

2012 – 2013

Undergraduate Bulletin

1536 Hewitt Ave, Saint Paul, Minnesota 55104-1284

www.hamline.edu



Table of Contents

About the Bulletin.....	1
Mission, Values, Vision	2
Academic Calendar	3
Connection Education to Life.....	4
The Hamline Experience.....	4
Admission to Hamline University	5
Educational Goals: The Hamline Plan.....	5
The Hamline Tradition.....	7
Academic Standards and Policies.....	8
Graduation Requirements: The Hamline Plan.....	8
Other Academic Standards and Policies.....	12
Curriculum.....	23
African-American Studies.....	23
Anthropology.....	23
Art (Studio Arts) and Art History	26
Biochemistry.....	29
Biology.....	30
Chemistry	32
Communication Studies.....	34
Computational Science	37
Computer Science.....	37
Conflict Studies	38
Creative Writing.....	39
Criminal Justice and Forensic Science	41
Digital Media Arts	44
East Asian Studies.....	45
Economics, Strategy, and Marketing.....	46
English	48
Environmental Studies.....	53
Finance, Accounting, and Quantitative Methods.....	54
Global Studies.....	55
Health Sciences	56
History.....	58
International Journalism	60

Latin American Studies	61
Legal Studies	62
Mathematics	67
Modern Languages and Literatures	68
Music.....	71
Organizational Leadership and Public Policy.....	74
Philosophy.....	76
Physical Education.....	77
Physics.....	78
Political Science.....	80
Psychology	83
Religion.....	84
Social Justice.....	85
Social Studies	87
Sociology.....	88
Theatre Arts.....	89
Undergraduate Teacher Education.....	92
Women’s Studies.....	95
Special Programs	97
Inter-College Cooperation and Cross-Registration (ACTC).....	97
International Study Programs.....	97
National Programs	98
Academic Pre-programs	98
Courses.....	100
Admission Procedures, Finances, and Financial Aid.....	201
Admission	201
Finances.....	205
Financial Aid	206
Life as a Hamline Student	211
Twin Cities Location	211
Campus Buildings.....	211
Athletics and Fitness.....	212
Campus Resources.....	212
Campus Employment.....	212

Campus Recreation.....	212
Career Development Center.....	213
Center for Academic Services.....	213
Commuter Student Services.....	213
Counseling and Health Services.....	213
Disability Services.....	214
Hedgeman Center for Student Diversity Initiatives and Programs.....	214
Information Technology Services.....	215
Leadership Development and Campus Activities.....	215
Residential Life.....	215
ROTC.....	216
Safety and Security.....	216
Student Affairs Division and the Dean of Students Office.....	216
University Center.....	216
Veterans Affairs.....	217
Wesley Center for Spirituality, Service and Social Justice.....	217
Women’s Resource Center.....	218
Writing Center.....	218
Student Organizations and Special Programs for Students.....	218
Annual Events and Convocation.....	218
Student Congress.....	218
Student Organizations.....	218
Student Publications.....	219
Faculty.....	220
Full-Time Undergraduate Faculty.....	220
Professors Emeriti.....	227

About the Bulletin

The 2012-2013 *Hamline University Undergraduate Bulletin* is the primary resource for academic information, including official curricular requirements, for Hamline University undergraduate students. The *Hamline University Undergraduate Bulletin* is available electronically only at <http://bulletin.hamline.edu>. Updates are made annually.

Students who are admitted for, and enrolled during, the 2012-2013 academic year are subject to the degree requirements described in this *Hamline University Undergraduate Bulletin*. The academic standards and policies, courses, and curricula described in this *Bulletin*, and the teaching personnel listed, are subject to change or cancellation by official action of Hamline University. Failure to read this *Bulletin* does not excuse students from the requirements and provisions described herein. Every effort has been made to ensure the accuracy of the information in the *Bulletin*.

Neither the provisions of this *Hamline University Undergraduate Bulletin* nor the acceptance of students to the university through the admission, enrollment, and registration processes constitutes a contract or an offer of a contract. The university further reserves the right to require a student to withdraw from the University for cause at any time.

For more information on undergraduate admission, contact:

Hamline University
Undergraduate Admission
MS-C1930
1536 Hewitt Avenue
Saint Paul, Minnesota 55104-1284
admission@hamline.edu
651-523-2207 or 800-753-9753
www.hamline.edu/admission

Hamline University is registered as a private institution with the Minnesota Office of Higher Education pursuant to 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.

Applications for admission and employment, students, employees, sources of referral of applicants for admission and employment, and all unions holding collective bargaining agreements with Hamline University are hereby notified that this institution does not discriminate on the basis of race, color, creed, national origin, ancestry, sex, disability, age, religion, marital status, sexual orientation, status as a disabled veteran or veteran of the Vietnam era, status with regard to public assistance, or any other classification protected by applicable law. Any person having inquiries concerning Hamline University's compliance with the regulations implementing Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Americans with Disabilities Act, or Section 504 of the Rehabilitation Act of 1973 is directed to contact the Office of the Dean of Students, Hamline University, 1536 Hewitt Avenue, Saint Paul, Minnesota, 55104-1284, 651-523-2421. This office has been designated by the University to coordinate its efforts to comply with the aforementioned regulations. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding the institution's compliance with these regulations.

Hamline University further abides by its own nondiscrimination policy which states: Hamline University does not discriminate on the basis of race, color, national origin, ancestry, sex, disability, religion, age, sexual orientation, or veteran status in its education or employment programs or activities.

Hamline University Mission, Values, Vision

Mission

To create a diverse and collaborative community of learners dedicated to the development of students' knowledge, values and skills for successful lives of leadership, scholarship, and service.

Values

Hamline University recognizes its roots in the traditions and values of the United Methodist Church and aspires to the highest standards for:

- creation, dissemination, and practical application of knowledge
- rigor, creativity, and innovation in teaching, learning, and research
- multicultural competencies in local and global contexts
- the development and education of the whole person
- an individual and community ethic of social justice, civic responsibility, and inclusive leadership and service

Vision

Hamline University will be recognized as a diverse, learning-centered university that is:

- rooted in the tradition of liberal education
- dynamic and actively inclusive
- locally engaged and globally connected, and
- invested in the personal and professional growth of persons

Undergraduate Academic Calendar 2012-2013

Note: The academic calendar is subject to change.

Please check www.hamline.edu/academiccalendar for the latest information.

Fall Term 2012

Fall term classes begin	Wednesday, September 5
Thanksgiving break	Thursday and Friday, November 22-23
Fall term classes end	Friday, December 14
Fall term final exams begin	Monday, December 17
Fall term final exams end	Thursday, December 20

Winter Term 2013

Winter term classes begin	Wednesday, January 2
Martin Luther King Jr. holiday	Monday, January 21
Winter term classes end	Friday, January 25

Spring Term 2013

Spring term classes begin	Wednesday, January 30
Spring break	Monday, March 25 - Friday, March 29
Good Friday holiday	Friday, March 29
Spring term classes end	Friday, May 10
Spring term final exams begin	Monday, May 13
Spring term final exams end	Thursday, May 16
Commencement	Saturday, May 18

Summer Term 2013

Summer I classes begin	Monday, June 3
Summer I classes end	Thursday, June 27
Summer II classes begin	Monday, July 8
Summer II classes end	Thursday, August 1
Summer III classes begin	Monday, June 3
Fourth of July holiday	Thursday, July 4
Summer III classes end	Friday, August 9

Connecting Education to Life

The Hamline Experience

There are many fine liberal arts universities and colleges in the United States. Why should you come to Hamline? We can answer that question by describing the Hamline experience.

Engaged and Collaborative Community

Students who come to Hamline find an engaged and collaborative community of learners, with faculty, staff, and fellow students working together to solve problems, forge connections among academic disciplines, and experiment with new learning models that extend to the community and to the larger society. Hamline students work with faculty on collaborative research and scholarship projects, many of which are published in scholarly journals or presented at national conferences, including the National Conference on Undergraduate Research (NCUR), where each year Hamline takes one of the largest groups of students from any college nationwide. Hamline students learn about the most cutting edge developments in the sciences, create new works of art, and conduct studies of crucial global issues, all with a diverse group of peers who come from forty states, the District of Columbia, and thirty countries. Students at Hamline learn about the world of work by developing their own independent study projects, by participating in internships with organizations across the Twin Cities metropolitan area, and by devoting careful attention to career preparation. Parents of Hamline students are indeed impressed by an academic culture that teaches students to prepare for careers or graduate study and develop the values necessary for ethical citizenship and leadership. Parents appreciate that academic rigor and a goal-oriented curriculum are effectively imbedded in the Hamline experience. They also tell us that they appreciate a faculty who provide personal attention to each student in advising sessions and numerous informal mentoring opportunities and an environment where learning how to learn is a top priority.

Our alumni tell us that the learning experience at Hamline was transforming. Whatever their achievements in the world, a large number of our alumni "give something back to Hamline" through generous gifts, scholarships, mentoring or assisting in internships or service-learning opportunities, and many other activities. Many of them also tell us that they formed lifelong friendships with their fellow students, with staff members, and with many of their excellent professors.

Outstanding Faculty

Ninety-five percent of Hamline's full-time teaching faculty hold the highest degree in their fields—the strongest testament to quality faculty. Hamline professors teach both introductory and advanced courses. In addition, they pay close attention to new developments in teaching and learning and are given both institutional support and recognition for developing effective ways of teaching, advising, and assessing each student's performance in meeting the goals of the Hamline Plan. Not only are Hamline faculty great teachers, they are also noteworthy scholars. Each year, most members of the faculty publish books and articles or present papers at regional, national, or international conferences. They have authored nationally acclaimed textbooks in such fields as mathematics, psychology, political science, French, and microbiology.

In the area of art, for example, Hamline professors receive public and private commissions and their works are maintained in museum collections and exhibited in major shows both in the United States and Europe. In addition, Hamline faculty members publish three scholarly journals, *The Hamline Review*, *Critique: Journal for Critical Studies of the Middle East*, *The Venezuelan Literature and Arts Journal*, and one online journal, *Making the Global Local*. The many professional activities of Hamline's faculty result in contacts with influential people in many fields. Faculty expertise and connections, in turn, enrich the educational experiences and the career prospects of Hamline students. Faculty guide students toward internships and independent studies, and work with them on collaborative research projects, all the while maintaining their commitment to students' mental, ethical, spiritual, physical, and professional development.

Diverse and Positive Environment

Students who come to Hamline find a welcoming, safe, supportive, and diverse learning environment. The Hamline University Board of Trustees, the president, faculty, and staff are committed to "inviting, supporting, and affirming cultural diversity on campus," where all "university programs and practices, academic and co-curricular, shall be designed to create a learning environment in which cultural differences are valued."

Examples of this commitment in the College of Liberal Arts and School of Business include:

- The Hedgeman Center for Student Diversity Initiatives and Programs that provides services, resources, and opportunities for students to learn about, embrace, and celebrate diverse ethnic, racial, and cultural identities.
- Hamline University Conference on Race and Ethnicity (HUCORE), an annual retreat for undergraduate students to learn about issues of race, racism, and racial justice.

- Admission officers trained to recruit (locally and nationally) students of color.
- A full-time director of disability services for students with physical or learning challenges.
- An annual "Commitment to Community" lecture series, organized entirely by Hamline students, featuring notable speakers such as Cornel West, Winona LaDuke, and Kweisi Mfume.
- A week-long World Fest celebration to celebrate and increase awareness about the many cultures present on campus.
- Student organizations that fit the needs and respect the lifestyles of many different groups.
- Ongoing support from the administration for diversity and community programs and projects, including a collaborative partnership with the Penumbra Theatre Company, Minnesota's only African-American theatre company and only one of three in the nation to offer a full season of performances.
- A cultural-breadth requirement in the academic curriculum.

Admission to Hamline University

Hamline University seeks to admit students who demonstrate a working knowledge of the major academic disciplines; have developed the writing, speaking, reasoning, and study skills to be successful in the university's academic programs; and demonstrate the motivation and maturity to meet the academic and social challenges of a selective, residential, liberal arts college.

In the evaluation process the admission committee considers secondary school course selection and performance in academic subjects as the most important indicators of ability. The minimum recommended pattern of college preparatory subjects includes:

1. Four years of English, including one year of college preparatory writing;
2. Three years of mathematics, including two years of algebra and one year of geometry or the equivalent;
3. Three years of science with laboratory experience;
4. Three years of social science;
5. Two years of a foreign language.

A secondary school diploma or its equivalent is required for admission except as noted below. Students who have not completed the recommended courses but whose scholastic record and aptitude indicate the possession of the characteristics described above are invited to submit their credentials for consideration.

The admission committee also considers an applicant's rank in class, test score results, recommendations, and co-curricular involvement as indicators of preparation for academic and social environments. Evidence of leadership qualities in school and in the community at large is considered as an especially positive indicator.

While admission interviews are not required of all applicants, they are strongly encouraged. In addition to the requested application materials, some applicants may be asked to provide the results of additional course work, and/or complete an admission interview.

The university offers two admission plans for first-year students: early action and rolling admission. Students applying under the early action plan should be sure that all application materials are on file at the Office of Undergraduate Admission by December 1. Decisions will be mailed by December 20. Hamline's early action program is non-binding; you may apply to other colleges. Prospective students applying after December 1 will be considered under the rolling admission plan. Completed applications will be reviewed on a rolling basis. The priority application deadline for fall enrollment is February 1.

Transfer students are offered rolling admission plans for both the fall and spring terms. The deadlines for transfer student admission are August 15 for the fall term and January 10 for the spring term. Applications received after these dates will be reviewed based on space availability.

Students who are not offered admission may appeal the committee's decision by filing a letter of appeal with the director of undergraduate admission. Appeals will be considered only if new information in favor of admission can be provided.

Please see the Admission Procedures, Finances, and Financial Aid section of this Bulletin for additional information.

Educational Goals: The Hamline Plan

The Hamline Plan is goal-driven, with educational goals tied directly to graduation requirements. General education courses are as important as courses in the major. The Hamline Plan emphasizes the responsibility each student has for his or her own education and the necessity for students to reflect upon and articulate what they have learned to the larger community. Students and faculty advisors approach the Hamline Plan not as a series of requirements, but as a foundation for discovery. For the student who seeks a truly liberal education, the Hamline Plan offers a wide and ever-changing selection of learning opportunities.

All departments offer Hamline Plan courses. Usually specific requirements can be met by more than one course. Many courses fulfill more than one requirement. The Hamline Plan consists of the following ten educational goals. [For specific graduation requirements see the Academic Standards and Policies section.]

1. Understand the liberal arts

The student begins his or her Hamline education by taking one of the many First-Year Seminars, which provide an introduction to college and a sense of community in small classes for first-year students only. The seminar

concentrates on developing the skills of careful reading, critical analysis, group discussion, and writing that are basic to all college level study and basic to the success of students after college. Topics are interdisciplinary and vary from year to year.

2. Communicate effectively in writing

First-year English is the beginning of writing at Hamline. The student completes at least one course each year that focuses upon the written communication needs within each discipline (such as biology, history, or art). A writing-intensive course has three objectives: (1) to designate specific written communication objectives appropriate to the course and the discipline; (2) to enable the student to practice writing with guidance from the instructor, allowing feedback before the final product and building upon the student's writing strengths; and (3) to focus on the written communication process as well as the final product. The student gains experience writing and receiving feedback from the instructor and/or peers to build strengths in writing.

3. Communicate effectively in speaking

The student completes two courses designated as "speaking-intensive," which may be offered in any department and involve explicit attention to the speaking process as well as the subject matter of the course. Emphasis is given to discussion and student presentations. A speaking intensive course has three objectives: (1) to designate specific oral communication learning objectives appropriate to the course and the discipline; (2) to enable the student to practice and to analyze oral communication behaviors; and (3) to focus upon the oral communication process as well as the final product. The student gains experience in oral communication and discussion dynamics with coaching and response from the instructor or peers.

4. Use computers as tools

Every college graduate needs to understand computers and how they function in various careers and professions. Computer applications for web design, spreadsheets, simulations, and data analysis, to name a few, are integral to all fields. Every Hamline student takes at least one course designed to emphasize the way the computer is used and applied in a discipline. Often this course is taken within the student's major field of study.

5. Reason logically

The human mind has developed systems of thought that aid understanding and problem solving. Mathematics is the prime example, having been developed and refined for over 2000 years. But there are other systems of formal thinking, including logic and statistics. Every Hamline student takes at least one course to become familiar with formal reasoning

and its applications.

6. Understand various disciplines and how they interact

The academic disciplines taken together represent the most fundamental and useful bodies of knowledge, methods of investigation, and perspectives of the world ever devised by the human mind. Acquaintance with the major divisions of knowledge gives the student a rich background for his or her specialized learning.

Courses that meet this requirement are essentially introductions to the disciplines. They include active learning as well as lectures, involving exercises in which the student learns on his or her own and in which, with guidance, he or she is held responsible for drawing his or her own conclusions from new studies. Examples include discussion, problem solving, application of ideas, and laboratories.

Courses that meet disciplinary breadth criteria introduce the student to the methods of learning and the context of interpretation inherent in the discipline. They provide insight into the process of research and ways for the student to experience the methods of the discipline. Disciplinary breadth courses also encourage and facilitate lifelong learning by confronting issues or exploring problems or raising value questions.

Each student takes courses in each of the following four areas of study:

- **Fine arts.** The most insightful and powerful expressions of the human spirit—dreams, fears, joys, awe—are produced by artists. Music, painting, sculpture, prints, ceramics, and theatrical productions are age-old ways for men and women to interpret and express their humanity. The Hamline student is aware of the creative and expressive arts, conversant with their forms and structures, and appreciative of their values.
- **Humanities.** The humanities encourage the student to develop an awareness of the ethical, aesthetic, spiritual, and historical dimensions of experience. They do so in part by heightening the student's ability to understand texts and the relationship between language and culture. The humanities strengthen the student's ability to analyze, to recognize complexity and diversity, and to find creative solutions.
- **Natural sciences.** The study of natural science disciplines provides grounding in fundamental principles of science and in methods of observation as well as accentuates the understanding of experimental, analytic, and laboratory methods of gathering and evaluating data. Learning how science works—and also the assumptions of science and scientific methods—teaches the student the tremendous impact science and technology have had on human culture.
- **Social sciences.** These academic disciplines explore human behavior and social institutions. Social sciences emphasize theories and methods of study. The student

learns the extent to which human beings create their social environment, sees the range and variability of ways to live, and perhaps gains a degree of control over his or her own situation.

7. Become aware of cultural, gender, minority, and age issues

An important kind of breadth involves an understanding and appreciation of both other peoples and the phenomenon of "culture" itself, including one's own. The cultural breadth requirement is the curricular heart of Hamline's Diversity and Multiculturalism Policy and aims to help the student engage in a contemporary world filled with people of strikingly different worldviews, value systems, and social positions. Reflecting Hamline's own values and traditions-including the commitments to peace-making and to addressing historical injustices-the requirement equips the student to recognize and justly negotiate power differences in his or her various cultural forms and social settings. It aims to supply the student with the practical skills for effectively interacting across such differences and the reflective skills for understanding them in the context of broader patterns and dynamics. The student is required to take three cultural breadth courses in at least two of the following three areas:

- Courses that attend to the experiences and contributions of women, members of racial and ethnic minorities, and the people who differ in ability, age, class, and sexual orientation.
- Courses that attend to the characteristics and backgrounds of other world cultures and the perspectives that these cultures bring to the discussion of world issues.
- Courses that develop personal insight into other cultures and experiential skills for cultural interaction either by living and studying in another country and/or by learning the language spoken by peoples of other countries.

8. Work independently

College should prepare people to work independently to identify a meaningful and answerable question, develop appropriate methods of study, and present the results of the investigation. Under the tutelage of a faculty advisor, the student learns to integrate knowledge and demonstrate independent learning. He or she may pursue a totally independent research project, honors project, or work independently within the context of an upper level seminar or research-intensive class.

9. Understand the work of work (leadership, education, and development/LEAD)

Liberally educated people examine the relationships between quite different areas of experience. Since the world of work and community service will occupy a major portion of our graduates' lives, Hamline University stresses

the connections between work and liberal learning and requires every student to explore these relationships. Each student is able to fulfill this requirement in the following ways:

- LEAD (W) classes, including Practicum Seminars, individually supervised internships, all classes in the Class Schedule with a "W," and all HECUA (Higher Education Consortium for Urban Affairs) classes.
- Independent LEADs, including (but not limited to) apprentice teaching, collaborative research, international internships, and student-designed LEADs.

10. Establish depth in one area

A student's major is an integral part of the Hamline Plan. Having a "major" allows the student to understand the subtleties and complexities of a particular field while also exploring both differences and connections between his or her chosen field of concentration and other disciplines. This understanding creates a sense of competence and confidence and points toward a career or advanced study in graduate or professional school. At Hamline, each student may choose from among 37 majors in traditional academic disciplines and interdisciplinary areas. It is also possible for the student to design his or her own major field of study through the Flexible Curriculum Option.

The Hamline Tradition

Hamline University was Minnesota's first university, founded in 1854 by a group of visionary Methodist ministers and educators to provide education, leadership, and service to the frontier peoples of the Minnesota territory. Hamline's affiliation with the United Methodist Church complements its liberal arts tradition by encouraging the exploration of spiritual values within a social and cultural context. From that exploration comes an emphasis on the individual development of personal values.

Hamline prepared Minnesota's first teachers, lawyers, judges, physicians, public administrators, and business people. We have continued this tradition for over 150 years. We encourage the exploration of spiritual values within a social and cultural context. We foster ethical leadership in service to society.

Hamline University offers bachelor's, master's, doctorate, and juris doctor degrees-as well as certificates, professional development, and continuing education courses-to a diverse and select group of women and men. Today we are a high-quality, top ranked liberal arts university with more than 5,000 students within the College of Liberal Arts, School of Business, School of Education, and School of Law.

Academic Standards and Policies

Each student is personally responsible for following the procedures and meeting the requirements of the university as set forth in the *Bulletin*. Hamline University undergraduate students ordinarily fulfill the *Bulletin* requirements in effect at the time they first enter Hamline; however, they may choose to meet the requirements to any subsequent *Bulletin* during their enrollment. Students who interrupt enrollment for more than one academic year must fulfill the *Bulletin* requirements in effect at the time of reentry/readmission, or they may opt to fulfill the requirements in the last previous *Bulletin*. Only with the written approval of the appropriate department chairperson or program director can students elect to fulfill the requirements of any previous *Bulletin*. The department chairperson or program director assists with this choice and ensures that such changes are officially recorded with Registration and Records.

Students must choose major, minor, and certificate requirements from the same *Bulletin* (catalog year).

Graduation Requirements: The Hamline Plan

The following sections list the Hamline University undergraduate graduation requirements. Successful completion of these requirements results in a Bachelor of Arts, Bachelor of Business Administration, Bachelor of Fine Arts, or Bachelor of Science degree.

Requirements for transfer students, if they are different, are noted within each section in italic print. Other than where specified, Hamline Plan requirements can be fulfilled by transfer coursework.

The Hamline Plan requirements do not constitute a set number of courses. Courses that fulfill Hamline Plan categories are designated with the appropriate Hamline Plan code letter(s) on class schedules, available online at www.hamline.edu/classsschedules. Grades of D- or higher are required in order to receive Hamline Plan designations. All students are responsible for understanding the Hamline graduation requirements. Contact the Registration and Records office or the Center for Academic Services for clarification on any of the graduation requirements.

First-Year Seminar (FYSem)

All new first-year students of traditional age (will be 20 or younger during the entire first semester of enrollment) are required to take a first-year seminar in the first semester of

attendance. First-year students who transfer Post-Secondary Enrollment Options (PSEO) work are not exempt from this requirement. Students may not drop or withdraw from the first-year seminar nor complete it on a Pass/No Pass grading basis.

Transfer students are exempt from this requirement unless special circumstances are determined in the admissions process.

Expository Writing (E)

This requirement is generally fulfilled by ENG 1110: Writing and Reading Texts, which must be completed during the first year at Hamline. Students who receive Advanced Placement (AP) or International Baccalaureate (IB) English composition credit must still register for English 1110 or a writing-intensive FYSem. The AP or IB English credits count for credit toward the degree, but Hamline faculty members believe writing is an essential skill and thus require a first-year college-writing experience. Please note that Hamline University's ENG 1110 also counts as a disciplinary breadth course in the Humanities (H).

If you are granted credit for a PSEO or College in the Schools (CIS) English composition course, this will generally satisfy your first-year writing requirement. However, you are encouraged to enroll in a writing-intensive FYSem to continue developing your college writing skills. If you have taken college courses through a PSEO program, you must have your transcript sent to Hamline to be evaluated for transferability.

Do not register for Hamline courses that you will be transferring as a result of PSEO coursework. You will not receive credit for courses that are repeated.

Writing Intensive (T)

Writing-intensive courses must be taken at Hamline, and a minimum of one writing-intensive course is required each year a student is in attendance. For students who begin as first-year students at Hamline, ENG 1110 (E) is considered the writing-intensive course for the first year and one writing-intensive (T) course is required each subsequent year. (For students who begin at Hamline during the fall term, fall/spring is considered a year of attendance. For students who begin at Hamline during the spring term, spring/fall is considered a year of attendance.) Students who do not complete a writing-intensive course during a year may complete an extra writing-intensive course the following year (no petition approval is necessary); however, the reverse does not apply, i.e., students who take two writing-intensive courses in one year may not apply one to a subsequent year.

One writing-intensive course is required within the major department; if double majors are declared, one in each major department must be completed.

Exception: Students enrolled in a Hamline-approved off-campus program for a full year do not have to complete a writing-intensive course for that year.

Transfer students do not transfer writing-intensive courses to Hamline; however, one per year in attendance at Hamline is required. Transfer students needing six full-time (minimum of 12 credits) semesters to complete the Hamline degree must complete three writing-intensive courses in addition to satisfying the Expository Writing (E) requirement. Transfer students needing four or five full-time (minimum of 12 credits) semesters to complete the Hamline degree must complete two writing-intensive (T) courses in addition to satisfying the Expository Writing (E) requirement. Transfer students needing fewer than four full-time (minimum of 12 credits) semesters to complete the Hamline degree must complete one writing-intensive (T) course (and are encouraged to complete two) in addition to satisfying the Expository Writing (E) requirement. Transfer students who complete summer classes to accelerate graduation are not exempt from the above requirements.

Speaking Intensive (O)

Two speaking-intensive courses are required. These can be taken at any time and in any academic department.

Transfer students who transfer fewer than 64 semester credits are required to take two speaking-intensive courses. One speaking-intensive course can be transferred to Hamline; one must be taken at Hamline. Students transferring as juniors (64 or more semester credits) are required to take only one speaking-intensive course, but it must be taken at Hamline.

Computer Intensive (C)

One computer-intensive course is required. It can be taken at any time in any department. It is recommended that it be taken in the major department if possible.

Formal Reasoning (R)

One formal reasoning course is required. Formal reasoning courses can usually be found in Mathematics, Economics, Philosophy, and Psychology.

Disciplinary Breadth

Two courses (typically four credits each) are required in each disciplinary breadth discipline below for a total of eight courses.

Fine Arts (F) Two fine arts four-credit courses are required. Music performance, ensemble, or music lessons fine arts courses that are fewer than four credits must be taken enough times to equal eight credits in order to fulfill the fine arts requirement. Fine arts courses can usually be found in Studio Art, Art History, Music, Theatre Arts, and Anthropology.

Three-credit transfer courses may satisfy one fine arts requirement.

Humanities (H) Two humanities courses are required. Humanities courses can usually be found in English, Modern Languages, Philosophy, and Religion.

Natural Science (N) Two natural science courses that include labs are required. Courses in Biology, Chemistry, and Physics all have year-long introductory sequences for majors (see course descriptions for sequencing). These three departments, as well as Anthropology, offer science courses designed for non-science majors. Students who have had the appropriate science background in high school are eligible to take the science major courses.

Social Science (S) Two social science courses are required. Social Science courses can usually be found in Anthropology, Communication Studies, Education, History, Legal Studies, Management & Economics, Political Science, Psychology, and Sociology.

Cultural Breadth (G, I, L)

There are three categories of cultural breadth:

Gender, race, age, class, minority ethnic identity, ability, sexual orientation (G)

International issues (I)

Language and culture studies, sign language, study abroad (L)

Students must take a total of three separate cultural breadth courses, from at least two different cultural breadth categories. (Note: If one course covers two cultural breadth categories, it may only be used to satisfy one cultural breadth requirement.)

Individual Ability in Learning (Q)

One individual ability in learning course is required. Courses designated with a Q can be used to fulfill this requirement. An independent study, honors project, advanced seminar, or collaborative research project may also be used. Although this requirement is typically fulfilled by one of the ways listed, it is possible for a student (with the written agreement of a faculty member) to attach this requirement to any course, project, or internship. Courses using the personalized system of instruction (PSI) do not fulfill this requirement.

Transfer students fulfill this requirement at Hamline under the direction of a Hamline faculty member.

LEAD: Leadership, Education and Development (W)

One LEAD experience is required, but students are strongly encouraged to take more. This requirement provides a way to explore the connections among the liberal arts and work. Some ways the LEAD requirement may be fulfilled include traditional internships; LEAD (W) classes; LEAD-approved apprentice teaching, service learning, collaborative research, or international internships; all HECUA (Higher Education Consortium for Urban Affairs) internships; and LEAD-

approved student initiated and designed projects. All LEAD work must be done in consultation with a faculty member.

Transfer students fulfill this requirement at Hamline under the direction of a Hamline faculty member.

Major Requirements

A major is a field of concentration, ranging from 32-74 credits, depending on its requirements. At least 16 credits in a student's major must be taken at Hamline. A major must be declared by the end of the sophomore year. Students must be aware of the requirements for their major as outlined in the Hamline *Undergraduate Bulletin* and are expected to meet the major requirements that are in effect at the time they declare. Grades of C- or higher are required for all major courses, and the GPA for all major courses together must average 2.0 or better. Undergraduate program sheets listing requirements for each major are available at www.hamline.edu/ugrequirements.

Transfer students must take at least 16 credits in their major at Hamline. Transfer students must meet with a faculty advisor upon arrival at Hamline to determine the transferability of their major courses. Written approval of major courses by the advisor is recommended as soon as possible after the first advising appointment. Advisors approving transfer work have the right to ask the student for course descriptions and have the option to defer the decision to the department chair.

Hamline Majors (degree awarded is noted):

Accounting (BBA)
American Law and Legal Systems (Law School Early Admissions Program) (BA)
Anthropology (BA)
Art (BA)
Art History (BA)
Biochemistry (BS)
Biology (BA or BS)
Chemistry (BA or BS)
Communication Studies (BA)
Creative Writing (BFA)
Criminal Justice (BA)
East Asian Studies (BA)
Economics (BA)
English (BA)
Environmental Studies (BA)
Exercise and Sports Science (BA)
Digital Media Arts (BA)
Finance (BBA)
General Business (BBA)
German (BA)
Global Studies (BA)
Health Sciences (BA)
History (BA)
International Business (BBA)
Latin American Studies (BA)
Legal Studies (BA)

Management (BBA)
Marketing (BBA)
Mathematics (BA or BS)
Music (BA)
Philosophy (BA)
Physics (BA or BS)
Political Science (BA)
Psychology (BA)
Religion (BA)
Social Justice (BA)
Social Studies (BA)
Sociology (BA)
Spanish (BA)
Theatre Arts (BA)
Women's Studies (BA)

Individually designed majors can be developed by students who have other needs and goals, if the courses are available (see Flexible Curriculum Option). Hamline offers minors in most of the above categories as well as African-American Studies, Computer Science, Conflict Studies, and Education. See www.hamline.edu/ugrequirements for a list of all majors and minors.

Certificate programs are available in Conflict Studies, Forensic Sciences, International Journalism, and Paralegal Studies.

Conferral of Degree

The conferral of degree will occur once all graduation requirements have been satisfied and the degree has been cleared by Registration & Records. Once the degree has been conferred no changes will be made to the academic record, this includes, but is not limited to the following: grades, GPA, major(s) and/or minor(s), degree type, etc. The academic record is considered sealed at the time of conferral and no changes will be made. Once a degree is conferred, a student may not return to add a minor to that degree.

Double Degrees

The double degree is the concurrent awarding of two different baccalaureate degree types (e.g., B.A. and B.S.). If a student completes two majors within one degree type, he/she will be awarded a double major (one degree with two majors), not two degrees regardless of the number of credits earned. (See Double Majors below.) A double degree may not be earned with the same major (e.g., a B.A. and B.S. in Physics). Following the conferral of both degrees, the student will receive two diplomas.

A Hamline University student may earn two different degrees if the following criteria are met:

- Degree types must be different
- At least 140 credits must be completed
- Both sets of degree requirements must be fulfilled before either degree is awarded

Subsequent Degrees

Some students decide to return to their studies after they have received their first baccalaureate degree. A subsequent degree is the awarding of a baccalaureate degree different from the first degree awarded. A student may not earn multiple degrees of the same type.

A student returning to Hamline University to complete a second baccalaureate degree must apply for admission and meet admission criteria for that degree.

To receive a second baccalaureate degree, a student must complete (1) all degree requirements not satisfied by the previous degree and (2) a minimum of 12 additional credits taken in residence at Hamline University. Coursework seven or more years old approved by the academic department might apply toward the second baccalaureate degree. A student returning to complete a second baccalaureate degree is not eligible to participate in commencement.

Double Majors

A double major is the awarding of one degree with two majors. A student must declare both majors and fulfill all requirements of each in addition to satisfying all university requirements. Double majors must be within the same degree (e.g., both must be either a B.A. or B.S.). Following the conferral of the degree, the student transcript will note one baccalaureate degree with two majors.

Students pursuing two majors must:

- Complete a writing-intensive (T) course in both major departments
- Have at least four unique courses in both majors or four unique courses in the concentration if one or both of the major are interdisciplinary
- Complete 84 credits outside both major departments—in these cases, each major will usually count outside the other

Majors Available within the Associated Colleges of the Twin Cities (ACTC)

A major that Hamline does not offer may be completed at any of the other four ACTC colleges if it is obviously within the liberal arts tradition (examples are classics at the University of St. Thomas or geology at Macalester College). Additionally, a major of up to eight specialized courses with a specific career orientation may be completed at one of the other ACTC colleges provided the student also has an appropriate liberal arts major at Hamline. Students who wish to complete a major at another ACTC college must submit a flexible curriculum major proposal to the Undergraduate Curriculum Committee. The form is available at www.hamline.edu/registrar/forms.

Flexible Curriculum Option

The flexible curriculum option is offered for students who wish to develop a major or minor that is unique to their needs, but

which satisfies the spirit and intent of Hamline's graduation requirements. Such a major or minor might involve a coherent interdepartmental sequence of courses that addresses a particular topic or theme.

The flexible curriculum option requires the approval of an appropriate Hamline faculty advisor and the Undergraduate Curriculum Committee. Students should be prepared to state why their proposal is important to their program or educational intellectual development.

Flexible curriculum proposal forms can be obtained in the Registration and Records office or at www.hamline.edu/registrar/forms and must be approved no later than the end of the junior year.

Minor Requirements

A minor is not required to graduate from Hamline although many students take advantage of the opportunity to complete minors. Most minors require five or six courses. Students completing a minor that is similar to their major must have at least three unique courses in the minor that are not used in the major or interdisciplinary major concentration. Multiple minors with overlapping coursework must also have three unique courses in each minor. Grades of C- or higher are required for all minor courses, and the GPA for all minor courses together must average 2.0 or better.

Transfer students must seek approval from their minor department chair for transfer work to apply toward a Hamline minor.

Breadth of Study Requirement (credits outside the major department)

Students must complete a total of 84 credits outside of their major department. These credits can come from any course that does not have the designation of their major department. Majors that require supporting courses from other departments may count those courses toward the breadth of study requirement. Interdisciplinary majors usually have an area of concentration. The concentration courses and any courses that have the designation of the major department are counted as inside the major; supporting courses from other departments count as outside the major for the purposes of the breadth of study requirement. When completing an interdisciplinary major that does not have a concentration, all courses not from the major department and all courses not specified as required will count toward breadth of study.

If students choose to take courses that are within their major department but are not going to use them toward their major, these will not count toward the breadth of study requirement. Students completing double majors must have 84 credits outside each major department. In these cases, each major will usually count outside the other.

Residency Credits

All Hamline students are required to complete a minimum of 128 credits to graduate and obtain a minimum cumulative grade point average (GPA) of 2.0. Students are allowed to accumulate a maximum of 34 residency credits per academic year and a maximum of 8 total residency credits during a given summer. Students may take additional non-residency credits during the academic year that will apply toward all other requirements except residency credits (see the *Residency Credit Policy* section, for further information).

Students who do not complete the allowed 34 residency credits during an academic year at Hamline may take extra residency credits in the following years to make up for the lost credit.

Twenty-eight of the last 32 residency credits-and at least 56 total residency credits-must be completed at Hamline or within the ACTC exchange, Hamline approved off-campus programs, or HECUA.

Transfer students can consider courses transferred to Hamline as residency credit. A minimum of 56 residency credits at Hamline (or within the ACTC exchange) is required to graduate. Sixty residency credits graded A-F are required to be eligible for Latin honors at graduation.

Other Academic Standards and Policies

(Note: Changes in the following standards and policies may go into effect periodically. The following are policies that apply specifically to undergraduate students; however, additional Hamline University policies apply as well. Visit www.hamline.edu/policies for more information.)

Academic Calendar

The Academic Calendar can be found at the front of the *Bulletin*. Please note that this calendar is subject to change. Please check www.hamline.edu/academiccalendar for the latest information.

Hamline follows a 4-1-4 academic calendar. During each of the 15-week fall and spring terms a student has a normal schedule of four 4-credit courses. Students have the option of taking one 4-credit course in the one-month winter term. In a nine-month academic year a student typically completes 32 semester credits. New students normally begin classes in either the fall or spring term. The calendar offers flexibility in curriculum planning and opens the way for the student to combine a variety of off-campus experiences with classroom learning. Many students have used the winter term for independent study projects requiring off-campus study, or for study abroad.

Summer session is considered separate from the regular academic year. During summer, two four-week terms and an overlapping ten-week term are scheduled. Summer study at Hamline enables students to make up credits, accelerate progress toward their degrees, take courses that might be

difficult to schedule in a regular term, or take advantage of reduced summer tuition.

Students should consult the summer term website at www.hamline.edu/summer for further information.

Academic Integrity and the Hamline University Academic Honor Code

Every member of the Hamline University community—students, faculty, administrators, and staff—is responsible for upholding the highest standards of academic integrity at all times. The assumption that academic work is an honest reflection of one’s knowledge and skills is fundamental to the integrity and to the value of a Hamline diploma.

Hamline University students are expected to comply with the Academic Honor Code. Dishonesty of any kind in relation to academic work threatens the integrity of the academic enterprise and is subject to disciplinary action by the university. Disciplinary action can include failure for an assignment, failure for the class, or suspension from the university.

Academic dishonesty includes cheating, plagiarizing, making multiple submissions, fabricating information, using materials in an unauthorized manner, misrepresenting academic records (including forgery), and facilitating academic dishonesty in others. The Academic Honor Code and student conduct policies are available online at www.hamline.edu/policies.

Academic Load

The typical program of study consists of 32 credits distributed annually over fall, winter, and spring terms. See section, *Residency Credit Policy*, for further information about academic load and/or residency policy.

The maximum credit load allowed is 20 credits in the fall or spring terms, 5 credits in the winter term, and 8 credits in the summer term. (Exception: registration in a 0.5 credit mathematics or science seminar (5000-level) or theatre production experience is allowed beyond the maximum credit load.)

Accreditation

Hamline University is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. The Commission is located at 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504 and can be reached at 312-263-0456 or 800-621-7440.

