 300 level Management courses.

Economics and Management 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-100s, 110s, and 120s—Departmental Core Courses
2. E/M-230s, 240s, 330s, and 340s—Accounting
3. E/M-250s, 260s, 350s, and 360s—Management
4. E/M-270s, 280s, 370s and 380s—Economics

105 Personal Finance (1 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. WELBG, Fall and Spring Semesters.*

108 Principles of Microeconomics (1 course) *Microeconomics looks at the economy as a whole, microeconomics examines the actions of the smaller components that make up the macro economy: individuals, households, businesses, unions, and governmental units. Most attention is given to the decisions facing a typical firm, and how those decisions will impact variables like price, output, and profit. Specific topics include demand theory, elasticity, production and cost, market structure, factor markets, international trade, 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.*

125 Statistics for Economics and Management (1 course) *The course emphasizes the application of statistical methods to economic, management, and accounting problems. In the course, students will develop their skills using current computer software and internet applications. The topics include presentation of data, measures of central tendency and dispersion, probability and probability distributions, sampling methods and distributions, confidence intervals, hypothesis testing, correlation analysis, simple linear regression, time series analysis, and decision making under conditions of uncertainty. Credit cannot be earned for this course if another course in statistics has been completed. Prerequisite: higher algebra. 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.*

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, E/M-109, 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-108, E/M-109, E/M-110, and 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-108, E/M-109, E/M-110, E/M-125 or 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-108, E/M-109, E/M-110, and 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 focuses on the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services thereby creating an exchange that satisfies individual and organizational goals. Moving from a firm understanding of marketing basis—product, price, promotion, and place—this course then explores the changing dynamics surrounding exchanges. These changes are reflected in such issues as: bricks and mortar versus online retail, the changing role of market intermediaries, and evolving globalization of trade and exchanges. 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, E/M-109, and E/M-110. Fall and Spring semesters.*

267 Entrepreneurship (1 course) *This course offers an introduction to entrepreneurship as a process of problem solving and value creation. Students will be introduced to the economic theory of entrepreneurship with a focus on the relationship between entrepreneurship and economic growth. Once familiar with the theory, students will work on developing their entrepreneurial ventures through an experiential learning experience. This process will start with learning strategies for opportunity recognition, followed by feasibility analysis, development of a business model, industry and competitor analysis, and will conclude with writing a business plan. By the end of the semester, students will have developed the foundation necessary for turning an idea into an entrepreneurial firm. Simultaneously, throughout the semester, students will study the characteristics of successful ventures through a combination of readings, class discussions, and interactions with invited entrepreneurs. 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-109, E/M-110, and either E/M-125 or 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, E/M-109, and E/M-110. 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. Course work includes essay exams, a term paper, and other brief writing assignments. Prerequisites: E/M-108, E/M-109, and E/M-110. Fall semester.*

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, E/M-109, and E/M-110. 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, E/M-109, and E/M-110. 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, E/M-110, E/M-125 or 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, as well as the interdependence of the domestic and global economies. Prerequisites: E/M-108, E/M-109, E/M-110, E/M-125 or 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, E/M-109, and E/M-110. 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, E/M-109, and E/M-110. Spring semester, odd years.*

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-108, E/M-109, E/M-110, E/M-125 or MCS-142, MCS-121 or MCS-119, 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-108, E/M-109, E/M-110, E/M-125 or MCS-142, MCS-121 or MCS-119, and E/M-231, Fall 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-108, E/M-109, E/M-110, E/M-125 or MCS-142, and MCS-121 or MCS-119. 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, E/M-125 or MCS-142, E/M-150, and E/M-160. 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, E/M-125 or 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 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-108, E/M-110, E/M-125 or MCS-142, E/M-150 and E/M-160. 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, E/M-110, E/M-125 or MCS-142, and MCS-121 or MCS-119. Fall semester.*
- 365 Strategic Management** (1 course) *An examination of current business problems for development of policy decisions utilizing case methodology. Students prepare oral and written analyses and solutions for cases drawing on previous courses, current literature, and field trip experiences with business leaders. Prerequisites: E/M-108, E/M-109, E/M-110, and E/M-125 or MCS-142; open to seniors in the E/M department. WRITD, Fall and Spring semesters.*
- 366 Economics of Strategy** (1 course) *This course uses economic analysis to provide a framework for strategic decisions within organizations. In particular, we will explore the concept of firm boundaries, how to analyze markets and competitors, how firms position themselves within markets and change those positions over time, and how firms organize themselves internally to carry out their strategies. Prerequisites: E/M-108, E/M-109, E/M-110, E/M-125 or MCS-142, and MCS-121 or MCS-119. Spring semester.*
- 367 Entrepreneurship II** (1 course) *It is likely that entrepreneurs are born, not made. For those who believe they have an entrepreneurial spirit, this course will examine the complex problems they will face in starting their own venture and enhance their skills at addressing problems such as: recognizing opportunity, organizational structure, staffing, finance, marketing, and operations. Each student will develop his/her own business plan for the launching and operation of a business, incorporating the principles from a text, a study of the literature, and consultations with experts. Prerequisites: E/M-267, 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. 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. 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: E/M-108, E/M-109, E/M-110, E/M-125 or 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 port-folios, 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, E/M-125 or MCS-142, MCS-121 or MCS-119, and E/M-270. Fall semester.*

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, E/M-110, E/M-125 or 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 factory 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, E/M-110, E/M-125 or MCS-142, and MCS-119 or MCS-121. 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, E/M-110, E/M-125 or 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, E/M-110, E/M-125 or 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, E/M-110, E/M-125 or 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-108, E/M-109, E/M-110, E/M-125 or 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.*

ELEMENTARY AND SECONDARY EDUCATION (EDU)

Amy Vizenor, Chairperson
 Briana Miller
 Daniel Moos
 Marilyn Christiansen
 Alysha Coffman
 Lisa Dembouski
 Jule Gronewold

Ruth Heilman
 Eva Hendrickson
 Cynthia Hockert
 Katrina Imison-Mázy
 Carol Lagergren
 Julie Olson
 Lisa Ortmann
 Lucilla Rudge
 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. Students who complete Gustavus teacher education programs regularly pass all teacher licensure tests required by the state of Minnesota.

There are ten 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 students in the field. Teacher Education students work with youth and children throughout the program, including a full-time three-week experience to start the program, multiple and lengthy methods practice opportunities, and a student teaching experience of at least 14 weeks (560 hours).

Careful planning of a student's education program is very important. Therefore, it is necessary that interested students make an appointment with the Coordinator of Admission and Field Experiences to enroll as early as possible in teacher education programs. Upon admission, each student will be assigned an advisor who should be consulted each semester before registration for classes.

The department supports students who wish to study and travel internationally. The department offers international student-teaching options and distance domestic student-teaching options. Students must apply and be accepted for these programs, and should consult with the Coordinator of Admission and Field Experiences early to be sure international study will fit into their program.

Field Experiences

Field experiences in our partner schools are required in many courses. Students are required to provide their own transportation to these sites.

Admission to Basic Programs

Students 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 Secondary 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 Education course, or in any Elementary endorsement course.
5. Completion of at least one designated writing course with a grade of C or better.
6. Approval by the department chair of the student's major.
7. Verification that the Minnesota Teacher Licensure Exam (MTLE) Basic Skills Tests has been taken.

Criteria for which relative performance will determine Admission Rankings:

8. Successful completion of a supervised field experience in an elementary or secondary school (EDU-268).
9. A writing sample completed in a standardized session for all candidates.
10. For Secondary Education students, two recommendations are required, one from a professor who has had the student in a class in the major and one from another faculty member not in the Education Department. For Elementary Education students, two recommendations are required from professors outside the Education Department who have had the student in class.
11. An overall minimum GPA of 2.75.
12. Personal interview with members of the Education Department admissions committee, including at least two faculty and at least one upper-level Education student.

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 student is denied admission to the program by the Gustavus Education Department, and is subsequently unsuccessful in appealing the decision within the department, the student may appeal to the Academic Dean, who will ask for a written statement from both the student 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 Education class, or in any Elementary endorsement course.

- Approval by the Coordinator of Admission and Field Experiences.

The Professional Semester is a full-time commitment by the student. Participation in work or extracurricular activities will require a petition to the Coordinator of Admission and Field Experiences. Students pursuing multiple licensures or endorsements are required to extend their student teaching through the January Interim (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

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

- All College requirements for the B.A. degree.
- Two of the following: GEG-102, HIS-130 or HIS-140, or S/A-111.
- MCS-115 and MCS-140.
- One English course which focuses on composition and writing skill.
- One course in public discourse.
- PSY-100, MUS-107, ART-248, HES-232, HES-315.
- 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.
- 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).
- Passing of the Minnesota Teacher Licensure Exam NES Basic Skills Test as required by the Minnesota Board of Teaching or providing evidence of a score of 22 or higher on the ACT Plus Writing.*
- Completion of the Standards of Effective Practice Portfolio.
- Completion of the Teacher Performance Assessment (edTPA).*
- 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. Students 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 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, Chemistry, Communication Arts/Literature, Health, Latin, Mathematics, Music, Physical Education, Physics, Social Studies, and World Language (Spanish). In the areas of Art, Music, Physical and Health Education, and World Language, a Secondary Education Program student 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 of the Minnesota Teacher Licensure Exam (MTLE) Basic Skills Test as required by the Minnesota Board of Teaching or providing evidence of a score of 22 or higher on the ACT Plus Writing.*
6. Passing scores on the Minnesota Teacher Licensure Exam (MLTE) Tests as required by the Minnesota Board of Teaching.*
7. Completion of the Standards of Effective Practice Portfolio.
8. Completion of the Teacher Performance Assessment (edTPA).*

Students 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 Interim (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 students should consult with the EDU Department for additional information.

Coaching

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

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. Students will critically examine children's literature and the reasons some children's literature is challenged or censored. Fall and Spring semesters.*

230 Social Foundations of Education and Student Needs (1 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 students 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.*

Students 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. Students 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? Students 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 prepares the student 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. Interim Experience.*

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, junior standing, 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 students 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 student 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, junior standing, 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. 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. Students 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, even years)

355 Chemistry Methods (Fall semester, even years)

358 Biology Methods (Fall semester, even years)

MLC-357 Second-Language Teaching Methods (1 course) (Fall semester)

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 Secondary Practicum (.25 course) *On-school placements as AVID tutors provide opportunities for students to apply what they know as they work with secondary students. Application of critical thinking and questioning strategies to support student 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. Students 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 dis/abilities, 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. Co-requisites: EDU-320, EDU-330 and EDU-340. 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 student 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 student'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 foreign 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 student's endorsement. IEX January Interim.*

398 Human Relations in Education (.5 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. Writing is an integral part of the course. Co-requisites: EDU-320, EDU-330 and EDU-340. Prerequisite: junior standing and admission to the Teacher Education Program. WRITD, Fall and Spring semesters.*

399 Seminar in Elementary/Secondary Curriculum and Instruction (.75 course) *A cap-stone seminar in which analysis, synthesis, evaluation, and integration are stressed. Students 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. Prerequisite: admission to the Professional Semester. WRITD, Fall and Spring semesters.*

ENGLISH (ENG)

Sean Cobb, Co-Chairperson
 Robert Kendrick, Co-Chairperson
 Philip Bryant
 Sun Hee Lee
 Martha Ndakalako
 So Young Park

Nissa Parmar
 Rebecca Taylor Fremo (on leave 2021-22)
 Vera Foley
 Matthew Rasmussen
 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 course-work 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 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. Introduction to Literary History or Genres: 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-317, ENG-321, 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 or another theory course approved by the department.
7. Electives: Four English electives. Only one may be numbered 112 or below. At least one must be numbered above 201 and two numbered above 300.

B. English Major with Emphasis on Writing: The student who wishes to concentrate on writing as an emphasis in the English major must take the courses required of all English majors. However, the three electives must be satisfied by taking writing courses such as ENG-112, ENG-210, ENG-251, ENG-253, ENG-256, ENG-310 and ENG-350. The student who wishes to pursue this variation on the English major should carefully work out the course of study with the major advisor.

C. 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. Introduction to Literary History or Genres: 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: One course ENG-142 or COM-115.
7. Theory: COM-257 or another approved theory course.
8. Senior Seminar: ENG-399.
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 section of ENG-101 will count toward the minor.

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 and rewriting poems, dialogs, stories, and reviews. Class meetings will combine in-class exercises with discussion of student work. Grade based on participation. Frequent reading and writing assignments. Offered annually.*

115 British Literature I (to 1789) (1 course) *A chronological study of the achievements of British literature during the Middle Ages, the Renaissance, the Restoration, and the Augustan Age. One or two continental works which help to illuminate some aspects, themes, or works of British literature may be included. Offered occasionally.*

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, Offered annually.*

122 American Literature II (since 1865) (1 course) *A survey of American literature since the Civil War emphasizing the richness and diversity of American voices and literary traditions. The prose, poetry, and drama of authors such as Twain, James, Chopin, Eliot, Hemingway, Faulkner, Hughes, Baldwin, Kingston, and Erdrich will be studied for their aesthetic, historical, and cultural implications. Offered occasionally.*

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 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 major/minor. Spring semester.*

130 Introduction to World Literature (1 course) *This course gives students a wide-ranging introduction to the literatures of Africa, Latin America, India, Asia, and/or the Middle East. Texts may include fiction, non-fiction, poetry, drama, and film, and will be studied in their cultural and historical context. Issues that may be explored include the slave trade, colonialism, nationalism, religious and ethnic conflicts, gender, social justice, and interrogation of globalization in contemporary texts. The emphasis of the course will vary from year to year and students are encouraged to consult the department website for details. Texts studied will be read in English. This course counts toward the African Studies minor. Offered annually.*

142 Film Art and History (1 course) *This course provides a survey of film history—from 1895 to the present—and teaches the analysis of film from a perspective rooted in literary interpretation. Students will learn to interpret film. They will also learn the language of filmmaking, the important historical development of film as a medium and the important historical context that led to that development. In an all-too-brief course through the landmarks of cinematic history, students will learn how to win critical distance from what they see and hear in the cinema so that they can produce informed, focused readings of particular film texts. Discussion topics include: silent films, the European New Wave of the 1960s, the advent of the blockbuster and the rise of homegrown independent filmmaking since the 1980s. 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. Students will also learn about basic elements of form and the methods and skills of English studies through reading and discussing primary and secondary texts, writing criticism, and doing research. 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) crime films, women in film, Korean films, films of the 1970's, or auteurs. By focusing on a particular, specific scope of film, students will learn the historical and cultural context for that film topic and investigate the details and particular issues raised by that topic. 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 occasionally.*

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. 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. Indigenous 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. WRITD. Offered annually.*

231 Modern Poetry (1 course) *A study of groups of poets who represent significant movements in 20th century poetry. The work of major modern British or American poets will be emphasized, but we also may examine the translated work of poets from other cultures. 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 supplement with recorded productions and films, and include plays being produced at Gustavus or in the general area. Reading material will come from multiple cultures, including the works of Henrik Ibsen (Norway), August Strindberg (Sweden), Bertolt Brecht (Germany), Lorraine Hansberry (United States), Caryl Churchill (England), and Wole Soyinka (Nigeria). Spring semester, odd years.*

237 Young Adult Literature and Literacy (1 course) *This course introduces prospective teachers and others to the history and range of literature typically regarded as written primarily for diverse readers aged 10 to 15. We study beloved classics and very recently published texts written by a culturally diverse group of writers. Texts may include a range from *The Outsiders* to *The Hate U Give* and *A Wrinkle in Time* to *The Absolutely True Diary of a Part-Time Indian* and *Wintergirls*. We study changes in expectations and practice in this body of literature and also examine additional examples 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. Spring semester, odd years.*

248 Film Theory (1 course) *This course expands and develops the analytical focus first explored in ENG-142, Film Art and History, by having students read primary and secondary theoretical texts paired with film selections. The course aims to cover all 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 Fall semester, odd years.*

261 The British Novel (1 course) *In this course, students will read novels by iconic English and Irish writers and consider the social and intellectual questions explored in their worlds of fiction. Major novels by Charles Dickens, Lewis Carroll, Thomas Hardy, Joseph Conrad, James Joyce, Virginia Woolf, and Samuel Beckett. Topics include realism, modernism, and cosmopolitanism. 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, Fall 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 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.*

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 chairperson 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 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.*

317 Renaissance Studies (1 course) *This course focuses on significant aspects of literature and culture in England and Europe between 1400 and 1700 and how early modern literature and culture serve as foundations for modern subjecthood. Course topics vary, and recent versions have included Literary Representations of Elizabeth I and England; Elizabeth I in Literature and Film; and Gender and Sexuality in Early Modern Literature. Prerequisites: ENG-115, ENG-116, ENG-117, ENG-121 or ENG-122, and ENG-102 or ENG-201. WRITD Spring semester, odd years.*

321 Shakespeare (1 course) *A study of the development of Shakespeare's dramatic and poetic art, his cultural and historical contexts and sources, and his historical reception with emphasis upon the reading and analysis of his better-known plays and sonnets. Prerequisites: ENG-115, ENG-116, ENG-117, ENG-121 or ENG-122, and ENG-102 or ENG-201. 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-115, ENG-116, ENG-117, ENG-121 or ENG-122, and ENG-102 or ENG-201. WRITD Fall semester, even years.*

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, consumer-ism, 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-115, ENG-116, ENG-117, ENG-121 or ENG-122, and ENG-102 or ENG-201. 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-115, ENG-116, ENG-117, ENG-121, ENG-122, ENG-124 or ENG-126, and ENG-102 or ENG-201. 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 we may study 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-115, ENG-116, ENG-117, ENG-121, ENG-122, ENG-124 or ENG-126, and ENG-102 or ENG-201. 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 (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 Seminar (1 course) *This course offers students directed practice in original scholarly research with study of primary and secondary materials, preparation of reports and reviews, and scholarly writing. Students will write a substantial critical and/or creative project. Prerequisites: senior status as an English major and permission of the department chair. WRITD, Offered annually.*

ENVIRONMENTAL STUDIES (ENV)

Jeff La Frenierre, (Geography), Program Director

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, and should consult with an advisor from a department in their intended track. The advisors include Jeff Jeremiason (Chemistry); Jeff Owen (Economics); Anna Versluis and Jeff La Frenierre (Geography); and Pamela Kittelson (Biology); Julie Bartley and Laura Triplett (Geology); Richard Leitch (Political Science); David Obermiller (History); Charles Niederriter (Physics) and Annika Ericksen (Sociology/ Anthropology).

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.

101 Interpreting the Fall Landscape (.5 course) *The sun is changing and our daylight short-ens. 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*

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.*

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 employment and personal fulfillment.

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 tele- vision, 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 (Film & Society), 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-256 Digital Photography ART-
258 Video Art
ART-386 Digital Photography II ART-
388 Video Art II
COM-115 Screen
COM-265 Video Representation COM-
375 Media, Culture, Power
COM-385 Reality Media and the Ethics of Spectatorship ENG-101
Reading: Film & Society
ENG-142 Film Art & History ENG-
248: Film Theory

Complementary Courses

ART-240 Darkroom Photography ART-380
Darkroom Photography II COM-231 Social
Media
ENG-101 Reading: Film Adaptation FRE-
352 French Cinema
GWS-244 Islam, Gender, and Sexuality in the US Media HIS-242
Hollywood, USA
JPN-271 Japanese Film
MLC-265 Exploring Intercultural Relations through Film SCA-334
Nordic Cinema
SPA-280 Social Interaction through Literature and Film 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)

Sharon Marquart, (GWSS/Modern Languages,
Literatures and Cultures), Program Director

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, 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, ENG-203, GWS-260, GWS-280, PHI-248, POL-380.
3. One course in literature and arts from ENG-101 (African Feminisms & Literature), ENG-124, ENG-217, FRE-363, GWS-236, GWS-264, GWS-272, SCA-224, SPA-375, T/D-136, T/D-236.
4. One course in history and culture from ART-250, CLA-331, GWS-142, GWS-226, GWS-238, 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.

At least 7 of the 9 courses required for the major must be Level II or Level III.

No more than two classes from any one department or interdisciplinary program, other than GWS, may count toward the major.

Each course may satisfy only one requirement in the major.

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 four 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 special topics courses that carry core credit. A list of these is available each semester in the registration materials.

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.*

141 Women in the United States (1 course) *This course is the same as HIS-141. The complete course description can be found in the History listings.*

226 European Women (1 course) *This course is the same as HIS-226. The complete course description can be found in the History listings.*

232 Black History Matters (1 course) *This course is the same as HIS-232. The complete course description can be found in the History listings.*

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 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, Fall semester, even years.*

238 Gender and Sexuality in the United States (1 course) *This course is the same as HIS-238. The complete course description can be found in the History listings.*

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) *This course is the same as PHI-248. The complete course description can be found in the Philosophy listings.*

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.*

264 African Women in a Changing World (1 course) *This course discusses the changing world and its impact on women in Africa; specifically, the changing place of women in the family, society, economics, and politics. The course connects these changes to the surge of feminism and the role of African women in theorizing and practicing feminisms and places African women's feminism in the context of global feminist theories This course counts toward the African Studies minor. Spring semester.*

280 Revolution, Resistance, and Liberation (1 course) *This course is the same as POL-280. The complete course description can be found in the Political Science listings.*

285 Sex, Power and Politics (1 course) *This course is the same as POL-285. The complete course description can be found in the Political Science 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. Prerequisite: junior or senior status. Fall and Spring semesters and Summer.*

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.*

291, 391 Independent Study (Course value to be determined) *Fall and Spring semester.*

GEOGRAPHY (GEG)

Joaquín Villanueva, Chairperson
Tiffany Grobelski

Jeff LaFrenierre
Anna Versluis (on leave 2021-22)

Geography is the study of humans and their environments. Geographers study the diversity of the world's people and places and the processes—both natural and cultural—that build and shape landscapes. 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 justice, environmental justice, sustainability, and global equity. Many geographers want not just to study the world, but to change it for the better. Geography is a “muddy boots” discipline: while geographers use books, libraries, classrooms, computers, and labs, a lot of our learning occurs in the field. Whether the field is a prairie, farm, forest, desert, suburb, or city, geographers like to study the real world in real time.