Hamline University is also accredited by the:

- American Bar Association
- Association of American Law Schools
- American Chemical Society
- National Association of Schools of Music
- National Council for Accreditation of Teacher Education

- University Senate of the United Methodist Church
- Minnesota Department of Education/Board of Teaching

The university holds memberships in the:

- Association of American Colleges and Universities
- Association of Graduate Liberal Studies Programs
- Association of Independent Liberal Arts Colleges for Teacher Education
- American Association of Colleges for Teacher Education
- American Association of Collegiate Registrars and Admission Officers
- American Association of Higher Education
- Associated New American Colleges
- American Council on Education
- College Board of Council for Advancement and Support of Education
- Minnesota Association of Colleges for Teacher Education
- National Association for College Admission Counseling
- National Council on Undergraduate Research

Hamline University is approved for attendance of non-immigrant foreign students under the Immigration and Nationality Act.

Adding, Dropping, and Withdrawing from Courses

The deadlines for adding and dropping courses are listed on the academic calendar www.hamline.edu/academiccalendar. Students who withdraw from courses after the drop deadline receive a grade of W. Registrations dropped during the first two weeks of fall or spring term and the first two days of winter and summer terms are not permanently recorded. For partial term classes, add, drop, and withdraw dates are adjusted accordingly. For information related to withdrawal from Hamline University, please see the *Leave of Absence or Withdrawal* section below.

Attendance

Students are expected to attend the first class meeting of a course for which they are registered. The instructor may deny admittance to students who do not attend the first class; however, the student is still responsible to drop the class with the Registration and Records office. Thereafter, students are responsible to their instructors for class attendance and for all required work in each course, including work missed because of absence. In dealing with class absences, the instructor may require make-up or additional work; may lower the student's final grade in the course; or may advise the student to withdraw.

Students are not permitted to attend classes for which they are not registered.

Classification and Status of Students

First-Year status: 0 to 31.99 credits

Sophomore status: 32.00 to 63.99 credits

Junior status: 64.00 to 95.99 credits

Senior status: 96 credits and above

Full-time status for Hamline undergraduate students is defined as a minimum of 12 semester credits per fall or spring term; half-time status is defined as a minimum of 6 semester credits per term.

Commencement

One commencement ceremony is held each year at the end of the spring term to honor Hamline graduates.

Seniors who complete degree requirements with the exception of 8 or fewer credits remaining may participate in commencement only with approval of the registrar. All requirements for the degree must be completed before the beginning of the first day of class of the following academic year.

Clearance of all financial obligations is essential in order to receive a diploma. Diplomas are distributed within six to eight weeks following commencement.

Course and Credit Value

The standard unit of measurement is the credit. The majority of classes carry a value of 4 credits. Some courses are valued at 0.5, 1, or 2 credits. Credit values are indicated on schedules and class listings.

Academic credit is a measure of the total minimum time commitment required of a typical student in a particular course of study. Total time consists of various components: time spent in scheduled course activities organized by an instructor (lectures, discussions, workbooks, videotapes, laboratories, studios, fieldwork, etc.); time spent in group activities related to course requirements; and time spent reading, studying, problem solving, writing, and otherwise preparing for the course.

For purposes of transferring credits, 6 quarter credits or 1 term credit is equivalent to 4 credits. Quarter credits may be converted into credits by dividing the number of quarter credits by 1.5 (or multiplying by 0.667). Term credits may be converted into credits by multiplying the number of term credits by 4. Applicants transferring credits should check with the Office of Undergraduate Admission to determine credit equivalence. Once application acceptance has occurred, check with Registration and Records to confirm credit equivalence.

Course Evaluations

All students are expected to participate in the online course evaluation process that the College of Liberal Arts, School of Business, and School of Education administer. Students should consider course evaluations to be part of the work of the

course, just like exams and assignments. Individual professors, the Faculty Personnel Committee, and the Dean's office staff read these evaluations carefully and make personnel decisions and curricular changes as a result of student feedback.

Course Numbers and Course Types

The first digit of each course number indicates the course level. The criteria for determining course levels are:

1XXX: introductory level courses

3XXX: intermediate level courses primarily intended for sophomores, juniors, and seniors

5XXX: advanced level courses primarily intended for juniors and seniors. Most 5000-level courses have prerequisites

1. ACTC (Associated Colleges of the Twin Cities) Cross-Registration Exchange Program

(Course numbers vary)

Hamline students who wish to register for courses during the regular academic year under the cross-registration exchange program with Augsburg, Macalester, College of St. Catherine, and University of St. Thomas may do so in the Student Administrative Services office. This process takes place during the stated registration periods. To participate, Hamline students must be full-time, undergraduate degree-seeking students and may enroll in one course per term as long as it is not offered at Hamline during the same term. Consult Student Administrative Services for specific policy information.

All courses taken under this program are considered to be Hamline courses, provided the work is relevant to a Hamline degree, and are recorded on the student's Hamline record. Credits and grades earned are included in the calculation of the grade point average. The ACTC exchange program is not in effect for summer school classes. For further information, please see www.hamline.edu/actc.

2. Apprentice Teaching

(Course number 4030)

Students may earn up to 4 apprentice teaching credits, graded on the Pass/No Pass system. Apprentice teachers assist faculty with their teaching responsibilities. Registration forms are available in the Student Administrative Services office or at www.hamline.edu/registrar/forms and are due by the last day to add classes in the term of registration.

3. Collaborative Research

(Course number 4010, or as designated by a specific department)

Collaborative research projects offer students the chance to pursue independent study in greater depth with a faculty member, often in conjunction with the professor's own research. These projects are commonly precursors to Departmental Honors. Proposal forms are available in the Student Administrative Services office or at

www.hamline.edu/registrar/forms and are due by the last day to add classes in the term of registration.

4. Departmental Honors

(Course number 5010, or as designated by a specific department)

Departmental Honors study is available to selected students. Refer to Departmental Honors at Graduation (section R below).

5. Independent Study

(Course numbers 1970, 3970, 5970)

An independent study project is designed by the student to pursue an area of study not covered by the established curriculum. Independent study projects are designated with the course numbers 1970, 3970, or 5970 and are graded on the A-F scale. They are usually registered in a designated academic department but can be taken for interdisciplinary credit (INTD) if listed as such on the proposal form. All independent studies done for credit fulfill the Individual Ability in Learning requirement (Q) of the Hamline Plan.

Students are expected to describe in advance the questions they propose to investigate or goals they hope to achieve, what they intend to do to carry out these investigations or achieve these goals, and the criteria for evaluating the results. Offered without class attendance and with a minimum of formal supervision by an instructor, independent study is important in the educational program at Hamline because it enables students to use critical tools they have developed in investigating areas not covered by the regular curriculum.

Independent studies normally carry 4 credits. Students are expected to do the equivalent amount of work for 4 credits, usually involving 80-120 hours. Proposal forms are available in the Student Administrative Services office or at www.hamline.edu/registrar/forms and are due by the last day to add classes in the term of registration.

6. Individual Study

(Course numbers are as designated in the curriculum section)

If a class is not offered during the term the student needs to take it, students may take the class on an individual study basis with instructor permission. Instructors work individually with students to complete the coursework.

Individual study requires instructor approval; however, instructors are not obligated to teach their classes in this format. Individual study is graded on the A-F letter grading system. Forms are available in the Student Administrative Services office or at www.hamline.edu/registrar/forms and are due by the last day to add classes in the term of registration.

7. Internships

(Course numbers 3960, 3990, or 5990)

Internships are student planned and directed learning experiences that provide opportunities to integrate academic, professional, and personal skill development. The internship program provides students with supervised, meaningful work in a professional setting. Every approved internship requires a minimum of 120 hours (150 hours for Legal Studies internships) of work at the internship work site and completion of academic and reflective work done under the supervision of Hamline faculty. Students must submit a LEAD Learning Agreement (LLA) to the Career Development Center (CDC) by its designated due date for all registered internships.

Students may opt to complete one of two types of internships:

- a. Individual Internships: Internships that are completed by students independent of a seminar or practicum class. Students may register for a 4-credit or non-credit internship. All registered internships fulfill the LEAD requirement (“W”) of the Hamline Plan. Individual internships are graded using the designation HP (high pass), P (pass), or N (no credit). These grades are not calculated in the GPA. With instructor permission, a student may opt to be graded on the A-F grading scale by indicating this choice on the LEAD Learning Agreement form. (The form must be submitted by the due date in order to use the A-F grading scale.)
- b. Seminar or practicum classes: Internships that are completed as part of a seminar or practicum class. These courses satisfy major, minor, or certificate requirements. A total of 4 credits are granted for the internship and the seminar class combined. The seminar or practicum courses may have a different course number designated by the department in which it is offered. Please refer to the departments’ curricular offerings for more information.

Registration for an internship is due by the last day to add classes for that term. In order to receive credit, a LEAD Learning Agreement must be completed and filed with the Career Development Center by the LLA due date. Learning agreements and assistance with the internship process are available at the Career Development Center. No more than 12 internship credits can be applied toward a degree. All internship credits are considered to be interdisciplinary credits (INTD) unless approved for major credit by a department chair.

8. Special Topics Courses

(Course numbers 1980, 3980, 5980)

Courses designated with these numbers are Special Topics and are not part of the regular university curriculum. A student’s major or minor advisor or department chair must grant permission to use Special Topics courses toward major or minor requirements.

Any academic department may offer topics courses; they are generally new or experimental courses. A Special Topics course can be offered two times before it must be approved through the undergraduate faculty to become a standard part of the curriculum and awarded its own course number.

Course Prerequisites and Schedules

Many courses require previous coursework (e.g. MATH 3560, Modern Geometry, has a prerequisite of MATH 1180, Calculus II). Prerequisites are listed with each course description in the *Bulletin* and on the Pipeline online schedule.

Course schedules are available to students through the Hamline website at www.hamline.edu/classchedules.

Coursework Taken at Other Institutions

A student registered at Hamline in a degree program should consult his or her advisor and the Registration and Records office to obtain a Course Substitution/Prior Approval for Transfer Credit form before enrolling for academic work at another institution. The form is also available at www.hamline.edu/registrar/forms. The purpose of this consultation is to gain assurance in advance that the proposed study will be accepted for transfer to Hamline. In some cases, credits transferred to Hamline may be applicable to graduation requirements. The chair of the major department must approve academic work to be credited toward the major.

Hamline will accept course credit provided the work is graded C- or better and is relevant to a Hamline degree. Credit in narrowly vocational courses is not transferable.

Nursing, mental health, chemical dependency, law enforcement, military, and other focused professional program credits are transferable up to a limit of 32 credits if the course content is suitable for a liberal arts program. Consult the Registration and Records office for details.

A transfer student who chooses to retake a Hamline course that is equivalent to a course accepted for transfer credit may do so on an audit or zero-credit basis. The student may request the repeat only for the purpose of ensuring competency in a foreign language or other discipline before enrolling in continuation courses, and no additional credit or grade point average impact will result.

Grade points earned at another institution are not transferable to Hamline. In other words, coursework grades from other institutions will not affect the Hamline GPA with the following exceptions:

1. courses taken through the ACTC exchange program including the ACTC/University of Minnesota Language Program;
2. all courses sponsored by the Upper Midwest Association for Intercultural Education (UMAIE) during the winter term;
3. integral Hamline programs sponsored by other institutions. This applies only to work taken while registered as a degree-seeking Hamline student.

Transcripts and other documents submitted from other institutions and agencies are the property of Hamline University and will not be reissued to applicants, students, alumni, or other parties.

Dean's List

The Dean's List policy in this *Undergraduate Bulletin* applies to all students regardless of matriculation term. The Dean's List recognition at the end of either fall or spring term is based on the following criteria:

- a term GPA of 3.500 or higher;
- satisfactory completion of at least 16 credits;
- a minimum of 16 credits graded on the A-F scale.

Courses that are graded HP/P/N will not be counted towards the 16 credits needed to make the Dean's List. A student is excluded from the Dean's List if an N or F or I grade is received. Courses taken in January (winter term) or during the summer do not count toward the required credits for either fall or spring term.

Final Examinations

Final examinations are held at the end of each term according to a schedule established by the Registration and Records office. No final examination may be taken before the regularly scheduled time. Students are not required to take more than two final exams per day in any given term.

Students who are scheduled to take more than two final exams on the same day should show their student class schedule to their instructors, and instructors will make reasonable accommodations to adjust the student's exam dates.

Four-Year Assurance of Graduation

First-year students at Hamline University may enter into a partnership with the institution to ensure completion of their bachelor's degree within four years. The student and the university share the responsibility for the success of this endeavor. Should Hamline fail to meet its responsibilities, and provided the student fulfilled her/his responsibilities, the university will provide the additional course or courses needed to complete the degree in the following academic year—at no additional tuition cost.*

A college education requires significant individual responsibility on the part of students. Hamline has in place a proven system of support to facilitate student choice and aid in the attainment of student intellectual development and educational goals. The Hamline Plan, faculty advisors, and academic and student services help students develop and find success in a four-year time frame. The Four-Year Assurance of Graduation does not apply to transfer students.

Student Responsibilities

- Each year students must successfully complete 32 semester credits.

- Students must satisfactorily earn at least a 2.00 GPA each term (passing all major courses with grades of C- or better).
- Students must consult with faculty advisors on a regular basis to ensure the timely completion of requirements.
- Students must declare a degree major by the end of the sophomore year** and work in a timely fashion to complete *Undergraduate Bulletin* stated requirements.
- Students must file an Intent to Graduate form by the end of their junior year with the Registration and Records office.
- Students must register for classes at the times scheduled by the Registration and Records office (within two weeks of the start of open registration).

Hamline Responsibilities

- Hamline will provide course offerings necessary for students' fulfillment of the Hamline Plan.
- Hamline will provide faculty advising and advising support for degree programs.***
- Hamline will provide tuition-free coursework in the fifth academic year if the university fails to meet the above obligations.

* Fees and Room and Board are not included.

** Although many Hamline students declare double majors and finish within four years, Hamline cannot assure that a student will complete more than one major in four years. This assurance does not require Hamline to provide additional coursework beyond the fourth year to complete a double major or double degree.

*** The four-year assurance policy does not extend to special programs such as Early Admission Law, 3-2 program in engineering, education licensure, or any certificate program.

Grade Definitions and Grading Information

Grade	Honor Points	Definitions
A	4.0	Excellent
A -	3.7	
B +	3.3	
B	3.0	Good
B -	2.7	
C +	2.3	Fair
C	2.0	
C -	1.7	
D +	1.3	
D	1.0	Barely Passing
D -	0.7	
F	0.0	Failing-no credit
HP	*	
P	*	Pass (Equal to a C- grade or better), internships, credit by examination, and student teaching courses.
N	*	

W	*	Withdrawn
EX	*	Term registered, final grading into later term.
I	*	Incomplete-indicates further Work is to be completed. Unless finished by the terms of the incomplete contract, the grade becomes F or N.
AU	*	Audit

* *Not computed in GPA*

Grades must be a C- or higher to apply to major, minor, or certificate requirements. Graduation requirements are not considered complete until all courses have final grades (no incompletes; no ungraded courses).

1. Auditing Courses

Full-time students may audit courses without extra charge with permission of the instructor involved. Such auditing must be recorded with the Registration and Records office. A \$100 fee is charged for part-time and special students choosing to audit. An audit registration form is available in Student Administrative Services or at www.hamline.edu/registrar/forms. A final grade of AU is assigned to the student's permanent record. No credit is earned. An audit is irreversible; once registration is entered on an audit basis, it cannot be changed to a credit basis.

2. Incompletes

Regularly scheduled courses, independent studies, and internships are to be completed within one term. With an instructor's approval, a student may take an incomplete ("I") in a course. An "I" will be given only in unusual circumstances that are beyond the control of the student. An "I" cannot be granted for failing or uncompleted work (a substantial portion of the work must have already been completed). An instructor must update an "I" to a final grade within four months after the end of the registration term (or by August 31 if the student intends to graduate in the summer). Otherwise, the "I" will convert to an "F" grade.

If an "I" has been converted to an "F," the student may complete the necessary coursework, at the instructor's discretion, within one year in accordance with the grade change policy. The student may not complete coursework after that time.

Note: All instructors enter "I" grades via Piperline before a term's grading deadline. However, for undergraduate students, the instructor must also file an agreement for an incomplete (completed between the undergraduate student and the instructor) with his/her department chair before the final grade deadline for the term. The form is available at www.hamline.edu/registrar/forms.

3. Pass/No Pass Grading Option

Students are allowed one P/N course for every academic year at Hamline. Students must declare their intent to take a course P/N by the official drop/add date of that term.

The card must be signed by the student's advisor, the course instructor, and delivered to the Student Administrative Services office by the published deadline. Once declared, the P/N decision is irreversible.

A grade of P is given only for courses that would otherwise be graded C- or higher. Not all courses may be taken on a P/N basis (first-year seminar, for example). Instructors are under no obligation to offer a P/N option in a class. Courses required in a student's major should not ordinarily be taken P/N and some departments do not allow P/N options to majors. Students on academic probation may not take a course P/N. Internships and student teaching do not count in the student's one-per-year limit.

4. Repeat of D, F, or N Grades

Only those courses in which grades below a C- were received may be repeated for credit/GPA purposes. All grades earned remain permanently on the transcript record; however, only the grade and credit recorded for the last time the D, F, or N graded course is taken are used in the calculation of the cumulative GPA and credits earned. Students incur normal tuition charges for repeated courses. *When a repeated course is a transfer course, the repeated grade is not counted in the Hamline GPA.*

5. Grade Reports, Transcripts, and Records

Grade reports are available for students to view on the university's secure website (Piperline at www.hamline.edu/piperline). Midterm grades are reported for fall and spring terms only and are not part of a student's permanent record. Final grades are available approximately two weeks after the last day of the term.

Students' records are confidential and information is released only at the request of the student or of appropriate institutions and officials. For the protection of current and former students, all transcript requests must be submitted in writing and personally signed. No transcript will be released until all financial obligations to Hamline have been met. A transcript request should be submitted at least three days in advance of the date on which it is needed, one week in advance during registration and commencement periods. For more information, see www.hamline.edu/transcript.

Once students are awarded their undergraduate degrees from Hamline, no changes can be made to their official academic records.

Transcripts and other documents submitted from other institutions and agencies are the property of Hamline University and will not be reissued to applicants, students, alumni, or other parties.

Grade Change and Appeal Faculty Initiated Grade Change

Faculty members may apply to change a student's initial grade up to a year after the grade was initially due. The requested change is pending approval of the respective dean's office. The faculty initiated grade change form (Application for Change of Undergraduate Grade) can be downloaded via the Faculty Services tab in Pipeline under the "Hamline Faculty Document Menu." Faculty log-in is required to access the form.

Student Initiated Grade Change and Appeal Grade Change

Students may request of their instructors course grade changes based on a claim of clerical mistake, oversight, omission, or arbitrary and capricious grade assignment and must do so within 30 calendar days of the date the grade was issued. The grade change procedure is not to be used to challenge grades on individual assignments. It is the responsibility of the student to determine whether the grade change request must be made sooner than this deadline in situations where prerequisite course requirements are involved in the student's course sequence.

Students must meet with their instructor to request a grade change. To start the grade change request process, the student must contact the instructor to request a face-to-face meeting, and the instructor must respond in a timely manner to schedule the meeting. If the instructor or the student is no longer on campus, or if the student has a compelling reason why a face-to-face meeting would not be feasible, the instructor will engage in timely written communications with the student about the grade change request.

A decision regarding a requested grade change will be made by the faculty member within three weeks, or, if the request was submitted on a date outside the dates of a full semester (as defined by the program offering the course), within three weeks after the start of the academic semester following the receipt of the grade change request. By the applicable deadline, the faculty member will notify the student of the decision regarding the grade change, and, if the faculty member decides to change the course grade, the faculty member will also notify the Registrar. The Registrar will send confirmation of the grade change to the faculty member and student.

Grade Appeal

No grade appeal may be filed unless a grade change has first been sought and a decision reached. The grade appeal procedure shall be utilized if a student has been unsuccessful in achieving a grade change and wishes to pursue the matter further. As with grade change requests, the appeal procedure is only for course grades and is not to be used to challenge grades on individual assignments. In addition, the appeal procedure may be used only when the student contends that

the course grade was assigned on an arbitrary or capricious basis. "Arbitrary or capricious" implies that:

- The student has been assigned a course grade on the basis of something other than his or her performance in the course; or
- The course grade is based upon standards that are significant, unannounced and unreasonable departures from those standards articulated in the course description or standards otherwise clearly conveyed to the students in the course.

Grade appeal process

1. The student must first communicate with the instructor and request a grade change under the grade change process identified above.
2. If the student is unsuccessful in achieving a grade change and wishes to further pursue the matter, he or she must submit a completed Grade Appeal Request Form, with all materials supporting the grade appeal, to the department chairperson or designated academic administrator (or Dean, if the department chairperson or designated academic administrator was the instructor)

Students can download the Grade Appeal Request Form at hamline.edu/registrar/forms. The student is to complete Part 1. Department chair or dean will complete Part 2. Both forms, completed and signed, are required.

3. The student must request the grade appeal no later than six months following the end of the academic term in which the course was taken, or within 30 calendar days of notification from the instructor as to the decision on the grade change request, whichever is later. Any application for a grade appeal after this deadline will not be accepted.
4. The department chairperson or designated academic administrator (or Dean, if the department chairperson or designated academic administrator was the instructor) will consider the appeal and may request additional information if needed for consideration of the grade appeal.
5. The department chairperson or designated academic administrator (or Dean where applicable) will make his or her best effort to communicate with the instructor regarding any grade appeal and allow for input from the instructor.
6. A decision will be made by the department chairperson or designated academic administrator (or Dean where applicable) within three weeks of receiving the Grade Appeal Request Form, or, if the request was submitted on a date outside the dates of a full semester (as defined by the

program offering the course), within three weeks after the start of the academic semester following the receipt of the grade appeal submission. This time line and the proceedings under this policy may be adjusted at the discretion of the department chairperson or designated academic administrator (or Dean where applicable) in the circumstances where the student has alleged a violation covered by the Discrimination and Harassment Policy in the award of a final grade.

7. The department chairperson or designated academic administrator (or Dean where applicable) will provide notification of the decision to the student, the instructor, the Dean, and the Registrar, and will provide the student a copy of the Grade Appeal Request Form with the department chairperson's or designated academic administrator's section completed.
8. If the student wishes to appeal the initial grade appeal decision, he or she may request, in writing, a review by the Dean of the department in which the course was taught. If the department chairperson or designated academic administrator was the instructor of the course and the Dean decided the initial grade appeal, the student may appeal by requesting, in writing, a review by the Vice President of Academic and Student Affairs. The written request in either event must include a copy of the Grade Appeal Request Form, as completed by the person who decided the initial appeal, and all documents submitted with the form. The request must be received within 30 calendar days of the date that the student was notified of the initial grade appeal decision. The Dean or Vice President of Academic and Student Affairs shall make a decision within 30 calendar days of receipt of the appeal materials. This decision is final.
9. The Dean or Vice President of Academic and Student Affairs will notify the student and the instructor of the final decision and provide the student a copy of the Grade Appeal Request Form with the Dean's section completed. The Dean, or the Vice President of Academic and Student Affairs, will notify the Registrar of any course grade change.

Honors at Graduation

1. Departmental Honors at Graduation

A student with a minimum GPA of 3.25 in his/her major (exceptions to be made at the discretion of the department chair), and who has demonstrated a competency for pursuing independent work, may become a candidate for departmental honors at graduation. Departments have the option to institute a higher minimum GPA requirement and earlier deadlines for honors candidates. Check the appropriate major pages in the curriculum section of this *Undergraduate Bulletin* for GPA variations.

Students can obtain a copy of the honors guidelines and proposal form from the Registration and Records office or at

www.hamline.edu/registrar/forms. Students who wish to pursue departmental honors must consult with the department chair prior to submitting a proposal form. The proposal form must be submitted by May 1 of the spring term of the junior year. (See the guidelines for exceptions to the May 1 deadline.) Wide latitude is allowed a department in interpreting what constitutes an honors project; however, it should exhibit distinctive scholarship, originality of thought, relevance to a major issue in the discipline, and competent writing ability when projects are in written form. An honors project should be a capstone experience for the student of high ability.

Departmental faculty recommend candidates for departmental honors. An examining committee of at least four members, including one member from another department and one member from another institution, will be appointed by the dean upon recommendation by the project advisor. Upon successful defense to the examining committee, the candidate will be recommended to the faculty as worthy of the bachelor's degree with distinction in the field named.

2. General Honors at Graduation (Latin Honors)

In recognition of superior attainment in scholarship, three grades of Latin honors are awarded at graduation. Diplomas are inscribed *cum laude*, *magna cum laude*, and *summa cum laude*, based on these minimum cumulative GPA requirements: *cum laude*, 3.500; *magna cum laude*, 3.750; *summa cum laude*, 3.900. GPAs are not rounded for calculating Latin honors.

Only A-F grades earned in Hamline courses and under cross-registration with ACTC colleges are used in computing grade point averages and determining eligibility for honors at graduation.

To graduate with honors at Hamline, a student must complete at least 60 credits graded on the A-F grading system at Hamline. Courses graded P/N are not included in the computation of the Hamline cumulative GPA, and are therefore not counted toward the 60-credit minimum. Latin honors are awarded only upon completion of all degree requirements.

Intent to Graduate

To satisfy student responsibilities outlined in the Hamline Four-Year Assurance of Graduation partnership (see section P above), students must file an Intent to Graduate form by the end of their junior year with the Registration and Records office. This form is available to download at www.hamline.edu/registrar/forms.

Leave of Absence or Withdrawal

1. Leave of Absence

Students may request a leave of absence for academic, personal, or medical reasons. Requests for leaves of absence should be made to the Center for Academic Services. The deadline to take a leave of absence coincides with the last day

to withdraw from a full-term class with a notation of “W” on the transcript. The academic calendar (see www.hamline.edu/academiccalendar) is published annually and contains specific dates and deadlines.

A leave may be granted up to one full academic year. Should a student wish to extend this leave beyond a year they must do so in writing to personnel in the Center for Academic Services. Students not requesting an extension will be automatically withdrawn from the university.

2. Withdrawal

Undergraduate students who withdraw from the university must obtain written permission from the Center for Academic Services. Refunds and course cancellations will be arranged only upon such written permission.

A student who later wishes to return must apply for readmission through the Office of Undergraduate Admission.

Petitions

Students may request an exception to academic policy by submitting a petition to the Undergraduate Curriculum Committee. Submission of a petition does not guarantee approval. Petitions must be submitted in writing using a Petition of Academic Policy form available in Student Administrative Services or available to download at www.hamline.edu/registrar/forms. Specific directions regarding required signatures and supporting documentation are listed on the form.

Pipeline and Email

All Hamline University students are expected to access the university’s secured website (Pipeline) to perform various administrative functions. Upon acceptance of admission to Hamline, students are issued their Pipeline PIN and provided with a Hamline University email account. Pipeline is used by students to check class schedules, register, obtain grade reports, view updated course descriptions, make payments to student accounts, update addresses, and various other non-academic functions. Pipeline is available at www.hamline.edu/pipeline.

All students are required to use their official Hamline email (Google) accounts and are responsible for any message sent to their Hamline account. Many official university notices will be sent only via email such as issues related to registration, graduation, and important deadlines. In addition, many instructors require the use of email in their classes. For more information see www.hamline.edu/email. Students should also maintain their current addresses and phone numbers by either filling out a change form in Student Administrative Services (or form available for download at www.hamline.edu/registrar/forms) or by updating the information on Pipeline

Probation and Suspension, Academic

Academic probation is intended as a means to identify, notify, and extend help to students who seem for whatever reason to be jeopardizing the possibility of their eventual graduation. It is not intended to be a punitive sanction against students who fail to meet the scholastic standards noted below:

Students may be placed on academic probation for any of the following reasons:

- a cumulative GPA lower than 2.0 at the end of any term;
- a term GPA lower than 1.7 at the end of any term;
- more than one F or N grade in any one term;
- an unsatisfactory progression rate for completion of course credits.

Academic probation or suspension status affects student athletes’ eligibility to compete. Student athletes should contact the Hamline University athletic compliance director with concerns regarding the NCAA and MIAC eligibility policy.

The Student Progress Committee makes all decisions regarding probation and suspension. Students who are placed on academic probation at the end of a term have the next term enrolled in which to remove themselves from probation. Students not removed from probation within this period are subject to dismissal (suspension) from the university.

After a minimum of one semester of suspension, a student may apply for readmission to Hamline University through the Office of Undergraduate Admission.

Registration

Students are required to register at specified times that the Registration and Records office publishes annually. Returning students register for fall term during April of the prior academic year, and during November for winter and spring terms. Registration priority is based on the number of credits completed and in progress at the time of registration. New students register for their first semester with the Center for Academic Services.

Students are responsible for accurate registration; credit can be received only in those courses for which a student is properly registered. A student is held responsible for every course for which he or she registers unless the course is officially canceled. Hamline reserves the right to cancel any courses offered during the academic year when it becomes necessary.

During the published registration periods, students may register for a maximum of 19 credits in the fall and spring terms, and 5 credits in the winter term. The purpose of this 19 credit limit is to effectively manage course enrollments. Students may add and drop courses on a space-available basis on Pipeline up to the beginning of each term. Add/drop cards are used to make changes once a term has begun. Students may not exceed 20 credits in fall or spring terms but may make schedule adjustments up to a 20 credit maximum once classes begin through the end of the add/drop period. The academic

calendar (see www.hamline.edu/academiccalendar) is posted annually and contains specific dates and deadlines for registration and related activities. Students who remain unregistered at the end of the add/drop period, and have not requested an official leave of absence through the Center for Academic Services, will be administratively withdrawn from the university.

Instructor permission is required to register for a course after it has ended. Registration requests up to one year after a course has ended will be considered via the petition process; later requests will be denied. More registration information is also available from the Online Registration Guide at www.hamline.edu/registration.

Release of Student Information

Access to student records, which complies with the Family Educational Rights and Privacy Act of 1974 (FERPA), is described below. For more FERPA information, see www.hamline.edu/ferpa.

1. Definitions

Record: A record includes any data or information about you and related individuals, regardless of the media used to create or maintain the record.

Education Records: Education records include records maintained by the institution but exclude records maintained by individuals and available only to those individuals or designated substitutes (that is, “personal files”). Your education records are located and maintained by administrators in one or more of the following offices: Admissions; Center for Academic Services, Alumni Relations; Financial Aid; Registration and Records; Student Accounts, and faculty advisors’ offices. Note: The Registration and Records office is the only university office authorized to issue official transcripts and certify students’ enrollment status. All requests for such documentation must be directed to Student Administrative Services.

Public Information: Public information (also called “directory” information) includes your name, student ID number, address, e-mail address, phone number, dates of attendance, class standing, full-time or part-time enrollment status, photographs, previous institutions attended, major/minor field of study, degrees, honors, and awards, date and place of birth, and athletic participation. Records of arrests and/or convictions are public records and thus not subject to university policy. Note: If you wish to restrict the release of your directory information, you must do so by notifying the Undergraduate Registrar (Law/Grad 113).

2. Release in Emergencies

The confidentiality of all records may be broken in an emergency if deemed necessary by the severity of the emergency, the usefulness of the records, and the extent to which time is critical.

3. Release to You

Your records are available to you with the following exceptions: confidential letters of recommendation submitted prior to 1975; records of your parents’ financial status; records related to your student employment that are subject to other laws and are administered by the Human Resources office; medical and psychological records (which will be released only to a healthcare professional designated by you) and, if you signed a voluntary waiver of access, letters of recommendation related to admission, candidacy for awards, and candidacy for employment - these records may be used only for the purpose originally intended. You may see any of your available records within 45 days after submitting a written request to the Registration and Records office, either in person or by mail. You will receive an interpretation of the record upon request, at or after the time that access is granted.

4. Release to Others

Except as specified below, your records will be released only upon completion of a consent form or letter you have signed. Any such release will include a notice that further release by the recipient is prohibited by law. A record of the release will be maintained.

Records about you will be released without your consent to your parents if you are a dependent as defined by the Internal Revenue Service; to federal officers as prescribed by law; as required by state law; to agencies or individuals conducting educational research (provided that the administrator of the records is satisfied concerning the legitimacy of the research effort and the confidentiality to be maintained by the researcher); to agencies responsible for accreditation of the institution or its programs; in response to a lawful subpoena, after making reasonable attempts to provide prior notification and opportunity for objection by you; and to institutional security officers when necessary for a criminal investigation.

5. Retention of Records

Hamline University reserves the right to maintain only those records it considers useful and to set retention schedules for various categories of those records. However, the administrator responsible for each category of records will ensure that a record being challenged is not destroyed prior to resolution of the dispute.

Residency Credit Policy

All Hamline students are required to complete 128 residency credits in order to graduate. Full-time students may earn up to 34 residency credits per year toward these 128 required residency credits, though many students will take just 32 credits per year. Any credits transferred in count toward the residency requirement; however, students must complete a minimum of 56 credits at Hamline. Twenty-eight of the last 32 residency credits must be completed at Hamline or within the

ACTC exchange, Hamline approved off-campus programs, or HECUA. Students may distribute their credits through fall, winter, and spring terms (e.g., 16 fall, 4 winter, 12 spring; 16 fall, 0 winter, 16 spring, etc.).

For no additional charge, on a space-available basis, students may take additional non-residency credits (up to 20 credits in fall and spring terms and up to 5 credits in winter term). Credits taken in addition to the 34 residency credits in an academic year will apply toward a major and minor, the Hamline Plan curricular requirements, breadth of study requirements, and will be used in GPA calculation. However, a maximum of 34 credits may be counted annually toward the 128 residency credits required for graduation. Students who wish to accelerate their graduation may do by completing courses during summer terms. A maximum of 8 residency credits may be earned in the summer per year.

Transfer students must take at least 56 residency credits at Hamline or within the ACTC consortium to earn a Hamline degree. Sixty credits graded A-F are required for transfer students to be eligible for Latin honors at graduation.

Curriculum

African-American Studies Program

African-American studies provides students an opportunity to explore in depth the historical, social, and cultural context that frames this area of study. Faculty from various disciplines at Hamline and other ACTC schools enable students to complete a minor in African-American studies. The core course is humanities-focused and prepares students with critical thinking, close textual reading and analysis, and writing skills. However, the interdisciplinary nature of this area is integrated through requirements emphasizing both humanistic and social scientific perspectives.

African-American studies program director: Samuel Imbo, philosophy department.

Minor Requirements

Students may complete a minor in African-American studies by taking six courses including the core course, Introduction to African-American Studies 3100 (cross-listed as either ENG 3100 or PHIL 3100). Students should work with an advisor to plan their courses. Only one of the courses can be a 1000-level course.

Other African-American studies courses offered at Hamline and through the ACTC may be applied to the minor with approval from the program director.

All students seeking majors and minors leading to professions relating to law, public policy, nonprofit organizations, journalism, urban policy, social justice, conflict resolution, and education can enhance their program with this minor.

Approved list of courses:

- ENG 1270 - African-American Literatures
- REL 3350 - Contemporary African-American Religious Thought

Anthropology Department

Anthropology studies human beings and their behavior in all of its variety and complexity through the concept of culture. It is a holistic discipline that draws on the insights of natural and social sciences, humanities and arts, demanding a broad foundation for understanding the ways human cultures shape and are shaped by historical, environmental, biological and social forces. It is thus an ideal major for students interested in acquiring knowledge and skills for living and working in our culturally diverse and complex world.

The discipline is divided into four subfields that focus more precisely on specific sets of human questions. Sociocultural anthropology studies humans as meaning-making beings, using a variety of methods to investigate how people living in different societies experience and make sense of their worlds. Archaeology reconstructs past cultural behavior and sociocultural systems through the analysis of the materials remaining from human activities and deposited in sites ranging from ancient cities to paleolithic hunting camps. Biological anthropology studies human beings as biocultural organisms within the framework of evolution through the study of fossils, living primates, human skeletal remains, and genetic variation in living people. Linguistic anthropology investigates the myriad ways in which communication, thought, and social life affect each other by observing how speakers use language in a wide range of social settings.

The faculty in the anthropology department offer a broad range of courses covering anthropology's four subfields. All classes value the active involvement of students, promote critical understanding of course material, and promote regular collaboration with students in the learning process. In addition, we provide students with engaged learning opportunities both on and off campus through our field schools, study abroad courses, collaborative research opportunities, internships, and teaching apprenticeships. Anthropology labs are equipped for research on archaeological artifacts and skeletal materials. The cultural diversity of the Twin Cities and Hamline's off-campus study programs offer a variety of opportunities for comparative cultural studies.

Opportunities for Nonmajors

Anthropology Courses open to Nonmajors

All anthropology courses are open to nonmajors. A prerequisite of ANTH 1160: Introduction to Anthropology is recommended for upper-level courses, though familiarity with the perspectives of other social science disciplines may be adequate for several. For example, courses of particular interest to nonmajors include: ANTH 1100: World Prehistory, ANTH 1300: Ethnography: Text and Film, ANTH 1410:

Indonesian Music and Cultures, ANTH 1530: Human Evolution, ANTH 3260: Pilgrims, Travelers, Tourists, ANTH 3330: North American Indian History and Cultures, ANTH 3410: Africa, Music, and Cultural Production, ANTH 3430: Transnational Migration and Diasporic Communities, ANTH 3460: From Development to Globalization, ANTH 3470: Prehistory of the Non-Mediterranean World, ANTH 3490: Language, Culture, and Society, ANTH 3530: Culture, Illness, and Health, ANTH 3570: Religion, Culture, and the State, and ANTH 3580: Cultural Psychology.

Anthropology Study-Abroad Courses

Nonmajors also may take a number of anthropology study-abroad courses including: ANTH 3230: Made in China: The Cultures of Economic Transformation, ANTH 3240: The Ancient and Modern Maya of Yucatan, ANTH 3250: Ancient Civilizations of the Mexican Highlands, ANTH 3270: Exploring Ancient Southeast Asia, ANTH 3340: Exploring the Ancient Civilizations of Peru, and ANTH 3390: Field Experience in Ghana: Study Abroad.

Honors

The Anthropology Department expects all majors to engage in some form of critical independent study, typically in their junior or senior year. Upon recommendation of anthropology faculty during the junior year, senior majors are eligible to work toward departmental honors at graduation by successful completion and defense of a serious research/writing project in the form of a baccalaureate thesis.

Student Portfolios

Student success is also measured through compilation of a portfolio. With the assistance of their advisor, students are requested to put together a portfolio consisting of materials that record their growth and accomplishments, in terms of skills and knowledge, as anthropology majors.

Internships and Teaching Apprenticeships

Opportunities are available for majors to fulfill the LEAD requirement by a teaching apprenticeship in the department, or an internship organized and coordinated through the Department of Anthropology.

Postgraduate Opportunities

Anthropology serves as an excellent basis for any career where one encounters people from a variety of cultural backgrounds. Integrative understanding and cultural sensitivity are useful tools for lawyers, teachers, health professionals, planners, public servants, and business people. Many majors go on to graduate or professional training in anthropology or related fields. There are other opportunities as well in the growing field of applied anthropology.

Anthropologists are employed in fields such as governmental and non-governmental organizations, museums, and educational institutions of various kinds. Fieldwork is carried out in such organizations as school systems, citywide health systems, agricultural development programs, and multicomunity urban cities and rural areas. Another significant trend is for anthropologists to work closely with community people--ethnic organizations, neighborhood health clinics, immigrant organizations, women's groups, and other community groups--whose activities require up-to-date quantitative and descriptive data.

Facilities/Resources

Among the resources of the Department of Anthropology are Archaeology and Human Osteology Labs, Minnesota Archaeology and Osteology Collections, and Africa and China Collections. Monthly meetings of the Maya Society of Minnesota during the academic year bring nationally- and internationally-recognized speakers to Hamline's campus. Students have opportunities to interact directly with them and often become active in this organization.

Faculty

David J. Davies, associate professor. BA 1991, Hamline University; MA 1997, PhD 2002 University of Washington. History and anthropology, social memory, nostalgia, travel and representation; P.R. China. He also serves as director of the East Asian studies program.

Verne A. "Van" Dusenbery, professor. AB 1973, Stanford University; AM 1975, PhD 1989, University of Chicago. Social theory, political anthropology, anthropology of religion, transnational communities; South Asia, Southeast Asia, Australia, North America. He also serves as the Chair of the Global Studies Program at Hamline University.

Kathryn Linn Geurts, associate professor. BA 1984 Sarah Lawrence College; MA 1991, PhD 1998 University of Pennsylvania. Psychological anthropology, medical anthropology, anthropology of the senses and subjectivity, disability oppression and empowerment, theory in ethnography, postcolonialism; West Africa, Ghana, North America.

Brian W. Hoffman, associate professor, chair. BA 1983 Augsburg College; MA 1994, PhD 2002 University of Wisconsin. Hunter-gatherers, household archaeology, sociopolitical complexity, lithic analyses; Arctic, North Pacific.

Lewis "Skip" C. Messenger, Jr., professor. BA 1971, Hiram College; MA 1975, Universidad de Las Americas; PhD 1984, University of Minnesota. Archaeology, complex societies, cultural ecology, tropical food-producing systems, environmental archaeology, climate change, Mesoamerica, Southeast Asia.

Susan M. T. Myster, professor. BA 1984, Hamline University; MA 1989, PhD 2001, University of Tennessee. Biological anthropology, human osteology, prehistoric population

relationships and migration patterns, human evolution, forensic anthropology, North America. She also serves as Director of the Forensic Sciences Certificate Program at Hamline University.

Major Program

Students are encouraged to design a program to suit their interests. Many students focus more heavily on sociocultural and linguistic anthropology, others on archaeology or biological anthropology. An anthropology major is interdisciplinary. Where appropriate, courses from other departments can apply toward a major.

Through off-campus programs the department encourages majors to become involved in overseas and urban studies programs that provide experience in other cultural settings. Many students work as interns in organizations and government agencies concerned with public policy issues and in Twin Cities museums. Students regularly serve as research apprentices and apprentice teachers under the supervision of department faculty and conduct collaborative research and present the results of this research at local and national meetings.

Hamline University offers study-abroad and urban studies courses and programs that range in length from a month-long January or May term to a full semester or year experience. Department of Anthropology faculty members offer study-abroad courses in Mexico, Peru, Thailand, Bangladesh, China, and Ghana. We regularly offer a Hamline-sponsored field school in archaeological methods and assist students with archaeological interests in locating field schools in other parts of the country and world. On-going contracts with state and federal agencies, such as the Minnesota Indian Affairs Council, the National Park Service, and the Bureau of Indian Affairs give students experience in cultural resource management and applied research. The department assists students in attending professional meetings, public lectures, and exhibitions. Anthropology majors have organized an Anthropological Society, which sponsors bag lunch speakers, films, and social events.

Major Requirements

A major in anthropology consists of 13 courses as follows:

- ANTH 1160 - Introduction to Anthropology
- ANTH 3010 - Issues in Anthropology I
- ANTH 3020 - Issues in Anthropology II
- ANTH 5260 - Anthropological Thought and Theory
- ANTH 5270 - Senior Seminar

Eight (8) Elective Courses

- Eight (8) elective courses chosen from anthropology courses at Hamline or other ACTC schools, or from courses in related fields as arranged with the advisor (maximum of two courses). One of the eight (8) elective courses must be in a related field (non-ANTH subject) in

order to meet the Hamline Plan breadth of study requirement.

Note: The department recommends that majors take ANTH 1160 during their first year, ANTH 3010/3020 during their Sophomore year, ANTH 5260 during their Junior year, and ANTH 5270 during their Senior year. Students are strongly encouraged to take courses in all departmental subfields and to develop a geographical regional expertise and a proficiency in a foreign language. A course in quantitative methods or statistics is also recommended. Students interested in becoming majors should consult a faculty member to determine which courses will best fit their needs.

Minor Requirements

A minor in anthropology consists of five anthropology courses:

- ANTH 1160 - Introduction to Anthropology

One course chosen from the group below:

- ANTH 1530 - Human Evolution
- ANTH 3100 - Principles of Archaeology
- ANTH 3490 - Language, Culture, and Society

Three Additional Courses

- Three anthropology courses beyond those listed above. At least two of these three must be at the 3000 level or above. (ANTH 3000: Issues in Anthropology and ANTH 5260: Anthropological Thought and Theory are highly recommended.)

Art (Studio Arts) and Art History Department

Art and art history are fundamental and essential components of a liberal arts education. Aspiring artists and art historians must study within the breadth of a liberal arts curriculum in order to meet the demands and responsibilities placed on them.

The study of studio arts involves learning the fundamental principles of perception, technical skills, and aesthetic concepts corresponding to the individual disciplines of painting, sculpture, printmaking, and drawing. Studio courses are taught in a developmental sequence tailored to the needs of the individual student. Discussions of art history and criticism are integral to all studio courses.

The study of art history involves the analysis of art and architecture within a cultural framework and is thus highly interdisciplinary in approach. The goals of the department are to enhance students' perceptual and analytical abilities and improve research and writing skills. Through foundation courses, specialized electives, and advanced seminars, art history students gain the ability to work independently on a senior research project that is the culmination of undergraduate art history studies.

Internship and Apprenticeship Opportunities

The Twin Cities provide a wide array of internship opportunities for Hamline students. Art students may arrange apprenticeships in any studio area, either under the direct supervision of a studio faculty member, or an off-campus supervisor (with approval of the department). Art history majors have interned at local galleries and museums, as well as at a range of nationally and internationally renowned institutions.

Postgraduate Opportunities

Many studio majors commit themselves to graduate study following the baccalaureate degree. Those who do not proceed to graduate work find employment wherever imaginative or creative effort is called for: advertising, personnel work, display, small business, and sales representatives. Those who finish graduate programs move into such professions as: practicing studio art, teaching in schools and colleges, architecture, design, advertising, positions in museums and galleries, and art editing. Art historical studies provide a strong basis in research and writing; thus art history majors often pursue careers in arts and writing-related fields. Art history majors often seek positions in museums and galleries, arts organizations, and educational institutions. In order to gain employment in colleges, universities, and museums, art history majors pursue graduate studies in art history at Master's and Doctorate levels. Those interested in attending graduate programs should consult with faculty members during their junior year in order to prepare

for the application process. Art history majors or minors considering graduate school in the field are strongly encouraged to take courses in foreign language (French and German are most strongly recommended) while at Hamline.

Opportunities for Nonmajors

Many art and art history courses are open to nonmajors. ART 1130 Drawing; ARTH 1200 Western Traditions: Prehistory to the Middle Ages; and ARTH 1210 Western Traditions: Renaissance to Contemporary are introductory courses for students with little or no exposure to the arts. All Art History courses at the 1000 level are open to and designed for students with little or no background in the arts, as is ART 1100 Visual Arts for Non-Majors (intended primarily for juniors and seniors). Combinations of studio and art history courses are highly recommended for a broader understanding of the arts and visual culture.

Postgraduate Apprenticeships

Qualified graduates may arrange to do postgraduate apprenticeships in any of the major studio areas under the supervision of a studio faculty member. These apprenticeships allow students to develop their technical skills as well as provide an opportunity to enhance individual portfolios. Apprenticeships are an excellent stepping stone to highly competitive graduate programs. Apprenticeships are undertaken for one year and must be approved by the department.

Facilities

The art history department maintains a collection of more than 80,000 slides and digital images. The 2,000-square-foot painting studio has almost 1,000 square feet of north light. The printmaking studio is equipped for the intaglio printmaking process. Housed in separate buildings are 2,130 square feet of sculpture and drawing studios. The sculpture studio is equipped for clay modeling and plaster casting. A new 900-square-foot, secure and climate-controlled gallery was opened in 1996 in the Drew Fine Arts Center. The gallery, which houses the permanent collection, has also featured exhibitions that have brought national attention to the university.

Faculty

Aida Audeh, associate professor, chair. BA 1985, Cornell College; JD 1988, MA 1995, PhD 2002, University of Iowa. Professor Audeh is a specialist in the painting and sculpture of the 18th-19th century in Europe, and in art theory and the history of academies during the Baroque period in Europe. She has published and presented on the art of Rodin, and on 19th-century European imagery based on the life, legend, and works of Dante in the context of medieval revivalism and nationalism of that period.

Elizabeth Avery, visiting assistant professor. BA 1992, Carleton College; MA 1995, PhD 2002, University of Chicago. Professor Avery is a specialist in the history of photography and film in the modern era.

Nicole A. Flam, Slide and Digital Image Librarian/Permanent Collection Registrar. BA 2008, Hamline University. Ms. Flam manages the Department's slide and digital image collection and also serves as Registrar of Hamline's permanent collection of art.

Leonardo Lasansky, professor. BGS 1971, MA 1972, MFA 1972, University of Iowa. Professor Lasansky holds one of two appointments of Artist-in-Residence at Hamline University. Professor Lasansky's works have been widely exhibited in major museums and galleries in the United States, South America and Europe, as well as India and Japan. He is the recipient of over 50 national and international awards and is an academician of the New York Academy and Museum. Professor Lasansky's major areas of interest are intaglio printmaking and drawing.

Ann Bronwyn Paulk, visiting assistant professor. BA 1972, MA 1996, PhD 2002, University of Iowa. Professor Paulk is a specialist in art of the 20th century and American art. She has published and presented widely with particular interest in modernism and construction of gender in art.

John-Mark T. Schlink, visiting assistant professor. BA 1991, Hamline University; MFA 2000, University of Nebraska-Lincoln. Professor Schlink's paintings have been exhibited nationally. His areas of expertise are painting and drawing.

Bruce Thomas, visiting assistant professor. BFS 1963, Minneapolis College of Art and Design, assistantship at Carnegie Institute, Pittsburgh, PA, 1964-65. His area of specialty is figurative bronze sculpture, and his commissioned works have been exhibited nationally.

Andrew Wykes, associate professor. Surrey Diploma 1979, Richmond upon Thames College, London; BFA 1982, University of London; MFA 1997, American University. His areas of specialization are painting and drawing. His work is exhibited extensively throughout the United Kingdom and the United States. Professor Wykes has been a visiting artist and lecturer at St. Olaf College and Swarthmore College, and in the United Kingdom at the Winchester School of Art, the Spelthorne Arts Center, and the European Council for International Schools, as well as St. John's International School in Belgium.

Major Programs

The studio arts and the art history programs are a balance of studio work, art history, criticism and aesthetics. Both programs have a foundation composed of studio arts and art history courses: a two-semester sequence of Western traditions in art history, and drawing in studio arts.

The studio arts major is designed for the student who plans to undertake graduate studies in any field of studio arts or design, or otherwise intends to establish a career as a professional artist. Foundation courses consist of ART 1130:

Drawing; ART 1140: Life Drawing; ARTH 1200 and 1210: Western Traditions (2 semesters); and ARTH 3910: Twentieth-Century Art in Europe and the United States. Foundation courses are complemented with a range of courses in the major studio areas (painting, sculpture, printmaking, digital photography/new media). Students must select advanced coursework in painting, sculpture, printmaking or, in consultation with the major studio advisor, an array of digital photography/new media courses, for their area of concentration. In addition, studio arts majors participate in the senior seminar and the senior exhibition program.

The art history program is designed to prepare students for future graduate studies in art history or related fields, or employment in museums and galleries. The curriculum incorporates a developmental progression of courses, ranging from foundation courses that cover a broad array of historic material to specialized electives, and finally, to advanced seminars and an independent research project that prepare students for graduate level study in the field. Foreign language study is also strongly recommended for art history majors and minors, as it is an essential component of art historical research at graduate and professional levels.

Major Requirements: Studio Arts

Requirements for the Studio Arts major consist of fourteen (14) courses distributed in the following manner:

- ART 1130 - Drawing
- ART 1140 - Life Drawing
- ART 5950 - Senior Seminar
- ART 5820 - Advanced Drawing
- ARTH 1200 - Western Traditions: Prehistory to the Middle Ages
- ARTH 1210 - Western Traditions: Renaissance to Contemporary
- ARTH 3910 - 20th-Century Art in Europe and the United States

Seven Additional Courses

- One course in each of the three major studio areas (sculpture, painting, and printmaking, or, in consultation with the major studio advisor, two of these three and one course in digital photography/new media)
- ART 1510 - Beginning Sculpture
- ART 1540 - Beginning Painting
- ART 1800 - Beginning Printmaking
- ART 1900 - Digital Photography I
- One intermediate- and one advanced-level course in either sculpture, printmaking, painting, or, in consultation with the major studio advisor, two courses in digital photography/new media (for a minimum of three in the area of concentration)
- ART 3510 - Intermediate Sculpture
- ART 5710 - Advanced Sculpture
Or
- ART 3540 - Intermediate Painting
- ART 5740 - Advanced Painting
Or
- ART 3800 - Intermediate Printmaking
- ART 5900 - Advanced Printmaking
Or

- ART 3900 - Digital Photography II
- Digital Photography/New Media
- Two art history electives at the 3000 level (ARTH 3900 is recommended)
- In addition to the 14 course requirements listed, Studio Arts majors must participate in a major review and a senior exhibition.

Recommended sequence of courses for Studio Arts majors:

First Year:

- ART 1130 - Drawing
- Studio 1
- ARTH 1200 - Western Traditions: Prehistory to the Middle Ages
- ARTH 1210 - Western Traditions: Renaissance to Contemporary

Sophomore Year:

- Studio 2
- Art history elective (ARTH 3900 is recommended)
- ART 1140 - Life Drawing

Junior Year:

- Intermediate Studio
- ARTH 3910 - 20th-Century Art in Europe and the United States
- ART 5820 - Advanced Drawing

Senior Year:

- Advanced Studio
- Studio elective
- Art history elective
- ART 5950 - Senior Seminar

Major Requirements: Art History

Requirements for the Art History major consist of eleven (11) courses distributed in the following manner:

- ART 1130 - Drawing
- Or
- ART 1140 - Life Drawing
- ARTH 1200 - Western Traditions: Prehistory to the Middle Ages
- ARTH 1210 - Western Traditions: Renaissance to Contemporary
- ARTH 3900 - 19th-Century Art in Europe
- ARTH 3910 - 20th-Century Art in Europe and the United States
- ARTH 5450 - Senior Seminar: Methodologies of Art History

One course chosen from:

- ARTH 5000 - Senior Art History Research
- ARTH 5010 - Senior Art History Research Honors*

Four Additional Courses

- Three art history electives at 3000 level
- One studio elective in any of the three major studio areas (painting, sculpture, and printmaking)

Recommended sequence of courses:

First Year:

- ART 1130 - Drawing
- Or
- ART 1140 - Life Drawing
- ARTH 1200 - Western Traditions: Prehistory to the Middle Ages
- ARTH 1210 - Western Traditions: Renaissance to Contemporary

Sophomore Year:

- Art History elective at 3000 level
- Studio elective
- ARTH 3900 - 19th-Century Art in Europe

Junior Year:

- Art History elective at the 3000 level
- ARTH 3910 - 20th-Century Art in Europe and the United States

Senior Year:

- Art History elective at 3000 level
- ARTH 5000 - Senior Art History Research
- Or
- ARTH 5010 - Senior Art History Research Honors* And
- ARTH 5450 - Senior Seminar: Methodologies of Art History

Note: It is strongly recommended that one year of college-level study (normally two courses) in a foreign language to be determined in consultation with Art History faculty (French or German is strongly advised for students considering graduate level study in Art History) is completed for those students intending to go on to graduate programs in Art History.

ART 1100: Visual Art for Non-Majors does not satisfy any requirements towards the Art History major.

Minor Requirements: Studio Arts

The Studio Arts minor requires seven (7) courses distributed in the following manner:

- ART 1130 - Drawing
- ART 1140 - Life Drawing

One course chosen from:

- ARTH 1200 - Western Traditions: Prehistory to the Middle Ages
- ARTH 1210 - Western Traditions: Renaissance to Contemporary

Four Additional Courses

- One course in two of the three major studio areas (sculpture, painting, and printmaking) and
- One intermediate- and one advanced-level course in either sculpture, painting, or printmaking (for a minimum of three in the area of concentration); Or, in consultation with the minor studio advisor, the area of concentration may consist of three courses in digital photography/new media plus one introductory level course in sculpture, painting, or printmaking.

Minor Requirements: Art History

Requirements of the Art History minor consist of seven (7) courses distributed in the following manner:

- ARTH 1200 - Western Traditions: Prehistory to the Middle Ages
- ARTH 1210 - Western Traditions: Renaissance to Contemporary
- ARTH 3900 - 19th-Century Art in Europe
- ARTH 3910 - 20th-Century Art in Europe and the United States

Three Additional Courses

- Two Art History electives at 3000 level
- One studio elective at 1000 level (it is strongly advised that students take this within the first two years of the Art History minor)

Note: It is strongly recommended that one year of college-level study (normally two courses) in a foreign language to be determined in consultation with Art History faculty (French or German is strongly advised for students considering graduate level study in Art History) is completed for those students intending to go on to graduate programs in Art History.

ART 1100: Visual Art for Non-Majors does not satisfy any requirements towards the Art History minor.

Biochemistry Program

The biochemistry program prepares students for research careers in academic, biomedical, and industrial settings. The program also provides a solid background in contemporary biological science and chemistry for students who plan careers in medicine, business, and environmental studies. The biochemistry major is particularly suited to students who plan to go on to graduate training in biochemical and molecular research or medical school. Modern biochemistry employs an interdisciplinary approach to the study of the molecular phenomena of living systems and the application of chemical concepts to the development of novel molecular and biophysical technologies. Hamline majors complete introductory coursework in biology, chemistry, physics, and mathematics, and then further their studies with upper-level elective courses in related areas. All biochemistry majors are required to complete an independent research project. Students completing the biochemistry major will be eligible for the Bachelor of Science degree.

Biochemistry program directors: John Matachek, chemistry department, and Presley Martin, biology department.

Major Requirements

The biochemistry major consists of 17 courses plus seminar and an independent research project.

Required Courses

Chemistry

- CHEM 1130 - General Chemistry I
- CHEM 1140 - General Chemistry II
- CHEM 3240 - Analytical Chemistry
- CHEM 3450 - Organic Chemistry I
- CHEM 3460 - Organic Chemistry II
- CHEM 3550 - Physical Chemistry I

Biology

- BIOL 3060 - Principles of Cell Biology
- BIOL 5900 - Molecular Cell Biology

Mathematics

- MATH 1170 - Calculus I
- MATH 1180 - Calculus II
- MATH 3320 - Multivariable and Vector Calculus

Biochemistry

- BIOC 3820 - Biochemistry I
- BIOC 3830 - Biochemistry II

Physics

- PHYS 1230 - General Physics I
- PHYS 1240 - General Physics II

Electives

One from the following list of courses:

- BIOL 5600 - Developmental Biology
- BIOL 5760 - Immunology
- CHEM 3330 - Instrumental Methods
- CHEM 3560 - Physical Chemistry II
- CHEM 5840 - Advanced Inorganic Chemistry

One Additional Course

Choose one additional course from the list above or from one of the following:

- One 5000-level math, biology, or physics course or

- One 3000-level course (e.g. digital electronics, programming); students must obtain permission from program director

Seminar Requirement:

Biochemistry students must complete either three semesters of BIOL 5950: Biology Seminar and one semester of BIOL 5951: Biology Seminar Presentation, or two semesters each (fall and spring of the same year) of CHEM 5960: Research Techniques I and CHEM 5961: Research Techniques II.

- BIOL 5950 - Biology Seminar
- Three semesters are required for BIOL 5950.
- BIOL 5951 - Biology Seminar Presentation
- Or
- CHEM 5960 - Research Techniques I
- CHEM 5961 - Research Techniques II

Independent Research Project Requirement:

BIOC 5970: Independent Study or BIOC 4010: Collaborative Research or written documentation of an appropriate independent research project from the program directors.

Note: (BIOC, BIOL, and CHEM courses listed above count as inside the major and do not qualify for breadth of study. BIOL and CHEM courses taken as preparation or electives do count for breadth of study.)

Biology Department

The biology program prepares students for careers in biological and medical research, medicine, dentistry, veterinary medicine, medical technology, biological research and teaching at the college level, and secondary school teaching. It also provides a solid background in the biological sciences for students who plan careers in business, social services, government, or environmental fields. Students majoring in biology receive a broad introduction to biological principles at the molecular, organismal, and ecological levels of organization. The biology program emphasizes hands-on learning, and students are encouraged to participate in independent undergraduate research projects.

Opportunities for Nonmajors

Biology Courses for Nonmajors: BIOL 1120, 1130, 1140, 1150, and 1160.

These courses are intended primarily for students planning to major outside the sciences and who do not have a background in chemistry. No prerequisites are required for these Hamline Plan courses. Credit from these courses is not applicable toward a biology major or minor except by special approval of the biology faculty (see the chairperson for details).

Facilities

The biology department maintains laboratories and extensive equipment including computer-integrated laboratories, research microscopes, high-speed centrifuges, plant growth chambers, bio-amplifiers, UV-Visible spectrophotometers, flow cytometer, PCR and gel electrophoresis equipment that permits a wide range of undergraduate study and research. These are located on the second floor of Drew Hall of Science and in the Robbins Science Center. Students conducting projects may arrange to use these facilities outside of regularly scheduled laboratory sessions. Computer integration is a focus of the biology curriculum, and six biology laboratories are equipped with networked computers at each group workstation. These labs are also equipped with multimedia presentation stations, and equipment for computerized data acquisition and analysis.

Faculty

Kathryn Burleson, senior lecturer. BA 1999, The College of St. Scholastica; PhD 2004, University of Minnesota. Teaching areas: women's biology, human biology, cancer biology, cell and molecular biology. Research interests: ovarian cancer, oral biology.

Michael Farris, professor. BS 1978, Miami University (Ohio); MS 1981, Ohio State University; PhD 1985, University of Colorado. Teaching areas: ecology, evolution, conservation biology, plant biology, physiology. Research interests:

evolutionary ecology, human impacts on cliff communities, physiology and performance of humans at high altitude.

Jodi Goldberg, associate professor. BA 1989, Macalester College; PhD 1998, Stanford University. Teaching areas: cell biology, immunology. Research interests: human immunology, neuroimmunology, cancer biology, cell signaling, flow cytometry.

Leif Hembre, associate professor. BA 1993, Saint Olaf College; MS 1997, PhD 2002, University of Minnesota. Teaching areas: plant and animal physiology, aquatic biology, invertebrate biology, ecology, evolution. Research interests: ecological genetics, limnology, zooplankton ecology, evolutionary consequences of reproductive mode.

Irina Makarevitch, assistant professor. BS 2000, Novosibirsk State University, Russia; MS 2002, PhD 2005, University of Minnesota. Teaching areas: genetics, developmental biology, plant biology. Research interests: plant genetics and development, gene expression, gene mapping and identification.

Presley Martin, professor. BS 1971, Indiana University; PhD 1978, The Johns Hopkins University. Teaching areas: genetics, molecular biology, cell biology. Research interests: Drosophila developmental genetics, gene regulation, chromatin structure, computer modeling.

Betsy Martinez-Vaz, assistant professor. BS 1995, Universidad del Turabo; PhD 2001, University of Minnesota. Teaching areas: biochemistry, microbiology. Research interests: microbial genomics, environmental microbiology, microbial genetics and molecular biology, bacterial pathogenesis.

Bonnie Ploger, professor, chair. BA 1981, Mount Holyoke College; MS 1985, University of Oklahoma; PhD 1992, University of Florida. Teaching areas: animal behavior, evolution, ecology, conservation biology, comparative anatomy. Research interests: behavioral ecological, sibling rivalry and parent-offspring conflict in birds, antipredator behavior and chemical communication in amphibians.

Major Program

Biology students may choose to pursue a Bachelor of Arts (BA) or a Bachelor of Science (BS) degree in Biology. Students preparing for graduate or professional schools are strongly encouraged to pursue the BS degree. Students should consult with a biology faculty member to determine which track is most appropriate for their goals.

The biology program includes a four-course core sequence that provides a solid background in the areas of ecology and evolution, cell biology, genetics, and organismal physiology. Biology majors draw basic theoretical and practical tools from allied sciences by completing required courses in mathematics, chemistry, and physics. Research as a learning process is a pervasive theme of the biology major. Many biology courses feature independent or team research projects as the focus of the laboratory, and students may also

collaborate with faculty on original research. Summer Research Fellowships in Biology allow Hamline biology majors to participate full time in research during the summer by providing financial support in the form of a stipend, tuition remission, and a free residence hall room. State-of-the-art electronics, computers, and other modern apparatus support this distinctive research emphasis within the biology program. During the junior and senior years, students participate in the biology seminar program, and in the senior year they present a seminar drawn from their research. Internships that introduce students to careers in the basic biological sciences, health sciences, and industry are emphasized.

Biology Core Courses

Four courses--BIOL 1800, 1820, 3050, and 3060--provide a general biological foundation for majors in biology. The sequence is generally completed in the first two years of study. Two years of participation in biology seminar plus presentation of a seminar complete the core requirements. See the Environmental Studies major section or pre-medical program section if those options are of interest.

Bachelor of Science

Major Requirements: Biology

The biology core:

- BIOL 1800 - Principles of Ecology and Evolution
- BIOL 1820 - Principles of Plant and Animal Physiology
- BIOL 3050 - Principles of Genetics
- BIOL 3060 - Principles of Cell Biology

Four biology electives:

- Biology courses at the 3000 or 5000 level

One year of general chemistry and one year of organic chemistry:

- CHEM 1130 - General Chemistry I
- CHEM 1140 - General Chemistry II
- CHEM 3450 - Organic Chemistry I
- CHEM 3460 - Organic Chemistry II

One year of general physics (select one I/II sequence below):

- PHYS 1150 - Algebra-based Physics I
- PHYS 1160 - Algebra-based Physics II
- PHYS 1230 - General Physics I
- PHYS 1240 - General Physics II

Completion of an approved statistics course:

- MATH 1200 - Statistics and Data Analysis
- ECON 1330 - Statistics
- PSY 1340 - Statistics for the Behavioral Sciences

Calculus I/II including differential and integral calculus:

- MATH 1170 - Calculus I
- MATH 1180 - Calculus II

Biology seminar participation:

- Participation in biology seminar for two years, including the presentation of a senior seminar based upon original research or an independent literature search.
- BIOL 5950 - Biology Seminar
Three semesters required of BIOL 5950
- BIOL 5951 - Biology Seminar Presentation
BIOL 5951 is required and is to be completed in your final semester, senior year.

Bachelor of Arts

Major Requirements: Biology

The biology core:

- BIOL 1800 - Principles of Ecology and Evolution
- BIOL 1820 - Principles of Plant and Animal Physiology
- BIOL 3050 - Principles of Genetics
- BIOL 3060 - Principles of Cell Biology

Four biology electives:

- Biology courses at the 3000 or 5000 level

One year of general chemistry:

- CHEM 1130 - General Chemistry I
- CHEM 1140 - General Chemistry II

Completion of an approved statistics course:

- ECON 1330 - Statistics
- MATH 1200 - Statistics and Data Analysis
- PSY 1340 - Statistics for the Behavioral Sciences
- Completion of two courses from the following list:
 - CHEM 3450 - Organic Chemistry I
 - CHEM 3460 - Organic Chemistry II
 - MATH 1170 - Calculus I
 - MATH 1180 - Calculus II
 - PHYS 1150 - Algebra-based Physics I
 - PHYS 1160 - Algebra-based Physics II
 - PHYS 1230 - General Physics I
 - PHYS 1240 - General Physics II

Biology seminar participation:

- Participation in biology seminar for two years, including the presentation of a senior seminar based upon original research or an independent literature search.
- BIOL 5950 - Biology Seminar
Three semesters required of BIOL 5950
- BIOL 5951 - Biology Seminar Presentation
BIOL 5951 is required and is to be completed in your final semester, senior year.

Minor Requirements

Biology minor requirements are one biology elective at the 3000-level, one year of general chemistry, and completion of the following:

- BIOL 1800 - Principles of Ecology and Evolution
- BIOL 1820 - Principles of Plant and Animal Physiology
- BIOL 3050 - Principles of Genetics
- BIOL 3060 - Principles of Cell Biology

Life Science: Licensing for Secondary School Teaching (9-12)

Biology majors pursuing a teaching license at the 9-12 level must complete a standard Biology major in addition to the undergraduate education department courses required for a Minnesota teaching license (see Education minor with teaching license). The methods course required for this secondary license is EDU 5740: Teaching Science in the Middle and High Schools (5-12).

To extend this license to include teaching science in grades 5-8 requires two additional courses:

- PHYS 101: Astronomy (to be taken at Augsburg)
- GEOL 150: Dynamic Earth and Global Change (to be taken at Macalester)

Chemistry Department

The department of chemistry prepares students for industry, teaching, advanced degree work, and professional schools. Chemistry is an integral part of the liberal arts tradition, offering students the opportunity to study the philosophical and theoretical basis of molecular sciences at both the introductory and advanced levels. Because chemistry is such a "central" science, a wide variety of opportunities await those with training in this field.

Although Hamline University's relatively small size, its chemistry bachelor of science (BS) program is approved by the American Chemical Society committee on professional training, and its production of chemistry majors and PhD candidates is substantial. Eight to 14 chemistry majors graduate each year, 70 percent with the ACS-certified major. Approximately two-thirds of Hamline's chemistry graduates seek advanced degrees in chemistry, another 15-20 percent enter professional schools, while the remaining find employment in the chemical industry and teaching.

Honors

All junior chemistry majors who have a GPA of 3.25 in major courses are invited to participate in the departmental honors program. The student selects a faculty member with whom to work on a research project and informs the department chair that he or she wishes to apply for departmental honors. An application form will be provided; it must be filled out and submitted to the department chair no later than April 15. If three members of the department approve the project as presented, the student may then carry out the work as part of CHEM 5960: Research Techniques. After completion of the work, the student presents a written thesis to an examination committee and takes an oral examination. If both written thesis and oral examination are deemed worthy of honors, a copy of the thesis is filed in the Hamline University Bush Library and departmental honors are awarded at graduation.

Postgraduate Opportunities

Chemistry graduates from Hamline University have opportunities for a wide variety of professional positions, including advanced degree work in chemistry, chemical engineering, biochemistry, pharmacy, or employment in the chemical industry and chemical education.

In addition, advanced degree work and employment are available in many areas related to chemistry, including anthropology, agricultural and forestry science, bacteriology, biology, botany, ecology, food science, forensic chemistry, geology, law, medicine, pharmacology, psychology, pollution control, public health, and veterinary medicine.

Faculty

The chemistry department's faculty has been recognized for its dedication to undergraduate teaching and research. The five members of the teaching staff have PhD degrees in the four major fields of chemistry: analytical, inorganic, organic, and physical. The faculty maintain a high level of professional and research activity. During the past ten years, these activities have resulted in many monographs and research publications, additional research projects, and industrial experience. In addition to its research activities, the faculty has a strong commitment to quality education.

Thomas Anderson, assistant professor. BA 1994, Rice University; PhD 2001, Stanford University. Physical chemistry.

Dan Besemann, assistant professor. BA 1996, Saint John's University; PhD 2003, University of Wisconsin-Madison. Analytical chemistry.

Rita Majerle, associate professor, chair. BS 1978, University of Minnesota-Duluth; PhD 1989, University of Minnesota. Organic chemistry.

John Matachek, professor. BA 1979, University of Minnesota; PhD 1984, Iowa State University. Inorganic chemistry.

Nicholas Schlotter, assistant professor, BA 1974 Carleton College; PhD 1980, Stanford University, Physical chemistry.

Major Program

Chemistry students may choose to complete a Bachelor of Science (BS) or a Bachelor of Arts (BA) degree in Chemistry. Both of these degrees can satisfy the American Chemical Society (ACS) certification standards.

The chemistry curriculum at Hamline emphasizes understanding the fundamental theoretical concepts upon which all molecular sciences are based. The development of skills useful in problem solving, in construction of models, and in gathering and interpretation of data is stressed. The laboratory courses place strong emphasis on experimental design, instrumental methods, modern laboratory techniques, and data analysis.

Nearly all courses in chemistry are sequential and have prerequisites. Careful planning is necessary if students are to take full advantage of other options available to them at a liberal arts college. A decision to major in chemistry should be made as early as possible, certainly no later than the sophomore year. A student wishing to major in chemistry should consult with one or more of the chemistry faculty.

Bachelor of Science

Major Requirements: Chemistry

For students desiring certification by the American Chemical Society, or planning on graduate studies, the BS pathway is appropriate. The following courses constitute the minimum requirement.

Completion of the following:

- CHEM 1130 - General Chemistry I
- CHEM 1140 - General Chemistry II
- CHEM 3240 - Analytical Chemistry
- CHEM 3330 - Instrumental Methods
- CHEM 3450 - Organic Chemistry I
- CHEM 3460 - Organic Chemistry II
- CHEM 3550 - Physical Chemistry I
- CHEM 3560 - Physical Chemistry II
- CHEM 3940 - Advanced Laboratory Techniques
- CHEM 5840 - Advanced Inorganic Chemistry
- CHEM 5960 - Research Techniques I
- CHEM 5961 - Research Techniques II

Any two of the following advanced courses:

(Note: an advanced course in biology, biochemistry, mathematics, or physics may be substituted for one of the advanced chemistry courses with departmental approval.)

- CHEM 5820 - Advanced Analytical Chemistry
- CHEM 5860 - Advanced Organic Chemistry
- CHEM 5880 - Advanced Physical Chemistry

An advanced mathematics course:

- MATH 3320 - Multivariable and Vector Calculus (or equivalent)

Physics requirement:

- PHYS 1230 - General Physics I
- PHYS 1240 - General Physics II

Bachelor of Arts

Major Requirements: Chemistry

For students wishing to establish a double major, a chemistry major without certification by the American Chemical Society, or a secondary teaching license, the following courses constitute the minimum requirement for the BA degree.

Completion of the following:

- CHEM 1130 - General Chemistry I
- CHEM 1140 - General Chemistry II
- CHEM 3240 - Analytical Chemistry
- CHEM 3330 - Instrumental Methods
- CHEM 3450 - Organic Chemistry I
- CHEM 3460 - Organic Chemistry II
- CHEM 3550 - Physical Chemistry I
- CHEM 3560 - Physical Chemistry II
- CHEM 3940 - Advanced Laboratory Techniques
- CHEM 5840 - Advanced Inorganic Chemistry

An advanced mathematics course:

(Must be a course at 3000 level or above that requires Calculus II as a prerequisite)

- MATH 3320 - Multivariable and Vector Calculus (or equivalent)

Physics requirement:

Choose Physics I & II from one of the series below:

- PHYS 1150 - Algebra-based Physics I
- PHYS 1160 - Algebra-based Physics II
- PHYS 1230 - General Physics I
- PHYS 1240 - General Physics II

Minor Requirements

For students desiring a minor in chemistry, the following six courses constitute the minimum requirement:

- CHEM 1130 - General Chemistry I
- CHEM 1140 - General Chemistry II
- CHEM 3240 - Analytical Chemistry
- CHEM 3450 - Organic Chemistry I
- CHEM 3460 - Organic Chemistry II

One additional chemistry or biochemistry course from the following:

- BIOC 3820 - Biochemistry I
- CHEM 3330 - Instrumental Methods
(Coregistration with first semester of CHEM 3940
Advanced Laboratory Techniques is required)
- CHEM 3550 - Physical Chemistry I
- CHEM 3560 - Physical Chemistry II

Chemistry: Licensing for Secondary School Teaching (9-12)

Chemistry majors pursuing a teaching license at the 9-12 level may complete either the BA or BS chemistry program requirements. In addition, students must also complete the education department courses required for a Minnesota teaching license (see Education minor with teaching license). The methods course required for this secondary license is EDU 5740: Teaching Science in the Middle and High Schools (5-12).

To extend the license to include teaching science in grades 5-8 requires the following four additional courses:

- BIOL 1800: Principles of Ecology and Evolution
- BIOL 1820: Principles of Plant and Animal Physiology
- PHYS 101: Astronomy (to be taken at Augsburg)
- GEOL 150: Dynamic Earth and Global Change (to be taken at Macalester)

Communication Studies Department

The Department of Theatre Arts and Communication Studies provides courses of study as well as co-curricular activities to meet the interests of majors and the general student body. A number of courses in the department are open to all students who wish to explore theatre, dance or video production as an interest area. Advanced courses (3000 level and above) are usually open to students with appropriate prerequisites. Many of the courses in the department address Hamline Plan competencies.

Studies in theatre are an integral part of the traditional curriculum in the arts, broadening understanding of human interaction as well as enhancing the appreciation of the dramatic arts. Theatre and the allied disciplines of dance and video production are all part of the effort of the Department to integrate aesthetic, humanistic and social scientific perspectives in the study of this fundamental form of human communication. The Department regularly offers study abroad opportunities for students seeking to expand their understanding of the universal language of the performing arts.

This section describes the courses and facilities for the Communication Studies program. Please see the Theatre Arts section of the *Bulletin* for information on the Theatre Arts program.

Postgraduate Opportunities

Corporations typically cite knowledge and skills in communication as among the most important assets a college graduate brings to business. Students may pursue diverse career opportunities in wide-ranging fields related to communication. Career choices by majors include law, human resources, higher education administration, social service work, community organizing, speech writing, legislative work, public relations, advertising, sales, management, performing arts management, work in broadcast or print media, journalism, teaching, and other areas.

Honors in Communication Studies

Communication studies majors who have a minimum GPA of 3.5 in major courses are invited to apply for the departmental honors program. A student pursuing departmental honors will complete a serious extensive independent research in an area of interest, under the supervision of a departmental faculty member. Candidates for departmental honors must apply to the department for honors and obtain approval for the proposed project no later than 14 months prior to expected graduation. If approved, the candidate works closely with a departmental faculty supervisor to complete an independent research project, culminating in a written honors thesis which is then presented and defended to an examination committee. If both the written thesis and the oral examination are deemed worthy of honors, a copy of the thesis is filed in the Hamline

University Bush Library and departmental honors are awarded at graduation.

Faculty

Departmental faculty combine active professional work in their respective fields with their primary role as educators. All faculty in the theatre program are involved in performance, directing, or design in the active Twin Cities theatre community. All faculty members in Communication Studies are involved in professional areas of their specializations beyond the campus, nationally and internationally, presenting research, and working as consulting professionals in various capacities.

Verna C. Corgan, associate professor. BA 1984, MA 1986, PhD 1992, University of Minnesota. Publications in communication ethics and legal communication. Teaching and research interests: legal rhetoric, communication ethics, argumentation, communication and rhetorical theory, persuasion, public speaking, small group communication, gender and communication.

Suda Ishida, associate professor. BA 1988, Chiang Mai University, Thailand; MA 1996, Macquarie University, Sydney, Australia; PhD 2002, University of Iowa. Publications in global media studies. Teaching and research interests include media studies, global media and social-political conflicts, cultural and critical theories, history of U.S. journalism, and intercultural communication.

Patricia R. Palmerton, professor, head of communication studies. BA 1972, Macalester College; MA 1979, PhD 1984, University of Minnesota. Publications in rhetoric, social change, curriculum development, communication education, and instructional communication. Teaching and research interests: communication and rhetorical theory, argumentation, gender and communication, small group communication, interpersonal communication, communication and conflict, research methods. Consultant in communication and education, and communication processes in organizations.

Communication Studies Major Program

The communication studies major involves students in critical inquiry and informed practice. Because communication pervades all human enterprise, communication professionals have a special responsibility to create and analyze messages with critical attention to the processes that shape them, the information that supports them, the arguments that are made, and the effects messages produce. Communication is central to our personal and social lives, enables us to participate meaningfully in civic life, and good communication skills are valued highly by employers. Whether the messages are verbal or nonverbal, face-to-face or mediated, private or public, as a communication studies student you will be challenged to create, describe, analyze, explain, and evaluate them as a knowledgeable communicator. Communication studies will help you develop your ability to:

- Analyze communication interaction processes,
- Analyze the interaction between diversity and communication,
- Evaluate the effects of communication in various contexts,
- Critique rhetorical acts,
- Formulate questions related to communication problems and devise ways to answer those questions, and
- Develop your own communicative competence.

The communication studies major is composed of several required core courses and additional courses chosen in conjunction with the program advisor. Students choose additional courses depending upon their individual interests and the direction they wish to pursue in the field.

Communication studies faculty work closely with students to direct them to coursework that will be most beneficial to them given their academic and career interests.