The Geography Department cultivates a holistic understanding of human-environment relationships; a critical awareness of environmental and global change; and knowledge of the world's diverse regions. We seek to play a major role in the College's mission of providing an education that “is both interdisciplinary and international in perspective” while simultaneously modeling effective, just engagement with local communities. Geography courses are intellectually stimulating; students are challenged to new understandings of the world around them while developing deeper values of community, service, and justice. We encourage curiosity, problem solving, collaboration, reflection, and strong oral and written communication. 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 natural resource conservation, geospatial analysis, international and community development, urban 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-140, 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-140, 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).

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**, Spring semester.

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 analyzes 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**, Spring semester.

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, wild-fire 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.*

238 Global Migration (1 course) *The course explores geographical issues related to migration and globalization. The course is based on recent theoretical contributions within the sub-field of the geography of migration. Globalization processes and changes in national states have significance for migrants in our time. The course discusses issues related to multiculturalism, trans-nationalism, religion, neoliberal political trends, and populism. The course also covers various aspects of international migration like migration flows (including labor migration), irregularity, citizenship, and ethnic identity. Prerequisite: GEG-101 or GEG-102 recommended. GLAFC, Spring semester.*

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.*

GEO-246 Surface Processes (1 course) *The study of the earth's surface and the processes that shape it. Processes discussed include those associated with weathering, streams, glaciers, ground ice, ground water, wind, oceans, tectonism, and volcanism. The laboratory is research-oriented and consists of learning basic tools (maps and photos) and applying these to several field research problems. Prerequisite: GEG-105 or GEO-111 or permission of instructor. Fall semester.*

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. Spring semester.*

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, odd 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 geo- graphic 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 Interim.*

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 Interim.*

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.*

399 Research in Geography (1 course) *This course offers students an immersion into an emerging area of contemporary geography. Specific topics will vary each year, with focus shifting between subfields in human, human-environment, physical and geospatial geography depending upon the interests and expertise of the instructor. All courses will emphasize critical analysis, scholarly research, and professional communication. Students will produce an original research product and will be encouraged to present their work at a scholarly conference or other external forum. Prerequisite: GEG-101, GEG-102, or EG-105 and GEG-242 or a similar research methods course. Open to junior and senior majors, others with permission of the instructor. Fall or Spring semester.*

GEOLOGY (GEO)

Laura Triplett, Chairperson
Julie Bartley

Erik Gulbranson
Rory McFadden

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 to conduct independent research or participate in a "professional path" focused on preparation for the workforce. Students may also apply to do an honor's thesis project. 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.

Major: 12 courses, including: GEO-111 or GEO-120, GEO-212, GEO-246, GEO-271, GEO-392, and GEO-393; 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 extended 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.

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.

Honors Thesis:

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.

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 Saint 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 field trip explores nearby geology. 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.*

212 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, 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.*

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, Fall semester, odd 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 GEO-120. Fall semester.*

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 GEO-120. CHE-107 is recommended. Spring semester.*

322 Petrology (1 course) *This course examines the processes and conditions that form igneous and metamorphic rocks on earth. We will investigate rock textures and chemical compositions to discern tectonic history. Students will use hand specimens, thin sections, and chemical data to identify rocks and interpret their petrologic history. We will address questions such as, "How does the composition of the crust change through time?", "Why are there so many different igneous and metamorphic rocks?", "How can we use rock textures to infer the petrologic history of rocks?" A weekend field trip is required. Prerequisite: GEO-271. Fall semester, odd years.*

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 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 GEO-120. Spring semester.*

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 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 research topic of their choosing and to draft and present a research proposal. Research projects are carried out independently during the summer or early fall. 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 research project and to produce and present a research paper. Prerequisite: GEO-392. WRITD for GEO-393, Fall semester.*

GREEK, LATIN, and CLASSICAL STUDIES (GRE, LAT, CLA)

Seán Easton, Chairperson

Eric Dugdale (on leave 2021-22)
Yurie Hong

Margaretha Kramer

Mary McHugh
Matthew Panciera (on leave 2021-22)

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 every-day 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 provide students with the linguistic, conceptual, and analytical skills to succeed in a range of careers, including medicine, seminary, law, non-profit 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 classics 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 inter-disciplinary 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, slaves, non-citizens, etc.),
 - 3) connections between Greece and Rome and other cultures of the Mediterranean (e.g. the Near East and Northern Africa), and
- 3) 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 (CLA)

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. Spring semester.*

103 Theatre 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, theatre architecture, and cultural contexts of Greco-Roman drama, and the influence of classical theatre on modern drama. Spring semester.*

201 Ancient Greek History and Culture (1 course) *A chronological survey of Greek history and culture from the Bronze Age to Alexander the Great. Readings from Homer, Herodotus, Thucydides, the tragedians, Aristophanes, and others. The class will concentrate on the rise and fall of democracy and on the nature of the Greek city state. Fall semester, odd years.*

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. 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. 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. 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. Offered occasionally.*

221 Love, Hate, & Sex in the Ancient World & Today (1 course) *This course focuses on ancient Greek and Roman concepts of love and hate in the context of social and sexual relationships and class and gender identities. This course will examine ancient literary texts as well as artistic and material artifacts. It will invite frequent comparisons to contemporary American culture and engage with topics, such as marriage, gender and gender expectations, sexual violence, and class/citizenship status. Offered occasionally.*

222 Ancient Theatre & Society (1 course) *This course focuses on ancient Greek and Roman concepts of love and hate in the context of social and sexual relationships and class and gender identities. This course will examine ancient literary texts as well as artistic and material artifacts. It will invite frequent comparisons to contemporary American culture and engage with topics, such as marriage, gender and gender expectations, sexual violence, and class/citizenship status. 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 Interim.*

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. 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) *The goals of this seminar are three: 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 (GRE)

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 works such as those by 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 and complexities of Greek grammar by reading passages closely adapted from famous Greek works such as those by Aristophanes, Demosthenes, and Euripides. Students will also explore themes of social marginality with regard to women, slaves, and the elderly, especially in the context of the Athenian legal system. Prerequisite: GRE-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. Prerequisites: GRE-201: GRE-102 or equivalent, GRE-301: Two Level II or III GRE courses, Fall semester, odd years.*

202, 302 Real Greeks (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 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. Prerequisites: GRE-202: GRE-201, GRE-302: Two Level II or III GRE courses, Fall semester, even years.*

211, 311 Life and Death in Homer (1 course, 1 course) *In this course, students will hone their understanding and appreciation of ancient Greek language and culture. Readings will consist of un-adapted 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 epic. 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. Prerequisites: GRE-211: One Level II or III GRE course, GRE-311: Two Level II or III GRE courses, Spring semester.*

212, 312 Herodotus and the World (1 course, 1 course) *In this course, students will hone their understanding and appreciation of ancient Greek language and culture. Readings will consist of un-adapted 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. Prerequisites: GRE-212: One Level II or III GRE course, GRE-312: Two Level II or III GRE courses, Spring semester.*

213, 313 Greek Tragedy: Power and Pity (1 course, 1 course) *In this course, students will hone their understanding and appreciation of ancient Greek language and culture. Readings will consist of un-adapted 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. Prerequisites: GRE-213: One Level II or III GRE course, GRE-313: Two Level II or III GRE courses, 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 (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. Fall semester.*

202 Ovid: Myth and Power (1 course) *In this course, students will consolidate their knowledge and appreciation of the Latin language and of Roman culture. Readings will consist of un-adapted 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, 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 hone their knowledge 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, even years.*

303 Women, Power, and Persecution (1 course) *In this course, students will hone their knowledge and appreciation of the Latin language and of Roman culture. Readings will consist of un-adapted 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, Fall semester, even years.*

304 Vergil and the Epic Tradition (1 course) *In this course, students will hone their knowledge and appreciation of the Latin language and of Roman culture. Readings will consist of un-adapted 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, Spring semester, odd year.*

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 para- graphs 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)

Stephanie Otto,
Chairperson

Aaron Banks

Wade Green

Joshua Harbitz

Kiki Harbitz

Karl Larson

Bonnie Reimann

Erica Roelofs

Hayley Russell (on leave
Spring 2022)

Mary Westby

Tsuifeng Yeh

Part-time Instructors

Troy Banse

Kari Eckheart

Katie Fischbach

Mark Hanson

Peter Haugen

Aaron Lund

Scott Moe

Rachel More

Maggie Willis

Dan Wolfe

The Department of Health and Exercise Science 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, Exercise Physiology, Athletic Training, and one teaching major. Students may also complete a minor in Coaching. The department's general education curriculum provides opportunities for participation in a broad range of physical activities that are designed to help students develop the knowledge and skills needed to improve personal fitness. Exploration of lifetime activities, health-related skills, and application of safety skills are other important goals within the general education program.

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.

A. 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.

B. 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.

C. 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.

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.

Application Requirements: At least 1.5 course credits from the following list of courses will be completed by the end of the fall semester: HES-219, HES-220, one of PBH 227, PBH 330 or PBH 338; HES-222, HES-234, HES-235, or HES-309.

Application Materials:

An essay describing your interest in the Exercise Physiology major, knowledge of the Exercise Physiology major and post-graduate opportunities related to the major. (Provide your name, ID number, and email at the top of the essay.) One college transcript—a copy of the WebAdvisor academic record.

Completed applications must be submitted to:

Stephanie Otto, PhD
Department of Health and Exercise Science
Gustavus Adolphus College
800 West College Avenue Saint
Peter, MN 56082-1498

Completed applications must be 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.

Courses required for the Exercise Physiology major:

PBH 227, HES-226, PBH 330 or PBH 338; HES-219, HES-220, HES-222, HES-234, HES-235, HES-250, HES-300, HES-308, HES-309, HES-310, HES-313, HES-350, and HES-398.

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-350.

D. Athletic Training Major: NOTE: The undergraduate program will continue to accept sophomore-level students through Spring 2022. The first-year class that enters Gustavus in Fall 2020 will be the last class eligible to apply for the undergraduate athletic training major. The Health and Exercise Science Department offers an Athletic Training Program (ATP) accredited by the Commission on Accreditation of Athletic Training Education. This program is provided for students who are interested in the field of athletic training. Admission to the ATP is competitive and limited. The College and the program are currently investigating transitioning to the masters' level. The undergraduate program will continue to accept sophomore-level students through Spring 2022. The first-year class entering Gustavus in Fall 2020 will be the last class eligible to apply for the undergraduate athletic training major. The program's website will be updated as information is available about the transition. More information about the athletic training profession's degree transition can be found on the CAATE's website: <https://caate.net/the-professional-degree/>.

Students wishing to apply for admission to the ATP must enroll and complete, or be completing, HES-200, HES-203, HES-234, and HES-309 by fall of the sophomore year. Sophomore students apply and are evaluated during the fall semester with a limited number accepted into the major in the spring. Criteria for the selection process are available on the ATP website at www.gustavus.edu/academics/hes/atr/apply.php. Transfer students must complete two and a half years in the program and participate in the evaluation process as fall semester sophomores.

Sophomore students accepted into the major begin clinical field experience (HES-303) during the spring semester. During January of the sophomore year, Athletic Training student majors are encouraged, but not required, to complete a four-week career exploration in their desired field or job setting. During the junior (HES-307 and HES-311) and senior (HES-312, HES-318, and HES-353) years, clinical field experiences will include application of skills and techniques involved with the prevention, assessment, and rehabilitation of injury/illness while under the supervision of athletic trainers and other allied health care professionals. Clinical experiences require a significant out of class time commitment. Upon completion of the major the student is qualified to sit for the BOC certification examination.

There are 14.50 course credits required for the major: HES-200, HES-203, HES-206, HES-222, HES-234, HES-235, HES-303, HES-307,

HES-308, HES-309, HES-311, HES-312, HES-318, HES-320, HES-353, PBH-201 and HES-337.

Contact Mary Westby, Director-ATP, (mwestby@gustavus.edu) for additional information.

E. 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.

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.*

102-199 Physical Education Activities for Non-majors (.13 course to .25 course) *Seven-week or 14-week courses that focus on lifetime sports and activities. Fall and Spring semesters.*

109 Aquatics: Wellness in the Water (1 course) *This course is offered to help students engage in regular aerobic exercise, muscular strength and endurance. In addition, students will learn how to set appropriate goals to improve fitness, and acquire knowledge regarding health promotion, disease prevention, wellbeing, and relaxation. During this course, students will learn how to create their own swimming program, develop confidence in the water, and learn how to implement lap swimming, water aerobics and other exercises into a lifelong activity. WELBG, Fall and Spring semesters.*

125 Yoga for Life (1 course) *Yoga for Life is a course designed to teach students about basic yoga practice, its history and connection to lifelong wellbeing. Students will specifically be learning the Hatha Yoga style which emphasizes bodily strength and flexibility as well as meditation. Students will be asked to develop yoga practice sessions and demonstrate them with the class. WELBG, Fall and Spring semesters.*

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. Fall and Spring semesters.*

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. Spring semester.*

203 Introduction to Athletic Training (.5 course) *This course is designed for students interested in applying for the Athletic Training major and pursuing a career in athletic training. Course content focuses on the profession of athletic training as an allied health care profession, and working with patients on the prevention, recognition, evaluation, and appropriate care of musculoskeletal injuries. Students complete observation hours with certified athletic trainers outside of class time as part of this course. Fall semester.*

206 Medical Topics in Athletic Training (1 course) *Students in this course will explore medical topics relevant to athletic training. The course is designed for sophomore AT majors. Topics will include risk factors of congenital and acquired abnormalities, epidemiology, wellness screening, health maintenance, special populations, psychosocial concepts, and other areas as required by accreditation standards. This course will also cover the necessary knowledge and skills that athletic trainers must possess to recognize, treat, and refer patients with medical conditions and disabilities to the appropriate health care provider. Prerequisite: admission into the Athletic Training Education Program. Spring semester.*

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 semester.*

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 Athletic Training or 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.*

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.*

216 Understanding and Applying Sport Psychology (1 course) *This course introduces students to fundamental principles relating to chronic diseases, infectious diseases, safety, and injuries. Emphasis is placed on analyzing the cause, prevention, and control of noninfectious and infectious diseases. Students will learn community health approaches to identification and prevention of disease and injury. Environmental, physical, social, and lifestyle issues are considered. Spring semester, even years.*

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 opportunity to participate in experiences outside of the classroom and within the community. WELBG, Spring semester.*

220 Research and Statistics in Exercise Physiology (1 course) *Students will present written and oral reports on current issues in health and exercise science. They will develop a research question, a review of pertinent literature regarding the question, a statement of purpose, and a methodology to test the research question. Students will learn to apply statistical methods for analyzing health and exercise related research data. The research proposal and statistical skills developed in this course may be utilized for future data collection, data analysis, and presentation. QUANT, WRITD, 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 (.5 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, Health Education, and Athletic Training majors. This course will not satisfy the Nutrition requirement for the Nursing major. WELBG, Fall and Spring semesters.*

231 Drugs, Sport and Human Performance (.5 course) *This course is directed towards athletic training students and those completing a coaching minor, however other students with interest in health and wellness are also encouraged to take this course. The course focuses on pharmacokinetics, pharmacodynamics, and proper use of OTC medications, common prescription medications, naturopathic herbals and supplements. Intervention, the effects of drug use on athletic performance, drug testing, drug policy issues, and other pharmacological topics are also discussed. Credit cannot be earned for this course if credit has been earned for HES-221. Spring semester.*

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 Introduction to Anatomy and Physiology (1 course) *A study of the structure and functions of the organ systems of the human body with applications to conditions encountered in everyday life. 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 receiving general knowledge related to human anatomy and physiology. NTSCI, Fall semesters.*

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 of Exercise Physiology, Athletic Training 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, cardio-vascular, 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 Athletic Training majors and is recommended for students completing allied health profession programs. NTSCI, Spring semester.*

Coaching Practicum Courses

These courses prepare the student to coach all phases of a particular sport. One practicum is required for completion of a minor in Coaching. Conditioning, strategy, skill analysis and development, organization of administrative details, and theory are addressed within each practicum. Assignments generally include assisting practice sessions and/or classroom seminars, and additional work may be required at the discretion of the instructor. Enrollment is by permission only. For off-campus practicum courses, contact Bonnie Reimann (breimann@gustavus.edu).

251 Wrestling Practicum (.25 course)

252, 253 Baseball Practicum (.25 course)

254, 256 Men's Basketball Practicum (.25 course)

255, 256 Women's Basketball Practicum (.25 course)

257, 258 Football Practicum (.25 course)

259, 261 Men's Golf Practicum (.25 course)

260, 261 Women's Golf Practicum (.25 course)

262, 263 Gymnastics Practicum (.25 course)

264, 265 Cross Country Practicum (.25 course)

267 Nordic Ski Practicum (.25 course)

269, 271 Men's Soccer Practicum (.25 course)

270, 271 Women's Soccer Practicum (.25 course)

272, 273 Softball Practicum (.25 course)

274, 275 Swimming Practicum (.25 course)

276, 278 Men's Tennis Practicum (.25 course)

277, 278 Women's Tennis Practicum (.25 course)

279, 280 Track Practicum (.25 course)

281, 283 Men's Hockey Practicum (.25 course)

282, 283 Women's Hockey Practicum (.25 course)

284, 285 Volleyball Practicum (.25 course)

300 Research Presentation in Health and Exercise Science (.25 course) *Students will present a completed research project at an approved campus venue, and a full research manuscript will be required. Data collection may be obtained prior to the semester of presentation. Course will meet twice a week. Prerequisite: HES 220 and IRB approval. Fall and Spring semesters.*

303 Athletic Training Techniques I (1 course) *An advanced course designed for Athletic Training majors. This course includes an in-depth review of musculoskeletal injuries to the lower extremity that includes prevention, orthopedic assessment, evaluation, recognition, rehabilitation, and disposition. The course uses evidence-based practice and an integrated approach to address athletic training competencies. Prerequisite: Acceptance to the Athletic Training Education Program. Spring semester.*

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 Adapted Physical Education and Sport (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.*

307 Athletic Training Techniques II (1 course) *An advanced course designed for Athletic Training majors. This course includes an in-depth review of musculoskeletal injuries to the upper extremity that includes prevention, orthopedic assessment, evaluation, recognition, rehabilitation, and disposition. The course uses evidence-based practice and an integrated approach to address athletic training competencies. This course also prepares the student for scholarly writing. Prerequisite: HES-303. WRITD, Fall semester.*

308 Physiology of Exercise (1 course) *Specifically designed for Athletic Training and 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-305. 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-305 and concurrent enrollment in HES-308 and HES-313. Spring semester.*

311 Athletic Training Techniques III (1 course) *An advanced course designed for Athletic Training Majors. This course focuses on the prevention, orthopedic assessment, evaluation, recognition, and rehabilitation of musculoskeletal injuries to the head, neck, spine, thorax, and hips. The course uses evidence-based practice and an integrated approach to address athletic training competencies. Prerequisite: HES-307. 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. 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-305 and concurrent enrollment in HES-308 and HES-310. 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 (WSCC) 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 Interim.*

320 Physical Agents in Athletic Training (1 course) *This course focuses on the appropriate clinical application of physical agents in patients. Students will comprehend the underlying theories, physiological effects, indications, contraindications of various therapeutic modalities utilized in the treatment of orthopedic injuries. Prerequisite: admission into the Athletic Training Education Program. Fall 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 with NUR-337. Fall and Spring semester.*

350 Fitness Specialist (.5 course) *The senior Exercise Physiology major will perform and interpret assessments in the human performance laboratory. Classroom and laboratory activities will focus on professionalism in a working physiological testing laboratory, data collection and reduction, and research activity. Prerequisites: HES-308, HES-310, and HES-313; current American Red Cross or American Heart Association Adult CPR/AED certification and concurrent enrollment in HES-351 and HES-398. Permission required for the Fall semester. 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 for the Fall semester. Fall and Spring semesters.*

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 Interim. Hours obtained during HES 268 cannot be applied to hours or credit for HES 368, or vice versa. HES-368 is an elective and 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 Interim.*

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 and concurrent enrollment in HES-350. Permission required for Fall semester. WRITD, Fall and Spring semesters.*

HISTORY (HIS)

Maddalena Marinari, Chairperson
 Kate Aguilar
 Marco Cabrera Geserick
 Glenn Eric Kranking
 Whitney Dirks

Gregory Kaster (on leave
 Spring 2022)
 Kathleen Keller
 David Tôbaru Obermiller

The Department of History's mission embodies the liberal arts by nurturing students to think about history through critical inquiry, reasoned written and oral arguments, and in a context that incorporates comparative history and global perspectives. Thinking historically requires understanding change and continuity over time; recognizing that "facts" only have meaning in historical context; knowing how to interpret, synthesize, and critique historical sources; and being able to construct arguments based on historical evidence.

An essential discipline to the liberal arts, History courses meet general education requirements and also the requirements of several of the College's interdisciplinary majors and minors. The department's mission supports the College's mission by encouraging students to develop historical and global perspectives on past and contemporary concerns about diversity, human dignity, individual and community values, and social justice. The department encourages its majors to enhance their history education through foreign language and study away opportunities. The major is designed to develop necessary skill and knowledge foundations for students who wish to pursue graduate study in history; who intend to pursue graduate studies in related professional fields such as law, international relations, or business; or who intend to move directly into fields such as government and public service.

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 courses (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.

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.

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 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.

103 World History to 1500 (1 course) *This course will study past cultures, societies, beliefs, and values from a variety of cultural perspectives in a framework that uses both comparison and connection across societies. Themes covered include agriculture, urbanization, technology, trade, migration, religion, and class difference. Topics of the course may include the Roman Empire, Chinese empires, the Indian Ocean trading network, the Silk Road, pre-Columbian societies, and European and African interaction. Students will learn close source analysis of texts such as the Code of Hammurabi and the Epic of Sundiata while also learning to place such texts in historical context.*
GLAFC, HUMN, Fall and/or Spring semesters.