Communication studies majors are encouraged to participate in the collaborative research program as a way to pursue advanced level study with a faculty member. Majors are also encouraged to do an internship, which can be done for major credit if supervised by a communication studies faculty member (see the Bulletin description of internships). Communication studies majors have been interns in areas such as social services, human resources, print media, broadcast media, public relations and advertising, event planning, education, law, and others. International internships are available, and are required of students who pursue the certificate in international journalism (see Hamline's Certificate in International Journalism in this Bulletin).

The Theatre Arts and Communication Studies Department operates a TV studio that supports original student video productions. A video production course is offered regularly through the theatre arts side of the department.

The communication studies major is appropriate for students pursuing a general liberal arts degree who desire flexible preparation applicable to many contexts. It is a strong major for those who intend to go to law school, who want to go into teaching, and who are interested in sales, management training, social work, community organizing, mediation and conflict resolution, broadcasting, journalism, public relations, advertising, media analysis, graduate school in communication studies and related areas, and other careers.

The communication studies major also prepares students for careers and/or graduate study in several different specializations. Communication studies faculty are prepared to support students who wish to specialize in areas such as communication in relational contexts (for example, interpersonal, group, and organizational communication), strategic communication processes (such as argumentation, political and campaign communication, public relations, and advertising), and media studies (including journalism, global media studies, and media production). Some students may also be interested in pursuing the certificate in international

journalism in addition to the communication studies major. (See Hamline's Certificate in International Journalism in this Bulletin.) Faculty members regularly advise students in designing a course plan to achieve the desired specialization. Students majoring in communication studies have also participated in the 3-3 Law School Early Admission Program. See that website for more information: <http://www.hamline.edu/cla/3-3/>

Major Requirements

The communication studies major consists of at least 11 courses chosen in consultation with your communication studies major advisor. For course descriptions, see communication studies courses.

Required core courses:

- COMM 1100 - Introduction to Communication Studies
- COMM 1650 - Argumentation and Advocacy
- COMM 3300 - Communication Research Methods
- COMM 3380 - Small Group Communication
- COMM 5650 - Western Rhetorical Theory

One course chosen from:

- COMM 5900 - Senior Research Seminar
- Or
- COMM 5010 - Departmental Honors Research (application and approval required)

At least one course in culture and communication:

- COMM 3460 - Intercultural Communication
- COMM 3670 - Gender, Communication, and Knowledge
- Or appropriate COMM 3980 Special Topics in Communication (can only be used if pre-approved by your communication studies major advisor)

At least three upper level courses in communication processes:

- COMM 3320 - Mass Communication
- COMM 3360 - Interpersonal Communication
- COMM 3370 - Family Communication
- COMM 3390 - Organizational Communication
- COMM 3420 - Media in Global Perspective
- COMM 3460 - Intercultural Communication
- (If not used to fulfill the Culture & Communication requirement above)
- COMM 3480 - Media and Global Environmental Conflicts
- COMM 3560 - Communication in Conflict Situations
- COMM 3630 - Persuasion
- COMM 3635 - Essentials of Public Relations
- COMM 3639 - Persuasive Cases and Campaigns
- COMM 3650 - Political Communication
- COMM 3670 - Gender, Communication, and Knowledge
- (If not used to fulfill the Culture & Communication requirement above)
- COMM 3960 - Field Experience Seminar

- COMM 3980 - Special Topics in Communication (can be used only if approved by your communication studies major advisor, and if not used to fulfill the Culture & Community requirement above)

One additional elective:

In addition to the upper level courses listed above, the following courses may be applied to the major as electives:

- COMM 1980/3980/5980 - Special Topics in Communication Studies
- COMM 3970/5970 - Independent Study in Communication Studies
- COMM 3990/5990 - Internship in Communication Studies
- ACTC communication studies courses selected in consultation with your communication studies major advisor
- THTR 3980 - Special Topics: Video Production
- COMM 1110 - Public Speaking
- COMM 1320 - Introduction to Critical Media Studies
- COMM 3180 - Film Studies
- Or THTR 3180
- COMM 5400 - Managing the Performing Arts
- Or THTR 5400
- ENG 3320 - Fundamentals of Journalism

Other Hamline courses recommended:

- ECON 1330 - Statistics
- Or
- PSY 1340 - Statistics for the Behavioral Sciences

Minor Requirements

The minor in communication studies is comprised of a minimum of six courses, as follows:

Required core courses:

- COMM 1100 - Introduction to Communication Studies
- COMM 1650 - Argumentation and Advocacy
- COMM 3380 - Small Group Communication

Required additional courses:

Three additional communication studies courses, at least two of which must be upper division, chosen in consultation with your communication studies minor advisor.

Computational Science Program

Computational science is the use of computers to perform research in other fields. It is the application of computer simulation and other forms of computation to problems in various disciplines. (This should not be confused with computer science, which is the study of topics related to computers and information processing.)

The problems that computational science addresses are computational problems that involve (1) the topic in which the problem arises (physics, chemistry, linguistics, etc.), (2) the mathematics which is the language in which the computation can be formulated, and (3) the computer science which is the language in which the computational problem can be solved.

Because of advances in computer technology, the use and application of computational methods has been growing at a great rate. The increasing ubiquity of computers calls for expertise in integrating mathematics, computer science, and various fields of study. Thus, computational science as a discipline has grown.

Currently only a minor is offered. For more details, contact the Computational Science program directors: Andy Rundquist, Physics; Arthur Guetter, Mathematics.

Minor Requirements

Required courses (four courses/16 credits):

- CSCI 1250 - Introduction to Computer Science
- CSCI 3500 - Survey of Computational Science
- MATH 1170 - Calculus I
- MATH 1180 - Calculus II

Additional required course (one course/4 credits):

Choose from:

- CSCI 3150 - Data Structures
- MATH 3200 - Applied Modeling and Statistics

Elective (one course/4 credits):

Choose a course from your major that has been approved.

Other majors can propose electives.

- BIOC 3820 - Biochemistry I
- BIOL 5590 - Ecology
- BIOL 5900 - Molecular Cell Biology
- CHEM 3560 - Physical Chemistry II
- MATH 3720 - Introduction to Applied Mathematics
- MATH 5850 - Numerical Analysis
- PHYS 5930 - Theoretical Mechanics

Project:

Students must complete a capstone computational project. Either an independent study, four-credit project, or a project embedded in the major elective that involves the use of computational tools to address a problem in the individual's major field of study.

Computer Science Program

Computer science at Hamline is seen both as a tool to be used in many different areas and as a course of study in its own right. Through courses that are designated as computer intensive courses, students become acquainted with the computer as a tool. Through computer science courses, students gain an understanding of not only the tools that are on the computer but how to build their own specialized tools.

The needs of the computer science minor are met by courses that may include detailed knowledge of programming, a technical understanding of digital electronics, and/or work in data structures and algorithm design. Some of the courses in these areas are cross-listed with courses in other departments such as physics and mathematics. Through Hamline's flexible curriculum option, students can major in computer science. Students interested in this major should contact the director of the computer science program.

Computer science program director: Wojciech Komornicki, mathematics.

Minor Requirements

Students may complete a minor in computer science by taking the following six courses:

- CSCI 1250 - Introduction to Computer Science
- CSCI 3150 - Data Structures
- MATH 3440 - Discrete Mathematics

Three Additional Courses

- Three other computer science courses, to be approved by the program director.

Note: Students wishing to minor in computer science should consult with the director of the computer science program to formulate a course of study.

Conflict Studies Program

The study of conflict is a study of ourselves and our relation to others at interpersonal, group, and societal levels. The conflict studies minor and certificate program offer an interdisciplinary perspective on the theory and practice of conflict analysis and response at these various levels and in various settings. The program is designed to complement a range of academic majors. Students will be challenged to understand the context, nature, and dynamics of conflict; to address the natural tensions between concerns for justice and concerns for peace; and to develop an appreciation for the challenges of constructive conflict resolution. More specifically, students who complete a minor or certificate in conflict studies will be able to (1) analyze specific cases of conflict using multiple disciplinary frameworks; (2) generate and evaluate multiple responses to cases of conflict; and (3) integrate concerns for social justice, diversity, and peace in conflict responses generated.

Conflict studies program co-directors: Ken Fox and Colleen Bell.

Faculty

As an interdisciplinary program, conflict studies draws its faculty from the various departments and disciplines at Hamline University. Core faculty (that is, those who regularly teach required courses) are Ken Fox, James Bonilla, and Colleen Bell.

Acceptance to the Program

The conflict studies program is open to all interested undergraduates and is individually tailored to address each student's learning objectives. Prior to approving a proposed course of study, each student is required to meet with a member of the core faculty to develop a statement that describes the student's proposed learning objectives and how they relate to his or her academic major, and to identify appropriate courses that will meet the student's learning objectives. Approval should be obtained by the end of the term in which the student completes the second required course, Approaches to Conflict Response. Students may only count courses toward the minor or certificate that have been approved in advance by the program director or conflict studies advisor.

Minor Requirements

The conflict studies minor is designed to help students develop deeper insights and understanding into the causes and dynamics of conflict and to gain competence and courage to address conflict in constructive and innovative ways.

Students take six (6) courses as follows:

- CFST 1100 - Introduction to Conflict Studies
- CFST 3100 - Approaches to Conflict Response

Additional Four (4) Courses from Student's Selected Track

In order to assure that students develop a coherent program of study related to their major area of interest, the program is divided into three areas of emphasis or "tracks." After completing the two core courses required of all conflict study minors (CFST 1100 and CFST 3100), each student selects and follows the one track most appropriate for his or her focus of study. Courses within each track are at the 3000-level or above and may include relevant Master of Arts in Liberal Studies (MALS) courses, with MALS director permission. Students should consult with the conflict studies program director about approved courses within each track.

Track 1: Interpersonal Conflict

This track explores conflict at the individual level. Students interested in this track might have academic majors such as communication studies, legal studies, management, philosophy, psychology, religion, women's studies, among others.

Track 2: Group/Organizational Conflict

This track explores conflict within and between groups and organizations. Students interested in this track might have academic majors such as communication studies, environmental studies, international management, legal studies, management, political science, psychology, religion, social studies, social justice, sociology, urban studies, and women's studies, among others.

Track 3: Sociocultural Conflict

This track explores conflict at the sociocultural level, whether domestic or international. Students may elect to focus on conflict within or between the United States and/or other nation-states. Students interested in this track might have academic majors such as anthropology, criminal justice, East Asian studies, history, international management, international studies, Latin American studies, legal studies, philosophy, political science, psychology, religion, social justice, social studies, sociology, urban studies, women's studies, among others.

Internship/practicum/study abroad

Students pursuing the undergraduate minor are encouraged, but not required, to participate in an approved internship, practicum, or study-abroad experience with a theme related to the study of conflict. An approved internship/practicum/study-abroad experience can substitute for one of the four (4) courses required from within the student's track.

Certificate Requirements

The undergraduate certificate in conflict studies is designed to provide greater educational depth and integration than the minor. A student wishing to earn a certificate in conflict studies must make application and be approved in the same manner as students entering the conflict studies minor program. Students pursuing a minor may elect to continue for a certificate, with approval of the program director. Students approved for the certificate in conflict studies must take eight (8) courses as follows:

- CFST 1100 - Introduction to Conflict Studies
- CFST 3100 - Approaches to Conflict Response

Additional Six Courses

- One approved internship/practicum/study-abroad experience with a theme related to the study of conflict
- Four required courses from within the student's approved track
- Capstone. Students in the certificate program are required to participate in an approved capstone course

Creative Writing Department

The BFA in creative writing is a studio-academic degree, primarily designed to train aspiring authors to pursue graduate studies in creative writing and/or careers as professional literary artists. The BFA creative writing curriculum, designed to accompany a well-rounded liberal arts education and study of literature and literary theory, provides students with fundamental and advanced knowledge and skills that will prepare them (though they may go on to choose any number of career options) to pursue the literary writing life and to function as emerging literary artists.

The tiered curriculum of our BFA courses is designed to train apprentice writers to navigate the complexities of craft proficiency, creative process, identification of voice, and the journey toward publication, as well as to prepare them—particularly if they wish to go on to teach creative writing as well as write—to be accepted into and succeed in a graduate creative writing program. Required English literature courses are crucial to the education of the undergraduate writer because literary artists need to read broadly as well as write, need grounding in the history of literary forms, and need the practice and instruction in the critical thinking and expository writing skills necessary to interpret those forms. BFA students combine this necessary study of literature with an intensive applied training in creative writing process and craft.

Other Creative Writing Options

There are several options other than the major available to students interested in studying creative writing. The English Department offers an English major with a concentration in creative writing or an English creative writing minor as part of the Bachelor of Arts degree. Non-creative writing majors are encouraged to take those creative writing courses open to the general student body. These courses can develop appreciation of literary forms, fundamentals of the craft, creative process and textual interpretation skills across artistic disciplines.

Internships

An internship experience is a required component of the degree program. Hamline's commitment to community-based learning and its location in the Twin Cities give students the opportunity to choose from a wide-range of internship experiences in the literary marketplace. Hands-on experience working in local literary and commercial publishing and in related fields will give students invaluable insights into the world of work and practical knowledge of the kinds of professions open to you after you graduate. The Twin Cities is home to The Loft Literary Center and a multitude of publishers, including Lerner Publications, Llewellyn Worldwide, Minnesota Historical Society Press, University of Minnesota Press and three of the finest literary presses in the country—Graywolf Press, Milkweed Editions, and Coffee House Press—all with well-established internship programs.

Applying to the BFA Program

Students may apply to the program after earning a “C” or better in WRIT 3000.

Postgraduate Opportunities

Creative writing graduates have excellent writing and communication skills; they know how to think and problem solve, and they are prepared to interact effectively in a multicultural, global environment. Upon graduation from Hamline, BFA graduates will have a wide range of fundamental and advanced knowledge and skills that will prepare them to pursue the literary writing life or a range of careers in publishing, professional writing, corporate communications, advertising, and marketing. A large percentage of students will go on to pursue graduate study.

Teaching

Those creative writing majors who would like to pursue a 5-12 teaching license in communication arts and literature while pursuing their BFAs may do so through the Hamline School of Education. Since the requirements for licensure are extensive, this will require careful planning and may entail an additional semester to complete. Another option is to pursue a Master of Arts in Teaching at Hamline after the student completes his/her BFA.

Faculty

Our creative writing faculty are published, award-winning authors and highly effective teachers who create a caring, engaged, and supportive environment. English department faculty are highly regarded teachers and scholars known for their attention to students and the quality of their students' individual and collaborative research project

Patricia Weaver Francisco, Artist in Residence

BA 1974, University of Michigan

TELLING: A Memoir of Rape and Recovery (HarperCollins, 1999), *Cold Feet* (Simon & Schuster, 1988).

Deborah Keenan, Professor

BA 1974, Macalester College

Willow Room, Green Door: New and Selected Poems (Milkweed, 2007), *Good Heart* (Milkweed Editions, 2003), *Kingdoms* (Laurel Poetry Collective, 2006).

Sheila O'Connor, Assistant Professor

BA 1982, University of Minnesota

MFA 1986, Iowa Writers Workshop

Sparrow Road (G.P. Putnam and Sons, 2011), *Where No Gods Came* (University of Michigan Press, 2003), *Tokens of Grace* (Milkweed, 1990).

Katrina Vandenberg, Artist-in-Residence

BFA 1992, Bowling Green State University

MFA 1997, University of Arkansas

The Alphabet Not Unlike the World (Milkweed, forthcoming in 2012) and *Atlas: Poems* (Milkweed, 2004).

Major Program

Hamline's creative writing major provides students a rigorous apprenticeship in the craft and process of writing; a tiered curriculum in poetry, fiction, and creative nonfiction; a strong background in the British and American literary traditions; and an understanding of the theoretical dimensions of reading and writing. Students will learn how to read closely as a writer, to create their own original works, and to analyze and appreciate the elements that comprise works of literature.

Major Requirements

To earn a bachelor of fine arts (BFA), students must complete 15 courses: 9 courses in creative writing and 6 courses in English.

Creative Writing

- WRIT 3000 - Creating Across Genres

Two of the following:

- WRIT 3110 - Forms & Elements of the Craft I: Poetry
- WRIT 3120 - Forms & Elements of the Craft I: Fiction
- WRIT 3130 - Forms & Elements of the Craft I: Creative Nonfiction

One of the following:

- WRIT 3210 - Forms & Elements of the Craft II: Poetry
- WRIT 3220 - Forms & Elements of the Craft II: Fiction
- WRIT 3230 - Forms & Elements of the Craft II: Creative Nonfiction

One of the following:

- WRIT 5110 - Advanced Poetry: Workshop
- WRIT 5120 - Advanced Fiction: Workshop
- WRIT 5130 - Advanced Creative Nonfiction: Workshop

Creative Writing Topics

- Two additional creative writing topics courses above 3000-level

Internship

- WRIT 3990: Internship

Senior Seminar

- WRIT 5960 - Senior Seminar in Creative Writing

English

- ENG 3010 - Textual Studies and Criticism
- ENG 3020 - Literary and Cultural Theory
- Two non-writing courses above 3020
- One additional 3000-level elective

One of the following:

- ENG 1210 - British Literatures to 1789
- ENG 1220 - British Literatures after 1789
- ENG 1230 - American Literatures to 1860
- ENG 1240 - American Literatures after 1860
- ENG 1250 - World Literatures
- ENG 1270 - African-American Literatures

Criminal Justice and Forensic Science Program

Both Criminal Justice and Forensic Science are interdisciplinary programs that expose students to the structure and process of the criminal justice system.

Students address key questions: What is a crime? Who commits crime? Why do people commit crime? How do we know who committed a particular crime? What legal and scientific evidence do we need for proof? How do we deter crime? The core courses examine crime patterns, criminological theory, statutory definitions of criminal law, constitutional issues in criminal procedure, crime policy, corrections, and the role of science in the criminal justice system.

Students also select courses from a wide variety of courses in the fields of Legal Studies, Sociology, Psychology, Conflict Studies, Anthropology, Philosophy, Chemistry and Biology in accordance with their individual interests to broaden their knowledge of crime, criminal justice, and forensic science. Both Criminal Justice and Forensic Science require an internship in the field which enables students to make the connection between theory and practice and to gain valuable professional work experience. The location of Hamline in the Twin Cities offers students diverse opportunities for exceptional internships through local, state and federal criminal justice, law enforcement, legal and forensic science agencies.

Students pursuing a major/minor in Criminal Justice and/or a Forensic Science Certificate may use their degree to pursue careers in local, state, or federal law enforcement, criminal prosecution or defense, corrections, probation and parole, social services, business loss prevention, forensic science laboratories, and medical/coroner offices. Careers in forensic science are strongly interdisciplinary and require a strong background in the natural sciences, laboratory experience, and knowledge of the criminal justice system. Forensic scientists are variously involved with crime scene investigation, evidence collection, analysis and interpretation of evidence, and the communication of their results and conclusions in written reports and as expert testimony in a court of law. Students may also continue their education in graduate programs in Criminology or Criminal Justice. Other students choose to study law. Forensic Science students may pursue additional training in Chemistry, Biology, or Forensic Science graduate programs.

Criminal Justice Program Director: Margaret Jensen, Criminal Justice/Sociology.

Forensic Science Program Director: Susan Myster, Anthropology/Forensic Science.

Admission for Postbaccalaureate Students

Students must have earned a degree from a regionally accredited institution of higher learning and have a cumulative GPA of at least 3.0 from undergraduate coursework. Contact the Office of Graduate Admission for application materials.

Honors and Student Activities

Students interested in undergraduate research should inform a faculty member; collaborative research projects with faculty are possible. Criminal justice and other social science majors may apply for collaborative research funds. Students wishing to be considered for honors should request detailed information from program faculty no later than the beginning of spring of their junior year. Honors students must have a GPA of 3.25 or better in the criminal justice major, and honors projects must be approved by a majority of program members. Honors projects should exhibit distinctive scholarship, originality of thought, and a high degree of relevance to a major issue in the discipline. Other student activities include guest lectures featuring criminal justice/forensic science professionals, participation in the Innocence Project of Minnesota sponsored in the Law School, and tours of criminal justice/forensic science agencies such as the Bureau of Criminal Apprehension and correctional facilities.

P.O.S.T. Certification

Selected coursework within the criminal justice program has been approved to satisfy the academic learning objectives required by the Minnesota Peace Officer Standards and Training Board for licensure as a Minnesota peace officer. Students interested in such licensure should contact the POST Coordinator, Glenn Hardin, for further information and are encouraged to do so as soon as possible after their enrollment at the university. General information may also be found at <http://www.hamline.edu/cla/criminal-justice/peace-officer-certification.html>.

Faculty

Glenn G. Hardin, professor of practice, forensic science. BS 1984, MPH 1984, University of California at Berkeley. Physical forensic sciences.

Margaret Jensen, professor, sociology. Honours BA 1971, MA 1974, PhD 1980, McMaster University. Criminology, family.

Jerry Krause, professor, criminal justice. BS 1978, Mankato State University; JD 1984, University of Wisconsin Law School. Managing Editor, Wisconsin Law Review; American Bar Associations. Criminal justice, criminal law and procedure, law enforcement.

Susan M.T. Myster, professor, anthropology. BA 1984, Hamline University; MA 1989, PhD 2001, University of Tennessee. Biological anthropology, human osteology, prehistoric population relationships and migration patterns, human evolution, forensic anthropology.

Shelly S. Schaefer, assistant professor, criminal justice. BA 2000, MA 2007, PhD 2011, University of Minnesota. Criminology, the sociology of punishment, juvenile delinquency, and corrections.

Major Requirements

A student majoring in criminal justice must take 40 credits using the guidelines described below.

Required courses for the major:

- CJFS 1120 - Crime and Justice in America
- CJFS 5660 - Capstone and Internship in Criminal Justice
- LGST 3810 - Criminal Law and Practice
- LGST 3820 - Constitutional Issues in Criminal Procedure
- SOC 3750 - Criminology

One methodology course chosen from the following:

- ECON 1330 - Statistics
- LGST 1250 - Legal Research and Writing
- MATH 1200 - Statistics and Data Analysis
- PSY 1340 - Statistics for the Behavioral Sciences
- SOC 3930 - Social Research Methods

Sixteen (16) Additional Credits

Sixteen (16) credits approved electives taken from the following list, with at least 8 credits numbered 3000 or above. (LAW 5450: Wrongful Convictions, 2 credits; taught in the Law School may be substituted with special approval.)

Other relevant courses from Hamline or other colleges will be considered through petition to the director of the program.

- ANTH 3500 - Forensic Anthropology
- CFST 1100 - Introduction to Conflict Studies
- CJFS 1130 - Basics of Forensic Science
- CFST 3100 - Approaches to Conflict Response
- CJFS 3400 - Survey of Forensic Science
- CJFS 3770 - Corrections: Theory and Practice
- CJFS 3880 - Current Issues in Criminal Justice
- LGST 1440 - Beginning Mock Trial
- LGST 3100 - American Constitutional Law
- LGST 3670 - Legal Interviewing
- LGST 3680 - Law of Evidence for Legal Professionals
- LGST 3750 - Alternative Dispute Resolution
- PHIL 1140 - Ethics
- PHIL 3330 - Social, Political, and Legal Philosophy
- PSY 1480 - Abnormal Psychology
- PSY 3640 - Theories of Psychotherapy
- PSY 3740 - Disorders of Childhood
- PSY 3840 - College Drinking and Alcoholism: Psychological Theory and Research
- PSY 5600 - Seminar: Advanced Topics in Social Psychology
- PSY 5700 - Seminar: Clinical Psychology
- SOC 1120 - Social Problems
- SOC 3250 - Juvenile Delinquency/Juvenile Justice
- SOC 3350 - Sociology of Racial and Cultural Minorities

- SOC 3370 - Families in Crisis
- CJFS 3590 - Current Issues in Forensic Science
- WSTD 3500 - Topics in Women's Studies
- Engendering Justice

Minor Requirements

A student minoring in criminal justice must take 24 credits using the guidelines described below.

- CJFS 1120 - Crime and Justice in America
- SOC 3750 - Criminology

One course chosen from:

- LGST 3810 - Criminal Law and Practice
- LGST 3820 - Constitutional Issues in Criminal Procedure

Twelve (12) Additional Credits

- Twelve (12) credits taken from the elective list for the criminal justice major, with at least eight (8) credits of CJFS designated courses. Other relevant courses from Hamline or other colleges will be considered through petition to the director of the program. (Note: a student may choose to take both LGST 3810 and LGST 3820. In this case, one of these courses will be the LGST requirement and the other will be counted as part of the additional twelve credits required; it will count as a CJFS designated course.)

Forensic Sciences Certificate

Forensic sciences program director: **Susan M.T. Myster**, anthropology/forensic sciences.

Students may pursue the certificate as degree-seeking undergraduates or as postbaccalaureate students (postbaccalaureate students are students who have already earned a bachelor's degree from an accredited college or university). All certificate-seeking students must complete (or must have completed) an undergraduate major in one or more of the following relevant disciplines: anthropology, biology, chemistry, criminal justice, legal studies, physics, or psychology. Given that the forensic sciences include a broad range of disciplines, petitions requesting to earn the certificate through majors not listed will be evaluated by the director of the program.

A majority of all forensic scientists are employed in a forensic science laboratory setting. Professional requirements for a career in forensic science are currently evolving and the nationally-funded Technical Working Group on Education and Training in Forensic Sciences (TWGED) has published recommendations for an appropriate educational undergraduate curriculum. The Forensic Sciences Certificate program incorporates many of these recommendations and encourages students through close advising to choose the best major from which to pursue their chosen career path in forensic science. Students pursuing a career in forensic science with an emphasis in criminalistics (including analysis of toxicology, controlled substances, DNA, trace evidence, fingerprints, documents, firearms, and impression evidence) must major in either biology, chemistry, or physics while those interested in investigation and/or the medico-legal forensic sciences (e.g., forensic anthropology, forensic pathology, forensic psychology, forensic psychiatry, death investigation)

must major in the discipline appropriate to their chosen path (e.g. anthropology, biology, psychology). Students seeking the certificate to enhance a future career in law enforcement or law may major in any of the required majors; a minor in biology or chemistry is strongly recommended.

For information about our graduation rates, the median debt of students who completed the program, and other program characteristics, please visit <http://www.hamline.edu/cla/forensic-science/disclosures.html>.

Required Courses

(13-14 courses/44-48 credits)

Note: Students majoring in criminal justice may take their internship through CJFS 5660: Capstone and Internship in Criminal Justice.

- BIOL 3050 - Principles of Genetics
- BIOL 3060 - Principles of Cell Biology
- CHEM 1130 - General Chemistry I
- CHEM 1140 - General Chemistry II
- CJFS 3400 - Survey of Forensic Science
- CJFS 3580 - Forensic Science Internship
- CJFS 3590 - Current Issues in Forensic Science

One course chosen from:

- CJFS 1120 - Crime and Justice in America
- LGST 1110 - Legal Systems in American Society

One course chosen from:

- ECON 1330 - Statistics
- MATH 1200 - Statistics and Data Analysis
- PSY 1340 - Statistics for the Behavioral Sciences

12-16 approved elective credits taken from the following three categories:

a. Legal Studies/Law (4 credits)

- LAW 5450 - Wrongful Convictions (2 credits; taught in the Law School)
- LGST 3680 - Law of Evidence for Legal Professionals
- LGST 3810 - Criminal Law and Practice
- LGST 3820 - Constitutional Issues in Criminal Procedure

b. Sociology/History (4 credits)

- HIST 3960 - Topics in Comparative History
- Topic: International Human Rights
- SOC 3750 - Criminology

c. Topical courses (4-8 credits)

- ANTH 3500 - Forensic Anthropology
- ANTH 3500 - LAB: Forensic Anthropology
- BIOL 3830 - Applied Biotechnology
- BIOL 3830 - LAB: Applied Biotechnology
- CHEM 3330 - Instrumental Methods
- CJFS 3600 - Forensic Chemical Microscopy

Notes:

1. Postbaccalaureate students: a maximum of two courses, with grades of C or better, from prior college work can apply toward the certificate.
2. Relevant courses from other colleges will be considered through petition to the director of the program.

3. No course in which the grade received is less than a C may be used to meet certificate requirements. If a Hamline course is repeated to meet this Forensic Sciences certificate grade requirement, the repeated course credit will be changed to zero and the resulting grade will be excluded in the grade point average computation. The grade point average of all courses taken in the certificate must be 2.7 or higher and the cumulative GPA of all Hamline courses taken must be 3.0 or higher.

4. Violation of the Hamline University Student Honor Code may result in suspension from the Forensic Sciences Certificate Program.

Digital Media Arts Program

Digital technology has radically altered the ways in which we craft and communicate message and meaning. The courses offered through the Digital Media Arts program provide opportunities to develop both technical skills and aesthetic understandings. By design the courses in this discipline emphasize the integration of theory and practice.

Faculty in the Digital Media Arts program include artist/practitioners in a wide range of fields as well as scholars engaged in analyzing the ways in which digital media is changing society.

Major Program

Digital technology has radically altered the ways in which we craft and communicate message and meaning. The courses offered through the Digital Media Arts program provide opportunities to develop both technical skills and aesthetic understandings. By design the courses in this discipline emphasize the integration of theory and practice. Faculty in the Digital Media Arts program include artist/practitioners in a wide range of fields as well as scholars engaged in analyzing the ways in which digital media is changing society.

Major Requirements

As with all artist training programs, courses in Digital Media Arts stress the development of technical skills in parallel with readings and experiences that focus on sharpening aesthetic awareness and critical understandings. The design of this major is interdisciplinary and the focus is on experiential learning in a reflective, critical context.

A critical part of developing as an artist is a process of regular formal review of accomplished work. To accomplish this goal all majors and minors must participate in scheduled portfolio reviews.

To earn a degree in Digital Media Arts requires the completion of 13 courses.

Foundation Sequence (2 courses)

- DMA 1100 - Introduction to Digital Media Arts
- Arts Elective - One course selected from the following:
 - ART 1130 - Drawing
 - ART 1140 - Life Drawing
 - THTR 1120 - Introduction to Theatre Arts: Stage and Screen

Technical Skills Courses (5 courses)

Three courses can be at the 1000 level and two must be at the 3000 level or above. At least three different technical areas must be represented in the selection of courses. See the course listings for each year to see the available offerings. New courses are added regularly. Some courses are in a two year rotation.

Digital Media Arts Gateway

This course must be taken in conjunction with the declaration of major. Majors and minors must successfully pass DMA 3000 to continue in the program.

- DMA 3000 - Digital Media Arts Gateway

Interconnected Electives (4 courses)

The four courses in this cluster expand and refine your understanding of digital media as a technological force across disciplines. Each student, working with an advisor, will design and plan a sequence of courses to meet this requirement. The four courses must reflect a cohesive intellectual investigation. At least two of the courses in this sequence must be at the 3000 level or above. The four course sequence must be approved by the Director of the Digital Media Arts program at the time the major is declared.

Senior Seminar

- DMA 5910 - Senior Seminar in Digital Media Arts

East Asian Studies Program

East Asia was the location of some of the most dramatic global events of the last half of the 20th century. From post-colonial revolutions and socialist experiments to Cold War conflicts and diasporic movements of people, the transformations affected the lives and lifeways of over a billion human beings across numerous states, nations, and societies. The rapid economic, political and social transformations of globalization in countries throughout the region have led many to proclaim the 21st century as the “Asian Century.”

A major in East Asian studies at Hamline challenges students to acquire working knowledge of the diverse histories, languages, and cultures of any number of East Asian societies--knowledge that will be vitally important across all sectors of the American economy and society in the years to come. An East Asian Studies major demands that students acquire broad understanding of East Asia, learn the approaches of at least one specific academic discipline, and study a specific area of East Asia in depth. In addition, a major demands that students work toward a functional knowledge of one East Asian language or dialect. This major is possible through the wide variety of courses at Hamline and through the cooperation and cross-registration opportunities among the Associated Colleges of the Twin Cities (ACTC). Study abroad is strongly encouraged for all or part of the student's junior year.

A minor in East Asian studies is designed to challenge students to acquire a basic functional understanding of the history, culture, and/or languages of East Asia that will complement a disciplinary major.

East Asian Studies program director: David Davies, anthropology department.

Major Requirements

Requirements for the major consist of 12 courses that emphasize language study, basic training in the approach of one academic discipline, and area studies components. The courses must be approved by the East Asian Studies program director. Criteria are as follows:

- Two intermediate (3000-level) courses in the same discipline that emphasize disciplinary-specific research or theoretical approaches. Some examples include:
- ANTH 3300 - Ethnographic Research Methods
- ANTH 3460 - From Development to Globalization
- HIST 3010 - Historical Methods
- HIST 3960 - Topics in Comparative History
- ECON 3710 - Labor Economics
- ECON 3720 - International Economic Development
- ECON 3730 - International Trade and Finance
- PSCI 3540 - Political Research and Analysis
- PSCI 3640 - Contemporary Political Ideologies
- SOC 3930 - Social Research Methods
- SOC 3950 - Critical Social Theory

Ten Additional Courses

- At least four courses in an East Asian language
- Two introductory courses in Asian history, society, or economics
- Three intermediate (3000-level) courses in Asian history, society, or economics
- The East Asian studies capstone course, EAST 5960: Research in East Asian Studies, that connects disciplinary study and area study culminating in an independent research thesis.

A semester or year abroad in the country of language study is strongly encouraged.

Minor Requirements

A minor consists of five courses that emphasize a depth of knowledge in one area of East Asia. The criteria are:

- Two courses in an East Asian language (more courses are encouraged, but only two will count toward the minor)
- One introductory course in East Asian history or society
- Two intermediate (3000-level) courses in the history or society of a single East Asian nation, state, or region

Economics, Strategy and Marketing Department

The department combines three disciplines: economics, strategy, and marketing. Economics investigates how societies produce, distribute and consume resources. Focus is on understanding how markets work and the role of the government in tempering economic problems -- both domestic and international -- that may arise. Management is an interdisciplinary field that focuses on the effective and utilization of human, material, and financial resources. Marketing includes identifying the needs of customers and industry, developing products and services to meet those needs, and engaging in the necessary communication and distribution strategies to achieve customer satisfaction. The mission of the department is to foster conceptual thinking among our students focusing on developing quantitative skill sets that will prepare them for successful careers across disciplines in profit non-profit, public administration, and graduate programs.

Departmental Honors

Students who have a GPA of at least 3.25 in their major courses are urged to complete a substantial research project to qualify for honors in management and economics at graduation.

Faculty

Hossein Akhavi-Pour, professor, chair. BA 1969, Faculty of Law, Tehran University; MA 1975, PhD 1980, Kansas State University. Work experience: government, consulting, and academic. Research interests: international economics, regional economics, and the economies of the global south.

Fahima Aziz, professor. BA 1979, Mount Holyoke College; MS 1984, University of Massachusetts, Amherst; PhD 1994, University of Minnesota. Research interests: labor economics, development economics, poverty and income inequality, and microcredit institutions.

David M. Berg, assistant professor. BA 1981, St Olaf College; MIBS 1984, University of South Carolina; PhD 1988, University of Minnesota; CMA. Experience: international finance, import/export/ technology export. Research interests: globalization and competition, firm strategy and adaptation, context of international business.

Stacie A. Bosley, assistant professor. BBA 1994, University of Wisconsin-Madison; PhD 2001, University of Minnesota. Work experience: information systems consulting. Research interests: labor economics and bounded rationality.

James Hagen, associate professor. AB 1974, University of Michigan; MS 1988, University of Minnesota; Ph.D. 1997, University of Illinois; Experience: bank operations, commercial real estate, consulting; Research interests: foreign market entry, inter-organizational relations, East Asia.

Wai Leong (Henry) Ho, assistant professor, MS 2002, Victoria University, PhD 2010, Southern Cross University. Research interests: customer Value creation and delivery, Virtual network Organization, Marketing in Asia, International advertising, and Marketing education.

Alfred Lewis, professor, BS 1983, International University-England; MBA 1984, DBA 1989, United States International University; EJD Concord Law School 2005. Research Interests: Banking, Corporate Strategy, Not-for-Profit institutions, Political Economy. Editor: Business Strategy Series, Emerald Publishing-U.K.

Kim K. McKeage, visiting associate professor. BA 1984 Mississippi University for Women, MS 1988 Oklahoma State University, PhD 1996 University of Massachusetts/Amherst. Research interests: consumer culture, unintended consequences of marketing, ethics and social responsibility, and retail management. Work experience: higher education administration, retail management, internal auditing, research consulting.

Jack Reardon, professor, B.A. College of the Holy Cross 1981; M.A. 1984, PhD 1991 Economics, University of Notre Dame. Research Interests: Economics Education, Energy and the Environment, Poverty and Unemployment. Founding Editor of the International Journal of Pluralism and Economics Education.

Bruce Wambheim, visiting assistant professor. BA 1989 University of Minnesota; PhD (ABD) University of Utah. Research Interest: Monetary Theory, Economic History, International Economics.

Major Program: Economics

Economics is a social science related to business in the same way that physics is related to engineering, or biology to medicine. It focuses on the principles underlying the operation of the economy. Students who enjoy abstract analysis will find the economics major interesting and challenging. Study of mathematics is a useful adjunct and is essential for students planning graduate study in this field. Careers in the field of economics (academic, government, public service, profit, and nonprofit industries) usually require a graduate degree. A large proportion of the economics majors go to graduate school. The remainder typically find employment in the same types of jobs as management majors.

Major Requirements: Economics

An economics major consists of the following 11 courses:

- ECON 1310 - Microeconomic Analysis
- ECON 1320 - Macroeconomic Analysis
- ECON 3110 - Intermediate Microeconomics
- ECON 3120 - Intermediate Macroeconomics
- ECON 5820 - Econometrics
- ECON 5860 - Senior Seminar Economics

One course chosen from

- MATH 1162 - Precalculus/Calculus I-B
- MATH 1170 - Calculus I

One course chosen from

- ECON 1330 - Statistics
- MATH 1200 - Statistics and Data Analysis
- PSY 1340 - Statistics for the Behavioral Sciences

Three electives from the following:

- ECON 3700 - Managerial Economics
- ECON 3710 - Labor Economics
- ECON 3720 - International Economic Development
- ECON 3730 - International Trade and Finance
- ECON 3740 - Economics of Public Finance
- FIN 3700 - Financial Markets and Institutions

Note: Computer programming is strongly recommended for all options but not required. MATH 1170 or 1162 is not required of students who complete 1180 or other higher-level math courses. A student planning to do graduate study in economics should complete MATH 1180: Calculus II, 3320: Multivariable and Vector Calculus, and 3330: Linear Algebra.

Minor Requirements: Economics**Courses required for a minor in economics include:**

- ECON 1310 - Microeconomic Analysis
- ECON 1320 - Macroeconomic Analysis

One course chosen from

- ECON 1330 - Statistics
- MATH 1200 - Statistics and Data Analysis
- PSY 1340 - Statistics for the Behavioral Sciences

Three courses from the following:

- ECON 3110 - Intermediate Microeconomics
- ECON 3120 - Intermediate Macroeconomics
- ECON 3700 - Managerial Economics
- ECON 3710 - Labor Economics
- ECON 3720 - International Economic Development
- ECON 3730 - International Trade and Finance
- ECON 3740 - Economics of Public Finance
- ECON 5820 - Econometrics
- ECON 5860 - Senior Seminar Economics
- FIN 3700 - Financial Markets and Institutions

Major Program: International Business

The Bachelor of Business Administration degree is designed to complement the liberal studies of Hamline University by providing students with breadth and depth of understanding in core business disciplines. Students will develop theoretical knowledge and practical application skills in accounting, economics, finance, management, marketing, and related disciplines. Students will also develop their analytical, communication and interpersonal skills. These skills will enable students to more effectively utilize their liberal education and business knowledge to make both immediate and lasting impacts at work and in their communities. Students are

encouraged to explore internship and study abroad opportunities.

Major Requirements: International Business

- ACCT 1310 - Financial Accounting
- ACCT 1320 - Managerial Accounting
- ECON 1310 - Microeconomic Analysis
- ECON 1320 - Macroeconomic Analysis
- ECON 1340 - Quantitative Analysis and Data Management
- FIN 3100 - Foundations of Finance
- MGMT 3100 - Foundations of Management
- MGMT 3130 - Business Law
- MGMT 5860 - Strategic Management
- MKTG 3100 - Foundations of Marketing

One statistics course chosen from the following:

- ECON 1330 - Statistics
- MATH 1200 - Statistics and Data Analysis
- PSY 1340 - Statistics for the Behavioral Sciences

One communication course chosen from the following:

- COMM 1110 - Public Speaking
- COMM 3380 - Small Group Communication

One writing course chosen from the following:

- ENG 3340 - Organizational Writing
- ENG 3370 - Topics in Professional Writing

International Business-focused courses:

- ECON 3730 - International Trade and Finance
- MKTG 3710 - International Marketing

One additional International Business course from:

- ECON 3720 - International Economic Development
- MGMT 3720 - International Business Environment

Language Requirement

Six specified language courses in German or Spanish, or another language approved by your advisor:

German

GERM 1110 - Beginning German I

- GERM 1120 - Beginning German II
- GERM 3210 - Intermediate German I
- GERM 3220 - Intermediate German II
- GERM 5900 - Advanced German Conversation and Composition
- GERM 5910 - Professional German

Spanish

- SPAN 1110 - Beginning Spanish I
- SPAN 1120 - Beginning Spanish II
- SPAN 3210 - Intermediate Spanish I
- SPAN 3220 - Intermediate Spanish II
- SPAN 5900 - Advanced Conversation and Composition
- SPAN 5910 - Spanish for the Professional

Major Program: Marketing

The Bachelor of Business Administration degree is designed to complement the liberal studies of Hamline University by providing students with breadth and depth of understanding in core business disciplines. Students will develop theoretical knowledge and practical application skills in accounting, economics, finance, management, marketing, and related disciplines. Students will also develop their analytical, communication and interpersonal skills. These skills will enable students to more effectively utilize their liberal education and business knowledge to make both immediate and lasting impacts at work and in their communities. Students are encouraged to explore internship and study abroad opportunities.

Major Requirements: Marketing

- ACCT 1310 - Financial Accounting
- ACCT 1320 - Managerial Accounting
- ECON 1310 - Microeconomic Analysis
- ECON 1320 - Macroeconomic Analysis
- ECON 1340 - Quantitative Analysis and Data Management
- FIN 3100 - Foundations of Finance
- MGMT 3100 - Foundations of Management
- MGMT 3130 - Business Law
- MGMT 5860 - Strategic Management
- MKTG 3100 - Foundations of Marketing

One statistics course chosen from the following:

- ECON 1330 - Statistics
- MATH 1200 - Statistics and Data Analysis
- PSY 1340 - Statistics for the Behavioral Sciences

One communication course chosen from the following:

- COMM 1110 - Public Speaking
- COMM 3380 - Small Group Communication

One writing course chosen from the following:

- ENG 3340 - Organizational Writing
- ENG 3370 - Topics in Professional Writing

Three Marketing-focused courses:

- MKTG 3710 - International Marketing
- MKTG 3720 - Market Research
- MKTG 3740 - Consumer Behavior
- An advisor approved alternative

English Department

The faculty of the English department have three goals for students who graduate with a major or minor in English:

1. Students should be able to read, write, and inquire critically and imaginatively, understanding both the theoretical and practical dimensions of reading and writing.
2. Students should understand the rhetorical, cultural, historical, and interdisciplinary contexts of the texts we study and the profession we practice.
3. Students should join the discourse of the field of English and explore the nature and possibilities of the professions they could choose. Using critical reading and writing experiences, students should know the value of independent and collaborative work, how to blur and cross disciplinary lines in research and writing, how to investigate relationships, how to assess and reflect on their learning processes within the discipline, and how to transfer disciplinary skills beyond disciplinary projects.

These three goals are reflected in the specific learning experiences provided by the sequence of course requirements for the major and minor. These learning experiences offer students highly marketable skills in a variety of fields and thorough preparation for postgraduate study.

Honors

Honors projects are student-initiated and culminate in the production of professional quality research projects of 30-50 pages. Honors projects offer an opportunity in the junior and senior years for students to work closely with a faculty member on a theoretically sophisticated project designed to explore more deeply a particular focus of the student's major program. This work is conducted independently in consultation with an advisor to be selected from among the full-time faculty. The student should begin exploring an honors project by discussing topics with his or her English advisor. Students wishing to be considered for honors in English should review the detailed information and application forms available from their academic advisor early in their junior years. Applications are reviewed for approval by the full-time faculty members of the English department. Those who successfully defend their honors projects will be awarded honors at graduation and have the designation of "honors" on their transcripts.

Collaborative Research

Students at Hamline can apply for a college-wide competitive summer grant to pursue a focused research project in close collaboration with a faculty member. These grants, usually given between the junior and senior years often (but not exclusively) contribute to honors projects.

National Conference for Undergraduate Research (NCUR)

English majors are encouraged to present their research at regional and national conferences. Students working on honors projects or completing collaborative research typically submit abstracts for NCUR. Also, students in the fall sections of the senior seminar each produce an abstract and final paper developing their own professional research in the course topic. Typically up to six students from the fall sections of senior seminar have the opportunity to present their seminar research at NCUR. These students are selected by their classmates based on the strength of their abstracts describing their research projects. If accepted by NCUR, which is a prestigious national conference, these students travel with approximately twenty-five other Hamline students to present their papers in the spring.

Internships

To help answer the question: “What do English majors do?” students are strongly encouraged to explore connections between their learning experiences in the major/minor and possible meaningful vocations through traditional internships and through courses that offer LEAD (leadership, education and development) credits with experiential, service, or community-based learning opportunities. English majors and minors have had satisfying LEAD experiences at Graywolf Press, Minnesota State Arts Board, WCCO-TV, Minnesota Monthly, Children’s Museum, Urban League, ACLU of Minnesota, KFAL, and Bell Museum of Natural History among others.

Connections to Interdisciplinary Programs

English department faculty team-teach courses with faculty in other disciplines as well as teach courses that are cross-listed with interdisciplinary programs such as African-American Studies, Global Studies, Women’s Studies, and the Social Justice program. English majors and minors are thus well positioned to explore connections and develop secondary majors or minors among these programs. In the context of globalization such interdisciplinary connections offer students the foundation of the discipline of English as well as a broader understanding of connections with other fields and disciplines.

Certificate in International Journalism

Students interested in pursuing a program in professional writing also have this option. The certificate program combines introductory courses in journalism and media studies with advanced seminars, internships, and a capstone media project where students can apply their international expertise to the study and practice of journalism. For details see the International Journalism section in this bulletin.

Postgraduate Opportunities

Students’ critical reading and writing abilities prepare them for success in the workplace and in postgraduate education. Vocational exploration opportunities are incorporated into the major’s gateway courses and senior seminar. The college and department help English majors plan for graduate school; law school; business careers; and writing-related fields such as communications, advertising, and journalism. Those interested in attending graduate school should discuss securing recommendations and obtaining information on graduate programs and entrance exams with a full-time faculty member and the Career Development Center during their junior year.

Faculty

Kristina K. Deffenbacher, associate professor. BA 1991, Carleton College; MA 1994, PhD and gender studies certificate 1998, University of Southern California. Nineteenth-century British literature and culture, 20th-century English and Irish literatures, women’s studies, literary theory, rhetoric and composition.

Veena Deo, professor. BA 1969, Fergusson College; MA 1971, University of Poona; PhD 1989, University of Kentucky. African-American literature, postcolonial literatures (Africa and India), and women’s studies.

David Hudson, associate professor, chair. BA 1979, MA, 1987, PhD, 1994, University of Minnesota. Early 20th-century British and American literature, journalism, writing technology, and professional writing.

Marcela Kostihová, associate professor. BA 1998, North Central College; PhD 2004, University of Minnesota. Medieval and Renaissance literature, Shakespeare, critical theory, post-communist studies, global studies, gender and sexuality studies, and Tolkien.

Aaron McKain, assistant professor. BA 1998, University of Nebraska; MA 2004, PhD 2012, Ohio State University. Rhetorical theory, critical digital media studies, narrative and literary theory, legal rhetoric, professional writing, composition studies, pop culture, 20th century American literature, post-postmodernism.

Alice E. Moorhead, associate professor. BA 1972, Michigan State University; MA 1974, University of Chicago; DA 1984, University of Michigan. Rhetoric and composition, literature and linguistics, professional and technical writing.

Mark Olson, professor. BA 1977, University of Wisconsin-LaCrosse; MA 1981, PhD 1999, University of Minnesota. American literature and culture, literary theory, poetry, writing across the curriculum, and professional writing.

Michael Reynolds, associate professor. BA 1989, St. Lawrence University; PhD 2000, University of Southern California. Twentieth-century American literature and culture; theories of literature and culture; genre studies; media literacies: film, drama, television, and the web.

Jermaine Singleton, associate professor. BA 1996, University of Illinois at Urbana-Champaign; MA 1999,

University of Illinois at Chicago; PhD 2005, University of Minnesota. Nineteenth- and 20th-century African American literature and culture, 19th- and 20th-century American literature and culture, psychoanalytic literary theory, and postcolonial literature and theory of the African diaspora.

Major Program

The standard English major requires 10 courses:

- 2 introductory inquiries (survey courses)
- 2 gateway courses (ENG 3010 and ENG 3020)
- 5 advanced inquiries (courses above ENG 3020)
- 1 capstone course (senior seminar)

The English major with a concentration in creative writing requires 12 courses, including a minimum of three courses in creative writing.

Students interested in an English major or minor are encouraged to take survey courses (ENG 1210: British Literatures to 1789; ENG 1220: British Literatures after 1789; ENG 1230: American Literatures to 1860; ENG 1240: American Literatures after 1860; ENG 1250: World Literatures; or ENG 1270: African-American Literatures) in their first year and to declare a major as sophomores.

In conjunction with declaring an English major or minor, students must take ENG 3010: Textual Studies and Criticism and ENG 3020: Literary and Cultural Theory, a sequence of gateway courses in critical methods and contemporary theory. Juniors and seniors should take primarily 3000-level courses, at least three of which must be literature or theory courses.

The senior seminar is a capstone course, in which students study a topic, author, or a period in depth and develop independent research projects. ENG 3020: Literary and Cultural Theory and the senior seminar must be taken at Hamline. ENG 3010 and ENG 3020 must be taken at least one semester before the senior seminar and are strongly recommended before taking other 3000 and 5000-level courses.

Creative Writing Options

Students interested in pursuing a program in creative writing in the College of Liberal Arts have several options. The English Department offers an English major with a concentration in creative writing or an English creative writing minor (see requirements below) as part of a Bachelor of Arts degree. The Creative Writing Programs offers a major in creative writing as part of a Bachelor of Fine Arts degree (see Creative Writing Programs in this Bulletin).

Major Requirements

(Note: ENG 1110 is not part of the major but can be counted toward breadth of study.)

Standard English Major Requirements:

The English major requires 10 courses in the department, including:

Two survey courses, which may not be from the same category below:

Category A

- ENG 1210 - British Literatures to 1789
- ENG 1220 - British Literatures after 1789

Category B

- ENG 1230 - American Literatures to 1860
- ENG 1240 - American Literatures after 1860

Category C

- ENG 1250 - World Literatures
- ENG 1270 - African-American Literatures

Two gateway courses to be taken in sequence:

- ENG 3010 - Textual Studies and Criticism
- ENG 3020 - Literary and Cultural Theory
(Note: ENG 3020 must be taken at Hamline and taken before the senior seminar)

Five advanced-level courses above ENG 3020:

Note: Includes 3000- and 5000-level WRIT courses. At least three of the five advanced-level courses above ENG 3020 must be literature or theory courses, which include courses numbered ENG 3450 to ENG 3570, ENG 3100, ENG 3190, and ENG 5600.

One Senior Seminar capstone course:

- ENG 5960 - Senior Seminar

English Major with Concentration in Creative Writing

The English major with a concentration in creative writing requires 12 courses, including three or four courses in creative writing.

Students interested in an English major or minor are encouraged to take survey courses (ENG 1210: British Literatures to 1789; ENG 1220: British Literatures after 1789; ENG 1230: American Literatures to 1860; ENG 1240: American Literatures after 1860; ENG 1250: World Literatures; or ENG 1270: African-American Literatures) in their first year and to declare a major as sophomores.

In conjunction with declaring an English major or minor, students must take ENG 3010: Textual Studies and Criticism and ENG 3020: Literary and Cultural Theory, a sequence of “gateway” courses in critical methods and contemporary theory. Juniors and seniors should take primarily 3000- and 5000-level courses, at least three of which must be literature or theory courses.

A senior seminar is the capstone course, in which students study a topic, author, or a period in depth and develop independent research projects. ENG 3020: Literary and Cultural Theory and the senior seminar must be taken at Hamline. ENG 3010 and ENG 3020 must be taken at least one semester before the senior seminar and are strongly recommended before taking other 3000-level courses.

Creative Writing Alternative

Students interested in pursuing a program in creative writing also can take an English major and a creative writing minor (see requirements in other sections).

English Major with Concentration in Creative Writing Requirements:

(Note: ENG 1110 is not part of the major but can be counted toward breadth of study.)

The Concentration in Creative Writing requires 12 courses, including:

Two survey courses, which may not be from the same category below:

Category A

- ENG 1210 - British Literatures to 1789
- ENG 1220 - British Literatures after 1789

Category B

- ENG 1230 - American Literatures to 1860
- ENG 1240 - American Literatures after 1860

Category C

- ENG 1250 - World Literatures
- ENG 1270 - African-American Literatures

Two gateway courses to be taken in sequence:

- ENG 3010 - Textual Studies and Criticism
- ENG 3020 - Literary and Cultural Theory
- (ENG 3020 must be taken at Hamline and taken before the senior seminar)

Three advanced-level literature or theory courses

Includes courses numbered ENG 3450 to ENG 3570, ENG 3100, ENG 3190, and ENG 5600.

Three 3000-level creative writing courses

Required:

- WRIT 3000 - Creating Across Genres

Two of the following:

- WRIT 3110 - Forms & Elements of the Craft I: Poetry
- WRIT 3120 - Forms & Elements of the Craft I: Fiction
- WRIT 3130 - Forms & Elements of the Craft I: Creative Nonfiction
- WRIT 3210 - Forms & Elements of the Craft II: Poetry
- WRIT 3220 - Forms & Elements of the Craft II: Fiction
- WRIT 3230 - Forms & Elements of the Craft II: Creative Nonfiction
- WRIT 3xxx - Topics course
- WRIT 5xxx - Topics course
- (Note: Some WRIT courses have prerequisites that require them to be taken in sequence.)

One additional 3000- or 5000-level elective:

The elective may be taken as a 3000- or 5000-level course in literature or theory (ENG 3450 to 3570, ENG 3100, ENG 3190, and ENG 5600), writing (ENG 3320 to 3390), or creative writing (3000- and 5000-level WRIT courses or ACTC equivalent courses, including WRIT 5110, 5120, and 5130 after completing prerequisites).

One Senior Seminar “Capstone”:

- ENG 5960 - Senior Seminar

Minor Requirements

Creative Writing Minor in English

Six courses in the department, including:

One survey course:

- ENG 1210 - British Literatures to 1789
- ENG 1220 - British Literatures after 1789
- ENG 1230 - American Literatures to 1860
- ENG 1240 - American Literatures after 1860
- ENG 1250 - World Literatures
- ENG 1270 - African-American Literatures

Two gateway courses to be taken in sequence:

- ENG 3010 - Textual Studies and Criticism
- ENG 3020 - Literary and Cultural Theory

Three 3000- and 5000-level creative writing courses

Required:

- WRIT 3000 - Creating Across Genres

Two of the following:

- WRIT 3110 - Forms & Elements of the Craft I: Poetry
- WRIT 3120 - Forms & Elements of the Craft I: Fiction
- WRIT 3130 - Forms & Elements of the Craft I: Creative Nonfiction
- WRIT 3210 - Forms & Elements of the Craft II: Poetry
- WRIT 3220 - Forms & Elements of the Craft II: Fiction
- WRIT 3230 - Forms & Elements of the Craft II: Creative Nonfiction
- WRIT 3xxx - Topics course
- WRIT 5xxx - Topics course

(Note: Some WRIT courses have prerequisites that require them to be taken in sequence.)

For English majors, these courses are in addition to those counted in the major program.

Standard English Minor

Six courses, including

One survey course:

- ENG 1210 - British Literatures to 1789
- ENG 1220 - British Literatures after 1789
- ENG 1230 - American Literatures to 1860
- ENG 1240 - American Literatures after 1860
- ENG 1250 - World Literatures
- ENG 1270 - African-American Literatures

Two gateway courses to be taken in sequence:

- ENG 3010 - Textual Studies and Criticism
- ENG 3020 - Literary and Cultural Theory

Three advanced-level 3000- or 5000-level courses

Includes all ENG courses above ENG 3020 except ENG 5960 and all WRIT courses if prerequisites are met.

Note: No more than two of the three courses can be WRIT courses.

Linguistics Minor

Five courses are required for the linguistics minor:

- ANTH 3490 - Language, Culture, and Society (or other ACTC linguistics course at the intermediate level)
- ENG 3190 - Introduction to Linguistics

- MODL 1010 - The Language Phenomenon
- MODL 1020 - Language and Society
- Also required: One additional ACTC linguistics course at the intermediate level or above.

Professional Writing Minor in English

Six courses in the department, including:

One survey course:

- ENG 1210 - British Literatures to 1789
- ENG 1220 - British Literatures after 1789
- ENG 1230 - American Literatures to 1860
- ENG 1240 - American Literatures after 1860
- ENG 1250 - World Literatures
- ENG 1270 - African-American Literatures

Two gateway courses to be taken in sequence:

- ENG 3010 - Textual Studies and Criticism
- ENG 3020 - Literary and Cultural Theory

Three 3000-level professional writing courses

Note: these courses include ENG 3320, ENG 3330, ENG 3340, ENG 3370, and ENG 3390. ENG 3330, 3370, and 3390 may be taken more than once with different topics. For English majors, these courses are in addition to those counted in the major program.

Communication Arts and Literature: Licensing for Secondary School Teaching (5-12)

Students must complete the Education Department courses for a Minnesota teaching license (see Education minor with teaching license). Certification for teaching secondary school in Minnesota (5-12) also requires a major that meets the departmental requirements. The following courses must be taken for licensure and may be included in the English major.

Note: A course may serve duplicate functions in both the major and the certificate requirements.

One literature survey course in an earlier period:

- ENG 1210 - British Literatures to 1789
- ENG 1230 - American Literatures to 1860

One survey course in a later period:

- ENG 1220 - British Literatures after 1789
- ENG 1240 - American Literatures after 1860
- ENG 1250 - World Literatures
- ENG 1270 - African-American Literatures

Two "gateway" courses to be taken in sequence (required of all English majors):

- ENG 3010 - Textual Studies and Criticism
- ENG 3020 - Literary and Cultural Theory

Secondary licensure students must include the following courses among their 3000-level courses:

- ENG 3190 - Introduction to Linguistics
- ENG 3390 - Advanced Writing: Exposition and Argumentation

Secondary licensure students are required to ensure that they have taken:

- One course at any level in which gender issues are a major part (such as courses that are given the "G" Hamline Plan designation)
- One course at any level in which race/ethnicity issues are a major part (such as courses that are given the "G" or the "I" Hamline Plan designation)

Special Methods and Content Courses

In addition, the following courses outside the major are required for a secondary license:

- COMM 1100 - Introduction to Communication Studies
- COMM 1110 - Public Speaking
- COMM 3320 - Mass Communication
- COMM 3380 - Small Group Communication
- ENG 5700 - Teaching English in the Middle and High Schools (5-12)

Environmental Studies

The goals of the environmental studies major are to examine holistically the interactions between humans and the environment from aesthetic, cultural, economic, moral, political, and scientific perspectives; and to emphasize skills and techniques needed to solve environmental problems in an interdisciplinary fashion.

The environmental studies major allows students to combine their interests in a traditional discipline with the broader training needed to address complex environmental issues. Individuals with environmental problem-solving abilities are needed in many facets of society, including science, politics, law, business, and public administration. Each environmental studies major will follow an individualized program of study that will include economic, scientific, political, and ethical components.

Students in the environmental studies program can take advantage of Hamline's location in the Twin Cities to pursue an increasing variety of internship and research opportunities.

Environmental studies program director: Mike Farris,
Biology department

Major Program

Students interested in the Environmental Studies major should consult with the director as soon as possible. The director must approve your area of concentration and can help plan the best course of study for your interests.

Major Requirements

The environmental studies major consists of:

1. Three required courses
2. Six courses in a discipline chosen by the student and approved by the director
3. An internship
4. Five supporting courses

Three Required Courses

- ESTD 1100 - Introduction to Environmental Studies
- BIOL 1130 - Biodiversity and Conservation Biology
- ESTD 5950 - Problem Solving in Environmental Studies

Disciplinary Concentration

Each student must take six courses (three of which must be numbered 3000 or higher) in a single academic department. This provides a depth of understanding in the particular field most closely allied to the student's interests. The director of environmental studies must approve the disciplinary concentration chosen by each student majoring in environmental studies.

Internship

Each student must complete an internship related to environmental studies. The internship is usually taken for academic credit and completed under the supervision of the

environmental studies director. Guidelines for requirements for the internship are available from the environmental studies director.

Supporting Courses

These courses are designed to complement the disciplinary concentration and to provide the student with a multidisciplinary perspective. We require one course in each of the areas listed below. In certain circumstances, other courses may be used to fulfill these requirements upon approval by the director of environmental studies. Courses in the student's department of disciplinary concentration may not be used to fulfill these requirements, except for the quantitative methods requirement (which may be fulfilled within the department of disciplinary concentration).

Environment and Human Values

- PHIL 1140 - Ethics
- PHIL 3380 - Concepts of Nature

Quantitative Methods

- ECON 1330 - Statistics
- MATH 1200 - Statistics and Data Analysis
- PSY 1340 - Statistics for the Behavioral Sciences

Economics and Public Policy

- ECON 1310 - Microeconomic Analysis
- ECON 1320 - Macroeconomic Analysis
- PSCI 3020 - International Political Economy
- PSCI 3700 - Public Policy and Public Administration

Physical Science

- CHEM 1100 - Chemistry and Society
- CHEM 1140 - General Chemistry II
- PHYS 1110 - Energy, Environment, and the Economy
- PHYS 1160 - Algebra-based Physics II
- PHYS 1240 - General Physics II

Culture, Politics and Economy

- ANTH 3460 - From Development to Globalization
- ANTH 3480 - Cultural Ecology
- ECON 3720 - International Economic Development
- PSCI 3670 - Politics and Society in Africa
- PSCI 3680 - Politics and Society in Developing Areas
- PSCI 3690 - Politics of Urban and Metropolitan America

Finance, Accounting and Quantitative Methods Department

The mission of the FAQM department is to foster conceptual thinking among our students focusing on developing both the quantitative and qualitative skill sets that will prepare them for successful careers across disciplines in profit, non-profit and public administration.

In collaboration with our business leaders in the community, our vision is to ensure students are ready to enter the job market with the multi-disciplinary background to become leaders in their own right. The majors offered include finance and accounting.

Departmental Honors

Students who have a GPA of at least 3.25 in their major courses are urged to complete a substantial research project to qualify for honors in management and economics at graduation.

Faculty

Mary L. Bochnak, professor. BS 1972, MBA 1976, PhD 1982, University of Minnesota. Work experience: business, government and nonprofit organizations, and private consulting. Research interests: nonprofit organizations, financial and accounting models, real estate.

Elizabeth W. Gunderson, professor. BAS 1976, University of Minnesota; MBA 1981, University of St. Thomas; PhD 1991, The Union Institute. Work experience: nonprofit organizations and private consulting. Research interests: forensic economics, security analysis.

J. Dan Lehmann, assistant professor. BS 1974, MS 1975, PhD 1982, University of Illinois. Work experiences: business executive in international firms and consulting. Research interests: investments, corporate finance and management.

Chad Sponsler, visiting assistant professor. B. Acct. 2002, MBA 2003, University of North Dakota; JD 2008, Hamline University; CPA. Research interests: Certified Public Accountant exam performance variables, financing higher education, educational tax incentives.

Imen Tebourbi, assistant professor, B.B.A. 2000 IHEC Tunis, MS 2002 HEC Montreal, Ph.D. 2006, University Paris Dauphine. Work experience: Researcher. Research interest: Mergers and Acquisitions, Managerial Compensation, Risk Management, Corporate Governance.

Nancy Webber, instructor. BS 2002 and MBT 2004, University of Minnesota. Work experience: CPA with concentration in business taxation.

Major Program

The Bachelor of Business Administration degree is designed to complement the liberal studies of Hamline University by providing students with breadth and depth of understanding in

core business disciplines. Students will develop theoretical knowledge and practical application skills in accounting, economics, finance, management, marketing, and related disciplines. Students will also develop their analytical, communication and interpersonal skills. These skills will enable students to more effectively utilize their liberal education and business knowledge to make both immediate and lasting impacts at work and in their communities. Students are encouraged to explore internship and study abroad opportunities.

Major Requirements: Accounting

- ACCT 1310 - Financial Accounting
- ACCT 1320 - Managerial Accounting
- ECON 1310 - Microeconomic Analysis
- ECON 1320 - Macroeconomic Analysis
- ECON 1340 - Quantitative Analysis and Data Management
- FIN 3100 - Foundations of Finance
- MGMT 3100 - Foundations of Management
- MGMT 3130 - Business Law
- MGMT 5860 - Strategic Management
- MKTG 3100 - Foundations of Marketing

One statistics course chosen from the following:

- ECON 1330 - Statistics
- MATH 1200 - Statistics and Data Analysis
- PSY 1340 - Statistics for the Behavioral Sciences

One communication course chosen from the following:

- COMM 1110 - Public Speaking
- COMM 3380 - Small Group Communication

One writing course chosen from the following:

- ENG 3340 - Organizational Writing
- ENG 3370 - Topics in Professional Writing

Six Accounting-focused courses:

- ACCT 3010 - Intermediate Accounting I
- ACCT 3020 - Intermediate Accounting II
- ACCT 3030 - Cost Accounting
- ACCT 5020 - Business Taxation
- ACCT 5030 - Advanced Accounting
- ACCT 5040 - Audit

Major Requirements: Finance

- ACCT 1310 - Financial Accounting
- ACCT 1320 - Managerial Accounting
- ECON 1310 - Microeconomic Analysis
- ECON 1320 - Macroeconomic Analysis
- ECON 1340 - Quantitative Analysis and Data Management
- FIN 3100 - Foundations of Finance
- MGMT 3100 - Foundations of Management
- MGMT 3130 - Business Law

- MGMT 5860 - Strategic Management
- MKTG 3100 - Foundations of Marketing

One statistics course chosen from the following:

- ECON 1330 - Statistics
- MATH 1200 - Statistics and Data Analysis
- PSY 1340 - Statistics for the Behavioral Sciences

One communication course chosen from the following:

- COMM 1110 - Public Speaking
- COMM 3380 - Small Group Communication

One writing course chosen from the following:

- ENG 3340 - Organizational Writing
- ENG 3370 - Topics in Professional Writing

Finance-focused courses:

- FIN 3720 - Investment Management
- FIN 3730 - Corporate Finance

One additional finance course:

Choose one additional finance course from the list below:

- ACCT 3010 - Intermediate Accounting I
- FIN 3700 - Financial Markets and Institutions
- FIN 3710 - Financial Analysis

Global Studies Program

Global studies provides a sound liberal education, grounded in an interdisciplinary approach, for students interested in the complex political, cultural, social, biological, and economic connections and interrelationships that exist among peoples of the world. Through its focus on global issues as they play out in varied local settings (both domestic and international), the major seeks to overcome provincialism and to further the college's promise of preparing compassionate citizens of the world. The program provides background for graduate study, professional studies, and careers in the public and private sectors wherever there is a need for international and intercultural expertise.

Program chair: Van Dusenbery, anthropology department.

Faculty

Kate Bjork, associate professor. AB 1985, University of California-Berkeley; AM 1989, PhD 1998, University of Chicago. Latin American history, comparative history, colonial societies, early modern trade and world systems theory, slavery and emancipation, disease in history. She also teaches in the history department and the Latin American Studies program.

Veena Deo, professor. BA 1969, Fergusson College; MA 1971, University of Poona; PhD 1989, University of Kentucky. Literary and cultural studies; transnational and diaspora studies. She also teaches in the English department and the African American studies program.

Leila DeVriese, assistant professor. MA 1996, University of Toronto; PhD 2002, Concordia University, Montreal. Transnational social movements, activism, globalization, human rights and women's rights, international political economy, Middle East. She also teaches in the women's studies and social justice programs.

Verne A. "Van" Dusenbery, professor. AB 1973, Stanford University; AM 1975, PhD 1989, University of Chicago. Social theory, global/transnational/diaspora studies. He also teaches in the anthropology department and the certificate in international journalism program.

Major Program

A student graduating with a global studies major should have:

1. A working knowledge of one language or exposure to two languages other than his/her first language.
2. Some in-depth knowledge of a region of the world or a cultural group.
3. The ability to make use of concepts and methodological approaches from more than a single discipline.
4. The ability to use technology as a resource for research and communication.
5. Explored and discussed several transnational/transcultural issues in an interdisciplinary context.

6. Had a study abroad or other appropriate off-campus studies experience.
7. Demonstrated the ability to conduct and present research on a transnational/ transcultural topic, making use of 1-6 above.

Major Requirements and Expectations

Language

One of the following in a language other than student's first language:

- a. Certificate of proficiency in languages where offered (Spanish, French, German, Chinese); or
- b. Four courses, or equivalent, in one language or two courses, or equivalent, in two languages (in languages where certificate of proficiency is not offered). These courses can be counted toward breadth of study; or
- c. A Hamline-qualifying TOEFL score (in English)

Introductory Courses

These courses should ideally be taken in the sophomore year.

- GLOB 1910 - Introduction to Global Studies I
- GLOB 1920 - Introduction to Global Studies II

Regional/Cultural Concentration

Three (3) courses focused on a specific global region or culture.

Disciplinary Breadth/Depth

Students will be held accountable for Hamline Plan designations earned and brought into upper-level interdisciplinary courses; students are strongly encouraged to pursue at least a minor in a discipline (and a disciplinary major if they are considering graduate work).

Off-Campus Study

Semester program is required--ideally during spring of junior year.

Upper-Level Elective Courses

- Three (3) interdisciplinary, thematic, transnational courses from designated list of cross-listed offerings. These are normally taken in junior and senior years (see program Web site or Piperline schedule for current offerings).

Capstone Seminar

One of the following:

- GLOB 5900 - Senior Research Seminar
- GLOB 5910 - Honors Research Seminar

Summary of Course Requirements

- Language (2-6 courses)--requirement can be met in whole or part at matriculation; can be met in part through off-campus study.
- Introductory courses (2 courses)
- Regional/Cultural Concentration (3 courses)--requirement can be met in part through off-campus study
- Upper-Level Electives (3 courses)
- Capstone Seminar (1 course)

Health Sciences Program

The Health Sciences major at Hamline is an interdisciplinary field of study that permits students to focus on health issues in local, national, and international arenas from a variety of perspectives. The Health Sciences major builds on connections between the liberal arts and the core concerns of public health, with the recognition that issues of human health are complex, influenced not only by human biology and statistics, but also by social structures, psychology, culture, and public policy.

The Health Sciences Major prepares students for jobs or advanced study in wide range of areas including the behavioral sciences, health education, health policy and law, environmental and occupational health, epidemiology, and international health. Students planning to pursue graduate study should check the admission requirements of the programs they are interested in applying to, and make sure they are completing all required prerequisite courses. Students wishing to pursue a health professional degree (medicine, dentistry, pharmacy, chiropractic medicine, etc.) after graduation from Hamline, will need to complete a series of required prerequisite courses before applying to one of these programs. These courses will need to be completed in addition to the Health Sciences Major courses. All students interested in admission to a health professional program should work closely with a Pre-Health Advisor to make sure they are completing the appropriate prerequisite courses.

Health Sciences program directors: Sharon Preves, Sociology Department, and Presley Martin, Biology Department.

Major Program

To complete the major, students are required to take a common required set of courses, and then may either select one of two predetermined areas of concentration, or create their own combination of electives in consultation with a Health Sciences faculty advisor.

11 courses are required for the major. Students must also complete an internship in the health sciences approved by their major advisor, and are strongly encouraged to do an independent research project.

Major Requirements

- HSCI 1100 - Introduction to Public Health
- HSCI 1120 - Introduction to Global Health
- HSCI 3100 - Epidemiology
- HSCI 3100 - LAB: Epidemiology
- HSCI 3400 - Health Sciences Methods
- HSCI 5950 - Senior Seminar

Introduction to physiology: Chosen from

- BIOL 1120 - Biology of Human Function
- BIOL 1820 - Principles of Plant and Animal Physiology

- BIOL 1820 - LAB: Principles of Plant and Animal Physiology

Statistics: Chosen from

- MATH 1200 - Statistics and Data Analysis
- PSY 1340 - Statistics for the Behavioral Sciences

Elective Courses

(In all cases, at least 3 of 4 elective courses must be at or above the 3000 level and at least 1 must be at the 5000 level)

Health Sciences - General Track

Hamline University's program in Health Sciences includes a general track of study, whose electives are chosen by the student in consultation with a Health Science advisor. This track provides a maximum flexibility in allowing the student to craft a course of study which best suits their individual needs and interests. The (4) elective courses may be chosen from any of those listed below.

In addition to the required Health Sciences courses, and the (4) elective courses, the General Track must also include HSCI 5400 (Special Topics in Health Sciences)

Health Sciences - Behavioral and Social Health Sciences Track

Hamline University's program in Health Sciences includes a concentration in Behavioral and Social Health Sciences, bringing interdisciplinary perspectives to bear on understanding the social and psychological bases of health, illness, and healing. This concentration is designed to provide students with knowledge about the causes, patterns, and consequences of affliction and disease, both at the level of the individual and the population. Courses in this concentration engage critical issues such as health and human rights, concepts of normality and abnormality, the role of medical technologies in negotiating lines between life and death, medical pluralism, the history of medicine, and health inequalities.

Electives: Behavioral and Social Health Sciences Track

In addition to the required Health Sciences courses, students who select the Behavioral and Social Health Sciences track choose their (4) elective courses from the following list:

- ANTH 3530 - Culture, Illness, and Health
- ANTH 3580 - Cultural Psychology
- PSY 1480 - Abnormal Psychology
- PSY 3740 - Disorders of Childhood
- REL 3250 - Death and Dying
- SOC 3370 - Families in Crisis
- SOC 5330 - Sex and Sexuality: An American Perspective
- Other 3000- or 5000-level behavior or social science courses approved by the advisor

Health Sciences - Science of Disease Track

Hamline University's program in Health Sciences includes a concentration in the science of disease. The following selection of courses was designed to provide students with basic knowledge of the biological principles necessary to understand the causes and mechanisms of disease. This track is recommended for students who wish to enter professional programs for allied health disciplines or health education.

Electives: Science of Disease Track

In addition to the required Health Sciences courses, students who select the Science of Disease track choose their (4) elective courses from the following list:

- BIOL 1140 - Human Heredity and Disease
- BIOL 1140 - LAB: Human Heredity and Disease
- BIOL 1150 - Biology of Women
- BIOL 1150 - LAB: Biology of Women
- BIOL 3050 - Principles of Genetics
- BIOL 3050 - LAB: Principles of Genetics
- BIOL 3060 - Principles of Cell Biology
- BIOL 3060 - LAB: Principles of Cell Biology
- BIOL 5550 - Microbiology
- BIOL 5760 - Immunology
- Other 3000- or 5000-level BIOL course approved by the advisor

History Department

History is a field of study which takes a disciplined approach to studying the past. The various sub-fields of history share a common emphasis on the intellectual skills and traditions of inquiry and analysis, comparison and synthesis. Drawing as it does upon the practices and concerns of a wide range of disciplines, a history major provides excellent preparation for graduate study in the humanities, social sciences, public policy, and the law, as well as for many careers in the private and public sector. The history major helps students develop critical thinking, master the close analysis of texts and context, learn how to evaluate and gather evidence, and frame coherent and persuasive arguments and explanations of individual and social actions and events in the world. Students' intellectual and leadership potential is promoted by encouraging them to develop the skills as well as the interest to engage the intellectual and moral issues of the past as well as of the present.

Resources for Nonmajors

All the department's course offerings are open to nonmajors.

Practicum Program

The department encourages its majors to learn through practical experience in various fields related to history by means of an off-campus internship. These may include working at the Minnesota Historical Society, one of the county historical societies, or a local museum. The internship is an experience designed by the student in conjunction with off-campus and faculty supervisors. See the department chair for details.

Honors Program

Each spring, outstanding juniors participate in the senior honors program. Students choose faculty members with whom they wish to work, prepare a major paper based on primary source materials, and present it to the department for consideration. Students then register for History 5010 for their honors thesis for the fall term in their senior year.

Postgraduate Opportunities

History graduates pursue careers in the liberal arts professions and public service from teaching to law, from community service to governmental agencies. The department works closely with the program in education for students seeking the licensure in social studies.

Faculty

Kate Bjork, associate professor. AB 1985, University of California-Berkeley; MA 1989, University of Chicago; PhD 1998, University of Chicago. Latin America, colonialism, slavery and

emancipation, disease and the environment, social and comparative history.

Brian Horrigan, visiting assistant professor. BA 1972, University of Chicago; MA 1975, MPhil 1980, University of California-Berkeley; Exhibit Curator (Minnesota Historical Society). Public history.

John A. Mazis, associate professor, chair. BA 1988, MA 1993, PhD 1998 University of Minnesota. Russia, Greece, modern Europe, imperialism, and diplomatic, political, and social history.

Scott Relyea, assistant professor. BS 1992, Northwestern University, MA 1997, The George Washington University, MA 1999 School of Oriental and African Studies, PhD 2010 The University of Chicago. East Asia, China, borderlands, political, social, and intellectual history.

Susie Steinbach, professor. AB 1988, Harvard University; MA 1990, MPhil 1992, PhD 1996, Yale University. Britain and its empire, modern Europe, and social, cultural, and gender history.

Nurith Zmora, professor. BA 1974, MA 1983, Hebrew University of Jerusalem; MA 1985, PhD 1990, Johns Hopkins University. United States; political and social history.

Major Program

The major is organized into introductory survey courses, topical upper-level courses, methodology courses, and senior seminars, taken in sequence. History majors may also select other programs, certificates, minors, and/or second majors that reflect their personal and career interests.

Major Requirements

A major in history consists of a minimum of 10 courses:

- Three 1000-level courses
- Five courses numbered above 3010
- Two additional courses (one from each group listed below)

Select One Course from Either:

Note: Students may choose to take both HIST 3000 *and* HIST 3010 and only *four* courses numbered above 3010.

- **HIST 3000 - Workshop in History**
(Recommended in preference to HIST 3010 for students who plan to teach at the K-12 level)
- HIST 3010 - Historical Methods

Select One Course from Either:

- HIST 5950 (the Senior Seminar) or
- HIST 5010 (the Senior Honors Essay)

Senior seminars provide the capstone experience in the major. In them, students practice and polish previously learned skills and experiences to produce a significant historical research paper. Outstanding students may choose to write a Senior Honors Essay rather than taking the Senior Seminar. These students apply to work with a faculty advisor (in the

spring of the junior year), write a significant research paper based on primary source materials, and present it to the department for consideration.

Minor Requirements History

A minor in history consists of a minimum of 6 courses:

- Three 1000-level courses
- Two courses numbered above 3010
- One additional course from the group below

Select One Course from Either:

- HIST 3000 - Workshop in History
(Recommended in preference to HIST 3010 for students who plan to teach at the K-12 level)
- HIST 3010 - Historical Methods

Minor Requirements: Middle East Studies

The Middle East Studies (MES) minor provides students with the skills necessary to understand the complex issues of the Middle East, and prepares them for careers in which a deep understanding of the region is essential. The Middle East Studies minor is designed to provide a broad knowledge of the region's culture, history, religion, politics, and society, and is complimented with the introductory study of any of its four major languages (namely, Arabic, Hebrew, Farsi, and Turkish).