104 Environmental History (1 course) *Examination of environmental history at both a national (US environmental history) and international level. The course examines environmental history in a holistic fashion in that it is intrinsically interdisciplinary as economic, social, religious, cultural, and political forces are examined. Special attention will be given to a "bottom up" perspective in how everyday individuals shaped environmental consciousness. In addition, given that the environment is a global issue, this course will examine environmental issues in*

a trans-national manner that reflects the growing trend in history to offer a more world perspective rather than a national one. Some of the environmental issues examined will be 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. Fall and/or Spring semesters.

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, Fall and/or Spring semesters.*

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 the ways in which European society was transformed by the Black Death and Europe's place in a global context. HUMN, Fall and/or Spring semesters.*

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 should also encourage the development of a mature, historical perspective and provide a basic background for many other courses in the liberal arts curriculum. HUMN, Offered annually.*

130 U.S. History through the Civil War (1 course) *A study of American 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, Offered annually.*

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 America. This course examines significant social, economic, intellectual, and political developments which have shaped the society in which we live. HUMN, 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 Industrial 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 counts toward the Gender, Women, and Sexuality Studies major/minor. HUMN, Fall 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; the rise of Islam, European colonialism, and African independence movements including the anti-apartheid struggle. This course counts toward the African Studies minor. GLAFC, HUMN, Offered annually.*

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, Offered annually.*

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; WW II in Asia with emphasis on the intersection of race and genocide; the bittersweet experience of 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. 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. 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. 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 in 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 Studies minor. 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 slaves and unimaginable wealth for the planters and merchants who profited by their labor.*

This course explores over several centuries and across four continents the emergence, operation, and ultimate demise of the world-altering Atlantic slave system in which Africa centrally figured. 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 Studies minor. Spring semester, even years.

211 Imperial Russia (1 course) *An introduction to Russian society from 1700 and the time of Peter the Great until the eve of the Russian Revolution in 1917. The course begins with a consideration of Russia's pre-Imperial history, during which time it was 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, and the two centuries of Russian history before the Revolution are characterized by the essential conflict between Western ideas and Russian culture. Political, social, and economic developments provide some of the backdrop, but the creative genius of people like Gogol, Turgenev, Tolstoy, Dostoevsky, Chekhov, Tchaikovsky, and scores of others will engage us as well. Spring semester, even years.*

212 The Rise and Fall of the Soviet Union (1 course) *A study of Russia and the Soviet Union since the Revolution in 1917. For most of the 20th 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 and many more will provide the backdrop for a penetrating look into the society of Russia since 1917, which will also include a focus on Soviet film. GLAFC, HUMN, Spring semester, odd years.*

218 Scandinavia to 1800 (1 course) *This course surveys 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 17th century, and struggles between change and continuity in the 18th 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 in the early 19th century. Prosperous, egalitarian, democratic, internationally significant are all words which accurately describe Scandinavia today. What happened in Scandinavia to allow us to alter the description so radically? To answer this question will be a purpose of this course. Fall semester, odd years.*

220 Western Christianity in the Middle Ages (1 course) *In the millennium before the Reformation, the Christian church based in Rome was the most powerful institution and promoted the dominant belief system in western Europe. Its influence was felt virtually everywhere and by everyone. This course examines its core doctrines and interpretation of the Bible during the Middle Ages, its jurisdictional claims over both spiritual and secular matters, and the wide range of devotional practices that emerged in European society. Also considered are the impact of the Reformation on medieval Christianity and the legacy of medieval Christianity in the modern world. Offered occasionally.*

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 relations between church and state. Finally, it looks at the enduring impact of the Reformation. THEOL, Fall and/or Spring semesters.*

226 European Women (1 course) *This course will primarily focus on women's experiences in history from the 16th through the 20th 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. The focus this Fall 2020 will be the fascinating and intersecting lives of three of the most important Americans in the era of the US Civil War: 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 subjects. 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 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 Gender, Women, and Sexuality Studies and Peace, Justice and Conflict Studies majors/minors. USIDG, 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 Gender, Women, and Sexuality Studies major/minor. 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, Spring semester, odd years.*

241 Recent United States History, 1945–1995 (1 course) *Beginning with the end of World War II, this course surveys the history of the U.S. during a vital 50-year period, 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, Offered occasionally.*

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 from the particular era under consideration. 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, at historical moments of profound stress and change, like the Great Depression, did Hollywood films affirm prevailing popular values, challenge, or subvert them, or all of these? How and why? Offered occasionally.*

243 History of the Present (1 course) *This history 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. Finally, it involves developing an understanding of the past as past and of its importance in the present. Topics will vary and may include economic issues such as income inequality; political issues such as voting rights; and social issues such as immigration. Fall semester, even years.*

251 Africa since 1945 (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 Studies minor. Offered occasionally.*

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 19th 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, slave, and urban societies; and the imperial reforms of the late 18th century. This course counts toward the LALACS major/minor. Offered occasionally.*

274 History of Modern China (1 course) *This course examines the history of China since the beginning of the Qing dynasty (the last Chinese Imperial dynasty) in the 17th 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-19th 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 on China. Offered occasionally.*

278 History of Modern Japan (1 course) *This course examines the history of Japan from 1600 to the present. The course begins with an examination of the formation of the Tokugawa dynasty, how this dynasty succeeded for more than 250 years to have a stable and prosperous era, and the paradox of how this stability eventually led to its collapse. This 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 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 US. The fourth unit examines the war in Asia and the Pacific with emphasis on the role racism played in the conflict, Japanese atrocities, the US firebombing campaign, and the decision to use atomic bombs. The final unit examines postwar Japan with an emphasis on the US 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.*

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. Prerequisite: HIS-200 and permission of the Department Chair. WRITD, Offered annually.*

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 the masses. Propaganda focuses on attempts to shape public opinion, typically crafted and executed by a governmental authority or those who wish to contest a governmental authority. 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 20th 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. Offered occasionally.*

308 Europe's Jews, 1000–1955 (1 course) *Jewish communities have existed in Europe for nearly 2000 years, but the Holocaust is almost the only thing that most people know about their rich history. In this seminar, we will explore several aspects of that history beginning with the earliest settled European Jewish communities around the year 1000 and ending in the after-math of World War II. While the ways in which Christians saw the Jews in their midst will be an important theme, we will primarily seek to understand Jewish experiences on their own terms and through Jewish sources. While not minimizing the significance of the Holocaust, this course seeks to counter the tendency in our day to see Jews solely as victims and to encounter them as active agents in European history. Readings and discussions will cover such topics as medieval and modern Jewish families, gender roles, and culture; changing legal rights and restrictions; religious and racial anti-Semitism; and the development of Zionism. Prerequisites: HIS-200 or permission of instructor. Offered occasionally.*

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 the 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 face 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. Offered occasionally.*

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 19th and 20th 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 major/minor. Offered occasionally.*

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.*

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. Offered occasionally.*

334 The Civil Rights Movement at the Community Level (1 course) *Historian/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. Offered occasionally.*

350 South Africa and Apartheid (1 course) *This 300-level history course traces the origins, establishment, experiences, protests against and end of the apartheid regime in South Africa. Through the use of 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. Offered occasionally.*

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 U.S., 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-19th century, to an examination of the major East Asia-U.S. conflicts in East Asia in the 20th 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.–Chinese relations. The course will take a theoretical approach to foreign relations such as “realpolitik,” imperialistic ideologies, democratic moralism, etc. This course counts toward the Japanese Studies major/minor. Offered occasionally.*

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. Required of Honors-track History majors and normally taken in the spring of the student's senior year.*

CLA-201 Ancient Greek History and Culture (1 course)

CLA-202 Roman History and Culture (1 course)

CUR-100 Transformations, Values & Identity (1 course)

INTERDISCIPLINARY STUDIES (IDS) AND NONDEPARTMENTAL (NDL)

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, Latina/o, 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.

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, will explore issues of diversity and social justice in the context of networked media systems, and will learn practical fact-checking strategies. Spring semester.*

NDL-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.*

144, 244, 344 Special Topics (1 course, 1 course, 1 course) *These courses, offered occasion-ally 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.*

NDL-147 Academic Success for Multilingual Learners (.5 course) *This 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.*

NDL-201 Reading Workshop (.25 course) *In this 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.*

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, among others. Students discuss, take exams, write essays, and do oral presentations. This course counts toward the African Studies minor. Spring semester, odd years.*

NDL-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.*

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.*

399 Pre-Law Junior/Senior Seminar (.125 course) *This seminar uses a series of real lawyering projects to provide students with the experience of law-specific critical thinking concepts and understanding of real legal work. The goal is to clarify what aspects of legal work are best matched to each student's gifts while providing a preview of the kind of work required in law school and in legal practice. The evolving market for legal services will be discussed in depth with the intention of helping students assess where their skills may be used in the legal market- place of the 2020s. Offered occasionally.*

Sweden Today: The Gustavus Semester in Sweden Program

Students receive four course credits plus one January Term (JAN) credit. In addition to the four courses listed below, students will take one course in Swedish language and culture, offered at the appropriate level.

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 Interim, 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)

Toshiyuki Sakuragi, Program Director
John Cha, (Religion)

Richard Leitch, (Political Science)
David Tôbaru Obermiller, (History)
Lianying Shan

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

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) *This course is the same as HIS-175. The complete course description can be found in the History listings.*

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. Spring semester.*

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 (LAS)

Angelique Dwyer, Program Director

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: 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.

Latin American Arts in Context:

ART-265 Maya and Mexican Art and Archeology SPA-320
From Latin America to Latinos in the U.S. SPA-390 Through
the Lens: Film in Spanish
T/D-265 Performance in the Americas

Humanities:

ENG-226 U.S. Latinx Literatures
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-361 U.S. Latin America
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:

- E/M-344 Emerging Market Studies: Asia and Latin America GEG-225
- Race and Space in the US
- GEG-243 Hydrology and Water Resources (if project is on LALACS) GEG-343
- Problem-Solving Using GIS (if project is on LALACS)
- GEG-350 Political Ecology
- POL-230 Latin American Politics
- REL-273 Religion and Politics in Latin America REL-383
- Liberation Struggles
- S/A-243 Globalization
- 4. LAS-368 or LAS-391, chosen in consultation with the LALACS advisor.
- 5. LAS-399 Senior Capstone

Requirements for the minor: Minimum 6 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.

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 semester.*

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, Chairperson
Ella Burnham
Baili Chen (on leave Fall 2021)

Jillian Downey
Jeff Engelhardt
William Felder
Jeff Ford
Laura Hildreth
Michael Hvidsten

Melissa Lynn
Aaron Nienow
Jacob Siehler
San Skulrattanakulchai
Imre Tuba
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.
 - d. MCS-303 and MCS-313 (reserved for mathematics education)

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-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 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.

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, pre-calculus 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.*

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 and Spring semesters.*

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 and Spring semesters.*

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 (including numerical approximation, the implicit and inverse function theorems), multiple integration (including Stokes's and Green's theorems). Prerequisite: MCS-122. Fall and Spring semesters.*

256 Discrete Calculus and Probability (1 course) *This course presents methods used in the analysis of discrete structures, approximately paralleling the analysis of continuous structures via calculus. Topics include summation techniques, enumerative combinatorics (principles of*

counting), discrete probability, recurrence relations, generating functions, and asymptotics. This subject matter is particularly relevant in computer science and in probability and statistics. Prerequisites: MCS-119 or MCS-121 and MCS-220 or MCS-228. Spring 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-220 or MCS-228. 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.

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. Fall 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. JAN, January Interim, 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 Interim.*

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-256, MCS-210, MCS-276, MCS-287, MCS-375.
4. MCS-371, 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-256, 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-256, MCS-276, MCS-287, m x-375, MCS-376 and MCS-374 with a quality 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.

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.*

228 Proofs in Mathematics and Computer Science (1 course) *This course provides a transition from algorithmic problem-solving methods in mathematics and computer science to the more theoretical approaches necessary in these disciplines. Students are introduced to the logical construction and writing of proofs via a brief introduction to a variety of advanced topics in mathematics and theoretical computer science. These topics may include number systems, cardinality, abstract algebra, graph theory, and analysis. WRITD, Fall semester.*

265 The Theory of Computation (1 course) *This is a study of the theoretical underpinnings of modern computer science. The course covers topics from formal languages including automata, nondeterminism, Turing machines, the halting problem, unsolvability, and NP-completeness. Prerequisite: MCS-228 or MCS-236. Spring semester.*

270 Object-Oriented Software Development (1 course) *This course builds skills directly relevant to real-world software development. Students learn the basics of object-oriented analysis, design, and programming. They also gain experience with techniques for quality assurance, group and project coordination, and documentation in the context of a substantial group project. Prerequisite: MCS-178. Spring semester, even years.*

274 Database Systems (1 course) *Essentially all contemporary information systems in commercial applications use relational or object-relational database technology. This course provides an introduction to this technology, both as a collection of hands-on skills and as a conceptual subject with mathematical foundations. The course includes an integrated laboratory component and a realistic database development project. Prerequisite: MCS-177. Spring semester, odd years.*

284 Introduction to Computer Organization (1 course) *Representation, storage, and processing of digital information; levels of organization of a computer, from the digital logic level to the machine language level; processors, memories, and input/output; introduction to assembly language programming and laboratory study of a particular microprocessor. Prerequisite: MCS-178, MCS-228, or MCS-236 is required prior to or concurrently with MCS-284. Fall semester.*

287 Principles of Programming Languages (1 course) *A study of the basic principles of language structure and design, including a survey of the different types of languages and the underlying theory of programming languages. Prerequisites: MCS-178 and MCS-228. 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.*

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-256. QUANT, Fall semester.*

377 Networking (1 course) *An examination of several key challenges of networking, such as application-level interoperability, transport-level congestion control, and network-level routing. For each of these challenges, the student will examine the specific response embodied in the current Internet protocol suite and the systems implementing it. Broader possibilities for potential future protocols and systems will be considered as well. The course will include an integrated laboratory component and use of professional literature. Prerequisite: MCS-284. MCS-375 is required prior to or concurrently with MCS-377. Fall semester, even years.*

378 Operating Systems (1 course) *A study of computer operating system principles, with an integrated laboratory component. Topics include process scheduling and synchronization; memory management including virtual memory, file system interfaces, and implementations; distributed systems; and security. Prerequisite: MCS-284. MCS-375 is required prior to or concurrently with MCS-378. Fall semester, odd years.*

388 Compiler Design (1 course) *An in-depth study of compiler design, with an integrated laboratory component. Topics include lexical analysis, parsing, code generation, data-flow analysis, optimization, register allocation, and instruction scheduling. Prerequisites: MCS-284, MCS-265, MCS-287. MCS-375 is required prior to or concurrently with MCS-388. Spring semester, odd years.*

291, 391 Independent Study (Course value to be determined) *Fall and Spring semesters and January Interim.*

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: A grade of C– or higher is required in the 11 courses listed below as well as the successful completion of the cognate requirement. In all courses used to satisfy the requirements of the major.

1. MCS-122, MCS-142, MCS-150, MCS-177, MCS-221, MCS-222, MCS-241, MCS-242, MCS-341, and MCS-342..
2. One of the following courses: MCS-358 or MCS-354 or can approved capstone experience
3. 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-119 or MCS-121; MCS-140, MCS-142, E/M-125 or PSY-224
 - MCS-177,
 - MCS-241 and MCS-242
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.

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.

241 Applied Statistical Methods–Modern (1 course) *This is an intermediate course in the collection, organization, and analysis of data. The focus is on modern statistical methods for analyzing univariate and multivariate data. Topics include nonparametric statistical analysis, randomization tests, simulation, and bootstrapping. Prerequisites: MCS-140, MCS-142, E/M-125, or PSY-224. Spring semester.*

242 Applied Statistical Methods–Traditional (1 course) *This is a second course in statistics. The focus is the application of statistical methods to practical problems involving real data from many disciplines. Topics to be covered include regression analysis, experimental design, analysis of variance, and time series analysis. In addition, students will learn to use a statistical software package. Prerequisite: MCS-140, MCS-142, E/M-125, PSY-224, or permission of instructor. WRITD, Fall 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 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 Interim.*

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)

Carlos Mario Mejia Suárez, Chairperson
 Ana Adams (on leave Fall 2021)
 Severine Bates
 Angelique Dwyer
 María Isabel Kalbermatten
 Paschal Kyoore
 Sharon Marquart

Annalise Rivas
 Jeremy Robinson
 Toshiyuki Sakuragi
 Dario Sánchez-González
 Lianying Shan (on leave Spring 2022)
 Mayra Taylor
 Sebastian Treptau

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, all of 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 take the online placement exam to determine the appropriate level for registration.

Any courses presented for transfer credit into the major/minor must be approved by the section and the department chairperson, who must also approve the study abroad curriculum prior to departure. 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. At least one course in the major/minor must be completed after returning from study abroad.

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.*

265 Exploring Intercultural Relations through Film (1 course) *This course explores inter-cultural relations using films from various countries in their original languages (with subtitles). Social scientific methods will be combined with film analysis exercises to examine issues of prejudice, cultural variations in communicative style, cultural values, cultural/social identities, and the cultural adjustment process. Films will be used to illustrate social scientific theories and concepts of intercultural relations as well as to facilitate reflection on social and ethical issues. A film analysis paper assignment will provide students with an opportunity to further explore a specific culture of their interest. This course counts toward the Peace, Justice, and Conflict Studies major/minor. GLAFC, HBSI, Spring semester.*

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.*

CHINESE (CHN)

101, 102 Chinese Culture and Everyday Mandarin I, II (1 course, 1 course) *This two-course sequence enables students to develop elementary proficiency in speaking Mandarin in daily life and to learn about basic Chinese cultural norms. By the end of the courses, students are expected to use learned material to communicate basic information, such as self-introduction, greetings, counting numbers, and using common nouns to refer to objects, people, and places. Students are also expected to correctly use and differentiate tones. These courses will allow students to experience Chinese culture first hand, such as practicing Chinese calligraphy and tasting Chinese food. Fall semester, Spring semester. (Not offered 2021-2022).*

FRENCH (FRE)

Severine Bates
Paschal Kyoore

Sharon Marquart

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: FRE-251 and seven other courses numbered above it, approved by the advisor from French offerings. Courses must be graded C or higher to fulfill the requirements for the major.

Minor: FRE-251 and four other courses numbered above it. Courses must be graded C or higher to fulfill the requirements for the minor.

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 Intermediate French Language and Culture I, II (1 course, 1 course) *This sequential two-semester program offers an integrated approach to French and Francophone cultures through the reading, discussion, and analysis of a mystery story that takes students from Québec, to Louisiana, France, Senegal, Martinique, among other places. This detective story gives a narrative tool for students to acquire skills in reading, writing, speaking, and aural comprehension. Prerequisite: 101–102 or two years of senior high school French. FRE-201 is 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) or placement by exam. GLAFC, WRITIL 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.*

355 French Art (1 course) *This course will focus on different aesthetic movements in painting, sculpture, architecture, and music from the Renaissance to the 20th century. Students will study each artistic period within its historical context and will analyze the achievement of individual artists and the role of the State in promoting the arts in France. Prerequisite: FRE-251 or equivalent. Fall semester.*

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. Spring semester, odd years.*

366 French and Francophone Cultures and Civilizations (1 course) *This course will focus on one or several themes related to France and/or some Francophone country. Subjects of focus will include issues such as political, social, and economic institutions in France and/or a Francophone country (e.g., Canada, Belgium, Switzerland, African countries), immigration in France, France's role in the European Union, the relationship between France and Francophone countries (Francophonie). Students will discuss research topics to write on and do oral presentations. Prerequisite: FRE-251 or equivalent. 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. 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.*

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.

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 every-day 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, placement by exam, or instructor's permission. GER-102: GER-101, placement by exam, or instructor's permission. Fall semester, 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: GER-201: GER-102, placement by exam, or instructor's permission. GER-202: GER-201, placement by exam, or instructor's permission. Fall semester, Spring semester.*

251 Explorations in German Culture: Impressions and Expression (1 course) *This upper intermediate level course is designed to increase competency in all four communication skills: listening and reading comprehension, speaking, and (especially) writing. Working with authentic texts, including poetry, short stories, and essays, as well as excerpts from German television and/or film, students improve their abilities in discussing and writing about a variety of topics and increase both their linguistic and cultural competence. In addition, students broaden their vocabulary base and strengthen grammatical structures within the context of classical and current literature and contemporary cultural and social issues, such as the fall of the Berlin Wall, immigration, and German cultural identity. Students engage in daily discussions, produce both short and extended writing assignments, and participate in planned international exchanges as available online. Prerequisite: GER-202, placement by exam, or instructor's permission. Fall 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, GER-251, or instructor's permission. Offered occasionally.*

JAPANESE (JPN)

Toshiyuki Sakuragi

Lianying Shan (on leave Spring 2022)

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."

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 Interim.*

RUSSIAN (RUS)

Annalise Rivas

For a detailed description of the Russian and East European Studies major and minor, please see "Russian and East European Studies."

Minor in Russian: RUS-251, RUS-253, and three other courses numbered above RUS-251.

The minor concentration in Russian Language and Literature familiarizes students with the language and literature of Russia 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 in Russia. 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 abroad, at least one course in the minor must be completed at the College after returning from abroad. Any courses presented for transfer credit into the minor must be approved by the Department and the Russian faculty. In addition, the study abroad 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.

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 audio-video content. In addition, readings and texts introduce the student to daily life and culture in Russia. 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 audio-visual content and Russian literary texts, and discussion of the ethnic, geographic, and cultural composition of Russia. Prerequisite: RUS-102 and RUS-201, respectively. Offered annually.*

221 19th Century Russian Literature (1 course) *In English. This course introduces students to the major works and trends in Russian 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 were selected from the poetry and prose of Pushkin, Lermontov, Dostoevsky, Tolstoy, Gogol, and Chekhov. HUMN. Offered biennially.*

223 Russian Literature Since 1900 (1 course) *In English. This course introduces students to the major works of Russian 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 Russia's "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 Russian postmodern literature since the fall of the Communist regime are studied. 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 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. Fall semester, odd years.*

253 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 Russian Literature (1 course) *This course introduces students to the major works and trends in Russian 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 were 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. GLAFC, HUMN, offered biennially, concurrently with RUS-221.*

323 Russian Literature since 1900 (1 course) *This course introduces students to the major works of Russian 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 Russia's "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 Russian 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, 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 chairperson. See general guidelines on independent studies. Fall and Spring semesters.*

SPANISH (SPA)

Ana Adams (on leave Fall 2021)

Angelique Dwyer

María Isabel Kalbermatten

Carlos Mario Mejía Suárez

Jeremy Robinson

Darío Sánchez-González

Mayra Taylor

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. SPA-250, SPA-280, SPA-321 or SPA-323, SPA-320 or SPA-322, and one other course taught in Spanish above SPA-250.