Given the Middle East's historic geostrategic position as a crossroads for states and empires, networks of trade and intellectual discourse, we define it beyond traditional geographic parameters, which tend to focus on the Arab world, North Africa, Iran and Turkey. The concentration approaches the study of the Middle East of the 21st century as a global phenomenon, one that has generated diasporic communities throughout the world as well as transnational Islamic and other religion-based movements. The Middle East is integral to the making of global socio-economic networks, political discourses and the histories of colonialism and empire. As an interdisciplinary program, Middle East Studies integrates diverse methodological approaches drawn from a variety of disciplines.

The minor will be housed in the History Department (CLA), however, given its interdisciplinary nature, the minor will draw from a variety of departments in the humanities and social sciences, including History, Fine Arts (Art History), Religion, Political Science, Global Studies, Economics and Modern Languages and Literature.

The Middle East Studies minor is therefore particularly well suited for students preparing for graduate work or professional careers in the government, business and finance, or with international and non-governmental organizations.

Minor Requirements

Minors in Middle East Studies devise their own programs of study in consultation with their advisor. Students can choose

as advisor an appropriate CLA faculty affiliated with Middle Eastern Studies.

A minor in Middle Eastern Studies consists of six courses, which emphasize a cross-section of knowledge in the Middle East. Courses must be taken in at least two departments; only one course at the 1000 level [from any given department] can be counted towards the minor.

- One (1) course in a major religious tradition (i.e., Christianity, Islam, Judaism)
- One (1) course on the modern history of the Middle East
- Two (2) intermediate (3000-level) courses in ME history, society, politics, art, religion or literature (to be approved by student's MES minor advisor)
- A minimum of one year, or two (2) courses, in one of the modern languages of the region (namely Arabic, Hebrew, Farsi, or Turkish).

These requirements can be fulfilled at Hamline, ACTC or other national or international programs (subject to prior approval by student's MES minor advisor).

Affiliated Programs and Faculty

Art History:

Professor Aida Audeh

Global Studies:

Professor Leila DeVriese

History:

Professor John Mazis

Professor Nurith Zmora

Languages and Literature:

Professor Mira Reinberg

Political Science:

Professor Binnur Ozkececi-Taner

Religion:

Professor Mark Berkson

Professor Earl Schwartz

International Journalism Program

The certificate in international journalism program enables students with advanced language skills and majors in global studies, area studies, modern languages, communication studies, history, anthropology, English, and other majors to supplement their programs with preparation in international journalism. The certificate program combines introductory courses in journalism and media studies with advanced seminars, internships, and a capstone media project where students can apply their international expertise to the study and practice of journalism.

Admission for Postbaccalaureate Students

Students must have earned a degree in an appropriate area of study from a regionally accredited institution of higher education and have a cumulative GPA of at least 3.0 from prior undergraduate coursework. Please contact the Office of Graduate Admission at 651-523-2900 for application materials.

Faculty

Verne A. “Van” Dusenbery, professor. AB 1973, Stanford University; AM 1975, PhD 1989, University of Chicago. Social theory, global/transnational/diaspora studies. He teaches in the anthropology department and the global studies program.

David Hudson, associate professor. BA 1979, MA 1987, PhD 1994, University of Minnesota. Early 20th century British and American literature, journalism, writing technology, and professional writing. He teaches in the English department.

Suda Ishida, associate professor, program director. BA 1988 Chiang Mai University, Thailand; MA 1996, Macquarie University, Australia; PhD 2002, University of Iowa. Mass media studies, history of American mass media, international communication, globalization and social movements, environmental journalism. She teaches in the theatre arts and communication studies department.

Certificate Requirements

The certificate program combines introductory courses in journalism and media studies with advanced seminars, internships, and a capstone media project where students can apply their international expertise to the study and practice of journalism. For details see International Journalism in this bulletin.

For information about our graduation rates, the median debt of students who completed the program, and other program characteristics, please visit <http://www.hamline.edu/cla/international-journalism/disclosures.html>.

Coursework and Certificate Requirements

The certificate requires six courses plus a semester of study abroad.

- COMM 3420 - Media in Global Perspective
- ENG 3320 - Fundamentals of Journalism
- IJRN 5960 - Internship Seminar in International Public Journalism*
- IJRN 5970 - International Journalism Capstone Media Project

One chosen from:

- COMM 1320 - Introduction to Critical Media Studies
- COMM 3320 - Mass Communication

One chosen from:

- GLOB 5900 - Senior Research Seminar*
- GLOB 5910 - Honors Research Seminar*

Note: *Student should enroll simultaneously in one of the research seminars (GLOB 5900 or GLOB 5910) and the internship seminar (IJRN 5960).

Students also complete a semester of study abroad in some field of international area studies and journalism (including internship) at one of the approved programs. Bilateral exchange programs currently exist with Universitat Trier (Trier, Germany), Pontificia Universidad Catolica de Valparaiso (Valparaiso, Chile), and Université Gaston Berger (Saint-Louis, Senegal). Other placements are possible by arrangement.

Latin American Studies Program

The Latin American studies program introduces students to an interdisciplinary and intercultural study of the hispanic world. The focus is on the contemporary importance of the Spanish- and Portuguese-speaking countries in the global community and their interaction with the United States from a political, social, historical, and economic perspective. Recognition is given to the hispanic social and cultural presence in the United States, where one in every 12 Americans is of Latino origin. Courses from political science, history, anthropology, art, literature, sociology, and other areas may be used for the major or minor.

Majors in Latin American studies go on to law school, graduate school, community and social work, and various levels of government service.

Latin American studies program directors: Barbara Younoszai, Spanish, and Andrea Bell, Spanish.

- Three additional courses at Hamline, in the consortium, or through study abroad that stress Latin American issues and realities, with the prior consent of the directors
- LSTD 5000 - Latin American Studies
- LSTD 5100 - Contemporary Issues in the Americas

Major Requirements

- Intermediate level language competency in Spanish or Portuguese: four courses or their equivalent
- Social sciences: three courses
- Literature and the arts: three courses
- LSTD 5000 - Latin American Studies
- Must be taken at Hamline
- LSTD 5100 - Contemporary Issues in the Americas
- Must be taken at Hamline

Supporting Courses

- ANTH 1240 - The Ancient Maya
- ANTH 3240 - Ancient and Modern Maya of Yucatan
- ANTH 3250 - Ancient Civilizations of the Mexican Highlands
- ANTH 3310 - Ancient Civilizations of Middle America
- ANTH 3340 - Exploring the Ancient Civilizations of Peru
- ANTH 3980: Special Topics (e.g. Issues and Controversies in Mesoamerican Studies, Ancient Civilization of South America)
- HIST 1400 - Introduction to Latin American History
- HIST 3940 - Topics in Latin American History

Note: Students should consult with Latin American studies program directors to determine which courses count toward the major.

Minor Requirements

The minor in Latin American studies consists of five courses and a language requirement:

- A minimum of one year or the equivalent of college Spanish or Portuguese language study

Legal Studies Department

The legal studies department offers courses and programs for students interested in becoming lawyers and paralegals (legal assistants) and for students in other fields who have an interest in law. Because Hamline is a small university with a law school on its campus, we offer unique opportunities for students interested in law. Hamline legal studies students have the opportunity to interact with law students and professors and to learn to use a first-class law library. Each major has a legal studies faculty advisor. The Hamline Plan provides an excellent liberal arts background, and the legal studies department provides instruction in legal subjects taught by experienced legal studies professors and lawyers. Our students obtain internships with law firms, government agencies, court systems, corporations, and non-profit organizations. Courses are offered both at Hamline's main campus in St. Paul and at the Minneapolis Center near Interstate 394 and Highway 100. Students also have the opportunity to compete in mock-trial tournaments. Hamline's beginning mock-trial program is an open one--no tryouts or eliminations. Every student who wants to compete and learn about trial advocacy and the American legal system will get the opportunity to do so. If a student opts for the competitive mock trial track there will be more time commitment, skill building and opportunity to compete in advance tournaments; however skill level and dedication will be considered.

Hamline University also provides solid academic preparation and an enriched learning environment for pre-law students. Prospective law students can major in any field. Law schools want students with a broad-based education and expect students to have highly developed reading, analyzing, writing, and speaking skills. Law firms and other employers want lawyers and paralegals who are diligent, well-educated, and motivated, and who can work independently. These are the qualities emphasized by the Hamline Plan. The presence of a law school on our campus provides pre-law students with many opportunities to interact with law students and legal scholars and professionals. Law-related classes and activities foster and develop the students' interest in law while they prepare for law school. After completing their baccalaureate degree, students who want to be lawyers will need to earn a law degree and pass the bar examination. Hamline students are prepared for success. For more information, see www.hamline.edu/cla/legal-studies/.

Program Objectives

Graduates and certificate recipients from Hamline University's Legal Studies Department will be able to:

- Produce reasoned legal analysis.
- Demonstrate writing and speaking skills necessary to communicate in professional and academic legal settings.
- Demonstrate mastery of legal citation.

- Demonstrate knowledge of technology relevant to the legal profession.
- Locate primary and secondary legal resources using print and electronic tools.
- Fulfill legal and general ethical obligations in academic and professional settings.
- Evaluate legal issues in diverse cultural contexts.

Academic Program Review

The legal studies department offers two majors, a certificate program, two minors, and a double major in legal studies/women's studies with a paralegal certificate.

1. Legal studies major. The legal studies major is designed to be flexible. This major suits the needs and interests of pre-law students, paralegal students, and students majoring in other disciplines heavily regulated by the law such as criminal justice, business, environmental studies, political science, communications, management, and international studies.
2. Law School Early Admissions (3-3) Programs. Highly motivated and talented students may complete their undergraduate degree and law school in just six years. The Legal Studies Department offers its own 3-3 program, the American Law and Legal Systems Major. Students may also choose to major in another discipline, but are required to complete the Law School Early Admissions Minor through the Legal Studies Department. Students interested in either 3-3 program should meet with an academic advisor in the relevant departments early in their undergraduate career to discuss.
3. Double-major in legal studies and women's studies. This interdisciplinary double major provides students with a unique program of study which allows them to explore intersections between the law and other areas such as gender, sexuality, race, class, and ability. This combination of learning experiences in two fields, as well as practical and theoretical tools prepares students to make social change in the pursuit of creating a better world for everyone. Students develop competencies that will allow them to engage in a variety of opportunities in the law, public policy, non-profit work, human services, legislative initiatives, human rights, or social service. Through elective coursework, students can simultaneously complete a paralegal certificate; this pairing of practical legal training with a liberal arts program focused on cultural and political awareness is highly valued by employers. Students interested in pursuing the double major in legal studies and women's studies should consult www.hamline.edu/cla/lgst-wstd/.
4. The paralegal certificate program. Hamline's American Bar Association-approved paralegal program is distinctive. Students may earn their paralegal certificate while majoring in any field at Hamline or enter the post-baccalaureate paralegal certificate program as graduates

of other four-year colleges and universities. Hamline's undergraduate program has a broadly based liberal arts education in addition to the specific training in law and legal assisting skills. A paralegal certificate does not qualify the recipient for the practice of law; it prepares students to work in a law office or other law-related setting under the supervision of attorneys. This certificate is not a major; however, paralegal students may also pursue a legal studies major, or other majors as an undergraduate student.

5. The legal studies minor. Students majoring in any discipline can minor in legal studies. This minor is appropriate for students majoring in fields that are impacted by law and legal regulation such as political science, communications, and business. A legal studies minor is also a good choice for students who are considering law school. The minor in legal studies is not intended to prepare students to work as paralegals.

The legal studies programs do not qualify students to sit for the bar examination or to work as lawyers. Postgraduate study in an American Bar Association-approved law school after graduation from college is required to practice law.

Honors

Students wishing to be considered for participation in the departmental honors program should request detailed information from the program faculty no later than February of their junior year if graduation is expected in spring semester of their senior year. If a mid-year graduation is expected, the student should request information in September of their junior year. It is recommended that honors students have a GPA of 3.5 or better in the major, and honors projects must be approved by a majority of program faculty. Honors projects should exhibit distinctive scholarship, originality of thought, and a high degree of relevance to a major issue in the discipline. Please visit the legal studies department Web site for further information.

Internships

All legal studies majors complete an internship. Legal studies majors intern with lawyers, judges, a legal clinic at Hamline's law school, the courts, the state legislature or federal, state, or local government agencies. Paralegal students may intern in many of the same environments but must perform paralegal work under the supervision of an attorney.

Student Activities

Hamline offers a large, inclusive mock trial program. All our students have the opportunity to participate in competitive mock trial tournaments. Recent study abroad course offerings have taken students to Australia. Our students participate in law school activities, use the law library, and have individual access to Westlaw. There are professor assistant and

workstudy opportunities in the department, the law library, and the law school clinics. Students can also join the Hamline University Paralegal Society and the Prelaw and Justice Society.

Faculty

Stephen Arnott, assistant professor, pre-law advisor. BA (Hons) 1981, University of Tasmania; JD 1994, William Mitchell College of Law. Alternative dispute resolution, contracts, evidence, legal research and writing, family law, international law, legal interviewing.

Leondra Hanson, assistant professor, paralegal program director, BA 1995 Concordia College, JD 1999 University of Minnesota. Admitted to the bar in Minnesota 1999, Minnesota Federal District Court 1999 and Montana 2000. Professional Association: Minnesota Bar Association.

Meg Hobday, assistant professor, legal writing program coordinator. BA 1992, University of Notre Dame; JD 1995 University of Minnesota. Legal research and writing, senior seminar, employment law, constitutional law, legal systems in American society.

Jeanne Kosieradzki, associate professor, chair. BS 1986, Winona State University; JD 1991, William Mitchell College of Law. Legal ethics, civil litigation and trial practice, legal systems in American society, tort law. Professional Association: Minnesota Association for Justice.

Jerry Krause, professor, criminal justice. BS 1978, Mankato State University; JD 1984, University of Wisconsin Law School. Managing Editor, Wisconsin Law Review. Criminal justice, criminal law and procedure, police, ethics, law enforcement. Professional Associations: American Bar Association and ABA Criminal Justice Section; Academy of Criminal Justice Sciences.

Directors

Judy Gunnarson, assistant director, paralegal certificate program, BS Business, University of Minnesota, 1986; Post-Baccalaureate Paralegal Certificate, Hamline University, 2011. Professional Associations: Minnesota Paralegal Association. American Association for Paralegal Education.

Jacelyn Palmer, mock trial director, BA 2001, Hamline University, JD 2006, Hamline University School of Law. Admitted to the Bar in Minnesota, 2007, Professional Associations: American and Minnesota State Bar Associations, American Mock Trial Association.

Paralegal Certificate

Paralegal education prepares the student to assist with substantive legal work under the supervision of an attorney or to work in a law-related setting. It does not lead to licensure as an attorney or to the practice of law.

Objectives: (1) To provide an American Bar Association-approved program with a curriculum leading to a paralegal certificate; (2) to provide a liberal arts based education for

undergraduate paralegal students; (3) to develop in each paralegal student superior writing, speaking, and analytical skills; (4) to offer high quality specific legal training to liberal arts students and bachelor's degree holders seeking to become paralegals; and (5) to instill respect for legal and practical values and ethics.

This program is open to undergraduate students in all majors and to post-baccalaureate students.

For information about our graduation rates, the median debt of students who completed the program, and other program characteristics, please visit <http://www.hamline.edu/cla/legal-studies/paralegal-disclosures.html>.

Required courses

- LGST 1110 - Legal Systems in American Society
- LGST 1250 - Legal Research and Writing
- LGST 3520 - Civil Litigation and Trial Practice
- LGST 5900 - Legal Studies Practicum

Legal specialty courses

Twelve (12) additional credits of legal specialty courses from the following list:

- LGST 3410 - Special Topics in Law
- LGST 3420 - Special Topics in Law
- LGST 3530 - Estates and Trusts
- LGST 3540 - Family and Gender Issues in Law
- LGST 3550 - Real Property
- LGST 3560 - Law of Business Organizations
- LGST 3570 - Probate Procedures
- LGST 3670 - Legal Interviewing
- LGST 3680 - Law of Evidence for Legal Professionals
- LGST 3750 - Alternative Dispute Resolution
- LGST 3760 - Contracts
- LGST 3770 - Law Office Technology
- LGST 3780 - Employment Law
- LGST 3810 - Criminal Law and Practice
- LGST 5600 - Tort Law

Elective courses

Select 4 credits of additional coursework from all legal studies (LGST) courses listed above or the following interdisciplinary courses:

- LGST 1440 - Beginning Mock Trial
- LGST 3100 - American Constitutional Law
- LGST 3440 - Advanced Mock Trial
- LGST 3820 - Constitutional Issues in Criminal Procedure
- MGMT 3130 - Business Law
- PHIL 1130 - Logic
- PHIL 3330 - Social, Political, and Legal Philosophy
- HIST 3930 - Topics in United States History - Landmark Trials in History

Major Requirements: American Law and Legal Systems

(Law School Early Admission (3-3) Program)

Highly motivated and talented students may complete their undergraduate degree and law school at Hamline's School of Law in just six years. The Legal Studies Department offers its own 3-3 program, the American Law and Legal Systems Major. Students may instead choose to major in another discipline, but are required to complete the Law School Early Admissions Minor through the Legal Studies Department. Students interested in either 3-3 program should meet with an academic adviser in the relevant department early in their undergraduate career to discuss. No entry form or commitment is required. If you decide partway through your studies that the 3-3 track is not longer right for you, then simply continue on with your studies and graduate in four years.

Objectives: The objectives of this special program are: (1) to provide exceptional, highly motivated undergraduates who demonstrate academic excellence, maturity, and professionalism with an opportunity to complete their bachelor's and law degrees in six, instead of the usual seven, years; (2) to integrate the liberal arts education with professional legal training; and (3) to provide a program that will develop legal professionals who are committed to defining and strengthening the moral and ethical values of the legal profession through value-based education.

Successful completion of the 3-3 Program includes:

Registering for and taking the LSAT during their junior year. Materials and scholarship applications are available on line and at the law school.

Fulfilling the Hamline plan, all major requirements, and 100 semester credits by May of their junior year.

Applying for admission to Hamline's School of Law by March of their junior year and being accepted for the fall class.

Completing and transferring back to the College of Liberal Arts or School of Business 28 credits of successful first-year law school work with a grade of C- or better to earn their bachelor's degree.

Notes: Participation in the 3-3 program does not guarantee you law school admission; students must take the LSAT and apply to and be accepted to Hamline's School of Law. Students who are not accepted into law school after three years can complete their undergraduate major and earn their bachelor's degree in the usual four years. They may, of course, reapply to law school upon completion.

Once students enroll at Hamline's School of Law, they are no longer eligible for financial aid as an undergraduate student, including the presidential fellowship. However, they are eligible to apply for financial aid and scholarships through the law school.

Transfer Students:

Transfer students are eligible to participate in the law school early admission (LSEA, 3-3) program. For the American Law and Legal Systems Major, they must complete 3 of the 4 required courses at Hamline. For all other 3-3 programs, they must complete a minimum of sixteen (16) credits at Hamline toward their undergraduate major. In all other respects the LSEA program is identical for transfer students.

Major Requirements: American Law and Legal Systems

The Legal Studies Department offers its own 3-3 program, the American Law and Legal Systems major.

Four (4) required courses

- LGST 1250 - Legal Research and Writing
- LGST 5800 - Senior Seminar in Legal Studies
- LGST 5900 - Legal Studies Practicum
- PHIL 1130 - Logic
- Twenty-eight (28) credits
- Twenty-eight (28) credits taken in the first year of law school comprise the remainder of the coursework for this major.

An undergraduate minor is required

Complete a minor outside of the legal studies department. The minor must be one that could become the student's major should she or he opt out of the program or not be accepted for early admission by the School of Law.
Legal Studies Major

Major Requirements: Legal Studies

The legal studies major consists of forty (40) credits as follows:
Four (4) required courses:

- LGST 1110 - Legal Systems in American Society
- LGST 1250 - Legal Research and Writing
- LGST 5800 - Senior Seminar in Legal Studies
- LGST 5900 - Legal Studies Practicum

Twenty-four (24) elective course credits

Each student selects two and four-credit courses totaling 24 credits from all LGST courses or the following interdisciplinary offerings:

- LGST 3100 - American Constitutional Law
- LGST 3820 - Constitutional Issues in Criminal Procedure
- MGMT 3130 - Business Law
- PHIL 1130 - Logic
- PHIL 3330 - Social, Political, and Legal Philosophy
- LGST 1440 - Beginning Mock Trial
- LGST 3440 - Advanced Mock Trial
- HIST 3930 - Topics in United States History

If you plan to attend law school:

Legal studies majors who intend to go on to law school are strongly encouraged to consider a second major or minor in the field of their choice. A legal studies major is not required

for law school admissions. Students interested in law school should also strongly consider taking PHIL 1130: Logic, as well as writing-intensive and formal reasoning courses beyond those required of the Hamline Plan.

Majors who plan to work immediately after completing their four-year degree are encouraged to select electives leading to the paralegal certificate or to finish a major in another discipline that offers law-related employment opportunities requiring a bachelor's degree such as criminal justice, English, or political science.

Minor Requirements: American Law and Legal Systems

(Law School Early Admission (3-3) Program)

Students seeking law school early admission through a different department must complete the LSEA minor along with the program requirements of the department in which they major. A sample of the program majors which can be combined with the LSEA minor are: business (general, BBA), communications studies, criminal justice, economics, english, finance, history, management, marketing, philosophy, psychology, political science, sociology, and women's studies.

Students wishing to pursue a 3-3 track should meet with a legal studies professor upon entrance to Hamline for assistance in planning their coursework. No entry form or commitment is required. If you decide partway through your studies that the 3-3 track is no longer right for you, then simply continue on with your studies and graduate in four years.

Please also contact the chair of the department in which you would like to major for more information.

The LSEA minor may be combined with a major in another department that is not listed above. To consider the possible options for another academic major with the LSEA minor, please contact the department chair in your major as well as the legal studies department chair for more information.

Participation in the 3-3 program does not guarantee you law school admission; students must take the LSAT and apply to and be accepted by Hamline's School of Law.

Minor Requirements

Highly motivated and talented students may complete their undergraduate degree and law school in just six years. Students must complete the LSEA minor along with a major in another discipline. The legal studies department offers its own 3-3 program, the American Law and Legal Systems Major. For more information, refer to the American Law and Legal Systems Major.

Declaration of Candidacy

Students wishing to pursue an LSEA (3-3) track should meet with advisors in the relevant departments upon entrance to Hamline for assistance in planning their coursework. Students fill out a Declaration of Major as early as possible indicating an

LSEA minor and electing a major in one of the following areas: Business (General, BBA); Communication Studies; Criminal Justice; Economics; English; Finance; History; Legal Studies; Management; Marketing; Philosophy; Political Science; Psychology; Women's Studies. Refer to the individual program's 3-3 advising sheets for more information. The LSEA minor may be combined with a major in another department that is not listed above. To consider the possible options for another academic major with the LSEA minor, please contact the department chair in your major as well as the legal studies department chair for more information.

Specific required courses

Early admissions candidates must complete these four minor classes by the end of their junior year:

- LGST 1110 - Legal Systems in American Society
- LGST 1250 - Legal Research and Writing
- LGST 5900 - Legal Studies Practicum
- PHIL 1130 - Logic
- And by the end of their first year at Hamline School of Law:
 - LAW 9121 - Contracts

Hamline Plan Requirements and 100 semester credits

Early admissions candidates must also complete all Hamline Plan requirements and 100 semester credits and all major requirements by the end of their junior year and file the **Intent to Graduate** form by December of the junior year.

Law School Admission

Apply to Hamline University School of Law

Complete all necessary steps to apply for admission to the law school during the junior year. Application can be made by the fall of the junior year and should be complete by March of the junior year.

LSAT

Sit for the LSAT and complete the application process through the Law School Admission Council's website at www.LSAC.org. Students should sign up to take the LSAT test during their junior year. Materials and scholarship applications are available online and at the law school.

Contact Hamline University School of Law

Contact the Hamline University School of Law Admissions Office to discuss the profile recommended to be admitted to Hamline University School of Law as a 3/3 student.

Special Notes

The LSEA (3-3) minor is not intended to prepare students to work as paralegals and it is not approved by the American Bar Association. Participation in the 3-3 program does not guarantee you law school admission; students must take the

LSAT and apply to and be accepted by Hamline's School of Law.

Continuation after the junior year

To complete the major the student must then complete and transfer back to the College of Liberal Arts or School of Business twenty-eight (28) credits of successful law school work with a grade of C- or better.

Transfer Students

Transfer students are eligible for the early admission (3-3) program and must take a minimum of sixteen (16) credits in the major while enrolled in the College of Liberal Arts or School of Business and must complete the Hamline plan and 100 semester credits to be eligible for admission to HUSL. Transfer students are encouraged to consult with the Transfer Coordinator in CLA admissions at (651)523-2207 or pre-law advisors Jeanne Kosieradzki at (651)523-2745, Jerry Krause at (651) 523-2327, Leondra Hanson at (651) 523-2678, Stephen Arnott at (651) 523-2582, or Meg Hobday at (651) 523-2629 as early as possible prior to transfer.

Minor Requirements: Legal Studies

The minor in legal studies consists of 24 credits.

For transfer students, at least 16 credits must be taken at Hamline.

Required course:

- LGST 1250 - Legal Research and Writing
- Twenty (20) Additional Credits
- Twenty (20) credits of elective courses chosen from the legal studies curriculum or the following interdisciplinary offerings:
 - LGST 3100 - American Constitutional Law
 - LGST 3820 - Constitutional Issues in Criminal Procedure
 - PHIL 3330 - Social, Political, and Legal Philosophy
 - MGMT 3130 - Business Law
 - PHIL 1130 - Logic
 - HIST 3930 - Topics in United States History - Landmark Trials in American History

Mathematics Department

“All is number,” proclaimed the Pythagoreans of the 6th century B.C.E. In the 17th century Descartes dreamed of a world unified by mathematics and believed he had seen the future. Today mathematics permeates nearly every aspect of the world, appearing sometimes as a tool and other times as a theoretical science. Thus an appreciation of both the beauty and utility of mathematics is essential to a liberal arts education. The mathematics department facilitates growth in both areas by working with other departments to encourage students’ development of skills needed for study in those departments, and by fostering an appreciation of mathematics for its own sake.

Students begin their study of mathematics at a level based on their interests and experience. For a well-prepared student intending a career requiring math, a typical beginning course of study is MATH 1170/1180: Calculus I and II, MATH 3320: Multivariable and Vector Calculus, and MATH 3550: Foundations of Mathematics. Students entering with a strong background in calculus may, upon consultation with the department, elect to omit MATH 1170 or MATH 1180. MATH 1130: Fundamental Concepts is for students who want exposure to mathematics but plan to take only one course. It is required for students seeking elementary teacher education licensure.

In addition to the courses listed below, the mathematics department occasionally offers courses such as complex variables, number theory, topics in algebra or analysis, and others. Such offerings are dependent upon student need and interest. Students wishing to broaden their study of mathematics are encouraged to consider such courses on a group basis, or as an independent study. Presentations by faculty, students, or campus visitors are emphasized in the Junior/Senior Seminars. Teaching internships and departmental tutoring assignments are available to advanced students.

Faculty

Arthur Guetter, professor. BA 1981, Macalester College; MA 1983, PhD 1987, Northwestern University. Major interests: boundary value problems, differential equations.

Wojciech Komornicki, professor, chair. AB 1971, University of Chicago; PhD 1977, University of Illinois-Chicago Circle. Major interests: algebraic topology, algorithms, data structures, object-oriented programming.

Ioannis Markos Roussos, professor. BS 1977, National and Kapodistrian University of Greece; MS 1982, PhD 1986, University of Minnesota. Major interests: differential-Riemannian geometry, differential equations, mathematics for computer use.

Frank Shaw, assistant professor. BA 1976, Oberlin College; MSE 1983, Duke University; PhD 1992, University of California-Riverside. Major interests: statistics, quantitative genetics, programming.

Ken Takata, assistant professor. PhD 2004, University of Illinois-Chicago. Major interests: discrete math and computer science.

Bachelor of Science Major Requirements: Mathematics

The BS major in mathematics consists of the following courses:

- MATH 1170 - Calculus I
- MATH 1180 - Calculus II
- MATH 3320 - Multivariable and Vector Calculus
- MATH 3330 - Linear Algebra
- MATH 3550 - Foundations of Mathematics
- MATH 3890 - Number Theory
- MATH 3910 - Complex Analysis
- MATH 5890 - Modern Algebra
- MATH 5910 - Real Analysis
- MATH 5920 - Junior Seminar
- (fall and spring term)
- MATH 5930 - Senior Seminar
- (fall and spring term)
- MATH 5950 - Topics in Advanced Mathematics

Two additional courses:

- Two additional courses numbered above MATH 3000.

Bachelor of Arts Major Requirements: Mathematics

The BA major in mathematics consists of the following courses:

- MATH 1170 - Calculus I
- MATH 1180 - Calculus II
- MATH 3200 - Applied Modeling and Statistics
- MATH 3320 - Multivariable and Vector Calculus
- MATH 3330 - Linear Algebra
- MATH 3550 - Foundations of Mathematics
- MATH 3890 - Number Theory
- MATH 3910 - Complex Analysis
- MATH 5920 - Junior Seminar
- (Fall and spring term)
- MATH 5930 - Senior Seminar
- (Fall and spring term)
- MATH 5950 - Topics in Advanced Mathematics

Two additional courses:

- Two additional courses numbered above MATH 3000.

Minor Requirements

The minor in mathematics consists of the following courses:

- MATH 1170 - Calculus I
- MATH 1180 - Calculus II
- MATH 5920 - Junior Seminar

- (Fall and spring term)
- MATH 5930 - Senior Seminar
- (Fall and spring term)

Four additional courses:

Four additional courses numbered above MATH 1180 with two chosen from the following:

MATH 3330 - Linear Algebra

- MATH 3440 - Discrete Mathematics
- MATH 3550 - Foundations of Mathematics
- MATH 3560 - Modern Geometry
- MATH 3720 - Introduction to Applied Mathematics
- MATH 5810 - Probability and Mathematical Statistics
- MATH 5890 - Modern Algebra
- MATH 5910 - Real Analysis

Mathematics: Licensing for Secondary School Teaching (5-12)

Mathematics majors pursuing a teaching license at the 5-12 level must complete the Bachelor of Arts program requirements with the additional requirement of MATH 3560: Modern Geometry. Students must also complete one additional course above MATH 3000 (not two as required for the BA program).

Note: In addition, students must complete the education department courses required for a Minnesota teaching license (see Education minor with teaching license). The methods course required for this secondary license is EDU 5780: Teaching Mathematics in the Middle and High Schools (5-12).

Students with conflicts between Student Teaching and Senior Seminar should contact the chair of the mathematics department.

Modern Languages and Literatures Department

The department of modern languages and literatures offers students the opportunity to develop a high degree of competence in a foreign language and to examine and understand values, beliefs, and practices different from their own through the study of language, literature, and culture. Students may study intensively German or Spanish, and, to a lesser degree, Chinese and French. The department actively encourages students to engage in collaborative scholarship with faculty members in the fields of language, literature, or culture. To facilitate the study of language in an interdisciplinary context, the department participates in international studies, Latin American studies, and international management and economics. The department also participates in the interdisciplinary minor in linguistics offered at Hamline through the English department.

To provide students with a more direct experience in their chosen language, the department helps students choose appropriate study abroad programs and facilitates interaction with Amity Scholars from France, Germany, Spain, and Latin America, as well as with native speakers from other countries.

In addition to the major, the teaching major, and the minor in German, and Spanish, the department offers the "certificate of proficiency" to students in those languages who wish to acquire communication skills and cultural awareness for basic professional purposes

Language Placement Exam

The Modern Languages Department encourages all first year, transfer and returning students, to take the placement exam before registering for their first Hamline language class. (There is currently no placement test for Chinese; incoming students should e-mail Professor Hellen Yin for Chinese placement advice.)

*The test takes 10-25 minutes on average

*Test results are available on-line within a few minutes of taking the exam.

*The test results indicate clearly which appropriate level students should register for, including 1st (1110), 2nd (1120), 3rd (3210) and 4th (3220) semester language level. Scores higher than 4th semester should register for an Advanced Composition, Conversation or Reading course. See Modern Languages Department webpages for course descriptions.

For more information and to access the test, visit

www.hamline.edu/languageplacement.

Certificate of Proficiency

The certificate recognizes that students have acquired basic communication skills in both German and Spanish. See the individual languages for details.

Undergraduate Research and Honors

Students interested in undergraduate research are urged to communicate their interest to a faculty member in their chosen language as soon as possible. Students wishing to be considered for honors in either German, or Spanish should request detailed information from the faculty no later than the fall or spring mid-term of their junior year. Both undergraduate research and honors projects offer students the opportunity to work closely with a faculty member, to formulate a question, to explore it in depth, and to write a significant paper. Students who successfully complete their honors project will be awarded honors at graduation, and their accomplishment will be recognized on their transcript.

Honorary Societies

Sigma Delta Pi. This is the Spanish National Honor Society founded at UC Berkeley. Qualifying students are nominated for memberships.

Postgraduate Opportunities

Students who study in the modern languages and literatures department find that they have been helped to think analytically, to read carefully, to express themselves well in writing and orally, and to conduct themselves with sensitivity in interpersonal and multicultural settings. Language majors have entered careers in journalism and communications, in business, in social welfare, in education (at elementary, secondary, and university levels), in nonprofit and government agencies, international organizations, and in law. Students wishing advice on postgraduate opportunities or wishing to contact alumni in fields that interest them should consult with faculty members in the department, as well as the Career Development Center.

Faculty

Andrea Bell, professor. BA 1982, Whitman College; MA 1984 and 1985, PhD 1991, Stanford University. Spanish, Peninsular and Latin American literature, culture and history; Latin American science fiction.

Russell Christensen, professor. BA 1966, Carleton College; MA 1971, PhD 1988, University of Minnesota. German, the Wilhelminian Era, the Weimar Republic, fascism, gender studies.

Maria Jesus Leal, assistant professor. MA 1995, PhD 2007, University of Valladolid. Spanish philology and linguistics, Peninsular literature and culture.

Kari Richtsmeier, assistant professor. BA 1992, Hamline University; MS 1995, PhD 2000 Georgetown University.

Huiying Hellen Yin, visiting professor of Chinese. BA 1965, University of International Business and Economics (Beijing, China); MA 1991, University of St. Thomas. Chinese language, professional and business language application.

Barbara Younoszai, chair, and professor. AB 1955, MA 1962, University of California-Berkeley; PhD 1971, University of Minnesota. Spanish, Peninsular, and Latin American literature, sociolinguistics, Latin American studies and gender studies.

Major Programs

Students are encouraged to take MODL 1010: The Language Phenomenon, or 1020: Language and Society, and, in certain cases, 1030: Language as Literature, early in their careers. If possible, students should declare their major as sophomores. Such a time frame allows for adequate discussion with advisors, and appropriate course and study abroad planning. Students without a specific career objective are encouraged to complement their language major with a second major and to discuss possible objectives with a member of the department. In the past, students have chosen to double major in such fields as anthropology, biology, communication studies, global studies, management and economics, mathematics, political science, and psychology. The LEAD program offers opportunities for internships and for exploring both work and community service. Those seeking teaching licensure are encouraged to discuss their career plans with a member of the department as soon as possible.

Chinese

Certificate of Proficiency in Chinese

Students who have begun the study of Chinese before coming to Hamline may enter the program at a level consistent with their ability. The certificate is awarded after taking CHIN 3600 and 3620 at Hamline and passing with a grade of B- or better.

Minor Requirements: Chinese

Five courses in Chinese beyond CHIN 1120:

- CHIN 3110 - Intermediate Chinese I
- CHIN 3120 - Intermediate Chinese II
- CHIN 3600 - Advanced Intermediate Chinese I
- CHIN 3620 - Advanced Intermediate Chinese II
- One additional advanced courses in Chinese or about Chinese culture and civilization, with the prior approval of the Chinese program director and the department chair. A maximum of one course may be taught in English (see, for example, relevant offerings in Hamline's Religion, Anthropology and East Asian Studies programs). Advanced Chinese language courses may be taken at the University of Minnesota, or students may participate in an approved study abroad program in China prior to the last year of attendance at Hamline (senior year).

French Language Studies

Hamline offers students interested in French both beginning and intermediate classes. More advanced students seeking the minor or the major are encouraged to pursue opportunities for advanced study available to them through the ACTC.

French may be used to complement majors in such fields as anthropology, biology, communications studies, global studies, management and economics, and international relations. It may also prepare students for Study Abroad.

Students who score higher than the 4th level on the language placement exam would be advised to take advanced-level courses in French offered by the ACTC.

German

Certificate of Proficiency in German

Students who have begun the study of German before coming to Hamline may enter the program at a level consistent with their ability. All students must, however, take 5900 and 5910 at Hamline and receive a B- or better in both.

- GERM 1110 - Beginning German I
- GERM 1120 - Beginning German II
- GERM 3210 - Intermediate German I
- GERM 3220 - Intermediate German II
- GERM 5900 - Advanced German Conversation and Composition
- GERM 5910 - Professional German

Major Requirements: German

(Note: Courses in language study through the minimum level required for the major, GERM 3220, are counted toward breadth of study.) A German major consists of nine courses as follows:

- Eight courses in German beyond GERM 3220, including GERM 5900 and GERM 5910.
- **One of the following:**
- MODL 1010 - The Language Phenomenon
- MODL 1020 - Language and Society

Note: Courses taken abroad may be substituted for some of the eight required German courses.

Minor Requirements: German

Five courses in German beyond 3220, to be selected from the following:

- GERM 3230 - Intermediate German Conversation
- GERM 5500 - Issues in Translation
- GERM 5560 - Highlights of German Literature
- GERM 5600 - Student/Faculty Collaborative Research
- GERM 5680 - German Culture and Civilization
- GERM 5700 - Topics in German Literature
- GERM 5800 - Gender Studies: German
- GERM 5900 - Advanced German Conversation and Composition
- GERM 5910 - Professional German

Note: * Course work completed in German in GERM 5560, GERM 5680, GERM 5700, and GERM 5800.

German Licensing for K-12 Teaching

German majors pursuing a K-12 teaching license must complete a standard German major as outlined above, however, they must take both MODL 1010 and 1020 for a total of ten (10) courses in the major. In addition, an assessment of advanced language proficiency and knowledge of German culture are required. Students must also complete the education department courses required for a Minnesota teaching license. The methods course required for this K-12 license is EDU 5881: World Language Methods.

Spanish

Certificate of Proficiency in Spanish

SPAN 5900 and 5910 with a grade of B- or better. Students who have begun the study of Spanish before coming to Hamline may enter the program at a level consistent with their ability. All students must, however, take 5900 and 5910 at Hamline.

Major Requirements: Spanish

(Note: Courses in language study through the minimum level required for the major, SPAN 3220, are counted toward breadth of study.)

A Spanish major consists of 10 courses as follows:

- Nine courses in Spanish beyond 3220, including 5900, 5910 (which must be taken at Hamline), and at least one literature course. It is also recommended that the student take Spanish 3350 when offered (Advanced Communication in Spanish) before taking the advanced Spanish 5900-5910 sequence.

One of the following:

- MODL 1010 - The Language Phenomenon
- MODL 1020 - Language and Society

Note: Some upper-division courses taught in English but focusing on the Spanish-speaking world may count. Please consult with Professor Younoszai, Professor Leal, or Professor Bell for course approval. Courses taken abroad may be substituted for some of the required Spanish courses. Undergraduate research is highly recommended.

Minor Requirements: Spanish

- Five courses in Spanish beyond 3220, including 5900 and 5910, which must be taken at Hamline.

Note: One upper-division course in English but focusing on the Spanish-speaking world may count. Please consult with Professor Younoszai, Professor Leal, or Professor Bell for course approval. Courses taken abroad may be substituted for some of the required Spanish courses.