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, and other experiential practices. Prerequisites: Students who have had previous instruction in Spanish are required to take the placement exam. Refer to the Department of Modern Languages, Literatures, and Cultures website for more information about the language requirement and placement:* <http://gustavus.edu/academics/mlc/languagecoursereq.php>.

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; or placement by exam. 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 immigrants face before leaving their country of origin, during their journey, and upon their arrival to the U.S. You will review intermediate Spanish to strengthen your skills and become more proficient in the language of instruction. We will read the memoirs of a migrant family 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 15 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 or placement by exam. 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, Fall and Spring semesters.*

320 Latin American Culture: From Latin America to Latinos in the US (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. Latinos 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 a major component of the course. This course requires fifteen hours of community engagement. This course counts toward the LALACS major/minor. GLAFC, Prerequisite: SPA-280. 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. 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. Spring semester, even years.*

344 Special Topics in Spanish (1 course, 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 LGBTQQI 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,

Chairperson

Alexandra Berndt

Alexandra Bryant

Elisabeth Cherland

Brandon Dean

Anna DeGraff

Ruth Lu Lin

Karrin Meffert-Nelson

James Patrick Miller

Scott Moore

Yumiko Oshima-Ryan

Patricia Snapp

David Stamps

Esther Wang

Part-time:

Krissy Bergmark

Johnathan Brandt

Molly Clinefelter

James DeVoll Karin Dye

John Engebretson

Rolf Erdahl

Sarah Erickson-Lume J

effrey Hess

Masa Ishikawa

David Kozisek

Brady Krusemark

Sharon Mautner-Rodgers

Heidi Johanna Miller

Jonathan Moeller

Natalia Moiseeva

Melissa Morey

Jill Olson Moser

Adam Rappel

Trygve Skaar

Christina Smith

Phala Tracy Melissa

Williams Chad

Winterfeldt

Music is an integral part of the heritage of Gustavus Adolphus College. The Department of Music has a long history of excellence evidenced by the outstanding achievements of its graduates and notable performances by its ensembles. The Department takes great pride in its music majors and the large number of non-music majors who value a continuing engagement with music in their education and their lives. It offers a strong music core curriculum and cognates including the music education major and the Honors Program for advanced studies. Being among the first colleges to create a classroom utilizing computer-assisted music technology, the Department continues to pursue innovative teaching strategies and practices. Gustavus Adolphus College is an accredited institutional member of the National Association of Schools of Music. The affiliation with this association is given due consideration in decisions affecting the College requirements for graduation. The Bachelor of Arts in Music and the Bachelor of Arts in Music Education majors ordinarily are declared in the spring of the first year; majors are identified by a special audition on their primary instrument/voice and their enrollment in the music theory/ music history sequence and performance studies. Registration in both lessons and ensembles is required each semester in residence on campus. Detailed information is provided to majors in the departmental online Music Student Handbook (gustavus.edu/academics/music/Handbook). In addition to the completion of the major, students are encouraged to choose cognate programs that meet special interests or satisfy additional requirements. Music majors often continue studies in graduate school and establish careers as educators, performers, and church musicians, or pursue other music-related careers.

Statement of Mission

The music department offers students of high aspiration and promise a music education of recognized excellence that enables them to become independent learners, pursue further advanced study, and attain their full potential as musicians. The artists/teachers/scholars of the music faculty offer a balance of tradition and innovation in their teaching and seek to bring students to an awareness of the interrelatedness of the historical, theoretical, pedagogical, and performance area of music across a broad range of genres. The music department affirms the core value of music in a liberal arts education and a passion for lifelong engagement with music.

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, Music of World Cultures; MUS-207, Introduction to Music Education; MUS-371, Music Arranging; MUS-378, Instrumental or Choral Music Methods; 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 Adolphus Jazz Ensemble, MUS-161 Gustavus Jazz Lab Band, or MUS-189 Jazz Combo 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 .05 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: 1. MUS-330, MUS-332, MUS-334, MUS-336, MUS-338, MUS-340.
2. The music major ensemble requirement is increased to 2.13 course credits of which .13 course credit is required using the secondary instrument.
 3. 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. *MUS246/346 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, or History-Literature: The purpose of departmental honors is to promote individual excellence in the art of music through intensive study in performance 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.

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.
- C. **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).
 3. A minimum GPA of 3.666 in MUS-111 through MUS-212.
- D. **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).

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) music history and literature, and 4) performance studies. For Area 1, MUS-111 and MUS-103 are required. For Area 2, students may choose from MUS-101, MUS-102, MUS-131, MUS-142, MUS-202, MUS-205, MUS-301, MUS-374, MUS-375 and CUR-220. 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. Students interested in arts management should consider the arts administration minor listed under "Arts Administration".

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 Appreciation (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 a study of the traditional music of selected non-Western cultures as a means to a broader understanding of music as a global phenomenon. Musical instruments, the uses of music, stylistic elements, and other features, such as dance, form the framework of inquiry. Intercultural music also is explored. Required for all music education majors. This course counts toward the African Studies minor. 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, MUS-103, Fall semester. MUS-104, Spring semester.*

106 Vocal and Instrumental Coaching (.25 course) *This seven-week course prepares singers, instrumentalists, and pianists to rehearse and perform arts songs and instrumental works. Students are strongly encouraged to register for this class as a duo (singer with pianist, instrumentalist with pianist). The course consists largely of student pairs singing or playing in class with instructor and students input. Other components include lecture, individual coaching, and public performance. This course can be especially helpful for students preparing for auditions, recitals, and competitions. Fall and Spring semesters, first half.*

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, 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.*

131 Vocal Literature (.25 course) *In this course students will be introduced to significant composers and art song repertoire from the Classical period to today. Course work will include listening and reading assignments, tests, and presentations. Prerequisites: MUS-129 or MUS-248. Spring semester, odd years.*

142 Piano Pedagogy (.5 course) *This course introduces students to various methods of creative piano teaching. Students will survey piano method books and develop practical piano teaching skills. Students will visit and observe well-established piano studios in the region and also have the practical experience of teaching young children at the Gustavus Piano Laboratory working with student-instructors. The class will also discuss how to connect with children through self-knowledge. Students will practice group breathing meditation and learn how to "observe" and "listen" to ourselves. The successful completion of this course is required to teach in the Gustavus Piano Laboratory. Students interested in teaching, but not currently enrolled in applied piano, require instructor's permission to register. Co-requisite: MUS-246, MUS-346, or permission of instructor. Spring semester, odd years.*

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: 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 Interim Experience.*

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.*
- 387 Instrumental Conducting** (.5 course) *Study of conducting as a performance skill, including baton technique, score reading and analysis, rehearsal procedure. Spring semester.*

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.*

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,*

123 Guitar Class (.25 course) *An introduction to the study of guitar. Students will learn to read guitar music in first position (notes, chords, solo style) and strumming and fingerpicking techniques. Students must provide their own instrument. No audition required. Spring semester, even years.*

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.*

Section

245/345 Organ

246/346 Piano

247/347 Jazz 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 (.5 course or 1 course) *Technique and repertoire at the appropriate level. Open to students by audition. ARTSC, Fall and Spring semesters.*

Section

249/349 Flute

250/350 Oboe

251/351 Clarinet

252/352 Bassoon

253/353 Saxophone

Brass (.5 course or 1 course) *Technique and repertoire at the appropriate level. Open to students by audition. ARTSC, Fall and Spring semesters.*

Section

255/355 Horn	256/356 Trumpet	257/357 Trombone
258/358 Euphonium	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 (.5 course or 1 course) *Technique and repertoire at the appropriate level. Open to students by audition. ARTSC, Fall and Spring semesters.*

Section

261/361 Violin	262/362 Viola	263/363 Cello
264/364 String Bass	265/365 Harp	

Guitar (.5 course or 1 course) *Technique and repertoire at the appropriate level. Open to students by audition. ARTSC, Fall and Spring semesters.*

Section

266/366 Classical Guitar	267/367 Jazz Guitar
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Ensembles

151 Lucia Singers (.25 course) *A choral ensemble for treble 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 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 that relate to justice issues, and engage wider communities through song. Events and performance/engagement opportunities will be chosen 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.*

Section

154 Contemporary Vocal Ensemble
157 Duets, Trios, Quartets, Opera Scenes 189 Jazz Combo

155 Choir of Christ Chapel (.13 course) *A mixed-voice 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 choral ensemble of approximately 70 members that studies and performs significant choral repertoire. A concert tour is conducted each year, including an international tour every fourth year. Open to all students by audition. ARTSC, Fall, January, and Spring semesters.*

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.*

192 Brass Choir (.13 course) *An ensemble exploring the classical and contemporary literature for medium-to-large brass 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.*

Section

140, 141 Keyboard Accompanying (.13 course, .25 course)

173 String Ensemble

175 Guitar Ensemble

176 Keyboard Ensemble

177 Percussion Ensemble

178 Handbell Choir

181 Flute Choir

184 Woodwind Chamber Ensemble 189

Jazz Combo

190 Trombone Choir

191 Tuba/Euphonium Ensemble

193 Chapel Brass

194 Brass Chamber Ensemble 196

Horn Choir

NURSING (NUR)

Heidi Meyer, Chairperson Fall 2021 (on leave
Spring 2022)

Jessica Stadick, Chairperson Spring 2022

Meagan Crary

Laura Anne Ingalsbe

Lynnea Myers

Barbara Zust (on leave Fall 2021)

Clinical Faculty:

Hannah Drea

Kara Gebhard

Alina Voge

Nicole Woodworth

Lab, Simulation, and Clinical Coordinator:

Jessica Helget

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, they 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 that range from Utqiagvik, Alaska to the heart of Minneapolis/St. Paul 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 all Nursing prerequisite courses; 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 30 scores will be notified of conditional 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 30 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), and a negative two-step tuberculosis test (TST). In lieu of the two-step TST, students may provide documentation of a negative Blood Assay Mycobacterium Tuberculosis test (BAMT), or a negative chest X-ray and annual symptom survey after June 1. The two-step TST is typically only required for students entering the program. In the senior year, a one-step TST or BAMT is required. Students must also provide proof of medical insurance with coverage maintained through the major. A completed record of physical examination 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 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 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 PSY-100
 General Psychology
 PSY-234 Child Development or HES-212 Lifespan Development

One Sociology course from:

S/A-111 Cultural Anthropology S/A-
 112 Principles of Sociology
 S/A-231 Kinship and Marriage S/A-235 Social Inequality
 S/A-242 Drugs and Society S/A-244
 Sociology of Aging S/A-262 Sociology
 of Medicine GWS-224 Staying Alive

Supporting Courses:

- NUR-202 Research in the Health Sciences (majors must complete this course by the end of the second semester in nursing.)
- A course in ethics must be completed before graduation. Students should review the Nursing department website and consult with their advisor to determine what courses meet this requirement

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 non-acute to acute nursing, 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 are 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.

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 semester.*

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. Fall and Spring semester.*

205 Alaska Native/Native American Perspectives on Well-Being (1 course) *This course will provide students with an opportunity to explore the history, culture, and modern day challenges of Alaskan Native/Native Americans. Particular attention will be given to the tension between traditional worldview/ practices and western worldview/practices. Leininger's Transcultural Theory and Culbertson's Iceberg Theory of Education will be used in gathering narrative accounts on essential values of Alaska Natives/ Native Americans through numerous readings and intentional dialogue with members of Alaska Native/ Native Americans. This course is not required for the Nursing Major, but may be taken as an elective. The course is open to all students. Fall semester.*

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. Prerequisite: NUR-201. 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. Prerequisite: NUR-201. 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. Co-requisite: NUR-337. 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 semester.*

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. 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. 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. 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. 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-requisite: 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-requisite: NUR-395. WRITD, Spring semester.*

PEACE, JUSTICE, AND CONFLICT STUDIES (PCS)

Sean Easton, (Greek, Latin, and Classical Studies), Program Director Spring 2022

Loramy Gerstbauer, (Political Science), Program Director Fall 2021 (on leave Spring 2022)

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 below, who serve as resource persons and advisors in the various disciplines that contribute to both the major and the minor in PJCS: Thia Cooper (Religion), Sean Easton (Greek, Latin, Classical Studies), Loramy Gerstbauer (Political Science), Maddalena Marinari (History), Joaquín Villanueva (Geography), and Suzanne Wilson (Sociology/Anthropology).

Peace, Justice, and Conflict Studies Major: Nine courses including:

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 (no prerequisite, but POL-130 is recommended) 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?

COM-257 Intercultural Communication
ENG-126 Introduction to US Ethnic Literature ENG-226
US 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 US
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-232
Black History Matters
HIS-334 Local Civil Rights
PCS-221 Conflict and Resolution 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

211 Introduction to Peace Studies (1 course) *This course is about violence and its alternatives. 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. 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 the origins and spread of violent conflict across a range of cultures and societies at global, regional, and local levels. Students will analyze complex conflict scenarios and learn how to move them toward resolution, using appropriate peace-building responses. Spring semester.*

PHILOSOPHY (PHI)

Joshua D. K. Brown, Chairperson
Laurent Dechery
John Ivan Gill

Lisa Heldke
Margaret O'Connor
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 two Level I courses 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.

Students should consult with their faculty advisor on a focus with the major. Possible sequences include:

1. Ethics/Value Theory: Individual and Community, Individual and Morality (3 Crowns), Philosophies of the Environment, Oppression and Privilege, Ethical Theory, Applied Ethics, Philosophy of Art, Philosophy of Religion.
2. History of Philosophy: Ancient Philosophy, Modern Philosophy, Contemporary Analytic Philosophy, Existentialism, American Philosophy, Continental Philosophy.
3. Metaphysics/Epistemology: Ancient Philosophy, Modern Philosophy, Contemporary Analytic Philosophy, Mind and Matter, Philosophy of Science, Formal Logic.
4. Philosophical Critiques of the Western Philosophical Tradition: Philosophies of the Environment, Oppression and Privilege, Gender, Knowledge, and Reality.

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; and
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.

104 The Individual and Community (1 course) *This course explores topics of moral and political philosophy by focusing on the dynamic between the individual and the community. Typical questions include: What is the extent of legitimate authority that a community has over an individual? What obligations does a citizen have toward a government? Under what conditions, if any, is civil disobedience justifiable? What is the role of education in creating a citizenry? Emphasis is generally given to classic texts such as Plato's Apology or Rousseau's The Social Contract. Offered occasionally.*

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, Fall semester.*

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, Fall semester.*

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 some- body 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.* Spring 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 aware- ness, 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) *When I buy a pair of tennis shoes, am I willing to buy shoes costing close to ninety dollars, but produced by a Korean worker who is paid pennies an hour? When I hear a racist remark, do I speak up? Our decisions and actions have moral implications and involve moral reasoning. Engaging in moral practices requires skills. One objective of this course is to equip students with the skills to think and act creatively and constructively on moral matters. We will consider moral issues that arise in all our lives: human rights, justice and eco- nomic distribution, welfare, marriage, racism and sexism, and health care.* **HUMN**, Fall semester.

201 Ancient Philosophy (1 course) *Philosophy began in ancient Greece, and the problems that these first philosophers raised are still profound and significant. There are characteristically Greek philosophical problems: the nature of the soul, the state, the good, and the nature of reality. However, Greek philosophy is also a distinctive way of thinking about these problems. This course will focus on Greek modes of thought by examining in some detail its two principal representatives, Plato and Aristotle. Some attention may also be given to pre-Socratic, Hellenistic, and Roman philosophers.* **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. Spring semester.*

233 American Philosophy (1 course) *An exploration of philosophy in the United States from the mid-19th through the early 20th centuries. Issues to be discussed may include: philosophical responses to slavery, conceptions of the individual and the community, and the nature of knowledge and truth. Philosophers may include Emerson, DuBois, Peirce, James, Dewey, Goldman, Addams, and Alain Locke. HUMN, Fall semester, odd years.*

234 Contemporary Analytic Philosophy (1 course) *A study of some of the major developments in philosophy during the 20th century. Philosophers examined typically include Russell, Moore, Whitehead, Carnap, Ayer, Wittgenstein, Austin, Ryle, Quine, and others. Prerequisite: PHI-202. HUMN, Fall semester, even years.*

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, Spring semester, odd years.

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. Fall and/or Spring semesters.*

246 Ethical Theory (1 course) *What makes a good life? While there may be near universal agreement is this 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, Fall 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, Spring semester, even years.

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.* Fall Semester, odd years.

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.*

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)

Charles Niederriter, Chairperson
Elizabeth Boatman
Darsa Donelan
Thomas Huber
Steven Mellema

Jessie Petricka
Paul Saulnier (on leave 2021-22)

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 Perspective Curriculum and the Three Crowns Curriculum, 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 important that students considering a major in physics begin their studies with PHY-195/196 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-230, 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, PHY-390, and PHY-399. Also recommended is CHE-107.

Physics Major: 10.25 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 an IEX 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 (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 (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 of the Graduate Record Exam in physics.
5. 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.

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. Students who have earned credit for PHY-195 may not subsequently enroll in PHY-102. Lecture and laboratory. Five meetings per week. 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.*

195 The Cosmic Universe (1 course) *This course is the first semester in the sequence of courses that begin the physics major or minor. The focus of the course is astrophysics, and the astrophysical evidence which forms the basis of cosmological theories of the nature and origin of the solar system, galaxies, and the universe. Specific topics in physics that are studied in order to understand and interpret that evidence include: classical mechanics, optics, thermodynamics, spectroscopy, quantum physics, and relativity. Five meetings per week. Requires concurrent enrollment in PHY-196 and concurrent or previous enrollment in MCS-119 or MCS-121, or permission of the instructor. Fall semester.*

196 The Cosmic Universe Laboratory (.25 course) *Experiments in introductory physics taught in conjunction with PHY-195. One two-hour lab weekly. Requires concurrent enrollment in PHY-195. 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-195/196 and concurrent enrollment in PHY-206 and concurrent or previous enrollment in MCS-122, or permission of instructor. 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 electro- magnetism, 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 instructor. 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-215/216 and PHY-250, or permission of instructor. Spring semester.*

244 Special Topics in Physics (.5–1 course) *Lecture and discussion on special topics in physics. Requires permission of the instructor. 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, semi-conductor devices, negative feedback, operational amplifiers, comparators, digital logic, sequential logic, counters, and related topics. Three studio/lectures weekly. Prerequisite: 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 instructor.*

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 instructor. 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 Interim.*

399 Senior Seminar in Physics (.25 course) *This course provides a review of principal topics from across the core areas of physics. Students will prepare solutions to problems from the Graduate Record Examination in physics as well as review journal articles on current physics research topics. Two meetings per week. Fall semester.*

POLITICAL SCIENCE (POL)

Katherine Knutson, Chairperson
Loramy Gerstbauer (on leave Spring 2022)
Christopher Gilbert

Lori Carsen Kelly
Richard Leitch
Jill Locke (on leave 2021-22)

The Department of Political Science helps students develop an understanding of political processes, institutions, and the issues and problems of politics. 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.

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 Interim 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:

- a) 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;
- b) 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);
- c) A research proposal of 4–5 pages describing the intent, the topic area, and the method of study;
- d) 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.

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.*

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. Prerequisite: Open to sophomore and junior majors, others with permission of instructor; completion of Level I major requirements 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.*

215 Political Parties and Elections (1 course) *A study of the nomination and election of political candidates, with emphasis upon American presidential and congressional races. Political parties are examined from the viewpoint of their organization, voters, and government officials. Fall semester, even years.*

220 U.S. Public Policy (1 course) *Public policies impact the lives of American citizens every day but rarely do we stop to think about the factors influencing the development or implementation of those policies. 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 such as education, social services, health care, immigration, environment, and others. Prerequisite: POL-110 is recommended. WRITL, Spring semester.*

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. Spring semester.*

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) *How is it possible that we live together on a planet where many have incomes 100 times that of the poorest, and where your expected lifespan nearly doubles depending on the nation in which you were born? 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 and Latin America? 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 inter-national politics, economic development and social change of Japan and China. Prerequisite: Either POL-130 or POL-150 is recommended. 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.*

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.*

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. Offered occasionally.*

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 through traditional readings, lectures, and discussions. Prerequisite: POL-110 or permission of Instructor. Offered 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? What impact can citizens have on these 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.*

380 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 (1 course) *This course introduces students to the central concepts, themes and controversies of U.S. constitutional law. Students will read judicial opinions in leading cases decided by the Supreme Court of the United States. The course also acquaints students with current scholarly debates about constitutional interpretation. Prerequisite: POL-110 or permission of instructor. Offered occasionally.*

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, Chairperson
 Jennifer Ackil
 Kyle Chambers (on leave 2021-22)
 Kayla De Lorme
 Michael Ferragamo

Madeline Harms
 Patrick Heath
 Lauren Hecht
 Lucie Holmgren
 Mark Kruger

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, PSY-240 and PSY-260).
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. January Interim courses offered by the Department of Psychological Science may not be used to meet major requirements, with one exception: Forensic Psychology (PSY-242). Additionally, the following courses will not count toward the 10-course requirement: Internships (PSY-268/368), Research Apprenticeship (PSY-290), Neuroscience Capstone (PSY-385), 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.

Departmental Honors in Psychological Science: The Honors program is designed to provide the highly motivated student with a unique opportunity to research a particular psychological topic in depth.

To participate in the Psychological Science Honors Major, students should: have senior status, identify a potential research question, receive endorsement from a Psychological Science faculty member who will serve as the primary project advisor, and have completed PSY-225 and at least one semester of PSY-290.

In addition to completing ten courses required of all Psychological Science majors, Honors majors must:

1. Complete PSY-389 and PSY-390.
2. Receive approval from the primary project advisor and the department before they declare as a Psychological Science Honors major.
3. Complete a written Honors thesis and an oral presentation of this work. Students are also encouraged to share the results of their work at other conferences (e.g., Minnesota Undergraduate Psychology Conference, Spring Science Research Symposium, Celebration of Creative Inquiry, Midbrains).
4. Successfully defend this work in front of a committee of faculty including the primary project advisor.

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 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, 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.*

235 Adult Development (1 course) *This course is a continuation of the study of child development in PSY-234. It covers the life span from adolescence to life's end and focuses on the psychological development of the individual, from the attainment of independence in youth, through growth in capability and responsibility in adulthood, to the changing life patterns of old age. Emphasis will be on the special problems faced at each stage of life as a person completes the cycle of existence. Prerequisite: PSY-100 and PSY-234. Offered annually.*

236 Personality Psychology (1 course) *Personality Psychology focuses on the study of the individual. This course reviews research and theory in personality psychology, develops a language for conceptualizing who a person is and what patterns and qualities each person brings to a situation, and assists the student in constructing a model for predicting personality development, functioning, and diversity. Consideration is given to the assessment of personality and to the issues of conflict, stress, anxiety, defense, sex-role stereotyping, and the development of self-efficacy. 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. This course is an alternative to PSY-260. If it is taken after PSY-260, it will not count towards the major. 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 annually.*

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.*

257 Psychology of Diversity (1 course) *This course will examine psychological theories and research relevant to understanding and living in a diverse world. We will look at diversity 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 and 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.*

260 Introduction to Neuroscience (1 course) *The nervous system integrates information about the world and the state of the individual to ensure appropriate behavioral responses. This Basic Processes course combines both biological and psychological approaches to pose the question of how animal brains perceive, process, and display the necessary information. We will use comparative behavioral models that are suitable to introduce fundamental mechanisms of neural and hormonal signaling in both lecture and laboratory. This course is intended for students with an interest in continuing studies in Neuroscience. Prerequisite: BIO-101 and either BIO-102 or PSY-100. Spring semester.*

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. Fall and Spring semesters.*

345 Neuroscience Seminar (1 course) *This upper-level seminar is designed to provide students with the opportunity to develop and demonstrate expertise in a particular problem area within neuroscience from a psychological perspective. 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. Prerequisites: PSY-238, PSY-260, or permission of instructor. Fall or Spring semester.*

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 Interim, and Summer.*

385 Neuroscience Capstone (1 course) *This capstone course provides the opportunity for students to conduct research, to discuss primary literature and to demonstrate evidence of independent work. Students may choose to participate in basic science research related to the nervous system and will be expected to present their research publicly. Alternatively, students may choose to develop a teaching tool about neuroscience for use in the K-12 school system and will be expected to implement their pedagogy. This course may not be used to fulfill the Psychological Science elective requirement. Prerequisites: all other courses in the Neuroscience minor or permission of instructor. Spring semester.*

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 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, January Interim, and Summer.*

PUBLIC HEALTH

Karl Larson, Program Director

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

1. Required Core: 4 courses:
PBH-201 Introduction to Public Health
PBH-227 Health Program Planning
PBH-330 Health Behavior
PBH-338 Epidemiology
2. 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-229 Safety and Injury Prevention
PBH-236 Systems and Modalities in Alternative Medicine
REL-243 Ethics and Medicine
S/A-242 Drugs and Society
S/A-262 Sociology of Medicine
S/A-225 Sociology of Aging
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.

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 semester.*

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.*

229 Safety and Injury Prevention (1 course) *This course explores the complex nature of intentional and unintentional injuries while examining the impact of various prevention strategies. Course areas may include safety efforts for school, consumer, home, traffic, occupational, recreational, and disaster settings. Concepts include risk communication, risk reduction, framing of messages to a given audience, evaluation of policies, and community-based capacity building with emphasis on strategies for prevention and control through a public health approach. Prerequisite: PBH-201, Fall 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. January Term, odd years.*

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.*

RELIGION (REL)

Thia Cooper, Chairperson (on leave Fall 21)

Marion Broida

Marcia J. Bunge

John Cha

Blake Couey

Casey Elledge

Mary Gaebler

Samuel Kessler

Robert Porwoll

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 skills needed in many careers. 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
- 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, Islam, Judaism, and Taoism. The faculty are trained in a variety of academic fields including Biblical Studies, Ethics, theology, Comparative Religions, 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 explore 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. While some of our students have pursued graduate degrees in Religious Studies or Theology at institutions such as the University of Chicago, Princeton, and Temple, 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 spend a few years after graduation working for organizations like Teach for America and the Lutheran Volunteer Corps while others work long-term in the non-profit 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.

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.

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.

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.*

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), 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, Fall and Spring semesters.*

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 and evaluate the relevant literature, formulate an argument regarding that problem, and provide credible reasons for the argument. Students will learn how to take these steps themselves. Prerequisite: one course in religion. Offered annually.*

210 The New Testament (1 course) *After an introduction to the early Jewish and Graeco-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 an 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 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, Fall and Spring semesters.

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. Spring semester.*

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 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 'dis-ease,' 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 and Global Christianities (1 course) *Christians have at times oppressed and waged war against people of other faiths, but they also have a long history of positive engagement with other religious traditions, such as Buddhism, Islam, and Judaism. This course introduces students to world Christianity by exploring how and why Christians have sought interfaith understanding and cooperation. By critically examining Christian commitments to interfaith relations, the course sheds light on key elements of Christian theology and practice, introduces students to important figures and events in the history of Christianity, and invites all participants (whether they hold religious convictions or not) to reflect on their own values and the significance of interfaith understanding and cooperation today. 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 occasionally.*

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. Fall semester.*

272 Luther and Lutheran Diversity Worldwide (1 course) *This course will focus on the life, work, and legacy of Martin Luther. Luther will be studied not only as a leader of the Protestant Reformation and a Renaissance figure but also as one whose legacy may be seen in contemporary Christianity. Participants in the course will closely read and analyze various primary texts by Luther and selected Lutheran theologians and explore diverse forms of Lutheranism worldwide. THEOL, Fall semester.*

273 Religion and Politics in Latin America (1 course) *Religion and politics have been inter-woven 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 and revolution. It asks why so many Latin Americans choose to be Christian. Theological investigations include the role of the poor, conflicts over land, and current popular movements such as Brazil's Landless Workers' Movement. This course counts toward the LALACS and the Peace, Justice, and Conflict Studies majors/minors. Fall semester, odd years.*

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. 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. Prerequisite: One course in religion. 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. Spring semester, even years.*

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. Even years.*

325 Religion and Politics in America (1 course) *This course is the same as POL-325. The complete course description can be found in the Political Science listings.*

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. 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 Interim.*

373 The Holocaust: Then & Now (1 course) *The Holocaust—the planned and systematic destruction of Jews, Gypsies, and other civilian groups by the Nazis during the 1940s—involved millions of people all over Europe: victims and perpetrators, bystanders and beneficiaries, rescuers and survivors. Its legacy and lessons often elude us: the questions it raises continue to haunt us. Through written materials and films, the course examines the intellectual background of the Holocaust, as well as the historical events themselves. Most important, the course challenges us to wrestle with the moral and theological implications of the Holocaust for today, especially to examine our own moral priorities and choices and to look critically at the foundations of our contemporary ethical and theological commitments. Prerequisite: one religion course. This course counts toward the Peace, Justice, and Conflict Studies major/minor. Offered occasionally.*

383 Liberation Struggles (1 course) *This course explores contemporary struggles for justice in the face of both globalized and local oppression. Faith-based liberation movements continue to thrive in Latin America, Southern Africa, the Middle East, Asia, and among native North American peoples. Focusing on the issues these people of faith are wrestling with—including race, gender, 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 Interim.*

393 Sex, Race, Money, God (1 course) *Is God racist, sexist, and greedy? God is used to justify racist, anti-racist, sexist, anti-sexist, profit-seeking and anti-profit actions, leaving us mired in conflicting opinions. For example, God's will is invoked to decide who should have sex with whom and when. This class explores faith-based responses to issues of desire, marriage, prostitution, racism, and slavery to tease out the ethical principles driving action. By the end of this class, you should be able to find the underlying assumptions of arguments and formulate productive ways. We focus on reading, writing and speaking. USIDG, WRITD, Fall semester, even years.*

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.*

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)

Glenn Eric Kranking, (History) Program Director

Richard Leitch, (Political Science)

Annalise Rivas, (Modern Languages, Literatures and Cultures)

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 Russian Literature 223
 Russian Literature since 1900 251
 Conversation and Phonetics 253
 Composition
 321 19th–Century Russian Literature 323
 Russian Literature since 1900
 391 Independent Study HIS-
 211 Imperial Russia
 HIS-212 The Rise and Fall of the Soviet Union

SCANDINAVIAN STUDIES AND SWEDISH (SCA, SWE)

Kjerstin Moody, Chairperson
David Jessup

Glenn Eric Kranking, (History)
Ursula Lindqvist

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 High 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.)

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. Two courses must be Level III SWE or SCA courses, not including SWE-301 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.

Minor: Six 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 Courses (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.*

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, 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 Courses (SCA)

100 Scandinavian Life and Culture (1 course) *This course will give a survey of the history, literature, art, and philosophies of the Scandinavian peoples. Students will hear lectures on and discuss developments and issues in Scandinavia from the Viking Age to the modern welfare state and will read works of fiction that reflect life and thought in Scandinavia. Sample topics might be: pagan mythology and the Vikings, the Icelandic sagas, Scandinavian emigration, the Scandinavian welfare state, Scandinavia and the European Union, and Scandinavian feature films. 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.

211 Diversity and Social Change in Scandinavia (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.* 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/Wahlöo 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.* Spring 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 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. 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 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.*

HIS-218 Scandinavia to 1800 HIS-219

Scandinavia since 1800

Gustavus Semester in Sweden Program—See Interdisciplinary Studies listing.

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 or S/A-231.
2. Economics: E/M-109 required; E/M-108 recommended.
3. History: three courses from HIS-110, HIS-120, HIS-130, HIS-140.
4. Geography: GEG-101, GEG-102, and GEG-236 or GEG-215.
5. Political Science: POL-110 and either POL-130 or POL-150.
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 (Religion), Chairperson
Suzanne Wilson, (on leave 2021-2022)
Annika Ericksen, (on leave 2021-2022)
Naomi Hansen
Colin Smith

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 have one semester to raise it before losing eligibility. In addition to the requirements for the major listed above, honors students 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-113, S/A-231, S/A-235, S/A-242, S/A-243, S/A-246, S/A-247, S/A-262, S/A-264, and S/A-375.
3. One Anthropology course chosen from S/A-255, S/A-259, S/A-260, S/A-265, S/A-266, S/A-270, and S/A-377.
4. Two elective courses chosen from S/A-113, S/A-231, S/A-235, 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-265, S/A-266, S/A-270, S/A-375 and S/A-377.
5. Special topics courses (S/A-244) may be approved to count toward the minor.

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 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. Fall and Spring semesters.*

113 Social Problems (1 course) *A survey of social problems which have their origin in contemporary systems of social organization; an intensive study of the causes of selected American social problems, and an evaluation of the attempts to solve them. This course counts towards the Peace, Justice, and Conflict Studies major/minor. HBSI, Fall and Spring semesters.*

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.*

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. Fall semester.*

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. 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, Fall semester.*

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.*

245 Humans and Animals (1 course) *How do understandings about human-animal relationships differ across cultures? What does it mean to conceptualize members of other species as "persons?" In this course we examine the many meanings and purposes that animals have for people—for example, they can be food, symbols, companions, test subjects, or investments. We will uncover these meanings in our own culture(s) and in a variety of global, indigenous, and historical contexts. Participants will explore the value of studying human-animal relationships in anthropology and across liberal arts disciplines. For the course capstone, participants propose multispecies ethnographic research projects on topics of their choice. Fall semester.*

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. Offered occasionally.*

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. Spring semester.*

The Anthropology of Religion (1 course) *This course reviews comparative anthropological approaches to the study of magic, witchcraft, and religion, primarily in non-Western societies. Focus is on the nature, roles, and varieties of belief and myth: ritual and symbolization; religious experience, including drug and non-drug induced trance states and their psychocultural dimensions; and magico-religious social organization. The course will emphasize shamanic and spirit possession religions and radical religious movements, such as nativistic and messianic cults. In relation to all of these, anthropological theories of the origins and functions of magic, witchcraft, and religion in social life and personal experience will be critically examined. Fall semester.*

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. 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.*

265 Nomadic Pastoralism (1 course) *This course focuses on the lives and cultures of herders who migrate with their livestock in order to survive in harsh environments. While some nomadic groups once wielded immense power (consider Genghis Khan's Empire), today, many suffer political and economic marginalization and threats from climate change. Students will use anthropological perspectives to better understand cultures that may seem dramatically different from their own. They will also analyze the romanticization and marginalization of nomads, current affairs, and cultural change. Areas of study include Tibet, Mongolia, and Central Asia, the Sahara Desert and other regions of Africa, and northern Scandinavia. This course counts toward the African Studies minor. Offered occasionally.*

266 Psychological Anthropology (1 course) *Psychological anthropology is the study of the dynamic relationship between culture and psychology, with primary emphasis on non-Western cultures and their culture-bearers. This includes "folk models" of psychological experience (ethno-psychology). The course introduces the research, methods, and theory in the field and examines how culture interfaces with personality: mind (e.g., thinking, consciousness, and altered states, including dreams and trance); the constitution of the self and emotion; psychopathology (e.g., culture-bound syndromes); and personal experience. 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. 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.*

375 Sociological Theory (1 course) *Major schools of sociological theory; theoretical concepts; basic controversies in the area of sociological theory. Prerequisite: S/A-112. Fall 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. Spring semester.*

291, 391 Independent Study (Course value to be determined) *Prerequisite: junior standing and a minimum 3.0 GPA in the major.*

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.*

THEATRE AND DANCE (T/D)

Michele Rusinko, Co-Chairperson
Melissa Rolnick, Co-Chairperson (on leave Fall 2021)
Kimberly Braun
Henry MacCarthy (on leave 2021-22)
Larissa McConnell
Matthew Rightmire
Amy Seham (on leave 2021-22)
Terena Wilkens

Part-time:
Sue Gunness
Sarah Hauss
Jill Patterson
Ernest Briggs

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 story-telling.

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.

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. Jazz Dance—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.

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 semester.*

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.**

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 Jazz Dance I (.5 course) *This course provides an introduction to the basic styles and dynamics of jazz dance for the student who has had no previous dance training. Students acquire movement vocabulary within the jazz idiom while developing skills in: efficiency and ease of movement, proper body alignment, isolation of body parts, diversity of rhythmic patterns. The course emphasizes the historical roots of jazz dance. Students will engage in a survey of embodied practices including but not limited to: African dance forms, vernacular dance forms, improvisation, and varied branches of jazz dance including theatrical jazz, hip-hop, and Afro-Caribbean among others.* **ARTSC, WELBG, Fall semester.**

110-313 Theatre and Dance Practica (Course value to be determined) *These courses provide students with practical experience in performance or technical production. 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 Technical Director

113, 213, 313 Costume Practicum Arranged with department Costume Supervisor

115, 215 Stage Management Practicum **115** arranged with department Technical Director, **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

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. Especially recommended, but not limited to, students interested in participating in the Gustavus social justice theatre troupe, "I Am We Are." This course counts toward the Gender, Women, and Sexuality Studies and the Peace, Justice, and Conflict Studies majors/minors. ARTSC, Fall semester.*

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, odd years.*

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 Tech(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, Fall semester, even years.*

223 Computer-Aided Drafting and Design (.5 course) *An introduction to computer-aided drafting and design using the program VectorWorks. Students will learn the basics of 2D drafting, 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. Creative problem solving, artistic collaboration, independent research, and individual expression are developed through costume craft and design. The costume construction component of the course will provide hands-on learning—stitching, patterning, and cutting techniques will culminate in a comprehensive project. The costume design portion explores play analysis, research, rendering, and presentation techniques. 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. Fall semester, odd years.*

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. 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 Theatre and Society (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. Spring semester, even years.*

239 Jazz Dance II (.5 course) *The course is for students with previous training in jazz dance. Students continue to develop their movement vocabularies within the jazz idiom while developing greater efficiency and ease of movement through proper body alignment. Emphasis is placed on performing longer, more sophisticated jazz dance combinations while understanding the role jazz dance has played in the development of social/vernacular dance, concert dance and musical theatre. Prerequisite: T/D-109, 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.*

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). Spring semester, even years.*

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. 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. 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 hand-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.*

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 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. Fall and Spring semesters.*

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. Spring semesters.*

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 (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 Administration 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 U.S. 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, proper- ties, 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 study carefully 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 U.S. 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

Pre-requisite 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 study carefully 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 study carefully 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 study carefully 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 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/Anthropology—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. (<http://ed.mnsu.edu/armyrotc/>)

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 study carefully 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 education program and services of the College under the President and for the development and administration of the academic program in cooperation with the Academic Deans and the faculty.
2. The Vice President for Enrollment Management is responsible for admission 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 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.
5. The Vice President for Marketing and Communication is the chief communications officer and is responsible for initiating college relations activities with a broad range of constituencies to enhance the standing and visibility of Gustavus Adolphus College as a premier liberal arts college and as a college of the Evangelical Lutheran Church in America.
6. The Vice President for Mission, Strategy, and Innovation is responsible for advancing the mission, vision, strategic plan and overall institutional effectiveness of the College.
7. The Vice President for Student Life and Dean of Students is the chief student affairs officer and is responsible for all student services, including Student Activities, Residential Life, the Counseling Center, Campus Safety, and the Student Health Service.

These chief administrative officers, together with the President, constitute the Cabinet, through which the various administrative offices coordinate their activities. The Cabinet is staffed by the Assistant to the President and Secretary to the Board of Trustees.

Administration

Office of the President

Rebecca M. Bergman, BS, President

Jolene D. Christensen, BS, Assistant to the President and Secretary of the Board of Trustees

Siri C. Erickson, PhD, MDiv, Chaplain

Marian Broida, PhD, Interfaith Program Coordinator

Maggie Falenschek, MDiv, Chaplain and Director of Campus Ministries

Chad Winterfeldt, DMA, Cantor

Grady I. St. Dennis, MDiv, Director for Church Relations and Chaplain

Laura Aase, MDiv, Continuous Growth Pathway Program Coordinator

Jodi Maas, BS, Assistant Director for Church Relations and Assistant to the Chaplains

Tom Brown, MS, Director of Intercollegiate Athletics and Facilities Manager of Lund Center
Brad Baker, BA, Head Baseball Coach
Troy Banse, MS, Head Athletic Trainer and Director of Strength and Conditioning
Bailey Hofmeister, BA, Assistant Athletic Trainer
Maggie Willis, MS, Assistant Athletic Trainer
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 DeGrood, MA, Head Gymnastics Coach and Event Management Supervisor
Justin DeGrood, BA, Assistant Men's Basketball Coach and Strength and Conditioning Coach
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 Director of Club Sports
Jed Friedrich, BS, Equipment Manager and Head Club Nordic Ski Coach
Mark Hanson, MS, Head Men's Basketball Coach and Health and Exercise Science Instructor
Peter Haugen, MA, Head Football Coach and Health and Exercise Science Instructor
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
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
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 and Director of Compliance **Rachelle 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
Thomas Valentini, PhD, Head Men's Tennis Coach and Title IX Deputy Coordinator
Zach Vine, BA, Assistant Football Coach and Health, Strength, and Conditioning Coach
Andrew Woitas, BA, Assistant Baseball Coach
Daniel Wolfe, BS, Assistant Women's Basketball Coach and Health and Exercise Science Instructor

Office of the Provost and Dean of the College

Brenda Kelly, PhD, Provost and Dean of the College
Valerie Banschbach, PhD, Associate Provost and Dean of Sciences and Education
Elizabeth Kubek, PhD, Associate Provost and Dean of Arts and Humanities
Tami Aune, BA, Chief Technology Officer and Director of Technology Services
Jerry Nowell, MSIS, Assistant Chief Technology Officer and Director of Web Services
Billy Visto, BS, Lead Software Engineer and DevOps Engineer
Matthew Van Fossen, BA, Software Engineer
Mike Lysne, Software Engineer
Justin Holcomb, BS, Administrative Information Systems Director
David Maas, BS, Manager of Computer Operations
Diane Paul, Systems Analyst and Programmer
Marni L. Dunning, BS, Associate Director for Instructional Services
Nicholas Sonsteby, BA, Interim Associate Director of User Services
Michael O'Brien, AAS, Development Engineer
Brianne Twaddle, BS, Technology Helpline Coordinator and Purchasing Agent
Lindsay Vogel, BA, User Services Technology Coordinator
Appointment Pending, Macintosh Coordinator
Jessie Twaddle, BS, Core Services Director
Dan Oachs, BA, Associate Director of Core Services
Paul Hanson, BA, Associate Director of Core Services
Justin Hicks, BS, Windows System Administrator and Networking Analyst
Sarah Bridges, PhD, Director of Research and Sponsored Programs
Jennifer Harbo, BS, Grants and Contracts Administrator
Lisa Heldke, PhD, Director of the Nobel Conference
Jeff Jeremiason, PhD, Co-Director of the Johnson Center for Environmental Innovation
Chuck Niederriter, PhD, Co-Director of the Johnson Center for Environmental Innovation
Michelle Twait, MA, MLS, Library Chair
Diane Christensen, Acquisition and Cataloging Manager
Adrianna Darden, MS, Archives Collections and Records Manager **James Nickras, MLIS**, Digital Collections Manager
Melissa Perron, BS, Metadata and ILS Manager
Sonja Timmerman, MS, Interlibrary Loan Manager
Leah Zacate, BS, Information Desk and Assets Specialist