Spanish Licensing for K-12 Teaching

Spanish majors pursuing a K-12 teaching license must complete a standard Spanish major, however, they must take both MODL 1010 and 1020 for a total of eleven (11) courses in the

major. In addition, an assessment of advanced language proficiency and knowledge of Spanish culture are required. Students must also complete the education department courses required for a Minnesota teaching license. The methods course required for this K-12 license is EDU 5881: World Language Methods.

Music Department

Hamline's music department addresses a broad canvas of study incorporating performance and critical analysis, emphasizing both pragmatic skills and aesthetic purpose. The department has been an accredited member of the National Association of Schools of Music (NASM) since 1961. All music courses, lessons, and ensembles are open to nonmajors. The ensembles include the A Cappella Choir, Chamber Ensembles, Jazz Band, Jazz Combos, Orchestra, Wind Ensemble, and Women's Chorale. Sundin Music Hall, with its warm ambience and recording-quality acoustics, is used for recitals, juries, and concerts. The Hall has digital recording equipment, a Hamburg Steinway, and a nine-foot Yamaha concert grand.

Building global connections, recent students have come from as far away as Russia, China, Indonesia, Korea, Germany, Ukraine, Holland, Venezuela, and Columbia. International study is encouraged. Various study abroad opportunities are offered by the semester, during January, and the summer. Hamline International Piano Institute brings advanced pianists for intensive study and collaborations with undergraduates at Hamline, and offers masterclasses with visiting artists. Hamline is the home of the International Piano-e-Competition which invites young musicians from all over the world to hone their performance skills.

Faculty

Rees Allison, professor, chair. LRAM 1963, GRSM 1964, Recital Diploma 1965, Royal Academy of Music in London; MMusic 1967, PhD 1970, Washington University-St. Louis. Piano, music history. Member of the Musical Offering ensemble, and Hill House Players.

George S.T. Chu, professor. BA 1969, Yale University; MM 1976, DM 1979, Indiana University. Theory, Voice, Music Director of A Cappella Choir. At Indiana University he studied with Julius Herford.

Janet E. Greene, associate professor. BA 1978, Smith College; MM 1982 Manhattan School of Music; DMA 1996, Rutgers University. Clarinet, music theory, chamber music, director of Hamline Winds.

Kathy Thomsen, associate professor. BA 1976, Hamline University; MM 1980, University of Michigan; DMA 2000, University of Minnesota. License in Dalcroze Eurhythmics 2003, Longy School of Music. Piano, accompanying, eurhythmics, director of Women's Chorale.

Yali You, professor. BA 1984, Shanghai Conservatory of Music; MM 1987, Performance Certification 1988, Northwestern University; DMA 1996, University of Cincinnati. Cello, music history, chamber music, director of Hamline Orchestra.

Major Requirements

Students select an emphasis in either performance or musical arts. The performance emphasis requires the ability to develop significant repertoire culminating in a recital. With further post-baccalaureate education and training, students could go on to pursue graduate study at a conservatory or school of music, certification in music education, or careers in performance. Musical arts emphasis is recommended for students interested in pursuing a variety of interdisciplinary options, for example, arts management or the music industry.

Performance Emphasis

- Seven semesters of performance studies at the 3000 level
- Seven semesters of ensemble participation
- One 4-credit elective course in music
- One 4-credit music history elective
- Pass Piano proficiency exam or four semesters of piano
- MUS 3350 - Music History I
- MUS 3360 - Music History II
- MUS 3410 - Theory of Music I: The Language of Music
- MUS 3420 - Theory of Music II: Techniques of Analysis & Composition
- MUS 3430 - Theory of Music III: Chromatic Harmony
- MUS 5940 - Senior Recital

Musical Arts Emphasis

- Six semesters of performance studies at the 3000 level
- Six semesters of ensemble participation
- Eight credits of music history courses at the 3000 level (**see list below)
- Eight credits of music theory courses at the 3000 level (**see list below)
- One 4-credit elective in music
- MUS 5930 - Senior Musical Arts Project
- Three courses in another department (*see below)
- *Three courses must be completed in a related department, connected to the senior project. (Upon major declaration in the sophomore year, a musical arts student submits a proposal to the music department faculty outlining a related field. For example, a student interested in aesthetics may take three philosophy courses and complete a senior project on the aesthetics of music, or a student may take three mathematics courses and produce a senior project on the relationship between music and mathematics.)
- **Music History Courses at the 3000-level (8 credits required):
- MUS 3300 - Topics in Performance Literature
- MUS 3310 - Topics in Medieval and Renaissance Music
- MUS 3320 - Topics in Baroque Music
- MUS 3330 - Topics in Classical and Romantic Music
- MUS 3340 - Topics in Twentieth-Century Music
- MUS 3350 - Music History I

- MUS 3360 - Music History II
- MUS 3370 - Music History III
- **Music Theory Courses at the 3000-level (8 credits required):
- MUS 3400 - Dalcroze Eurhythmics
- MUS 3410 - Theory of Music I: The Language of Music
- MUS 3420 - Theory of Music II: Techniques of Analysis & Composition
- MUS 3430 - Theory of Music III: Chromatic Harmony
- MUS 3450 - Arranging, Orchestration, and Computer Notation

Minor Requirements

- Four semesters of performance studies at the 3000 level
- Four semesters of ensemble participation
- Three courses in music history or theory at the 3000 level

Hamline International Piano Institute: Artist Diploma

(awarded by the Music Department)

The Hamline University Artist Diploma is a certificate designed for select post-baccalaureate piano students who wish to perform. The two-year sequence combines intensive piano study with a number of music, language, and general intellectual requirements. Upon completion of the requirements below, the Music Department awards the student a certificate of completion.

Post-Baccalaureate Admission Requirements

The Artist Diploma in piano performance involves selective, intensive, and advanced professional piano studies designed to satisfy needs of talented and accomplished musicians. Program entrance requires a piano audition, a list of advanced repertoire studied, an artistic resume with works performed, a personal statement, two letters of recommendation, and transcripts of previous higher education, all of which must be approved by faculty committee. Applicants must have earned a degree from a regionally accredited institution of higher education (or equivalent) and have a cumulative GPA of at least 3.0 from prior undergraduate coursework. All materials and application must be sent to Hamline University, Office of Graduate Admission (gradprog@hamline.edu, 651-523-2900). The audition, the list of advanced repertoire studied, and the artistic resume with works performed should demonstrate exposure to a wide variety of styles. Classical sonatas should include the late works of Beethoven or sonatas by Schubert. Romantic repertoire must demonstrate ability with virtuoso etudes as well as larger works. There must also be evidence of exposure to Twentieth Century music, Baroque music, and the concerto repertoire. The audition requirements are: performance from memory of at least four works from three

different periods and of three different genres. For example, a late sonata of Beethoven, a prelude and fugue of Bach, a Debussy Etude, and a major Romantic work. Standards of performance are equivalent to achieving entrance into a major international piano competition. Audition in person by appointment or send a DVD with other materials to the Office of Graduate Admission. To arrange an appointment for an audition, contact the Office of Graduate Admission.

International Applicants

English as Second Language students must be continually engaged in English language study until proficiency is demonstrated by a minimum score of 550 on the written TOEFL examination, 213 on the computer based TOEFL, 79-80 on the internet-based TOEFL, or 7.0 on the IELTS. At the time of admission, international applicants will be required to provide financial documentation showing sufficient funding to support their studies while in the United States.

Tuition

Candidates for the Hamline International Piano Institute: Artist Diploma program pay the post-baccalaureate certificate rates listed on www.hamline.edu/tuition. Living expenses, course materials, and textbooks are additional.

Artist Diploma Requirements

Credit Load/Time Limit

Students register for a minimum of 12 credits each semester. Forty-eight credits are required to complete the Artist Diploma, and students complete the Artist Diploma in two years (four semesters).

First Semester (12 credits total)

- Chamber Music Performance during first or second semester
- MUS 5980 - Special Topics: Historical Performance (2 credits)
- MUS 5510 - Advanced Level II Performance Studies Piano

One Advanced Topics in Music History course:

- MUS 5330 - Topics in Classical and Romantic Music
- Or
- MUS 5340 - Topics in Twentieth Century Music

Second Semester (12 credits total)

- Chamber Music Performance during first or second semester
- MUS 5980 - Special Topics: Historical Performance (2 credits)
- MUS 5510 - Advanced Level II Performance Studies Piano

One Advanced Topics in Music History course:

- MUS 5330 - Topics in Classical and Romantic Music
- Or
- MUS 5340 - Topics in Twentieth Century Music

Third Semester (12 credits total)

- MUS 5970 - Independent Study
- One elective course (*see below)
- MUS 5510 - Advanced Level II Performance Studies Piano

Fourth Semester (12 credits total)

- MUS 5970 - Independent Study
- Culminating juried solo recital
- One elective course (*see below)
- MUS 5510 - Advanced Level II Performance Studies Piano
- *Elective Courses

Two elective courses are required. Elective courses may be selected from any course listed in the Undergraduate Bulletin, where prerequisites can be met.

Organizational Leadership and Public Policy Department

The Department of Organizational Leadership and Public Policy in the Hamline School of Business houses the undergraduate General Business and Management majors and the undergraduate minor in Nonprofit Management as well as graduate level courses and programs related to organizational theory and behavior, public administration, conflict resolution and nonprofit management.

Faculty

Peggy Andrews, Visiting Instructor

James Bonilla, Associate Professor

Ken Fox, Professor

Cathy Gustafson, Assistant Professor

Bill Joynes, Associate Professor

Jane McPeak, Associate Professor

Kris Norman-Major, Associate Professor

Robert L. Routhieaux, associate professor. BS 1987, California State University, Chico. MS 1993, PhD 1995, University of Arizona. Work experience: restaurant and retail management, training and development, nonprofit and small business consulting / coaching. Research interests: organizational growth, change and sustainability in small business, health care, and nonprofits.

David Schultz, Professor

Karen Somerville, assistant professor. CGA, 1985, Certified General Accountants Assoc. of Ontario; MBA, 1990, University of Ottawa; PhD, 2008, Carleton University. Work experience: high technology sector, the federal government, management consulting, and not-for-profit organizations. Research interests: organizational change, organizational behavior, women in management and human resources.

Major Program

The Bachelor of Business Administration degree is designed to complement the liberal studies of Hamline University by providing students with breadth and depth of understanding in core business disciplines. Students will develop theoretical knowledge and practical application skills in accounting, economics, finance, management, marketing, and related disciplines. Students will also develop their analytical, communication and interpersonal skills. These skills will enable students to more effectively utilize their liberal education and business knowledge to make both immediate and lasting impacts at work and in their communities. Students are encouraged to explore internship and study abroad opportunities.

Selecting General Business as a major allows for the most flexibility in elective course choices.

Major Requirements: General Business

- ACCT 1310 - Financial Accounting
- ACCT 1320 - Managerial Accounting
- ECON 1310 - Microeconomic Analysis
- ECON 1320 - Macroeconomic Analysis
- ECON 1340 - Quantitative Analysis and Data Management
- FIN 3100 - Foundations of Finance
- MGMT 3100 - Foundations of Management
- MGMT 3130 - Business Law
- MGMT 5860 - Strategic Management
- MKTG 3100 - Foundations of Marketing

One statistics course chosen from the following:

- ECON 1330 - Statistics
- MATH 1200 - Statistics and Data Analysis
- PSY 1340 - Statistics for the Behavioral Sciences

One communication course chosen from the following:

- COMM 1110 - Public Speaking
- COMM 3380 - Small Group Communication

One writing course chosen from the following:

- ENG 3340 - Organizational Writing
- ENG 3370 - Topics in Professional Writing

Three general business-focused courses

Choose three additional general business courses with at least two of the courses from the following:

- FIN 3710 - Financial Analysis
- FIN 3720 - Investment Management
- MGMT 3700 - Human Resource Management
- MGMT 3710 - Operations Management
- MGMT 3720 - International Business Environment
- MGMT 3730 - Decision Science
- MGMT 3980 - Special Topics: Any topics course
- MKTG 3700 - Marketing Management
- MKTG 3710 - International Marketing

Major Requirements: Management

- ACCT 1310 - Financial Accounting
- ACCT 1320 - Managerial Accounting
- ECON 1310 - Microeconomic Analysis
- ECON 1320 - Macroeconomic Analysis
- ECON 1340 - Quantitative Analysis and Data Management
- FIN 3100 - Foundations of Finance
- MGMT 3100 - Foundations of Management
- MGMT 3130 - Business Law
- MGMT 5860 - Strategic Management
- MKTG 3100 - Foundations of Marketing

One statistics course chosen from the following:

- ECON 1330 - Statistics
- MATH 1200 - Statistics and Data Analysis

- PSY 1340 - Statistics for the Behavioral Sciences

One communication course chosen from the following:

- COMM 1110 - Public Speaking
- COMM 3380 - Small Group Communication

One writing course chosen from the following:

- ENG 3340 - Organizational Writing
- ENG 3370 - Topics in Professional Writing

Management-focused courses:

- MGMT 3700 - Human Resource Management
- MGMT 3740 - Organizational Behavior

One additional Management course from:

- MGMT 3710 - Operations Management
- MGMT 3720 - International Business Environment

Minor Requirements: Business

Administration

The management minor is designed for students who desire some exposure to the field. It consists of six courses:

- ECON 1310 - Microeconomic Analysis
- ACCT 1310 - Financial Accounting
- MGMT 3100 - Foundations of Management
- MKTG 3100 - Foundations of Marketing
- FIN 3100 - Foundations of Finance

One course chosen from

- ECON 1330 - Statistics
- MATH 1200 - Statistics and Data Analysis
- PSY 1340 - Statistics for the Behavioral Sciences

Nonprofit Management Minor

The minor in nonprofit management is designed to provide students from a broad variety of majors with knowledge and insights that will lead to successful careers in the nonprofit sector. Students will learn about the many roles nonprofits play in a healthy and supportive community. They will also learn the vital roles that volunteerism and the nonprofit sector have played in the history of our country, and the emerging roles of nonprofits around the world. The required courses provide specific knowledge on nonprofit governance, management, and operations. In addition to a three course sequence focusing on knowledge and skill development, students who wish to earn the minor in nonprofit management are required to fulfill a semester-long internship with a local nonprofit organization. Students will work with program advisors in selecting internship sites, and will attend a seminar throughout the internship experience that will enrich the experience and allow students to learn from each other. To complete the minor, students will select two additional courses that complement their studies and career goals.

Students who wish to pursue the minor in nonprofit management should meet with one of the program advisors to discuss course sequence and complementary courses to complete the major. Students who wish to take nonprofit

management courses without completing the minor are invited to do so. These students are also encouraged to talk with program advisors prior to enrolling in classes.

The nonprofit sector provides abundant job opportunities, and is in strong need of the next generation of organizational leaders. From program management, to development and fundraising, to advocacy and education, there are roles in nonprofit organizations relating to nearly all majors and areas of interest. Students are encouraged to explore these options with their major advisor, nonprofit program advisors, and community members to enrich their experience.

Core Requirements

- NPFT 1010 - Introduction to the Nonprofit Sector
- NPFT 3010 - Nonprofit Governance, Finance, and Law
- NPFT 3020 - Development and Fundraising
- NPFT 5860 - Nonprofit Seminar and Internship

Electives

Given the wide variety of majors that students are interested in, students will complete the Nonprofit minor requirements by selecting two courses (8 credits) outside of their major requirements.

Possible courses include:

- ANTH 3460 - From Development to Globalization
- COMM 3460 - Intercultural Communication
- COMM 3635 - Essentials of Public Relations
- COMM 3639 - Persuasive Cases and Campaigns
- CFST 1100 - Introduction to Conflict Studies
- CFST 3100 - Approaches to Conflict Response
- CFST 3300 - The Role of Conflict in Social Change
- ESTD 1100 - Introduction to Environmental Studies
- MGMT 3100 - Foundations of Management
- MGMT 3700 - Human Resource Management
- MGMT 5860 - Strategic Management
- MKTG 3100 - Foundations of Marketing
- MKTG 3700 - Marketing Management
- SOCJ 1100 - Introduction to Issues in Social Justice
- SOC 1120 - Social Problems
- THTR 5400 - Managing the Performing Arts
- WSTD 1010 - Foundations of Women's Studies

Philosophy Department

Philosophy—the love of wisdom—is the critical examination of the most fundamental questions humans ask: What is the nature of reality? How should people treat one another? Why do we value what we value? What is knowledge and how do we know whether we have it? How do we decide between competing theories on such issues? These questions, and others like them, are basic to serious study in any field. While everyone has beliefs about these matters, the goal of philosophy is to help students improve their consideration of issues by examining the reasons they and others have for thinking as they do. By increasing the care with which they reconsider ideas, philosophy students deepen their understanding of themselves, others, and the questions and answers they formulate.

Philosophy is central to the education of students preparing for professions in which large questions are important. Philosophy students often are interested in law, medicine, theology, teaching, and writing. Approximately one-third of Hamline philosophy majors pursue graduate study in philosophy in preparation to teach at the college or university level and another third go on to law schools. Many philosophy students major in another field and take a philosophy major or minor to complement their study.

Opportunities for Nonmajors

Philosophy courses are designed for all students; only five courses in the department have prerequisites. Courses at the 1000-level offer basic elements of the liberal arts on a lecture/discussion format: general philosophy, logic, and ethics. Courses at the 3000-level explore philosophical issues in various disciplines on a seminar/discussion format: in three major historical periods: ancient, modern, and contemporary philosophy; in topical courses, philosophies of religion, art, science, law, society, and politics; and in seminars in philosophy on selected themes. In each case students from various disciplines examine concepts fundamental to their particular areas of interest.

The goals of all philosophy courses are the same: to enhance students' ability to think critically and systematically and to introduce students to the works of important philosophers and the fundamental questions of philosophy.

Honors

Upon recommendation of philosophy faculty during the junior year, senior philosophy majors are eligible to work toward departmental honors at graduation by successful completion and defense of a serious research/writing project in the form of a baccalaureate thesis.

Faculty

Gary Gabor, assistant professor. BA 2002, Boston College; MA 2005, PhD 2011, Fordham University. Ancient philosophy, logic, ethics.

Nancy J. Holland, professor, chair. BA 1969, Stanford University; PhD 1981, University of California-Berkeley. Contemporary European philosophy, feminist theory.

Samuel Oluoch Imbo, professor. BA 1985, University of Nairobi; MA 1990, PhD 1995, Purdue University. Social and political philosophy, African and comparative philosophy.

Stephen H. Kellert, professor. BA 1985, Yale University; MA 1989, PhD 1990, Northwestern University. Philosophy of science, epistemology.

David S. Stern, professor. BA 1977, Louisiana State University; MA 1981, PhD 1985, University of California, San Diego.

Major Requirements

A philosophy major consists of a minimum of nine courses as follows:

- PHIL 1130 - Logic
- PHIL 1140 - Ethics
- PHIL 3150 - Ancient Greek Philosophy
- PHIL 3160 - Modern Philosophy: Descartes to Kant
- PHIL 5550 - Theories of Knowledge
- PHIL 5560 - Metaphysics
- PHIL 5750 - Senior Seminar
- At least two electives in philosophy

Note: It is recommended that the history sequence begin in the fall of the sophomore year.

Philosophy students are also encouraged to pursue a reading proficiency in a non-English language, competence in mathematics through college algebra, broad reading in literature, and careful study of a laboratory science.

Minor Requirements

A minor in philosophy consists of five philosophy courses, three of which are at or above the 3000-level.

Physical Education Department

The physical education department provides all Hamline University students with opportunities to develop the knowledge and skill necessary to be responsible for their own health and fitness throughout their lives. The department also prepares teachers to provide these same opportunities for elementary and/or secondary school students. Additionally, we prepare students for graduate school or for a nonteaching career related to health and physical education. For those who wish to continue participation in athletics, there are extensive programs both in intramural and intercollegiate athletics.

Intercollegiate Athletics

Hamline supports 19 intercollegiate athletic teams for men and women. Certain team sports maintain a junior varsity schedule while the individual sports provide everyone an opportunity to compete. Sports offered for men are football, tennis, soccer, cross-country, basketball, track and field, swimming, baseball, and ice hockey. The sports offered for women are gymnastics, cross-country, volleyball, basketball, track and field, swimming, soccer, fastpitch, tennis, and ice hockey. Intercollegiate athletics at Hamline are an integral part of the academic program. While classroom activities take priority over athletic pursuits, students find time to excel in both areas.

Resources for Nonmajors

Personal health, water safety, first aid, and coaching theory courses are available for all students. Also available are activity courses that emphasize both fitness and lifetime sports skills as well as a full complement of intramural activities.

Postgraduate Opportunities

There are a variety of opportunities for majors in physical education. Students may prepare for careers as teachers, coaches and athletic trainers, as well as for work in a variety of settings outside of education. Recent graduates with teacher certification are successfully employed in teaching/coaching positions in elementary schools to high schools and colleges.

Our exercise and sports science major prepares students to work in cardiac rehabilitation, biomechanical research, physical therapy, and in various phases of the fitness industry.

Faculty

Daryl Agpalsa, coach/lecturer I. BA 2003, Linfield College.

Guy Ament, coach/lecturer I. BA 2006, Texas Lutheran University.

Garnet Asmundson, coach/lecturer I. BS 1993, Mayville State University.

Scott Bell, coach/lecturer I. BS 1995, University of Minnesota.

Jason Ellenbecker, athletic trainer/lecturer I. BS, UW Stevens Point.

James Good, coach/lecturer I. BA 1994, Linfield College; MS 1999, Oregon State University.

Chris Hartman, coach/lecturer I. BS 1987, Bowling Green State University; MA 1989, United States International University.

Shawn Johnson-Hipp, coach/lecturer I. BA, Minnesota State; MA, University of Nebraska-Omaha.

Lynette Jones, coach/lecturer I. BA 1983, Concordia University (NE); MS 1998, MSU Mankato.

Marty Knight, professor. BS 1969, MA 1971, PhD 1988, University of Minnesota.

Brady Larson, coach/lecturer I. BA 2000, University of North Dakota.

Angel Leon, coach/lecturer I. BA 2006, Hamline University.

Lynden Reder, coach/lecturer I. BA 2004, University of Minnesota.

Paul Schmaedeke, coach/lecturer III. BA 1977, Hamline University; MS 1980, University of Arizona.

Curt Sienkiewicz, coach/lecturer I. BA 1994, University of Minnesota Duluth; MA 2003, University of North Dakota.

Frank Vaccaro, coach/lecturer I. BA, Ball State University.

Jason Verdugo, coach/lecturer I. BA 1997, Arizona State University.

Paul Waas, coach/lecturer I. BA 1999, MA 2005, SUNY Oswego.

Nelson Whitmore, coach/lecturer I. BA 1992, St. John Fisher; MS 1995, United States Sports Academy.

Melissa Young-Kruse, coach/lecturer I. BA 1993, Gustavus Adolphus College; MS 2004, Winona State University.

Theodore Zingman, coach/lecturer I. BA 2000, Johns Hopkins University.

Exercise and Sports Science Major

The exercise and sports science major includes a core of courses that allows the students to shape the rest of the major to meet personal goals.

Major Requirements

- A 32 credit core of which 28 credits are to be chosen from the professional health and physical education curriculums offered at Hamline or consortium colleges, plus four credits in statistics
- An area of concentration (at least 20 credits) composed of a regularly-offered major/minor or cluster of courses which can be linked to the core. (These courses count toward the breadth of study requirement.)
- A four-credit internship
- PHED 5950 - Senior Seminar

Physics Department

To better understand the physical universe in both a qualitative and a quantitative way, physics attempts to describe, through physical and mathematical models, the fundamental properties of the world in which we live. The Physics Department offers courses for students interested in pursuing careers in engineering, physical modeling and simulation, science education, as well as more advanced work in experimental or theoretical physics or astrophysics. A strong emphasis is placed on laboratory-based instruction to allow students to experience the concepts presented in class rather than just hear about them.

A large percentage of our graduating seniors go on to pursue advanced degrees in physics, electrical engineering, civil or mechanical engineering, computer science, astrophysics, and aerospace or material sciences. Physics provides a framework of knowledge based on fundamental principles and problem-solving skills that opens up opportunities for joint study in a number of fields including chemistry, biomedical engineering, biological sciences, mathematics, psychology, music, and law. Students not specializing in physics will find a variety of courses that illuminate the relationships between physics and other fields presented in a manner that allows them to apply their knowledge directly to their lives.

Opportunities for Nonmajors

Physics courses for non-science majors: PHYS 1110, 1130, and 1140. These courses are intended for students planning to major outside the sciences and who have a background only in high school algebra.

General physics courses for both science and non-science majors: PHYS 1150, 1160. These courses are intended for biology and non-science majors who have the necessary prerequisite of high school algebra and elementary trigonometry.

Physics courses for physics majors, science, and non-science majors: PHYS 1230, 1240. These courses are intended for physics majors and all other students who have the necessary prerequisite/co-requisite of calculus (MATH 1170, 1180).

All seven courses carry Natural Science credit for the Hamline Plan and include a laboratory component.

Engineering

Students interested in engineering, applied physics, or working in industrial laboratories have several options. They can major in physics, orienting their coursework toward working in industry; or they can do graduate work in physics or engineering and then work in industry in applied physics or in an engineering position. Because the courses for the two-year pre-engineering program are essentially the same as those for a physics major, students can easily shift from one program to the other should their directions change.

Another option available to students interested in engineering is the three-year pre-engineering program. Hamline, together with Washington University (St. Louis) and the University of Minnesota, sponsors a 3-2 program in engineering, wherein a student attends Hamline for the first three years, followed by two years in the particular engineering department at Washington University or at the University of Minnesota. Students enrolled in these programs must still complete the basic Hamline Plan requirements. Upon completion of this program, the student receives a BA from Hamline and an engineering degree from Washington University or the University of Minnesota. Hamline and the University of Minnesota also offer a 4-2 program in which the student graduates from Hamline and continues at the University of Minnesota for a master's degree in one of the engineering fields.

Undergraduate Research

All students are strongly encouraged to pursue an independent or honors research project as part of their education. Hamline has several special endowed funds that provide equipment and stipends for student-based research. These efforts can lead to undergraduate theses or publications, and provide a student with a unique experience to "do" physics at its most intensive (and satisfying) level.

Student Activities and Honor Societies

Hamline is the home to a chapter of the Society of Physics Students. This group sponsors outings and activities for physics majors as well as the entire campus. Membership in the society can provide lifelong contacts and opportunities within physics and engineering disciplines.

Faculty

Jerry L. Artz, professor. BS 1965, University of Cincinnati; MS 1966, Stanford University; PhD 1974, Florida State University. Research interests: nuclear physics and energy, energy policy, physics of the environment, radiation safety.

Bruce T. Bolon, assistant professor. BS 1991, Southwest Missouri State University; MS 1994, Iowa State University; PhD 2000, University of Missouri-Columbia. Research interests: magnetic properties of multilayered thin films, including determining the suitability of various materials for potential use in spintronic devices.

Jiajia (JJ) Dong, assistant professor. BS 2003, Shanghai Jiao Tong University; MS 2005, Virginia Tech; PhD 2008, Virginia Tech. Research interests: statistical physics and its application in biological systems, computational physics, theoretical physics in condensed matter.

Theodore W. Hodapp, professor. BS 1981, PhD 1988, University of Minnesota. Research interests: optical modeling, laser ablation, quantum optics, atomic physics, laser cooling of atoms, diode laser applications to spectroscopy.

Fred R. Kroeger, lab supervisor. BA 1969, Hamline University; PhD 1974, Iowa State University. Research interests: general electronics, instrumentation, instructional lab development.

Andy R. Rundquist, associate professor. BA 1993, St. John's University; MS 1995, PhD 1998, Washington State University. Research interests: ultrafast optical pulse generation, characterization, and optimization, next-generation particle accelerators, modeling.

Major Program

Physics students may choose to complete a Bachelor of Science (BS) or a Bachelor of Arts (BA) degree in Physics.

The physics curriculum emphasizes fundamental concepts, problem analysis and solving skills, and laboratory techniques. Physics majors possess a wide variety of interests and goals. To ensure that students are adequately prepared for a variety of directions, the course offerings reflect a core set of content destined to give the student a basic understanding of contemporary experimental and theoretical physics concepts. Advanced courses explore these concepts further with a tighter focus on the problems and solutions particular to the area.

Most courses in a physics major have prerequisites. Students who are unsure of their direction within the sciences are strongly encouraged to begin in their first year with general physics so that choices remain open for further study within the time spent pursuing a bachelor's degree.

Bachelor of Science Major Requirements:

Physics

This major is intended for students planning to proceed to graduate work in either physics or engineering. It focuses on both high-level physics courses and providing a breadth of science education. It is a total of 62 credits (17 courses).

Required physics courses (34 credits):

- PHYS 1230 - General Physics I
- PHYS 1240 - General Physics II
- PHYS 3540 - Modern Physics
- PHYS 3750 - Thermodynamics and Statistical Mechanics
- PHYS 5900 - Junior Seminar
- PHYS 5910 - Senior Seminar
- PHYS 5920 - Research Project-Based Advanced Laboratory
- PHYS 5930 - Theoretical Mechanics
- PHYS 5940 - Advanced Electromagnetic Field Theory
- PHYS 5950 - Advanced Quantum Mechanics

Courses outside physics (16 credits):

- MATH 1170 - Calculus I
- MATH 1180 - Calculus II
- MATH 3320 - Multivariable and Vector Calculus
- MATH 3720 - Introduction to Applied Mathematics

Advanced electives (choose one) (4 credits):

- PHYS 3520 - Physical Optics
- PHYS 3800 - Electronics and Instrumentation
- PHYS 5955 - Advanced Topics in Physics

Science electives (choose two) (8 credits):

- BIOL 1800 - Principles of Ecology and Evolution
- BIOL 1820 - Principles of Plant and Animal Physiology
- BIOL 3050 - Principles of Genetics
- BIOL 3060 - Principles of Cell Biology
- CHEM 1130 - General Chemistry I
- CHEM 1140 - General Chemistry II

Bachelor of Arts Major Requirements:

Physics

This major is intended for students who wish to double major in other disciplines or who wish to get the physics teaching license. It is also a major that can be done in three years for those who decide late. It is a total of 46 credits (13 courses).

Required physics courses (18 credits):

- PHYS 1230 - General Physics I
- PHYS 1240 - General Physics II
- PHYS 3540 - Modern Physics
- or CHEM 3560: Molecular Structure and Spectroscopy
- PHYS 5900 - Junior Seminar
- PHYS 5910 - Senior Seminar
- PHYS 5920 - Research Project-Based Advanced Laboratory

Courses outside physics (16 credits):

- MATH 1170 - Calculus I
- MATH 1180 - Calculus II
- MATH 3320 - Multivariable and Vector Calculus
- MATH 3720 - Introduction to Applied Mathematics

Elective courses (choose three; one must be 5000 or above) 12 credits:

- PHYS 3520 - Physical Optics
- PHYS 3750 - Thermodynamics and Statistical Mechanics
- PHYS 3800 - Electronics and Instrumentation
- PHYS 5930 - Theoretical Mechanics
- PHYS 5940 - Advanced Electromagnetic Field Theory
- PHYS 5950 - Advanced Quantum Mechanics
- PHYS 5955 - Advanced Topics in Physics
- CHEM 3550 - Physical Chemistry I

Minor Requirements

A minor in physics consists of:

- PHYS 1230 - General Physics I
 - PHYS 1240 - General Physics II
 - PHYS 5900 - Junior Seminar
- Or
- PHYS 5910 - Senior Seminar

- (Two semesters total of junior/senior seminar are required)

One of the following:

- PHYS 3540 - Modern Physics
- CHEM 3560 - Physical Chemistry II

Two electives:

Choose two other physics courses (not including PHYS 1130). One course must be 1600-level or higher.

Physics: Licensing for Secondary School Teaching (9-12)

Physics majors pursuing a teaching license at the 9-12 level may complete either the BA or BS physics program requirements. In addition, students must complete the undergraduate education department courses required for a Minnesota teaching license (see Education minor with teaching license). The methods course required for this secondary license is EDU 5740: Teaching Science in the Middle and High Schools (5-12).

To extend this license to include teaching science in grades 5-8 requires the following six additional courses:

- BIOL 1800: Principles of Ecology and Evolution
- BIOL 1820: Principles of Plant and Animal Physiology
- CHEM 1130 and 1140: General Chemistry I & II
- PHYS 101: Astronomy (to be taken at Augsburg through ACTC)
- GEOL 150: Dynamic Earth and Global Change (to be taken at Macalester through ACTC).

Political Science Department

The Hamline University political science department aims to provide students with a comprehensive introduction to the subject matter, methods, and assumptions of political science. Our overriding goal is to help students understand the dynamic and changing political world in which they live and its ramifications for their lives. In the process, students also acquire improved analytic, speaking, and writing skills necessary for succeeding in a challenging sociopolitical and work environment.

Opportunities for Nonmajors

Nonmajors are welcome in all political science courses and are encouraged to use all of the department's resources, including political internships, independent studies, survey research data bases, and the particular expertise of each faculty member. Nonmajors may also apply to the Model United Nations program.

Honors and Special Programs

The political science department participates in all of the honors and special programs available to Hamline students. Especially of interest are the honors thesis program, independent studies in political topics, collaborative research projects, teaching apprenticeships, internships in the public sector, senior seminars, and a wide variety of off campus programs including the Washington semester, J-term study abroad, Model UN, and semester programs offered through HECUA. Political science students may also choose to pursue a certificate in international journalism. Additionally, a small number of excellent students are selected each year to work as department assistants.

Postgraduate Opportunities

Political science graduates typically follow careers in public management, policy analysis, planning, law, politics, or business. Hamline political science graduates include people who have become career diplomats, accomplished scholars, professors, high-ranking public employees, policy analysts, attorneys, elected officials, important political leaders, and professionals in a wide variety of other occupations. Similar opportunities are available today and in the future to able, well-trained political science graduates. The department periodically offers career panels, information sessions, and announcements about these possibilities.

Faculty

The political science faculty have wide-ranging experiences, achievements, and recognition within the political science profession. The faculty have studied and traveled widely in Europe, the Middle East, Asia, Latin America, and Africa. Top professional recognition has come through books and articles

published, teaching awards, and offices held in professional associations on a regional and national basis.

Alina Oxendine, associate professor. BA, MA 1997, Emory University; PhD, University of Minnesota. Dr. Oxendine has published several articles on civic engagement and information technology and is active in the International Society of Political Psychology. She also co-directs Hamline's Collaborative Research Program. Her research interests include American politics, public policy, community involvement, and economic inequality.

Binnur Ozkececi-Tanner, associate professor. BA, Middle East Technical University, Ankara, Turkey; MA, University of Notre Dame; PhD, Maxwell School of Citizenship and Public Affairs, Syracuse University. Teaching interests: Theories of International Relations, Political Conflict, Politics and Security in the Middle East, Regional and International Security. Research interests: Foreign Policy Analysis, Turkish Foreign Policy; International Security, Politics of the Middle East. She also manages the Washington Semester Program.

Joseph G. Peschek, professor, chair. BA 1974, University of Washington; PhD 1984, University of Massachusetts. Dr. Peschek is the author of two books and several articles on American politics. Research interests: contemporary American politics, political economy, and contemporary democratic theory.

Karen J. Vogel, professor. BA 1980, Pitzer College, Claremont; MA 1982, PhD 1986, University of Oregon. Dr. Vogel works with political science internships and advises student participants in Model United Nations programs. Research interests: European integration, women and politics, and transitions in Eastern Europe. She has been honored with Hamline University's Burton and Ruth Grimes Teaching Award, and she has been recognized by the American Political Science Association as an Outstanding Teacher in 2004. She is the Director of Hamline's Model United Nations Program.

Zhenqing Zhang, assistant professor. BA, English and Diplomacy, Foreign Affairs College, Beijing, China (1998); MA, International Studies, Foreign Affairs College, Beijing, China (2001); PhD, Political Science, University of Minnesota. Twin Cities (2011). Teaching interests: politics in the Asia Pacific, international political economy, international development, and democratization. Research interests: U.S.-China trade relationship, international intellectual property rights (IPR) regime, and East Asia democratization. Dr. Zhang holds a graduate certificate from Johns Hopkins University - Nanjing University Center for Chinese and American Studies (2000).

Major Programs

Hamline's political science major is grouped into two programs: the standard major and public service major. A major oriented toward public service is designed for students who wish to prepare for careers in public administration or management; government service at various levels; or city, urban, and regional planning. The public service major

prepares the student for respected graduate programs of public administration, planning, or policy analysis.

Major Requirements: Political Science—Public Service

The public service major requires 10 courses as follows:

- PSCI 1110 - American Government and Politics
- PSCI 3540 - Political Research and Analysis
- PSCI 3690 - Politics of Urban and Metropolitan America
- PSCI 3700 - Public Policy and Public Administration
- PSCI 5100 - Senior Practicum

One of the following three:

One of the following three courses in political thought or political theory:

- PSCI 3630 - American Political Thought
- PSCI 3640 - Contemporary Political Ideologies
- PSCI 3650 - Western Political Thought

One course chosen from:

- LGST 1110 - Legal Systems in American Society
- LGST 3100 - American Constitutional Law

A course in statistics:

- ECON 1330 - Statistics
- MATH 1200 - Statistics and Data Analysis
- PSY 1340 - Statistics for the Behavioral Sciences

One other political science elective:

- PSCI elective

One course from the Comparative Politics/International Politics courses list below:

Comparative Politics/International Politics Courses:

- PSCI 1430 - World Politics
- (For public service major only)
- PSCI 3020 - International Political Economy
- PSCI 3430 - Gender Politics
- PSCI 3550 - International Organizations
- PSCI 3560 - Latin American Politics
- PSCI 3570 - Ethnic and Civil Conflict
- PSCI 3580 - Politics and Society in the Middle East
- PSCI 3590 - Government and Politics of Western Europe and the European Union
- PSCI 3600 - Model United Nations
- PSCI 3610 - Politics and Society in the Asian Pacific Region
- PSCI 3620 - Government and Politics of Central/Eastern Europe and Russia
- PSCI 3670 - Politics and Society in Africa
- PSCI 3680 - Politics and Society in Developing Areas
- PSCI 3710 - Political, Economic, and Social Development in China
- PSCI 3720 - Political Violence: War, Revolution, and Terrorism

- PSCI 3730 - Democracy, Authoritarianism, and Democratization

Other courses recommended

Students are encouraged to undertake an internship or independent study. These, however, do not count as any of the 10 required courses. Other courses recommended, but not required are:

- ECON 3740 - Economics of Public Finance
- ECON 3700 - Managerial Economics
- ECON 5820 - Econometrics
- MATH 1170 - Calculus I

Major Requirements: Political Science

The standard political science major requires a minimum of 10 courses including:

- PSCI 1110 - American Government and Politics
- PSCI 1430 - World Politics
- PSCI 3540 - Political Research and Analysis

One of the following three courses in political thought or political theory:

- PSCI 3630 - American Political Thought
- PSCI 3640 - Contemporary Political Ideologies
- PSCI 3650 - Western Political Thought

One course chosen from:

- PSCI 5000 - Senior Seminar
- PSCI 5100 - Senior Practicum

Three political science electives:

- PSCI elective
- PSCI elective
- PSCI elective

At least two courses from the Comparative

Politics/International Politics courses list below:

Comparative Politics/International Politics Courses:

- PSCI 1430 - World Politics
(For public service major only)
- PSCI 3020 - International Political Economy
- PSCI 3430 - Gender Politics
- PSCI 3550 - International Organizations
- PSCI 3560 - Latin American Politics
- PSCI 3570 - Ethnic and Civil Conflict
- PSCI 3580 - Politics and Society in the Middle East
- PSCI 3590 - Government and Politics of Western Europe and the European Union
- PSCI 3600 - Model United Nations
- PSCI 3610 - Politics and Society in the Asian Pacific Region
- PSCI 3620 - Government and Politics of Central/Eastern Europe and Russia
- PSCI 3670 - Politics and Society in Africa
- PSCI 3680 - Politics and Society in Developing Areas
- PSCI 3710 - Political, Economic, and Social Development in China

- PSCI 3720 - Political Violence: War, Revolution, and Terrorism
- PSCI 3730 - Democracy, Authoritarianism, and Democratization

Note: A course in elementary statistics is strongly recommended, but it is not counted as one of the 10 political science courses in the standard major.