Julie Gronewald, MS, Coordinator of Teacher Admission and Field Experiences
 David A. Menk, BA, Director of Institutional Research
 Scott Moeller, MS, Naturalist and Director of the Linnaeus Arboretum
 Donald Myers, MA, Director of the Hillstrom Museum of Art
 Shanon A. Nowell, BA, Executive Assistant to the Provost
 Matthew Panciera, PhD, Director of the Kendall Center for Engaged Learning
 Sarah Ruble, PhD, Assessment Director
 Deann Schloesser, MBA, Registrar
 Jenny Rosin, Assistant Registrar

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
 Bruce Berglund, PhD, Campaign Communications Manager
 Luke Hanson, MBA, Gift Planner
 William Kuehn, MEd, Gift Planner
 Karla Leitzman, BA, Special Gift Officer, Reunion Giving Coordinator
 Mike Nevergall, MNA, CFRE, Gift Planner
 Jim Rothschilder, MDiv, Gift Planner
 Randall Stuckey, BA, Athletics Development and Engagement
 Nicole Swanson, BA, Special Gift Officer, Heritage Scholarship
 Jennifer Vickerman, BA, Gift Planner
 Angela Erickson, MA, MS, Director, Alumni & Parent Engagement
 Kelsey Backer, BA, Assistant Director, Alumni & Parent Engagement, Reunion Programs
 Nicole Swanson, BA, Director of the Gustavus Fund
 Logan Campa, BA, Assistant Director of the Gustavus Fund
 Gwen Donev, BA, Director of Advancement Services
 Teri Bauman, AAS, Assistant Director, Advancement Services
 Tammy Knudtson, BA, Director of Prospect Research
 Annie Escalera, BA, Assistant Director of Donor Relations
 Appointment Pending, Director of Corporate and Foundation Relations

Office of the Vice President for Enrollment Management

Richard Aune, BA, Associate Vice President and Dean of Admission
 Kirk Carlson, MS, Associate Vice President for Enrollment Management
 Kaitlin Hanson, BA, Admission Counselor
 David Kogler, MA, Director of Admission Operations
 Alan Meier, BA, Senior Associate Dean of Admission
 Theresa Naumann, BA, Senior Admission Counselor
 Robert Neuman, BA, Senior Associate Dean of Admission
 Lindsey Owens, MA, Senior Associate Dean of Admission
 Kayla Pauly, MS, Senior Admission Counselor
 Jenna Ryan, BA, Admission Counselor
 Nigel Simmons, BA, Admission Counselor
 Elizabeth Vine, BA, Assistant Dean of Admission
 David Youngs, BA, Admission Counselor
 Jesus Hernandez Mejia, BS, Dean of Financial Aid
 Christopher Baxter, Assistant Dean of Financial Aid
 Sara Orth, BA, Director of Student Accounts
 Jeff Ruble, BA, Assistant Dean of Financial Aid

Office of the Vice President for Equity & Inclusion

Doug Thompson, PhD, Vice President for Equity & Inclusion
 Thomas McHugh, MS, Director of the Academic Support Center
 Corrie Odland, MS, Accessibility Resources Coordinator
 Jane Lalim, MS, Associate Director
 Bryan Messerly, MA, Director of the Center for International and Cultural Education
 Jeffrey Anderson, JD, Assistant Director of International Student and Scholar Services
 Matthew Hirman, MA, Study Away Program Coordinator
 Pam Pearson, PhD, Multilingual and Intercultural Program Coordinator
 Thomas Flunker, MS, Director of the Center for Inclusive Excellence

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
Kelly Waldron, BA, CPA (inactive), Associate Vice President, Controller
Andrew Johnson, BS, CPA, Director, Assistant Controller
Barb Lundgren, BS, Director of Finance Operation and Payroll
Dale Plemmons, MPH, Director of Environmental Health, Safety and Risk Management
Sandra Sukalski, BS, CPA, Director, Tax
Travis Jordan, Director of Physical Plant
 Andrea Pearson, Office Manager for Facilities
 Peter Maiers, Landscape Services Manager Timothy
 Sisk, Building Services Manager
Steven Kjellgren, BA, Associate Vice President, Auxiliary Services
Jeri Miller, Dining Service Office Manager
Kevin Birr, BS, Assistant Director of Dining Service, Operations
Margi Willmert, Assistant Director of Dining Service, Catering and Summer Programs
Stephanie Marsh, Assistant Manager of Catering and Summer Programs
Neal Hagberg, MDiv, Director of Tennis and Life Camps **Calleigh**
 Carlson, BA, Assistant Director of Operations **Kinzee Salo, MS,**
 Assistant Director of Tennis
Karen Yess, BS, Director of Print and Mail Services
Molly Yunkers, BS, Manager of the Book Mark
Erin Kuiper, BS, Assistant Book Mark Manager

Office of the Vice President for Marketing and Communication

Tim Kennedy, BA, Vice President for Marketing and Communication
JJ Akin, BA, Director, Media Relations and Internal Communication
 Rachel McCarthy, BA, Digital Content Specialist
 Cameron Stewert, BA, Director, Sports Information
Stephanie Ash, MFA, Director, Editorial Services
 Jesse Yeakle, BA, Photographer/Videographer
Anna Deike, BFA, Director, Marketing Services
 Miguel Sousa, MA, Director, Fine Arts Programs
 Coleden Wedge, BA, Assistant Director, Fine Arts, Manager of Music Tours
Dana Lamb, BS, Assistant Director, Communication Services
Barbara Larson Taylor, BA, Associate Vice President, Institutional Events
 Matt Dobosenski, BA, Assistant Director, Institutional Events and Event Technical Services
Neely Prenzlow, AA, Director, Design Services
 Jennifer Kurth, AAS, Graphic Designer

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

Jenny Schmidt, MBA, Talent Acquisition Manager

Nicole Goebel, BS, Benefits Specialist

Ann Johnson, BA, Human Resources Business Partner

Office of the Vice President for Student Life

JoNes VanHecke, PhD, Vice President for Student Life and Dean of Students

Heather Dale, MPA, Director of the Health Service, Physician's Assistant

Nissa Fell, CNP, Certified Nurse Practitioner

Jessica Braun, CNP, Certified Nurse Practitioner

Hannah Godbout, PsyD, LP, Director of the Counseling Center

Alyssa Baker, MS, Mental Health Therapist

Aaron Geringer, LP, MS, Mental Health Therapist

Julianne Watterson, MEd, Title IX Coordinator

Megan Ruble, MA, Assistant Vice President for Student Life

Frederick Smith, BA, Director of Campus Safety

Chris Gilbertson, Assistant Director of Campus Safety

Scott Reiten, Assistant Director of Campus Safety

Laura Herbst-Johnson, MS, CHES, Director of Wellness Education

Cassie Ramerth, MS, Substance Use Educator

Andrea Junso, MS, Director of Campus Activities

Garrett Meier, MS, Assistant Director of Campus Activities

Andrew Coston, MEd, Executive Director of Career Development

Cynthia Favre, MS, Director of Vocation and Career Readiness

Heather Banks, MS, Senior Career Development Health Specialist

Jill Van Osdol, MS, Career Development Specialist

Heidi Selzler Bahr, MS, Career Development Specialist

Lauren Van Schepen, MEd, Career Development Specialist

Appointment Pending, Career Development Specialist

Charlie Potts, EdD, Assistant Vice President for Student Life

Anthony Bettendorf, PhD, Director of Residential Life

Danny Sandberg, MS, Assistant Director of Residential Life

Abbey Lane, MS, Area Coordinator

Amy Pehrson, MA, Director for Community Engagement

Professors Emeriti

Myron A. Anderson, 1959–1999

Gustavus Adolphus, 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

C. Milton Brostrom, 1955–1991 Gustavus
Adolphus, BA; Minnesota, MA Department of
Mathematics and
Computer Science

Claus P. Buechman, 1968–2003

Christiana Albertina Chiloniensis (Univ. of Kiel),
Germany, Philosophicum; Kansas, MA; New
Mexico, PhD
Department of English

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

Keith J. Carlson, 1966–2002

Gustavus Adolphus, 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
Department of Modern
Languages, Literatures &
Cultures

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 Spanish

Thomas A. Emmert, 1973–2011

St. Olaf, BA; Stanford, MA, PhD
Department of History

Guenter Esslinger, 1967–1988

Jamestown, BA; Minnesota, MA
Library

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. Friert, 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 Gronhøvd, 1988–2013
Minnesota, BS, MA, PhD Department of
French

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 Spanish

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 Universität, Berlin, Philosophikum, Staatsexamen; Minnesota, MA
Department of German

Richard M. Martin, 1970–2018
Saint John's, BA; Minnesota, PhD Research Professor of Psychological Science

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, D.MA
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

Donald Palmgren, 1972–2003
Augustana, BA; Lutheran School of Theology, MDiv; Cranbrook, MFA
Department of Art and Art History

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 Reinholdt, 1974–2005

Gustavus Adolphus, BA; Mankato State, MS
Department of Health and Exercise Science

Gary Reinholdt, 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
Special Interests: Functional Analysis;
Operator Theory

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

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

Eric Josef Carlson, 1990–2019

UCLA, BA, MA; Harvard, AM, PhD
Department of History

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

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

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

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

Dale Haack, 1973–1992

Director of Physical Plant

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

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

James L. Peterson, 2003–2008

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

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

Valerie S. Banschbach, 2019–
BA, Pomona, 1986; PhD, Miami, 1992 Associate
Provost and Dean of Sciences
and Education and Professor of
Environmental Studies

Elizabeth Kubek, 2019–
BA, Clark, 1984; MA, PhD, Rochester, 1985, 1989
Associate Provost and Dean of Arts and Humanities
and Professor of English

Faculty

Jennifer Ackil, 1995–
BA, Lawrence, 1990; MA, PhD, Kent
State, 1992, 1995
Professor of Psychological Science; Richard
Martin, Timothy Robinson, and Barbara
Simpson Professor of Psychological
Science
Special Interests: Cognitive Psychology;
Human Memory, particularly eyewitness
memory and suggestibility

Ana Adams, 2007–
BA, BM, MA, PhD, Minnesota, 2000, 2001,
2002, 2007
Associate Professor of Modern Languages,
Literatures & Cultures
Special Interests: Medieval and Early
Modern Spanish Literature; Baroque
Literature; Colonial Literature; Didactic
Literature; Conduct Literature;
Literature by Women, for Women and
about Women; Franco's Ideology;
Hispanic Film and Music; Contemporary
Spanish Cultural Studies

Katelyn Aguilar, 2021–
BA, DePauw University, 2005; MA., Indiana
University, 2009; PhD, University of
Connecticut, 2021.
Assistant Professor of History

Aron B. Anderson, 2011–
BS, Minnesota, 1985; MS, PhD, Stanford, 1987,
1991
Adjunct Assistant Professor of
Chemistry
Special Interests: Polymers; Biomaterials;
Surface Chemistry; Controlled Release
Drug Delivery

Hagar Attia, 2021–
BA, MA, California State University-Fresno,
2008, 2010; PhD, University of Maryland-
College Park, 2021
Assistant Professor of Communication
Studies

Aaron Banks, 2002–

BA, Concordia, Moorhead, 1996; MS, Miami, Ohio, 1998; EdD, Northern Colorado, 2001
Professor of Health and Exercise Science

Special Interests: Best Practices of HPE Teaching Instruction and Methodology; Wellbeing Behaviors of College-Aged Population; Historical and Philosophical Perspectives of Global Sport

Julie K. Bartley, 2009–

AB, Bryn Mawr, 1988; MS, PhD, UCLA, 1990, 1994

Professor of Geology (On leave, 2020-2021)

Special Interests: Precambrian Sedimentary Systems

Alexandra Berndt, 2019–

BM, Northwestern, 2008; MM, New England Conservatory, 2010; DMA, Minnesota, 2018
Assistant Professor of Music

Theresa R. Bilse–Kraft, 2015–

BS, Wisconsin-Lacrosse, 1998; BS, Wisconsin-Green Bay, 2010; MA, Minnesota, 2004

Instructor of Nursing

Margaret Bloch Qazi, 2003–

BA, Wellesley, 1991; PhD, Tufts, 1999
Associate Professor of Biology

Special Interests: Female Reproductive Physiology; Developmental Biology; Entomology; Sexual Selection

Elizabeth M. Boatman, 2020–

BS, Beloit, 2007; MS, PhD, California, 2009, 2012

Assistant Professor of Physics

Laura Bowyer, 2009–

BS, Minnesota State-Mankato, 1993; MS, Lindenwood University, 1998

Assistant Professor of Economics and Management

Jonathan Brandt, 2014–

BMus, USC, 2004; MM, Rice, 2007; DMA, Minnesota, 2015

Assistant Professor of Music

Mark J. Braun, 1990–2007, 2011–

BS, MA, Minnesota State Mankato, 1981, 1988; PhD, Minnesota, 1990

Professor of Communication Studies

Priscilla Briggs, 2003–

BA, Carnegie Mellon, 1989; MFA, Maryland Institute College of Art, 2000

Associate Professor of Art

Special Interests: Graphic and Language Arts; Photography and Digital Imaging

Breana Brockmann, 2019–

BA, Ripon, 2012; MA, PhD Georgia, 2017; 2019

Instructor of Communication Studies

Marian Broida, 2015–

BA, Antioch, 1979; MS, Pace, 1984; MA, PhD, Emory, 2006, 2013

Assistant Professor of Religion

Joshua David Kreider Brown, 2012–

BA, Carleton, 1998; MA, Tufts, 2002;

PhD, Michigan, 2009

Associate Professor of Philosophy

Special Interests: Philosophy of Language; Metaphysics; Philosophy of Science

Alexandra T. Bryant, 2016–

BM, Cleveland Institute of Music, 2008; MM, Rice, 2010; DMA, Maryland, 2015

Assistant Professor of Music

Philip Bryant, 1989–

BA, Gustavus Adolphus, 1973; MFA, Columbia, 1975
Professor of English

Special Interest: Writing

Marcia J. Bunge, 1995–1997, 2013–

BA, Saint Olaf, 1976; MA, PhD, Chicago, 1979, 1986

Professor of Religion; Rev. Drell and Adeline Bernhardson Distinguished Chair of Lutheran Studies

Scott K. Bur, 2003–

BS, Michigan, 1989; PhD, Texas, 2000
Professor of Chemistry

Special Interests: Synthetic Organic Chemistry, Synthetic Methodology

Ella Burnham, 2021–

BS, Saint Catherine University, 2016; MS, ABD, University of Nebraska-Lincoln, 2018, 2021.

Instructor of Mathematics, Computer Science, and Statistics

Laura S. Burrack, 2015–

BA, Macalester, 2002; PhD, Harvard, 2008
Assistant Professor of Biology

Special Interests: Microbiology; Fungal Biology; Cancer Genetics

Betsy R. Byers, 2011–

BA, Saint Olaf, 2002; MFA, Minneapolis College of Art and Design, 2008

Associate Professor of Art and Art History

Special Interests: Painting, Printmaking,
Phenomenology and Ecology

Marco Cabrera Geserick, 2019– MA, PhD,
Arizona State, 2007, 2013 Assistant Professor
of History

Dwayne Cates, 2015–

BS, MS, Minnesota State-Mankato, 1973, 1980
Instructor of Education

John Cha, 1997–

BA, Quincy College, 1986; MA, PhD, Northwestern,
1992, 1997

Associate Professor of Religion (On leave,
2020-2021)

Special Interests: Buddhism; Interfaith Dialogue;
Indian Philosophy; Comparative Philosophy

Kyle E. Chambers, 2008–

BA, Oklahoma State, 1998; MA, PhD, Illinois, 2002,
2004

Associate Professor of Psychological Science

Special Interests: Developmental Psychology;
Cognitive Development; Psycholinguistics;
Language Acquisition

Baili Chen, 2008–

BS, MS, Fudan University, Shanghai, China, 1992,
1995; PhD, Texas Tech, 2005

Associate Professor of Mathematics, Computer
Science, and Statistics

Special Interests: Stochastic Processes;
Mathematical Modeling; Dynamical Systems

Elisabeth Cherland, 2019–

BA, Concordia, 2001; MMEd, Vandercook College of
Music, 2005; PhD, Washington, 2019

Instructor of Music

Marilyn Christiansen, 2016–

BA, Luther, 1974

Instructor of Education

Thomas A. Clement, 2018–

BS, MBS, PhD, North Dakota, 1995,
2006, 2013

Assistant Professor of Economics and
Management; Ogden P. and Elizabeth
Confer Professor of Entrepreneurship

Molly Clinefelter, 2008–

BA, Graceland, 2000; MM, Westminster Choir
College, Rider, 2002

Instructor of Music

Sean D. Cobb, 2008–

BA, MA, PhD, Arizona, 1995, 2001, 2007

Associate Professor of English Special

Interests: Film; American
Literature and Culture; Literature of
the Americas; Critical Theory

Pamela K. Connors, 2011–

BA, Bates, 2000; MA, North Carolina, 2002;
PhD, Wisconsin, 2011

Associate Professor of Communication
Studies

Special Interests: Rhetoric, Public Policy,
Social Movements

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

Special Interests: Liberation Theology;
Global Christianities; Sex, Race, and
Gender

J. Blake Couey, 2009–

BA, Mercer, 1999; MDiv, PhD, Princeton
Theological Seminary, 2002, 2009

Associate Professor of Religion

Special Interests: Biblical Hebrew
Poetry; Ancient Israelite Prophecy;
Ancient Near Eastern Cultures and
Religions; Religion and Literature.

Tristan P. Coughlin, 2020–

BS, Wisconsin-LaCrosse, 2004; MA, PhD,
Wisconsin – Milwaukee, 2005,
2009

Assistant Professor of Economics and
Management

Megan Crary, 2018–

BA, Saint Olaf, 2005; BSN, MSN,
Columbia, 2008, 2011

Instructor of Nursing

Jeffrey Dahlseid, 2002–

BA, Gustavus Adolphus, 1990; PhD, Northwestern, 1995
Associate Professor of Biology and Chemistry; Arthur Glass, Charles Hamrum, and Arne Langsjoen
Endowed Professor of Biochemistry (On leave, January and Spring 2021)
Special Interests: Translation and Stability of Messenger RNA (mRNA) in Regulating Gene Expression

Nicolas Darcourt, 2012–

BFA, Northern Michigan, 2001; MFA; Minnesota, 2006
Assistant Professor of Art and Art History

Brandon L. Dean, 2011–

BA, Luther, 2000; MM Nebraska, 2003; DMA, Cincinnati College- Conservatory of Music, 2011
Associate Professor of Music; Jon and Anita Thomsen Young Distinguished Chair of Music
Special Interests: Choral Conducting and Literature, Secondary Choral Music Education, Music Technology

Anna DeGraff, 2019–

BA, BM, Lincoln, 2008; MM, DMA Minnesota, 2010, 2012 Assistant Professor of Music

Kayla C. De Lorme, 2013–

BA, Hamline, 2005; MA, Michigan State, 2009; doctoral work at Michigan State
Associate Professor of Psychological Science (On leave, Fall 2020 and January 2021)
Special Interests: Adolescent Development; Behavioral Neuroendocrinology; Social Behavior and Cognition; Social Experience

Lisa Dembouski, 2014–

BA, Saint Benedict/Saint John's, 1989; MEd, PhD, Minnesota, 1999, 2010
Associate Professor of Education (On leave, Spring 2021)
Special Interests: Inclusive Education; Feminist Social Justice Pedagogy and Research; Global Teacher Education; Multiple Literacies

Melissa Denler, 2020–

BA, Minnesota-Morris, 2014; PhD, Kansas, 2019
Assistant Professor of Chemistry

James H. DeVoll, 2011–

BM, Cincinnati College-Conservatory of Music, 1998; MM, Yale, 2004; PhD, Minnesota, 2019
Assistant Professor of Music

Whitney Dirks, 2019–

BA, Beloit, 2005; MPhil, Cambridge, 2007; PhD, Ohio State, 2013
Assistant Professor of History

Darsa Donelan, 2016–

BA, BS, Massachusetts College of Liberal Arts, 2009, 2009; doctoral work at Florida
Assistant Professor of Physics

Jillian Downey, 2019–

BA, Gustavus Adolphus, 2008; MS, Iowa, 2010; PhD, Iowa State, 2017 Assistant Professor of Mathematics, Computer Science and Statistics

Hannah Drea, 2014–

BS, MA, BS, Minnesota State-Mankato, 2001, 2006, 2009
Instructor of Nursing

Eric K. Dugdale, 2001–

BA, Corpus Christi College, Oxford, 1994; PhD, North Carolina, 2001
Professor of Latin, Greek and Classical Studies (On leave, 2020-2021)
Special Interests: Greek and Roman Drama; Greek Literature; Ancient Ethics; Rhetoric and Aesthetics

K. Angelique Dwyer, 2010–

BA, Instituto Tecnológico y de Estudios Superiores de Occidente, 2000; MA, Iowa, 2004; doctoral work at Iowa

Associate Professor of Modern Languages, Literatures and Cultures

Special Interests: Performance Studies; Border Studies; U.S. Latina/O Studies; Mexico/U.S. Cultural Studies; Cinema; Gender, Women, and Sexuality Studies; National Identity; Media and Popular Culture.

Seán Easton, 2007–

BA, Oberlin, 1994; MA, PhD, California, 1997, 2003
Associate Professor of Latin, Greek and Classical Studies

Special Interests: The Epic Tradition; The Age of Nero; Magic in the Greco- Roman World

Eric E. Elias, 2007–

BS, Minnesota, 1996; MS, Minnesota State-Mankato, 2005

Instructor of Biology

Special Interests: Reproductive Endocrine Disruption in Fishes; Natural History of Minnesota Fishes

Casey D. Elledge, 2002–

BA, Centenary, 1994; MDiv, PhD, Princeton Theological Seminary, 1997, 2001

Professor of Religion

Special Interests: Biblical Studies; New Testament; Biblical Languages, Biblical Literature

John Engebretson, 2006–

BA, Gustavus Adolphus, 1991; MM, MM Northwestern, 1995, 1998

Instructor of Music

Jeffrey Engelhardt, 2014–

BA, Gustavus Adolphus, 1993 Instructor of Mathematics, Computer Science, and Statistics

Patricia English, 2001–

BA, Northern Illinois, 1988; MS, PhD, Southern Illinois, 1992, 2000

Associate Professor of Communication Studies

Special Interests: Speech Communication;

Performance Studies; Intercultural Communication; Interpersonal Communication; Communication Education

Rolf Erdahl, 2007–

BA, Saint Olaf, 1982; MM, Minnesota, 1984;

DMA, Peabody Conservatory, 1994

Assistant Professor of Music

Sarah Erickson-Lume, 2001–

BA, Sarah Lawrence, 1992; MA, Carnegie Mellon, 1999

Instructor of Music

Paul Estenson, 1986–

BA, North Dakota, 1982; MA, PhD, Nebraska, 1985, 1986

Associate Professor of Economics and Management

Special Interests: Macroeconomics; Monetary Theory; Econometrics

Vita Faychuk, 2017–

(On leave 2021-22)

BS, The National University of Ostroh Academy, Ukraine, 2001; MA, Kyiv

School of Economics, 2003; PhD,

Indiana, 2013

Assistant Professor of Economics and Management

William Felder, 2020–

BA, California, 2006; MS, PhD, Oregon State, 2011, 2017

Assistant Professor of Mathematics, Computer Science, and Statistics

Michael Ferragamo, 1998–

BA, Boston, 1982; MA, SUNY-Stony Brook, 1987; PhD, Brown, 1994

Associate Professor of Biology and Psychological Science Special

Interests: Neuroscience;

Neurobiological Methods; Cell Biology

Vera R. Foley, 2018–

BA, Mount Holyoke, 2010; MA, PhD, North Carolina, 2012, 2016

Assistant Professor of English

Jeffrey M. Ford, 2016–

BA, Gustavus Adolphus, 2002; MA, Minnesota State-Mankato, 2011; PhD, Auburn, 2017
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
Special Interests: Writing Program; Literacy Education; Rhetoric of Reading

Mary Dixon Gaebler, 2003–

BA, Wisconsin, 1974; MDiv, Lutheran Theological Seminary, Philadelphia, 1990; STM, MA, PhD, Yale, 1991, 1994, 2003
Associate Professor of Religion Special Interests: Ethics; Theological Ethics; Luther and Lutheranism

Christopher Gilbert, 1991–

BA, Moravian, 1986; PhD, Washington University, St. Louis, 1990
Professor of Political Science (On leave, Spring 2021)
Special Interests: American Politics; Religion and Political Behavior; Political Learning and Socialization

Julie Gilbert, 2006–

BA, Gustavus Adolphus, 1999; MA, Saint John's University School of Theology and Seminary, 2003; MLS, Dominican, 2005
Associate Professor and Academic Librarian
Special Interests: Information Literacy; Diversity Programs in Academic Libraries; Leisure Reading at Academic Libraries

Jon Ivan Gill, 2020–

BA, Judson, 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–

BS, Denison University, 2014; PhD, The Ohio State University, 2019
Assistant Professor of Health and Exercise Science

Jon Grinnell, 2001–

BS, California Polytechnic State, 1986; PhD, Minnesota, 1994
Associate Professor of Biology; Francis Morey Uhler Professor of Biology Special Interests: Vertebrate Behavioral Ecology; Role of Behavior in Conservation, Especially of Bison; Vocal Communication; Conservation of Species in Altered Landscapes

Tiffany L. Grobelski, 2019–

BA, Northwestern, 2006; MA, PhD, Washington, 2010, 2016
Assistant Professor of Geography

Erik L. Gulbranson, 2019–

BS, Minnesota-Duluth, 2006; PhD, California-Davis, 2011
Assistant Professor of Geology

Sue Gunness, 2000–

BS, Moorhead State, 1982
Instructor of Theatre and Dance Special Interests: Ballet

Heather A. Hrodey Haemig, 2010–

BA, Saint Olaf, 2000; PhD, Minnesota, 2006
Assistant Professor of Biochemistry and Molecular Biology

Naomi Ulrich Hansen, 2015–

BA, MA, Minnesota State-Mankato, 1991, 1993; PhD, Iowa State, 1997
Assistant Professor of Sociology and Anthropology

Joshua Harbitz, 2009–

BS, Minnesota State-Mankato, 2002; DC, Northwestern Health Sciences University, 2005
Instructor of Health and Exercise Science

Kiki Harbitz, 2004–

BS, MS, Minnesota State-Mankato, 2002, 2005
Instructor of Health and Exercise Science

Catherine Harms, 2016–

BA, Gustavus Adolphus, 1985; MBA, Minnesota, 1990
Instructor of Economics and Management

Madeline Harms, 2018–

BA, Wellesley, 2008; PhD, Minnesota, 2015
Assistant Professor of Psychological Science

Sarah Elizabeth Hauss, 2011–

BA, Oregon, 1989; MFA, Colorado, 2001 Assistant
Professor of Theatre and
Dance

Patrick J. Heath, 2019–

BS, Wisconsin, 2008; MA, Minnesota, 2013; PhD,
Iowa State, 2019
Assistant Professor of Psychological Science

Lauren N. Hecht, 2010–

BA, Albion, 2003; PhD, Iowa, 2009 Associate
Professor of Psychological
Science

Special Interests: Cognitive Psychology; Perception;
Attention; Visual Cognition

Ruth Ann Heilman, 2015–

BA, Gustavus Adolphus, 1973; MA, EdD, Saint
Thomas, 1995, 2002
Assistant Professor of Education

Lisa Heldke, 1988–

BA, Gustavus Adolphus, 1982; MA, PhD,
Northwestern, 1984, 1986
Professor of Philosophy

Special Interests: American Philosophy; Feminist
Philosophy; Philosophy and Race; Philosophy of
Food

Jessica Helget, 2012–

BA, Gustavus Adolphus, 2011 Instructor of
Nursing

Eva T. Hendrickson, 2016–

BA, Gustavus Adolphus, 1996; MA, Minnesota State-
Mankato, 1998
Instructor of Education

Jeffrey Hess, 2012–

BA, Wisconsin-Green Bay, 1991; MM, DMA,
Minnesota, 2003, 2009
Visiting Assistant Professor of Music

Laura A. Hildreth, 2020–

BA, Minnesota-Morris, 2006; MS, Minnesota,
2007; PhD, Iowa State, 2013
Assistant Professor of Economics
and Management and Mathematics,
Computer Science and Statistics

Ian Hill, 2015–

BA, Carleton, 2007; PhD, Minnesota, 2013
Assistant Professor of Chemistry

Paul Hill, 2005–

BME, BM, Wisconsin-Superior, 1995; MM,
Minnesota, 1999
Instructor of Music

Lucille Holmgreen, 2017–

BA, Ohio State, 2006; MS, PhD,
Marquette, 2010, 2014
Assistant Professor of Psychological Science

Yurie Hong, 2007–

BA, UCLA, 1999; MA, PhD, Washington, 2002,
2007

Associate Professor of Latin, Greek
and Classical Studies
(On leave, 2020–2021)

Special Interests: Greek Literature and
Myth; Gender Studies; Ancient Greek
Medicine; Roman Topography and Poetry

Lonnie Hosman, 2018–

BS, South Dakota School of Mines, 1984; MBA,
MPA, Washington, 1991, 1991
Assistant Professor of Economics and
Management

Thomas Huber, 1989–

BS, Saint John's, 1983; PhD, Wyoming, 1989
Professor of Physics

Special Interests: Physics of Musical
Instruments; Acoustics; Ultrasound;
Computational Science; Nuclear and High
Energy Physics

Anna J. Hulseberg, 2002–2007, 2008–

BA, Northwestern, 1992; MS, Illinois, 1996;
MA, Minnesota State-Mankato, 2008.

Associate Professor and Academic
Librarian

Special Interests: Electronic Resource
Management; Student Research
Practices

Nevin Doran Hunter, 2012–

B.S., M.S., Brigham Young, 1963, 1965;
Ph.D. Washington, 1971 Professor of
Political Science

Jessica Imholte, 2007–

BA, Carroll, 2005; MS, Minnesota, 2007
Instructor of Chemistry

Katrina L. Imison-Mazy, 2008–

BA, University of Queensland, Australia, 1989;
MS, PhD, Purdue, 1999, 2009
Associate Professor of Education

Masayoshi Ishikawa, 2016–2019, 2020–

BS, Kokugakuin University, 2002; MM,
Northern Colorado, 2009; MM, Southern
Florida, 2012; DMA, Nebraska, 2015
Assistant Professor of Music

Jeff A. Jenson, 2007–

BS, South Dakota State, 1997; MA,
Minnesota State-Mankato, 2003;
MLIS, Wisconsin-Milwaukee, 2006
Associate Professor and Academic
Librarian (On leave, Spring 2021) Special
Interests: Archives Collection
Access; Processing Guidelines; Outreach;
Labor History

Jeff Jeremiason, 2002–

BA, Augustana, Sioux Falls, 1990; MS, PhD,
Minnesota, 1993, 1997
Professor of Chemistry
Special Interests: Environmental Chemistry;
Mercury; Lakes; Wetlands; Rivers; Mass
Spectrometry;
Renewable Energy; Climate Change Science

David E. Jessup, 2014–

BA, Rice, 1998; MA, Alaska, 2001; PhD,
Washington, 2014
Assistant Professor of Scandinavian Studies

María Kalbermatten, 2006–

BS, Catholic University of Santa Fe,
Argentina, 1999; PhD, Minnesota, 2006
Associate Professor of Modern Languages,
Literatures and Cultures
Special Interests: Linguistics; Conversational
Analysis; Pragmatics

Gregory Kaster, 1986–

BA, Northern Illinois, 1978; PhD, Boston, 1990
Professor of History; Dorothy Peterson, Mildred
Peterson Hanson, and Arthur Jennings Hanson
Professor of Liberal Studies
Special Interests: Gender (Manhood/ Masculinity);
American Political and Cultural History;
Nineteenth-Century U.S.; Biography; American
Civil War

Yuta Kawarasaki, 2013–

BA, Ottawa University, 2007; PhD, Miami
University, 2013
Associate Professor of Biology (On leave,
Spring 2021)
Special Interests: Environmental Physiology;
Entomology; Winter and Polar Biology;
Climate Change

Kathleen A. Keller, 2011–

BA, Notre Dame, 1999; PhD, Rutgers, 2007
Associate Professor of History
Special Interests: French Colonialism in West
Africa; 20th Century Europe; Imperialism;
World History; Women and Gender in History

Lori Carsen Kelly, 1992–

BA, Gustavus Adolphus, 1983; MA, MPhil, PhD,
Columbia, 1986, 1988,
1992
Assistant Professor of Political Science

Robert Kendrick, 2009–

BA, Texas, 1995; MA, PhD, Chicago, 2002, 2005
Professor of English
Special Interests: Renaissance Literature; Epic;
Shakespeare; Literary and Cultural Theory;
Queer Literature and Film

Samuel Kessler, 2018–

BA, New York, 2010; MA, PhD, North Carolina, 2013, 2016

Assistant Professor of Religion; Åke and Kristina Bonnier Chair in Jewish Studies (On leave, Fall 2020)

April Ryun Kim, 2019–

BM, Saint Olaf, 2011; MM, Cleveland Institute of Music, 2014; DMA, Missouri-Kansas City, 2018

Assistant Professor of Music

Pamela Kittelson, 1999–

BA, Colorado College, 1988; MA, Humboldt State, 1993; PhD, California- Davis, 1998

Professor of Biology

Special Interests: Plant Evolutionary Ecology and Ecophysiology

Justin Knoepfel, 2009–

BA, Luther, 2004; MM, DMA, Minnesota, 2006, 2010

Associate Professor of Music

Katherine Knutson, 2005– BA, Linfield,

1999; MA, PhD, Washington, 2001, 2005

Professor of Political Science

Special Interests: American Politics; Political

Communication; Public Policy; Interest Groups;

Religion and Politics; Campaigns and Elections;

Public Opinion; Women and Politics

Amy E. Kochsiek, 2013–

BA, Saint Olaf, 2000; PhD, Nebraska, 2010

Assistant Professor of Biology

Margaretha T. Kramer, 2019–

BA, MA, MAT, Groningen, 1992, 1994, 1995; PhD, Cornell, 2005

Assistant Professor of Greek, Latin, and Classical Studies

Glenn Eric Kranking, 2009–

BA, Gustavus Adolphus, 1998; MA, Washington, 2002; MA, University of Tartu, Estonia, 2004; PhD, Ohio State, 2009

Associate Professor in History and

Scandinavian Studies

Special Interests: Russian, European, and

Scandinavian History

Mark G. Kruger, 1981–

BA, Carthage, 1976; PhD, Dartmouth, 1981

Professor of Psychological Science

Special Interests: Social Psychology;

Emotion; Cognition; Social

Development

Paschal Kyoore, 1991–

BA, University of Ghana, Legon, 1980; MA,

Dip. d'Etudes Approfondies, University of

Bordeaux, France, 1985, 1986; PhD, Ohio

State, 1991; MPA,

Minnesota State-Mankato, 1998

Professor of Modern Languages,

Literatures and Cultures

Special Interests: Francophone

Literatures of Africa and the Caribbean;

French Novels of the 19th and 20th

Centuries; African Folklore

Jeff La Freniere, 2014–

BA, Colorado, 1994; MA, Denver, 2009;

PhD, Ohio State, 2014

Associate Professor of Geography

Martin J. Lang, 2005–

BA, Gustavus Adolphus, 1995; MA, PhD,

Minnesota, 2002, 2005

Associate Professor in Communication

Studies

Special Interests: Critical Media Studies;

Race, Class, and Gender Studies; Cultural

Studies; Documentary Film

Karl Larson, 2005–

BS, Mankato State, 1989; MS, PhD,

Southern Illinois, 1991, 2001

Associate Professor of Health and

Exercise Science

Special Interests: Public Health; Sexuality

Education; Health Behavior; Soccer;

Coaching Youth Sports

Sun Hee Lee, 2009–

BA, California, 1995; MA, California State, 1998; MA, PhD, Southern California, 1999, 2005

Associate Professor of English

Katherine A. Leehy, 2020–

BA, Saint Thomas, 2007; PhD, Texas A&M, 2013

Assistant Professor of Biology

Richard Leitch Jr., 1996–

BA, Colby, 1985; MA (Asian Studies), MA (Political Science), PhD, Illinois, 1990, 1992, 1995

Associate Professor of Political Science Special Interests: Comparative Politics;

International Relations; Japanese and Chinese Domestic Politics and Foreign Policy; Political Economy; U.S.-Japan-China Relations

Ruth Lu Lin, 2010–

BM, MM, DMA, Northwestern University School of Music, 2002, 2005, 2009

Associate Professor of Music

Special Interests: Orchestral Conducting

Ursula Anna Linnea Lindqvist, 2013–

BS, MS, Northwestern, 1990, 1991; MA, PhD, Oregon, 2002, 2005 Associate

Professor of Scandinavian Studies

Jill Locke, 2000–

BA, Whitman, 1990; PhD, Rutgers, 2000 Professor of Political Science

Special Interests: History of Political thought; Feminist Theory; Democratic Theory

Angelika Löfgren, 2019–

MS, Uppsala, 2004; PhD, Stockholm School of Economics, 2014

Assistant Professor of Economics and Management

Thomas LoFaro, 2000–

BA, MA, Missouri, 1984, 1989; PhD, Boston, 1994

Professor of Mathematics, Computer Science, and Statistics; Clifford M.

Swanson Professor of Mathematics

Special Interests: Discrete and Continuous Dynamical Systems; Mathematical Biology

Kris Lowe, 2007–

BFA, Minneapolis College of Art and Design, 1988; MFA, Tufts/The School of the Museum of Fine Arts, 1993

Associate Professor of Art and Art History (On leave, Fall 2020 and January 2021)

Special Interests: Drawing; Phenomenology; Contemporary Art Theory

Kathy Lund Dean, 2012–

BA, Notre Dame, 1988; MM, Aquinas, 1995; PhD, Saint Louis University, 2002

Professor of Economics and Management; Board of Trustees Distinguished Chair of Leadership and Ethics

Special Interests: Ethical Decision- Making among New Managers; Religious Discrimination Dispute Resolution; Student Engagement; Experiential Learning

Melissa Lynn, 2019–

BA, Chicago, 2010; PhD, UCLA, 2016

Assistant Professor of Mathematics, Computer Science and Statistics

Henry MacCarthy, 2007–

BA, Escuela Nacional de Artes Escénicas-Caracas, Venezuela, 1991;

MS, Indiana, 1997; PhD, Ohio, 2007 Associate Professor of Theatre and

Dance

Special Interests: Performance Studies; Directing; Musical Theatre Genres; Performance in the Americas

Maddalena Marinari, 2015–

BA, Università degli Studi di Napoli, 2001; PhD, Kansas, 2009

Associate Professor of History Special Interests: 20th-Century U.S.

History; Migration; Comparative Ethnicity; American Politics

Sharon Marquart, 2015–2016, 2018–

BA, Akron, 2000; PhD, Michigan, 2008 Associate Professor of Modern Languages, Literatures, and Cultures and Gender, Women, and Sexuality Studies

Sharon Mautner-Rodgers, 2007–

BM, Cleveland Institute of Music/Case Western Reserve, 1989
Instructor of Music

Jesse McClelland, 2018–

BA, Grinnell, 2001; MA, American University in Cairo, 2008; PhD, Washington, 2018
Assistant Professor of Geography

Larissa McConnell, 2010–

BS, BFA, SUNY-Fredonia, 1993, 1996;
MFA, Missouri-Kansas City, 2010 Instructor of Theatre and Dance

Rory McFadden, 2017–

BS, Rochester, 2001; MS, Wyoming, 2004; PhD, Minnesota, 2009
Assistant Professor of Geology

Peter McGuire, 2004–2006, 2011–2013, 2016–

masters work at Northern Iowa Instructor of Music

Mary McHugh, 2007–

BA, Mount Holyoke, 1993; MA, Tufts, 1997; MA, PhD, Wisconsin, 1999, 2004
Professor of Greek, Latin and Classical Studies
Special Interests: Latin Literature; Julio- Claudian History and Art History; Gender Studies; Homeric Poetry; Greek Philosophy/Plato

Barbara J. McNulty, 2017– BS, ME, Minnesota, 1979, 1991 Instructor of Education

Karrin Meffert-Nelson, 2011–

BM, Saint Olaf, 1991; MM, Northwestern, 1993; D.M.A, Minnesota, 2009
Associate Professor of Music
Special Interests: Clarinet Performance and Pedagogy, Conducting, Chamber Music, Instrumental Methods

Giselle L. Mejia, 2018–

BFA, Purchase, 2006; MFA, Wisconsin- Milwaukee, 2017
Assistant Professor of Theatre and Dance

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
Special Interests: Spanish American Literature; Contemporary Colombian Novel; Comparative Literature; Gender in Latin American Literature; Literature of Post-conflict

Steven Mellema, 1985–

BA, Gustavus Adolphus, 1972; PhD, Ohio, 1983
Professor of Physics
Special Interests: History and Philosophy of Physics; Experimental Nuclear Physics; Asian Culture

Heidi M. Meyer, 2008–

BA, Gustavus Adolphus, 1998; MSN, Minnesota State-Mankato, 2004; PhD, South Dakota State, 2019
Associate Professor of Nursing Special Interests: Nursing Leadership; Educational Research; Public Health; Technology in Nursing Education

Briana Miller, 2020–

BA, Gustavus Adolphus, 2006; MA, Saint Mary's, 2009
Instructor of Education

Heidi Johanna Miller, 2014–

BM, Minnesota, 2000; MM, Ithaca, 2005; DMA, Minnesota, 2009 Assistant Professor of Music

James Patrick Miller, 2008–2009, 2014–

BM, Saint Olaf, 2001; MM, Ithaca, 2003; DMA, Minnesota, 2009
Assistant Professor of Music; Douglas Nimmo Professor of the Gustavus Wind Orchestra (On leave, Fall 2020) Special Interests: Conducting Pedagogy; 20th and 21st Century Vocal and Instrumental Chamber Music; Contemporary American Wind Band Repertoire

Daniel Mollner, 1988–

BA, Minnesota, 1984; MS, Illinois, 1985, MA, Mankato State, 1993
Associate Professor and Academic Librarian
Special Interests: Government and Politics

Kjerstin Moody, 2010–

BA, Gustavus Adolphus, 1998; MA, PhD,
Wisconsin, 2005, 2010

Associate Professor of Scandinavian
Studies

Special Interests: Contemporary Scandinavian
Literature; Scandinavian Cinema and Visual
Culture; Translation Studies.

D. Scott Moore, 1998–

BA, BS, Jacksonville State, 1985; MM,
DMA, Cincinnati College-
Conservatory of Music, 1988, 2009

Associate Professor of Music

Special Interests: Bass Trombone
Performance; Conducting

Daniel C. Moos, 2007–

BA, Amherst, 1998; MA, PhD, Maryland, 2004,
2007

Professor of Education; Grace and Bertil
Pehrson Professor of Education

(On leave, Fall 2020) Special

Interests: Educational

Psychology; Educational Technology;
Academic Motivation; Self-Regulated
Learning; Computer-Based Learning
Environments

Rachel More, 2007–

BS, Minnesota State-Mankato, 1998 Instructor
of Health and Exercise
Science

Melissa K. Morey, 2014–

BM, Saint Olaf, 2000; MM, Wisconsin, 2005
Instructor of Music

Donald Myers, 1998–

BA, Gustavus Adolphus, 1983; MA, Southern
California, 1988; doctoral work at Maryland
Instructor of Art and Art History; Director of
Hillstrom Museum

Special Interests: Italian Renaissance Art

Lynnea Myers, 2011–

BA, Gustavus Adolphus, 2005; MS, Duke,
2006; PhD, Vanderbilt, 2017

Assistant Professor of Nursing Special
Interests: Developmental

Screening; Pediatrics; Public Health; Child
Development; Family Health

Martha Ndakalako, 2021–

BA, University of Texas-Dallas, 2015; PhD, University
of Oregon, 2021.

Assistant Professor of English

Charles Niederriter, 1985–

BS, Gannon, 1978; MS, PhD, Ohio, 1985, 1985
Professor of Physics

(On leave, Spring 2021)

Special Interests: Experimental Solid State Physics;
Applied Physics

Aaron K. Nienow, 2007–

BA, Saint Mary's University of Minnesota, 2001;
MS, Minnesota, 2006

Instructor of Mathematics, Computer Science,
and Statistics

Amanda Nienow, 2006–

BA, Saint Mary's University of Minnesota, 2001;
PhD, Minnesota, 2006

Professor of Chemistry (On leave,
2020-2021)

Special Interests: Environmental and Physical
Chemistry; Atmospheric Chemistry

Brian O'Brien, 1985–

BS, PhD, Georgia Institute of Technology, 1975,
1980

Professor of Chemistry

Special Interests: Multiple-Bonded Compounds of
the Main-Group Elements; Organophosphorus
Chemistry

Margaret O'Connor, 1996–

BA, Wesleyan, 1987; MA, PhD, Minnesota, 1993,
1996

Professor of Gender, Women, and Sexuality Studies
and Philosophy

Special Interests: Addiction

David Tôbaru Obermiller, 2008–

BA, Northern Iowa, 1989; MA, PhD, Iowa, 1993,
2006

Associate Professor of History Special
Interests: U.S.–East Asian

Relations; East Asian Film; Gender and War;
Imperialism; War and Revolution in Asia;
Political Economy of East Asia

Jill H. Olson Moser, 2013–

BM, Eastman School of Music, 1997 Instructor of
Music

Lisa L. Ortmann, 2020–

BA, Saint Olaf, 2004; MA, PhD, Minnesota, 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
 Special Interests: Piano Performance; Keyboard

Stephanie Otto, 2008–

BA, Gustavus Adolphus, 2000; MS, PhD, Middle Tennessee State, 2004, 2007
 Associate Professor of Health and Exercise Science
 Special Interests: Effects of Physical Activity on Health; Bone Mineral Density; Group Exercise

Jeffrey G. Owen, 2006–

BA, Gustavus Adolphus, 1992; PhD, Iowa, 2000
 Associate Professor of Economics and Management
 Special Interests: Sports Economics; Microeconomics; Economic History

Matthew Panciera, 2002–

BA, Toronto, 1989; MA, PhD, North Carolina, 1993, 2001
 Associate Professor of Classics Special Interests: Latin Literature; Roman realia

James A. Parejko, 2016–

BS, Wisconsin-LaCrosse, 2007; PhD, Minnesota, 2012
 Assistant Professor of Chemistry

So Young Park, 2008–

BA, Yale, 1993; MA, PhD, Columbia, 1995, 2004
 Associate Professor of English Special Interests: 19th-Century British Literature and Culture; Victorian Novel; Gender and Religion; Film

Nissa Parmar, 2018–

BA, Macalester, 1997; MEd, Minnesota, 2001; MA, PhD, Oxford Brookes University, 2007, 2014
 Assistant Professor of English

Jill A. Patterson, 2011–

BFA, MFA, Utah, 1998, 2004
 Assistant Professor of Theatre and Dance

Katie Lynn Peterson, 2019–

BA, Gustavus Adolphus, 2010; MS, Idaho, 2011;
 Doctoral work at Idaho
 Instructor of Biology

Jalean Petricka, 2020–

BA, Carleton, 2000; MPhil, PhD, Yale, 2003, 2006.
 Instructor in Biology

Jessie A. Petricka, 2009–

BA, Carleton, 2001; PhD, Yale, 2007
 Associate Professor of Physics Special Interests: Atomic Physics

Artur Piętko, 2016–

BS, MS, Warsaw School of Economics, 2000, 2002
 Assistant Professor of Economics and Management

Marta Podemska-Mikluch, 2014–

BA, MS, Saint Cloud State, 2006, 2008; PhD, George Mason, 2012

Associate Professor of Economics and Management; Marcia Page and John Huepenbecker Professor of International Business and Entrepreneurship (On leave, 2020-2021)
 Special Interests: History of Economic Thought; Public Economics; Health Economics

Robert John Porwoll, 2020–

BA, MA, Saint Louis, 2005, 2008; PhD, Chicago, 2019
 Assistant Professor of Religion

Patrick Pribyl, 2018–

BS, MS, Minnesota State-Mankato, 1978, 1990
 Instructor of Education

Adam A. Rappel, 2016–

BM, Wisconsin-Stevens Point, 2007; MM, DMA, Minnesota, 2009, 2012
 Assistant Professor Music

Matthew Rasmussen, 2006–2010, 2011–

BA, Gustavus Adolphus, 1998; MFA, Emerson, 2004
 Assistant Professor of English
 Special Interests: Poetry

Bonnie Reimann, 2004–

BA, Saint Catherine, 1985; MA, PhD, Minnesota, 1996, 2014
 Associate Professor of Health and Exercise Science
 Special Interests: Health/Physical Education; Coaching; Adapted PE; Wellness; Physical Activity

Matthew M. Rightmire, 2019–

BA, Wisconsin-Eau Claire, 2002; MFA,
Nebraska, 2014
Visiting Professor of Theatre and Dance

Annalise Rivas, 2019–

BA, Colby, 2000; MA, PhD, Texas-
Austin, 2000, 2007.

Assistant Professor of Modern Languages,
Literatures, and Cultures

Jeremy Robinson, 2010–

BA, Brigham Young, 2006; MA, Monterey
Institute of International Studies, 2009

Instructor of Modern Languages, Literatures,
and Cultures and Director of the Culppepper
Language Center

Erica Roelofs, 2021–

BA, Gustavus Adolphus College, 2012; MA,
University of North Carolina at Chapel Hill,
2015; Doctoral work at University of
Minnesota

Instructor of Health and Exercise Science

Mary C. Rohl, 2019–

BFA, Wisconsin-Eau Claire, 1993; MFA,
Wisconsin-Stout, 2016

Assistant Professor of Art and Art History

Melissa C. Rolnick, 2007–

BFA, State University of New York-
Purchase, 1979; MFA, Mills, 1998

Associate Professor of Theatre and
Dance

Special Interests: Authentic Movement;
Choreography; Modern Dance; Ballet; Yoga

Elja Roy, 2020–

BA, Serampore College, 2011; MA, Calcutta,
2013; doctoral work at Minnesota

Instructor of Communication Studies

Sarah E. Ruble, 2007–

BA, Seattle Pacific, 1999; MTh, Duke
Divinity School, 2002; PhD, Duke, 2007
(On leave, 2020-2021)

Associate Professor of Religion Special
Interests: History of American

Religion; Protestant Christianity;
Evangelicalism; Gender; Christian Missions

Michele Rusinko, 1988–

BA, Saint Olaf, 1977; MFA, Arizona State, 1984

Professor of Theatre and Dance Special

Interests: Women's Studies;
Philosophy of Dance; Dance Theatre

Brandy Russell, 2005–

BA, Alfred, 1998; MS, PhD, Rochester, 2003

Associate Professor of Chemistry Special

Interests: Bioinorganic

Chemistry; Metalloprotein Structure and

Dynamics; Science of Cooking

Hayley Russell, 2016–

BA, Saint Francis Xavier University, 2007; MS,
Wilfrid Laurier University, 2010; PhD,
Minnesota, 2014

Associate Professor of Health and Exercise

Science

Special Interests: Health and Exercise
Science

Toshiyuki Sakuragi, 1994–

BA, Kobe City University of Foreign Studies,
Japan, 1988; MA, PhD, Minnesota, 1991,
1994

Professor of Modern Languages, Literatures and
Cultures

Special Interests: Intercultural Communication;

Cross-Cultural Psychology; Film

Special Interests: Intercultural Communication;
Cross-Cultural Psychology; Film

Dario Sánchez-González, 2014–

BA, University of Oviedo, 2007; MA, Massachusetts;
PhD, Rutgers, 2014

Associate Professor of Modern Languages,
Literatures and Cultures (On leave, Fall 2020)

Special Interests: Spanish and Latin American

Film; Sexuality and LGBTQ Studies; 19th-21st

Century Spanish and Portuguese Literature;

Film Theory; Comparative Literature

Paul Saulnier, 1993–

BS, Hartford, 1983; MS, PhD, Delaware, 1988, 1991

Professor of Physics

Special Interests: Optical Physics

Loronda Schuler, 2015–

BA, Jamestown, 1975; MA, Luther Theological
Seminary, 2008

Instructor of Nursing

Amy Seham, 1997–

BA, Wesleyan, 1979; MFA, Northwestern, 1981;
PhD, Wisconsin, 1997

Professor of Theatre and Dance

Special Interests: Chicago-Style Improv- Comedy;

Race and Gender; Rhetoric and Practice

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
Special Interests: East Asian Literatures, Cultures, Societies, and Media

Stanley Shetka, 1979–

BFA, Minneapolis College of Art and Design, 1975; MFA, Minnesota, 1978
Professor of Art and Art History (On leave, 2020-2021)
Special Interests: Holography; Pressed Paper Processes

S. Brookhart Shields, 2015–

BS, Winona State, 1998; PhD, Iowa, 2005
Assistant Professor of Biology

Jacob A. Siehler, 2015–

BS, Frostburg State, 1997; MS, PhD, Virginia Polytechnic Institute, 2001, 2003
Assistant Professor of Mathematics, Computer Science and Statistics

Trygve Skaar, 2014–

BM, Northwestern College, 1993; MM, Minnesota, 1999
Instructor of Music

San Skulrattanakulchai, 2003–

BS, MD, Mahidol University, Bangkok, Thailand, 1980, 1984; MSc, PhD, Colorado, 1996, 2002
Associate Professor of Mathematics, Computer Science, and Statistics
Special Interests: Graph Algorithms; Combinatorial Optimization; Discrete Algorithms

Michael Smalley, 2017–

BA, Saint Thomas, 1993; MS, EdS, Minnesota State-Mankato, 2004, 2011
Instructor of Education

Christina Smith, 1999–

BA, Northern Iowa, 2006
Instructor of Music

Colin S. Smith, 2018–

BA, California-Santa Cruz, 1993; MPhil, PhD, Yale, 2002, 2006
Assistant Professor of Sociology and Anthropology

Patricia Snapp, 1992–

BM, Centenary, 1982; MM, North Texas, 1986; DA, Northern Colorado, 1996
Associate Professor of Music
Special Interests: Vocal Performance; Vocal Pedagogy; Opera Directing; Musical Theatre

Jessica Lee Stadick, 2013–

BS, Minnesota State-Mankato, 2003; MS, North Dakota, 2013; PhD, South Dakota State, 2019
Associate Professor of Nursing (On leave, Fall 2020)
Special Interests: Interprofessional Education and Collaboration; Simulation; Educational Research; Medical-Surgical Nursing; Public Health; Health Related Policy

David Stamps, 2014–

BM, Southern Illinois, 2002; MM, Northern Illinois, 2004; MM South Florida, 2007; DMA, Nebraska, 2014
Associate Professor of Music (On leave, Fall 2020)
Special Interests: Jazz Composition, Music Entrepreneurship, and their Juxtaposition

Peter J. Stark, 2018–

BS, Northwestern, 1975; MBA, Pepperdine, 1994; doctoral work at Pepperdine; doctoral work at Fielding Graduate Institute
Instructor of Economics and Management

Colleen Stockmann, 2020–

BA, Macalester, 2005; MA, Minnesota, 2017; doctoral work at Minnesota
Instructor of Art and Art History

Dwight R. Stoll, 2008–

BS, BS, Minnesota State-Mankato, 1999, 2001; PhD, Minnesota, 2007
Professor of Chemistry
Special Interests: Multi-dimensional Separations; Bioanalytical Chemistry; Optimization of Separation Methods

Elizabeth Stuckey, 2020–

BA, BA, Gustavus Adolphus, 1981, 1997; MS, Minnesota State, 2001; DNP, American Sentinel, 2015
Instructor of Nursing

Mayra C. Taylor, 2006–

BA, Pontificia Universidad, 1977; MBA, Xavier, 1981; MA, Southern Illinois, 2006
Instructor of Modern Languages, Literatures and Cultures

Phala Tracy, 2004–

BM, Oberlin Conservatory of Music, 1999, MFA California Institute of Arts, 2003
Instructor of Music

Bastian Treptau, 2018–

BA, University of Düsseldorf; MFA, Hamline University, 2014
Instructor in Modern Languages, Literature, and Cultures

Laura Day Triplett, 2007–

BA, Colorado, 1996; MS, PhD, Minnesota, 2004, 2007
Associate Professor of Geology
Special Interests: Rivers; Human Impacts on Environment; Agriculture; Geology of Lakes; Biogeochemistry; Climate

Imre Tuba, 2017–

AB, Harvard, 1995; PhD, California-San Diego, 2000
Assistant Professor of Mathematics, Computer Science, and Statistics

Michelle Twait, 2000–

BA, Gustavus Adolphus, 1998; MS, Illinois, 1999, MA, Minnesota, 2004
Professor and Academic Librarian Special Interests: Computer Literacy; Bibliographic Instruction

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BA, Gustavus, 2002; MTh, Emory, 2006; PhD, Minnesota, 2014
Steve Wilkinson Professor of Sport Ethics and Tennis; Gustavus Men's Tennis Coach

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BA, Eastern Mennonite University, 1997; MS, Oregon State, 2002; PhD, Clark University, 2008
Associate Professor of Geography Special Interests: Human-Environment Interactions; Land Change; Remote Sensing; Disasters and Vulnerability

Joaquin Villanueva, 2013–

BA, Universidad de Puerto Rico, 2003; MA, PhD, Syracuse, 2005, 2013
Associate Professor of Geography Special Interests: Securitization of Urban Space, Spatialization and Urbanization of Penal Institutions, Politics of Public Space

Amy Vizenor, 2001–2003, 2009–

BS, Minnesota State-Moorhead, 1992; MS, Saint Cloud State, 1997; EdD, Saint Mary's University of Minnesota, 2007
Associate Professor of Education (On leave, January and Spring 2021) Special Interests: Middle School Teacher Recruitment; Inquiry-Based Learning; New Teacher Development; Effective Classroom Management; Educational Community Building

Alina I. Vogel, 2014–

BSN, Minnesota State-Mankato, 2011; MSN, Regis, 2014
Instructor of Nursing

Phillip Voight, 1990–

BA, Augustana, Sioux Falls, 1987; MA, Kansas, 1989; PhD, Minnesota, 1996
Associate Professor of Communication Studies Special Interests: Forensics; Rhetorical Criticism

Eric Vrooman, 2000–2006, 2011–2014, 2015–

BA, Carleton, 1990; MFA, North Carolina-Wilmington, 2000
Assistant Professor of English

Marie Walker, 1998–

BA, Western Ontario, 1989; MA, McGill, 1993; PhD, Western Ontario, 1998
Professor of Psychological Science Special Interests: Social Psychology; Counseling; Personality Measurement

Valerie Struthers Walker, 2010–

BA, MA, Colorado College, 1994, 1996; PhD, Michigan State, 2009
Associate Professor of Education; Lind Professor of Education
Special Interests: Language Arts/ Social Studies Teaching Methods; Multicultural/Diverse Children's Literature; Critical Reader Response; Humanities-Based Disability Studies.

Esther Wang, 2004–

BA, Baylor, 1985; MM, DMA, Cincinnati College-Conservatory of Music, 1987, 1997
Associate Professor of Music; Ethel and Edgar F. Johnson Professor of Fine Arts

Shu-Ling Wang, 2016–

BA, MA, National Chengchi University, 2006, 2008; MA, PhD, Indiana, 2011, 2015
Assistant Professor of Economics and Management (On leave, Fall 2020)

Taylor Wasvick, 2020–

BA, Gustavus Adolphus, 2015; MS, Minnesota State, 2018
Instructor of Education

Mary E. Westby, 2008–

BA, North Carolina, 2005; MSED, Old Dominion, 2007
Assistant Professor of Health and Exercise Science
Interests: Athletic Training; Healthcare; Therapeutic Modalities

Terena Wilkens, 1993–

BA, Saint Cloud State, 1990; MFA, West Virginia, 1993
Instructor of Theatre and Dance Special Interests: Technical Direction; Sound Techniques; Lighting; Stage Production

Suzanne Wilson, 1998–

BA, Henderson State, 1980; MA, PhD, Illinois, 1985, 1995
Associate Professor of Sociology and Anthropology
Special Interests: Drugs and Society; Globalization; Research Methods; Social Inequality; Criminology

Chad Winterfeldt, 2005–

BM, Concordia, 1993; MM, Yale, 1995; DMA, Nebraska, 2004
Assistant Professor of Music, Cantor Special Interests: Liturgy and Sacred Music; Pipe Organ Performance; Music History and Theory

Lawrence A. Wohl, 1983–

BA, Jamestown, 1977; MA, PhD, Washington State, 1981, 1986
Professor of Economics and Management (On leave, 2020-2021)
Special Interests: Employment and Training Policy; Unemployment Insurance; Collective Bargaining; Labor Law; School to Work Transition

Sarah Wolter, 2005–2009, 2012–

BA, Gustavus, 2002; MA, Minnesota State-Mankato, 2005; PhD, Minnesota, 2012
Assistant Professor of Communication Studies
Special Interests: Media Representations of Female Athletes; Political Economy of Media; Media and Sport

Sheng-Ping Yang, 2011–

BS, Baker, 1992; MBA, Texas A&M, 1993; PhD, Nebraska, 1998
Professor of Economics and Management; Dr. Richard W. Lindholm Professor of Public Finance
Special Interests: Industrial Organization, Investment, Applied Econometrics

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BA, Fu Jen Catholic University, 1992; MA, PhD, University of Northern Iowa, 2001, 2007
Assistant Professor of Health and Exercise Science

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BS, Queen's University, 2003; MS, PhD,

University of Victoria, 2005, 2010

Associate Professor of Mathematics,

Computer Science, and Statistics

Special Interests: Social Network Analysis; Cross-

cultural Social Computing; Link Analysis;

Random Graph Modeling; Multilingual Web

Mining; Data Mining; Network Routing

Algorithms

Barbara Zust, 2000–

BA, Gustavus Adolphus, 1976; MS, PhD,

Minnesota, 1998, 2003

Professor of Nursing

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Health; Incarcerated Women

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Gustavus Adolphus College Saint
Peter, Minnesota

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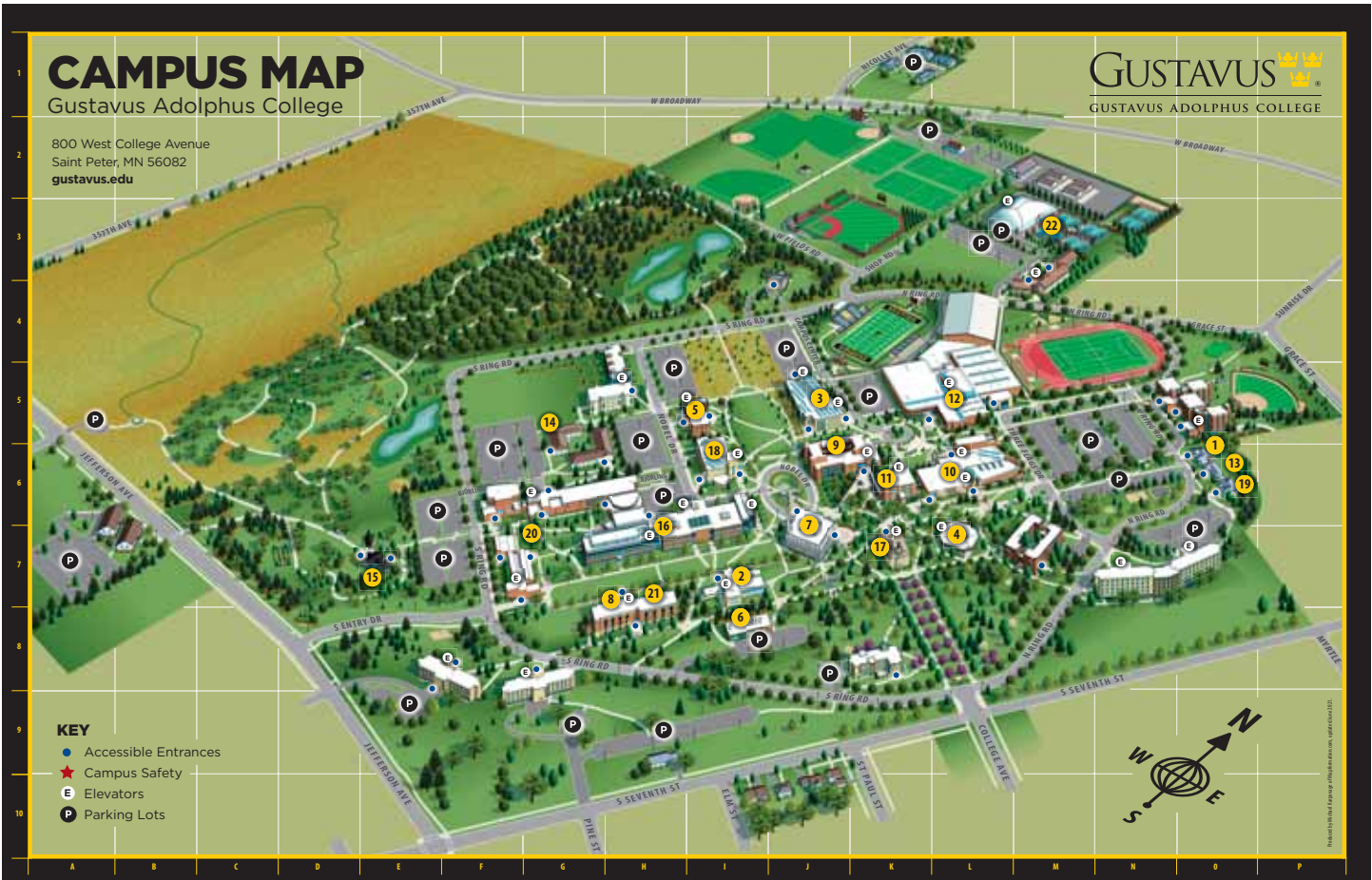
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CAMPUS MAP

Gustavus Adolphus College

800 West College Avenue
Saint Peter, MN 56082
gustavus.edu

GUSTAVUS
GUSTAVUS ADOLPHUS COLLEGE



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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