Political Science Minor

A primary resource for the nonmajor is the political science minor. This program is designed for students with other majors who wish to have political science coursework either for their own intellectual interest, to enhance their job prospects, or to enhance their prospects for entrance into graduate school.

Minor Requirements

The political science minor consists of six courses.

- PSCI 1110 - American Government and Politics
- PSCI 1430 - World Politics

One of the following:

- PSCI 3630 - American Political Thought
- PSCI 3640 - Contemporary Political Ideologies
- PSCI 3650 - Western Political Thought
- Three political science electives

Psychology Department

The psychology major is basic to pre-professional training for a career in psychology, which now requires graduate study leading to the PsyD, MA, MS, and PhD degrees. Professional careers in psychology fall in many areas: teaching and research in colleges and universities; counseling in the schools or in vocational guidance and counseling clinics; psychological work in the military services, the courts, industry, hospitals, public health and community centers, and local, state and federal agencies of many kinds. Throughout the years Hamline psychology majors have obtained PhDs from some of the nation's leading graduate programs, including those of Stanford University and the universities of Michigan, Southern California, Wisconsin, Minnesota, Indiana, Nebraska, Pennsylvania, Massachusetts, Texas, and Illinois.

The student majoring in psychology who does not plan on further work in graduate or professional schools receives a broad liberal education and is qualified for positions involving interpersonal relations. Examples of such positions are personnel work in business and industry, employment interviewing, industrial relations, merchandising and sales, advertising, government service, and other community enterprises.

Employment of psychologists has been increasing. Reasons for this increase include an emphasis on health maintenance and public concern for the elderly, minorities, and the poor.

Paterson Award

Since 1961, the Paterson Award has been given by the Minnesota Psychological Association to the outstanding graduating psychology major in the state of Minnesota. The major criteria for the award are:

1. Evidence of superior undergraduate achievement both in psychology and in the broader areas of undergraduate education
2. Evidence of potential for further work in psychology. This includes acceptance into recognized graduate school programs
3. Evidence of personal characteristics and attributes that contribute to effective work in the field of psychology

Students at all four-year institutions in Minnesota compete for the Paterson Award, and a Hamline psychology major has received it 19 times.

Faculty

Dorothee Dietrich, professor. BA 1984 Humboldt State University; MS 1987, PhD 1990, University of Wisconsin-Madison. Research interests/publications: self-handicapping and other self-esteem related processes.

R. Kim Guenther, professor. BA 1970, University of Illinois; MA 1973, San Diego State University; PhD 1977, University of California-Santa Barbara. 1994 Sanders Award for Outstanding Professor. Dr. Guenther continues to do research and to publish textbooks and articles in the area of cognitive

psychology. He is specifically interested in theories of memory, trauma and memory, and individual differences in cognition.

Serena M. King, associate professor. BA 1998, University of Michigan-Dearborn; MA 2001, PhD 2005, University of Minnesota. Research interests/publications: substance use disorders and antisocial personality traits.

Paula Y. Mullineaux, assistant professor. BA 1998, Indiana University Southeast; MA 2003, Southern Illinois University; PhD 2006, Southern Illinois University. Research interests/publications: child development, parent-child interactions, and behavior genetics.

Matthew H. Olson, professor. AB 1973, University of California-Davis; PhD 1977, University of Michigan. 1991 Sanders Award for Outstanding Professor. Textbook author in learning theory and personality theory. Research interests: learning and decision making.

Robin Hornik Parritz, professor, chair. BA 1983, Brandeis University; PhD 1989, University of Minnesota. Research/clinical interests: stress and coping, emotional development and emotional competence, developmental psychopathology.

Major Requirements

The major in psychology requires a minimum of 10 courses that must include:

- PSY 1330 - General Psychology

One course chosen from

- ECON 1330 - Statistics
- MATH 1200 - Statistics and Data Analysis
- PSY 1340 - Statistics for the Behavioral Sciences

Seminar

- *At least* one 5000-level seminar

Note: 5000-level seminars are available to psychology majors who have attained senior status or have completed 26 semester credits in psychology including PSY 1330 and 1340; these seminars may also have other prerequisites. The seminar requirement may be fulfilled by completing one of the 5000-level seminars, each of which is limited to 15 students, or by completing the senior departmental honors sequence. Although registration priority is given to seniors who have not completed the seminar requirement, qualified majors may enroll in more than one seminar on a space-available basis. A student should confer with members of the department when planning a program for a career in psychology. The pattern of courses a student will take depends on his or her background and special interests. Related courses in other departments are usually taken from the social sciences and natural sciences, but supporting work in the humanities and fine arts is encouraged.

As a rule, coursework from other departments is not counted in the psychology major. Exceptions include one of the above-named statistics courses and EDU 3250: Educational Psychology.

Minor Requirements

The department offers a minor in psychology that consists of 5 courses:

- PSY 1330 - General Psychology
- or its equivalent,

Four Additional Courses

Four other courses taken within the department, at least one of which must be a 3000-level course.

(Either ECON 1330: Statistics or MATH 1200: Statistics and Data Analysis may substitute for PSY 1340 and receive credit for the minor. EDU 3250: Educational Psychology may also count for the minor)

Religion Department

Religion plays a central role in human experience by providing a standpoint from which to discern meaning at a personal, social, and cosmic level. The religious studies program seeks to engage the student in a rigorous examination of the various forms that religion has taken and the particular standpoints they have produced. That examination includes the cultural, historical, systematic, and contemporary significance of religious texts, beliefs, and practices for the self-understanding of communities and individuals, and its embodiment in ritual and moral action.

People study religion to satisfy both personal and professional needs. The department's curriculum enables students to explore their own traditions and those of others on campus, in American society, and around the world; and it allows students to study in depth a particular area, such as the Bible, or tradition, such as the African-American church. Students often discover significant connections between another field--literature, anthropology, or philosophy, for example--and the study of religion. As with other liberal arts disciplines, and especially those in the humanities, the study of religion enables students to develop skills in research, problem solving, close reading of texts, critical and philosophical thinking, and interdisciplinary perspectives on human behavior and societies. Religion majors and minors may go on to seminary in preparation for religious work or on to other graduate schools in such fields as law, medicine, psychology, or the academic study of religion. Some go directly into K-12 teaching, into the business world, or into the nonprofit service sector.

Of course, many nonmajors/minors also take religion courses, relatively few of which have prerequisites.

Faculty

Mark A. Berkson, associate professor, chair. BA 1987, Princeton University; MA 1992, PhD 2000, Stanford University.

Earl Schwartz, assistant professor. BA 1975, BS 1977, University of Minnesota.

Deanna Thompson, associate professor. BA 1989, St. Olaf College; MAR 1992, Yale University Divinity School; PhD 1998, Vanderbilt University.

Major Requirements

- Three 3000-level religion courses
- Five additional religion courses
- Note: All courses will be 4 credits unless otherwise approved by the department chair.

Two credits of junior and/or senior colloquium

- REL 3900 - Junior Colloquium
- REL 5900 - Senior Colloquium

Two credits of senior seminar

- REL 5750 - Senior Seminar

Additional Requirements:

The low minimum requirement permits students to double major with relative ease, and the department strongly encourages the interdisciplinary perspective that this promotes. For example, we recommend that majors with special interests in biblical studies or theology take ENG 3010/3020: Literary Criticism/Theory, and several of our courses are cross-listed with the anthropology and philosophy departments. Numerous others contribute to such interdisciplinary programs as women's studies, African-American studies, conflict studies, and social justice. Within the religion major itself, no one specific course is required of everyone, although students are required to take at least one course concentrating in a tradition other than their own.

The department expects all majors to engage in some form of critical independent study, typically in their junior or senior year. This may take the form of independent research within or outside a particular course. Ideally, the research would issue in an honors project. The junior/senior colloquium is especially designed to encourage the development of honors projects.

Opportunities are available for a limited number of majors to fulfill the LEAD requirement by a teaching apprenticeship in the department's REL 1100: Introduction to Religion course.

Finally, all religion majors will keep a portfolio which will be shared with departmental faculty. The portfolio will include:

1. A bibliography listing the most significant texts read in the major courses, as deemed by the student, plus 4 to 6 of the most significant texts from outside the major
2. Samples of work completed within the major, including a critical review of a piece of literature in religious studies, and a major (e.g., term) paper or project demonstrating textual understanding within an area of special interest
3. A brief essay (or an existing piece of work) explaining how the student's work in a course or courses outside the major complements their work in religion

Minor Requirements

Students minoring in religion shall take a minimum of five courses, at least two of which must be at the 3000 level.

Note: All courses will be 4 credits unless otherwise approved by the department chair.

Social Justice Program

The social justice major is an interdisciplinary field of study that permits students to focus on social justice issues in local, national, and international arenas so that they may become more informed citizens and community leaders, able to participate effectively in the discussion of social justice concerns and community responses to these concerns. In addition, the major is one avenue at Hamline to prepare for professional work in social justice related occupations--i.e., legislative advocacy, government service, human services occupations, human rights and peace organization work, education, community organizing, and law. The required courses examine the value conflicts that drive social justice efforts, the history of social justice movements, and some current social justice issues. The breadth and concentration requirements are intended to ensure that students will be familiar with a variety of disciplinary approaches and practical skills with which to analyze social justice issues, along with an in-depth focus on a particular topic for which social justice concerns are key.

Students wishing to earn either the major or the minor must make application to the program director, preferably during their first or sophomore year.

Admission to the program will be based upon the student's statement of purpose, describing the student's proposed course of study and relation to his or her major. In order to assure appropriate course selection, students must meet with the program director/advisor to identify courses for the program that complement the student's major course of study.

Program chair: Earl Schwartz, religion department.

Major Requirements

A student majoring in social justice must take twelve (12) courses using the guidelines below, and with the approval of the director of the program. An internship or work experience in the field is highly recommended. Students must take the two (2) required courses, meet the breadth requirement, and meet the concentration requirement to graduate with the social justice major.

Required Courses

- SO CJ 1100 - Introduction to Issues in Social Justice
- SO CJ 5900 - Social Justice Capstone

Breadth Courses

Students must elect at least one (1) course from each of the following five areas. A minimum of two (2) of these courses must be at the 3000 level or above. Courses that fulfill this requirement are designated by departments in the relevant areas:

1. One course in politics or legal studies from the following:

- LGST 1110 - Legal Systems in American Society
- LGST 3100 - American Constitutional Law
- LGST 3810 - Criminal Law and Practice

- PSCI 3430 - Gender Politics

2. One course in social, cultural, economic, or psychological analysis of social justice issues:

- ANTH 3460 - From Development to Globalization
- CFST 3300 - The Role of Conflict in Social Change
- EDU 5620 - Education and Cultural Diversity
- SOC 3750 - Criminology
- SOCJ 3200 - Sexuality and the Law

3. One course in history with a social justice focus:

(See advisor for approval of history topics courses.) Recent offerings include:

- HIST 3960 - Topics in Comparative History
- Topic: Disease & Society in International Perspective
Topic: International Human Rights Law Topic: History of Slavery and Emancipation
- SOCJ 1150 - Living on the Edge: The Asian American Experience

4. One course that offers a broad perspective on moral, ethical, or values concerns:

These concerns shape the quest for social justice from philosophy, religion, or selected literature and other courses:

- ANTH 3330 - North American Indian History and Cultures
- ANTH 3360 - Race: Biological Fact or Cultural Construct?
- ANTH 3570 - Religion, Culture, and the State
- ENG 1270 - African-American Literatures
- FREN 3520 - France: Literature and Civilization II
- PHIL 1140 - Ethics
- PHIL 3190 - Nineteenth-Century Philosophy
- PHIL 3250 - Feminist Philosophy
- PHIL 3360 - Philosophy of Nonviolence
- REL 1400 - Christian Ethics
- REL 1510 - Jewish Ethics
- REL 3300 - Reformers and Revolutionaries in the Ancient and Medieval World
- Other relevant courses may also be available with permission from the program director/advisor.

5. One practical skills course:

One course that provides students with practical skills to permit them to be effective in advancing social justice concerns, e.g., communication theory, legal research, advocacy, writing courses, financial and human resource expertise, internship experience, from the following:

- COMM 1650 - Argumentation and Advocacy
- COMM 3360 - Interpersonal Communication
- COMM 3380 - Small Group Communication
- COMM 3390 - Organizational Communication
- LGST 1250 - Legal Research and Writing

Concentration Options

Students must elect an area for concentrated study, consisting of at least five (5) courses. A minimum of four (4) of these

courses must be at the 3000 level or above. This selected concentration area may be:

1. A concentration in an existing discipline or interdisciplinary program, such as philosophy, religion, political science, law, economics, women's studies, etc.
2. A concentration focusing on a particular geographical area, such as Latin America, the United States, Asia, Africa, etc. In some cases, the global studies major will be a better alternative for students interested in area studies or human rights.
3. A concentration designed in cooperation with the faculty advisor that focuses on a student's particular area of interest, which may include elements drawn from existing departments and programs, but may also include coursework that is not offered by those departments or programs. An internship, if done for academic credit, may also be included.

Minor Requirements

Objective: To permit students majoring in other fields the opportunity to develop an integrated basis for analysis of social justice issues.

The minor in social justice consists of a minimum of six (6) courses, at least three of which must be 3000 level or higher-level courses. Minors are required to take:

The social justice foundations course:

- SOCJ 1100 - Introduction to Issues in Social Justice

Five additional courses

- One course must be from each breadth area listed in the major, except that students may substitute an internship for one breadth area

Social Studies Program

The social studies major provides an interdisciplinary approach to the study of people and their institutions. The ultimate goal of social studies is citizenship education and the development of civic competence. Drawing on Hamline's strong social science departments, this major is designed to engage the student in the content, concepts, skills and methodologies of each discipline, that is, the structure of the disciplines. The scope and sequence of the major across these four dimensions follows and generally exceeds guidelines established by the National Council for the Social Studies (NCSS), the major research and policy development association in this licensure area.

Three groups of students are likely to major in social studies: 1) those seeking secondary (grades 5-12) licensure as future social studies teachers, 2) elementary licensure candidates adding social studies for their middle school (grades 5-8) content specialty area, and 3) liberal arts students who want a cross-disciplinary major in the social sciences. For licensure purposes, this major must comply with licensure standards (Standards of Effective Practice for Beginning Teachers or SEPBT) and content standards developed by the Minnesota Board of Teaching (patterned after the NCSS standards).

Over time, these licensure standards and rules can change based on new initiatives by the Board of Teaching, the Minnesota Department of Education, and the Minnesota State Legislature. In addition, our national accreditation body, the National Council for the Accreditation of Teacher Education (NCATE), can affect the content and structure of the major. Therefore, it is important that interested students be in close touch with the program director for advising purposes.

Social Studies Program Director: Professor Kim Koeppen, School of Education.

Postgraduate Opportunities

The majority of graduates with social studies majors enter teaching or closely allied fields. Many of these earn advanced degrees in social studies or related educational areas such as school administration or special education. In addition, the disciplinary concentration can provide a foundation for graduate study in that discipline. The degree can also serve as a basis for professional study in law and public administration. Those not entering the teaching field often find employment opportunities in social service or government agencies.

Major Requirements

The social studies major totals 13-15 courses as follows:

- ANTH 1160 - Introduction to Anthropology
- PSCI 1110 - American Government and Politics
- PSY 1330 - General Psychology
- SOC 1110 - Introduction to Sociological Thinking

Both of the following Management & Economics courses:

- ECON 1310 - Microeconomic Analysis
- ECON 1320 - Macroeconomic Analysis

One Geography course:

One Geography course offered through the ACTC exchange from the following: Human Geography (GEOG 111 at Macalester, GEOG 111 at St. Thomas, GEOG 2000 at St. Catherine); or World Geography (GEOG 113 at St. Thomas). If possible, an additional geography course is also highly recommended for future teachers.

Three History courses to include:

- HIST 1300: U.S. History from 1865
- One non-Western history course
- One course at the level of HIST 3011 or above

A disciplinary concentration of six courses from one of the departments listed above

At least one of the six courses must be at the 5000 level and at least one must be at the 3000 level. This concentration must also include the methodology course in the discipline from among the options below. (**Note:** Students seeking a concentration in Geography should confer with Professor Koeppen.)

- HIST 3000: Workshop in History (preferred) or HIST 3010 Historical Methods
- ANTH 5260 - Anthropological Thought and Theory
- PSCI 3540 - Political Research and Analysis
- PSY 1340 - Statistics for the Behavioral Sciences
- ECON 1330 - Statistics
- SOC 3930 - Social Research Methods

Major Advising and Licensure Advising

Students who anticipate completing the social studies major should meet with the social studies program director as early as possible. If you are also seeking Secondary Social Studies licensure, also see Undergraduate Education listings for required education courses. If you are seeking an Elementary License with a 5-8 social studies content specialty, please confer with the program director and see Undergraduate Education listings for further details.

Please Note: Those adding the 5-8 social studies concentration to their K-6 license must take HIST 1300: American History from 1607 to 1865 and either HIST 3000: Workshop in History.

Also Note: At least two history courses should be completed before taking HIST 3000. A topics course or world regions course is highly recommended.

Sociology Department

Sociology is the scientific study of human society and social behavior. The sociological perspective invites students to look at their familiar surroundings as though for the first time. It allows students to get a fresh view of a world they have always taken for granted, to examine their world with the same curiosity and fascination that they might bring to an exotic, alien culture.

Sociology also gives students a window on the wider world that lies beyond their immediate experience, leading them into areas of society that they might otherwise have ignored or misunderstood, into the worlds of the rich and powerful, the poor and weak, the worlds of cult members, the elderly, and juvenile delinquents. Because these people have different social experiences, they have quite different definitions of social reality. Sociology enables students to appreciate viewpoints other than their own, to understand how these viewpoints came into being and, in the process, to better understand their own lives.

Understanding the structure and process of society is necessary before ineffective, unjust, or harmful social arrangements can be changed. Good social policy and the eradication of social problems are not possible without an understanding of what caused the problem, the barriers that stand in the way of a solution, and the problems a particular solution might in turn create.

The sociology department encourages its majors to both understand society and to act upon that knowledge to improve themselves and their society. Students are taught how to ask significant questions about the world around them, how to design and implement sociological research, and how to examine the ethical implications of their research.

Opportunities for Nonmajors

All of the department's courses are open to nonmajors. Most upper-level courses require Sociology 1110: Introduction to Sociological Thinking. Courses that may appeal to nonmajors include: SOC 3370: Families in Crisis; SOC 1330: Women, Men, and Society; and SOC 3530: Political Sociology. Many interdisciplinary majors require or strongly recommend specific sociology courses; for example, Urban Studies - Urban Sociology; Global Studies - Racial and Cultural Minorities; Criminal Justice - Criminology.

Honors

Hamline has a chapter of Alpha Kappa Delta, an international sociology honor society. The Betty Green Award is given annually to an outstanding sociology major, and sociology majors are eligible to apply for the Amy Russell Award and Carol Young Anderson Scholarship for deserving social science majors.

Community Internships

Students who do internships choose from a large variety of community organizations and social agencies operating in the Twin Cities. They work 10-12 hours per week at their internship site and study the latest issues in the field. This experience allows students to test their understanding of sociology by applying it to the world around them.

While the internship program is not designed to find employment for students after graduation, many do find job opportunities with their internship agency or similar agencies. For many students, the internship provides a testing ground to determine their suitability for a particular profession. Recent students have worked as juvenile probation officers, advocates for battered women, telephone crisis-line counselors, volunteer coordinators for in-home services for the elderly, and staff in an emergency food aid agency.

Postgraduate Opportunities

As with most undergraduate degrees, a major in sociology does not provide automatic access to any specific career. Most sociologists do some combination of three basic activities: teaching, research, and managing people or programs. What students can do with a BA in sociology depends upon a combination of factors including the ever-changing job market and the student's specific qualifications--courses, skills, work experience, and professional contacts. A major in sociology provides good preparation for students going into many areas, including law, social work, and social policy planning.

Faculty

Melissa Sheridan Embser-Herbert, professor. BA 1978, George Washington University; MA 1990, University of Massachusetts-Amherst; PhD 1995, University of Arizona; JD 2004, Hamline University. Social problems, inequality, law. Author of *The U.S. Military's 'Don't Ask, Don't Tell' Policy: A Reference Handbook*.

Margaret Jensen, professor. Honors BA 1971, MA 1974, PhD 1980, McMaster University. Crime and delinquency, family. Author of *Love's Sweet Return: The Harlequin Romance Story*, an analysis of popular romantic fiction, and *A Man for the Night*, a Harlequin romance.

Martin Markowitz, professor. BA 1967, Hofstra University; MA 1970, PhD 1972, State University of New York-Stony Brook. Political sociology, urban, racial and cultural minorities, social organization, popular culture.

Navid Mohseni, professor. BS 1978, Teheran Business College; MA, PhD 1990, University of Kentucky. Critical theory, research methods, sociology of arts, macrosociology.

Sharon E. Preves, associate professor, chair. BA 1991, Hamline University; PhD 1999, University of Minnesota. Sociology of gender, sexuality, medicine, social psychology. Author of *Intersex and Identity: The Contested Self*.

Major Requirements

A student who wishes to major in sociology must take 40 credits in the department. These courses must include:

- SOC 1110 - Introduction to Sociological Thinking (Preferably taken during the first year)
- SOC 3930 - Social Research Methods (Preferably taken during the sophomore or junior year)
- SOC 3950 - Critical Social Theory (Preferably taken during the junior year)
- SOC 5960 - Senior Seminar (Taken the senior year after completing all of the above courses and several sociology electives)

Notes: These four courses (16 credits) form a foundation of sociological knowledge. The remaining 24 credits are selected by students to reflect their individual interests.

The department strongly recommends that sociology majors take statistics, either PSY 1340: Statistics for the Behavioral Sciences or ECON 1330: Statistics (these courses do not count as part of the sociology major). Knowledge of statistics is invaluable in doing sociological research and is frequently required by graduate schools. Students who are interested in pursuing graduate work in social work should take a course in biology, preferably human biology. Students are also encouraged to take internships.

Minor Requirements

A minor in sociology consists of 24 credits in sociology coursework including completion of:

- SOC 1110 - Introduction to Sociological Thinking

Theatre Arts Department

The Department of Theatre Arts and Communication Studies provides courses of study as well as co-curricular activities to meet the interests of majors and the general student body. A number of courses in the department are open to all students who wish to explore theatre, dance or video production as an interest area. Advanced courses (3000 level and above) are usually open to students with appropriate prerequisites. Many of the courses in the department address Hamline Plan competencies.

Studies in theatre are an integral part of the traditional curriculum in the arts, broadening understanding of human interaction as well as enhancing the appreciation of the dramatic arts. Theatre and the allied disciplines of dance and video production are all part of the effort of the Department to integrate aesthetic, humanistic and social scientific perspectives in the study of this fundamental form of human communication. The Department regularly offers study abroad opportunities for students seeking to expand their understanding of the universal language of the performing arts.

This section describes the courses and facilities for the Theatre Arts program. Please see the Communication Studies section of the Bulletin for information on the Communication Studies program.

Postgraduate Opportunities: Theatre

Students majoring in theatre pursue careers in teaching, professional or community theatre, or in the allied fields of television and film. The skills taught as part of the major have also equipped majors to enter the entertainment industry as producers, development directors for non-profit organizations, special event and convention planners as well as public relations specialists. Majors are encouraged to pursue graduate school opportunities in their respective fields of interest.

Each year Hamline students participate in regional and national interviews and auditions for advanced training and professional work. The department offers regular workshops and review sessions to help prepare student to make the transition into a career.

Facilities

The Hamline University Theatre mainstage performing facility is a fully equipped proscenium stage with continental seating for 300, computerized lighting control system, computerized sound recording and playback capability, orchestra pit, full flyloft, stage traps, a large scene shop with paint-frame, costume and lighting work rooms, dressing and makeup rooms, and Green Room. The Anne Simley Theatre is the site for all major productions and is used occasionally by outside professional theatre or dance companies.

A small flexible studio theatre is available in an adjacent building and is used for special projects in directing and design

and as a performance space for one-act plays, readings, dance, and class activities. A well-equipped design classroom is used for classes in stagecraft and technical production courses. The department also operates a small television station with modern equipment. The station is connected to the campus-wide cable system and supports student film and video projects.

Faculty

Departmental faculty combine active professional work in their respective fields with their primary role as educators. All faculty in the theatre program are involved in performance, directing, or design in the active Twin Cities theatre community. All faculty members in Communication Studies are involved in professional areas of their specializations beyond the campus, nationally and internationally, presenting research, and working as consulting professionals in various capacities.

Kaori Kenmotsu, assistant professor. BA 1993, University of Minnesota; MFA 2002, University of Wisconsin-Milwaukee. Dance educator, K-16; yoga instructor, professional dancer, actor, and choreographer.

Carolyn Levy, associate professor. AB 1973, Cornell University; MFA 1976, University of Wisconsin-Madison. Performance studies, acting, directing, creative dramatics. Freelance director (credits include Park Square Theatre, History Theatre, Playwright's Center); Artistic Associate, Minnesota Jewish Theatre Company; Artistic Director and Co-Founder, Women's Theatre Project.

Jeff Turner, associate professor. AB 1984, Centre College; MA 1986, University of California-Los Angeles; MA 1991, Appalachian State University; PhD 2000, University of Colorado-Boulder. Teaching and research interests include American theatre history, directing, film studies, childhood studies, and popular culture studies.

William G. Wallace, professor, chair, designer, technical director. BA 1972, Concordia College, Illinois; MFA 1981, University of Minnesota. Stagecraft, technical production, theatre design fields (scenic, costume, lighting). Design consultant for area theatres.

Major Program

Coursework in theatre combines study of history, literature, criticism, and theory of theatre and drama with courses in performance, design and technical production. Each season the Hamline University Theatre presents a variety of modern and classical works providing opportunities for mainstage and studio performance and production work. Student-directed and designed plays are a regular feature of the theatre program.

The dance program offers courses in modern dance. Advanced performance work and choreographic opportunities are available through membership in the Dance Ensemble. Two dance concerts are presented each year.

The department also operates a TV studio that produces a weekly show, and supports original student video productions. A video production course is offered regularly through the Department.

The department is an active participant in the Collaborative Research program. Majors are encouraged to discuss the opportunity to pursue advanced level study with a faculty member. The Department also provides students with specialized interested the option of developing a flexible curriculum.

Assistantships are available in the technical areas, as well as in publicity and the ticket office. All Department assistants receive regular performance reviews and work as an assistant is an important part of a student's professional training and portfolio development. Students are also encouraged to pursue internship and work opportunities with Twin Cities professional or community theatres. The Department email contact list and the Callboards regularly list work and audition opportunities.

The Holt Endowment in Theatre allows the Department to provide substantial support for selected students to attend professional conferences like the American College Dance Festival, the Kennedy Center American College Theatre Festival and the United States Institute for Theatre Technology. Majors in the program are strongly encouraged to participate in appropriate professional conferences.

Major Requirements

Students majoring in theatre arts take the following courses selected in consultation with a major advisor in the department. For non-transfer students 20 credits (usually the equivalent of five courses) in the major must be taken at Hamline. Transfer students with second year standing or above must complete 16 credits (usually the equivalent of four courses) in the major at Hamline. Declared majors and minors must participate in departmental reviews conducted each semester and are expected to be active participants in the department's productions.

Minimum Course Requirements:

- THTR 1120 - Introduction to Theatre Arts: Stage and Screen
- THTR 1130 - Dance I
- THTR 1230 - Acting I
- THTR 1420 - Stagecraft
- THTR 3120 - Analyzing the Dramatic Text
- THTR 3140 - Theatre and Culture: Ancient to Renaissance
- THTR 3160 - Theatre and Culture: Modern to Postmodern
- THTR 5520 - Stage Direction
- THTR 5910 - Senior Theatre Project and Seminar

One of the following four courses in design:

- THTR 3410 - Stage Makeup
- THTR 3440 - Scenic Design
- THTR 3450 - Costume Design

- THTR 3460 - Lighting Design

Production experience coursework:

Two credits total with at least 0.5 credits in each of the following:

- THTR 1010 - Production Experience (Category I)
- THTR 3010 - Production Experience (Category II)

Theatre elective(s):

One to four theatre electives in area of interest

Minor Requirements: Theatre Arts

Students minoring in theatre arts take eight courses selected in consultation with an advisor in the department. For non-transfer students 12 credits (usually the equivalent of three courses) in the minor must be taken at Hamline. For transfer students with second year standing or above 8 credits (usually the equivalent of two courses) in the minor must be taken at Hamline. Minors are strongly encouraged to participate in the departmental reviews and should be active participants in the department's productions. Minors are not eligible to take THTR 5910: Senior Theatre Project.

Minor Course Requirements

- THTR 1120 - Introduction to Theatre Arts: Stage and Screen
- THTR 1130 - Dance I
- THTR 1230 - Acting I
- THTR 1420 - Stagecraft

Production experience coursework:

One credit total with at least 0.5 credits in each of the following:

- THTR 1010 - Production Experience (Category I)
- THTR 3010 - Production Experience (Category II)

Three additional courses:

- Two 3000-level courses
- One 5000-level course

Theatre/Dance Licensing for K-12 Teaching

The department of theatre arts and communication studies has been approved by the state of Minnesota to offer the K-12 license in theatre/dance. Fulfillment of the state requirement requires 13 courses in theatre/dance. Students must also complete the Undergraduate Education requirements for a Minnesota teaching license. Individuals contemplating a teaching license should meet with an advisor in the theatre department as soon as possible to facilitate course planning.

Course Requirements of Theatre/Dance License

- THTR 1120 - Introduction to Theatre Arts: Stage and Screen
- THTR 1130 - Dance I
- THTR 1230 - Acting I
- THTR 1420 - Stagecraft
- THTR 3120 - Analyzing the Dramatic Text
- THTR 3140 - Theatre and Culture: Ancient to Renaissance

- THTR 3160 - Theatre and Culture: Modern to Postmodern
- THTR 5520 - Stage Direction
- THTR 5700 - Teaching Theatre and Dance K-12
- THTR 5910 - Senior Theatre Project and Seminar

One course chosen from

- THTR 1140 - Dance II
- THTR 3800 - Dance Ensemble

One course chosen from

- THTR 3410 - Stage Makeup
- THTR 3440 - Scenic Design
- THTR 3450 - Costume Design
- THTR 3460 - Lighting Design

Production experience coursework

Two credits total with at least 0.5 credits in each of the following:

- THTR 1010 - Production Experience (Category I)
- THTR 3010 - Production Experience (Category II)

One course chosen from

- THTR 1700 - Creative Dramatics in the Elementary Classroom
- THTR 3700 - Children's Theatre

Undergraduate Teacher Education Program

Teaching is one of the most satisfying and rewarding professions for those who enjoy working with young people. It is also one of the most important and challenging professions. Teachers carry a tremendous responsibility as they work to prepare students for their lives beyond P-12 classrooms.

Hamline has served the needs of new teachers since the 1850s. This legacy continues today as we work to prepare teachers who can meet the demands of the teaching profession in the 21st century. To that end, Hamline's Undergraduate Teacher Education (UTE) Program is committed to "developing reflective practice in an urban, multicultural context." As an integral part of the Hamline School of Education, the program also works within the larger conceptual framework which acknowledges the importance of 1) promoting equity in schools and society, 2) building communities of teachers and learners, 3) constructing knowledge, and 4) practicing thoughtful inquiry and reflection. Throughout the program, students are placed in several different urban school settings where they develop the knowledge, skills, and dispositions essential to effective teaching. The UTE program believes that future teachers educated in this context will be better prepared to teach in urban, rural, suburban, and global educational environments.

Hamline students have the option to earn a co-major in education (with or without licensure) or minor in education (with or without licensure). In addition, students earn a major in a CLA or HSB content area. Students interested in school-based careers beyond classroom teaching (e.g. school counseling, school administration, media generalists) should be aware that these programs normally require an initial teaching license. Students must seek advanced study to prepare for these careers after completing a bachelor's degree and all requirements for an initial teaching license.

Licensure Programs: All teaching candidates are advised that completion of the program within a four-year time frame requires careful planning. If you are interested in licensure, please seek early advising from the Undergraduate Teacher Education program faculty to plan your program.

State of Minnesota Licensure Examination Requirements

As per the MTLE website: "Beginning in September 2010, the Minnesota Teacher Licensure Examinations (MTLEs) will be the sole means of assessing the basic skills, pedagogical, and content-area knowledge of Minnesota P-12 teacher candidates. All candidates for an initial license will be required to pass the MTLE basic skills test as well as pedagogy and content-area tests."

All candidates for licensure must successfully complete the MTLE Basic Skills Exam in reading, writing, and mathematics. Completion of the exam is required before formal admission into the Undergraduate Teacher Education program is granted. Taking the exam during or before the sophomore year ensures the opportunity to retake some or all of the exam before applying for a license.

All candidates who are applying for a first-time Minnesota teaching license must also complete the appropriate content-area and pedagogical MTLEs. Information regarding registration procedures, fees, and exam dates may be obtained from a faculty advisor or staff member in the teacher education program, or from the MTLE website at: www.mtle.nesinc.com. No one may be licensed in the state of Minnesota without passing the appropriate exams.

Postbaccalaureate Students

Postbaccalaureate students seeking an initial teaching license from Hamline must possess a baccalaureate degree (B.A. or B.S.) from an accredited college with a minimum overall GPA of 3.0. An official transcript of previous coursework and other application materials will be reviewed to determine admission status. An assessment is completed with the postbaccalaureate coordinator after admission but prior to registration for coursework. Completion of the first licensure coursework ranges from 15 months to several years, dependent on the applicant's prior coursework, professional experiences, and preferred pace of study. Postbaccalaureates are subject to the criteria for formal admission to the teacher education program and to Student Teaching as outlined herein.

Examples of Unique Program Opportunities

English as a Second Language

Growing immigration to the United States has increased the need for English instruction for those who are learning English as a second language. In collaboration with the faculty of the Second Language Teaching and Learning program, the teacher education department offers a K-12 license in English as a second language to interested undergraduates with any major. In addition to the K-12 courses, eight courses in ESL are required. Because of this considerable amount of required coursework, careful planning is required. Please consult with a departmental advisor for the list of required ESL courses.

Hamline Overseas Student Teaching (HOST)

The HOST program is a combined winter-spring experience that provides a student teaching opportunity in another cultural and geographical setting. Students are first placed in a Twin Cities urban school where they student teach for eight weeks (e.g., January-February). Participants then student teach in an overseas school for ten weeks (March-May). HOST is available only to education students who have completed all required coursework and are eligible for a regular student teaching placement. Interested students

should contact the School of Education Teacher Education Department chair for specific details.

Faculty

Letitia Basford, assistant professor. BA 1995, University of Minnesota; MA 2000, San Francisco State University; PhD 2008, University of Minnesota.

James Brickwedde, assistant professor. BA 1977, State Universities of New York-Buffalo; MSE 1993, University of Wisconsin-River Falls; PhD 2011, University of Minnesota.

Rachel Endo, assistant professor and Teacher Education department chair. BS, MPA, MA, University of Nebraska at Omaha; PhD 2009, University of Illinois at Urbana-Champaign.

Sarah Hick, assistant professor. BA 1992, Grinnell College; MES 1996, Yale University; PhD 2008, University of Minnesota.

Kim Koeppen, associate professor and UTE program coordinator. BA 1984, Iowa State University; MSE 1991, Northern Illinois University; PhD 1996, The University of Iowa.

Jean Strait, professor. BA 1987, University of Pittsburgh; MS 1991, Moorhead State University; PhD 1995, University of Minnesota.

Major Requirements: Education Co-Major (with Teaching License)

Admission to Undergraduate Teacher Education

A student must satisfy the following criteria to be admitted to the Undergraduate Teacher Education program:

1. Satisfactory completion of EDU 3150: Schools and Society and EDU 3250: Educational Psychology with an average grade point of 2.50 or above,
2. Cumulative GPA of 2.50 at time of application to the Undergraduate Teacher Education Program,
3. Completion of the MTLE basic skills exams, and
4. Approval of the teacher education faculty.

A student whose application for admission is denied may either reapply when all criteria are satisfactorily met or petition the faculty of the Undergraduate Teacher Education program to reconsider the decision. If admission is again denied, the student has the right to appeal to the School of Education's Student Progress and Grievance Committee.

Admission to Student Teaching

Application for admission to student teaching must be made at the beginning of the term preceding student teaching.

Students should complete the application process during a student teaching intake meeting as scheduled by the teacher education department. Completing coursework does not guarantee licensure or program completion. Students must meet all of the outlined criteria specified in the bulletin and program handbook, as well as receive approval from the teacher education faculty, to progress into the student teaching semester.

Applicants must satisfy the following criteria to student teach:

1. Admission to teacher education,
2. Senior standing at the time of student teaching,
3. Recommendation from the faculty of the student's major department,
4. Recommendation from the teacher education faculty,
5. Completion of content-major coursework (CLA/HSB),
6. Completion of licensure coursework,
7. Primary major GPA and licensure course GPA of 3.0 or above,
8. Coursework for licensure must have a grade of a C- or higher,
9. Demonstrate readiness to student teach by meeting all SEPBTs (Standards of Effective Practice for Beginning Teachers),
10. If world language license is sought, a minimum score of Intermediate High on ACTFL Oral Proficiency Interview (OPI).

A student whose application for student teaching is denied may either reapply when all criteria are satisfactorily met or petition the faculty of the Undergraduate Teacher Education program to reconsider the decision. If admission is again denied, the student has the right to appeal to the School of Education's Student Progress and Grievance Committee.

Grade Policies

No education course in which the grade received is less than C- may be used to meet any licensure requirement. Student teaching courses, other than EDU 5900 (student teaching seminar), are graded pass (P), pass and not recommended for licensure (PNR), or no credit (N).

Co-Major/Licensure Requirements

The following lists the general requirements for licensure in: I. Elementary Teaching K-6, II. Secondary Teaching 5-12 or 9-12, and III. K-12 Teaching.

I. Co-Major/Licensure Requirements for Elementary Teaching K-6

- EDU 3150 - Schools and Society
- EDU 3250 - Educational Psychology
- EDU 3350 - Teaching Art in the Elementary School (K-6)
- EDU 3360 - Teaching Music in the Elementary School (K-6)
- EDU 3370 - Teaching Health in the Elementary School (K-6)
- EDU 3380 - Teaching Physical Education in the Elementary School (K-6)
- EDU 5400 - Teaching Social Studies in the Elementary School (K-6)
- EDU 5450 - Teaching Literacy in the Elementary School (K-6)
- EDU 5510 - Teaching Mathematics in the Elementary School (K-6)

- EDU 5520 - Teaching Science in the Elementary School (K-6)
- EDU 5620 - Education and Cultural Diversity
- EDU 5640 - Families, Schools, and Communities
- EDU 5690 - Theory to Practice
- EDU 5720 - Exceptionality
- EDU 5850 - Student Teaching Elementary (K-6)
- EDU 5900 - Student Teaching Seminar
- MATH 1130 - Fundamental Concepts of Mathematics

II. Co-Major/Licensure Requirements for Secondary Teaching 5-12 or 9-12

Secondary teaching licenses are available in the following areas: Communication Arts and Literature (5-12), Mathematics (5-12), Life Science (9-12), Chemistry (9-12), Physics(9-12), Social Studies (5-12). Required content courses for students majoring in these content areas are listed in those departments' pages of this Bulletin. In some disciplines the special methods course(s) are only offered either Fall or Spring term. Students are urged to consult with their education department advisor for details.

- EDU 3150 - Schools and Society
- EDU 3250 - Educational Psychology
- EDU 5620 - Education and Cultural Diversity
- EDU 5640 - Families, Schools, and Communities
- EDU 5690 - Theory to Practice
- EDU 5710 - Teaching Literacy in the Middle and Secondary Schools (5-12)
- EDU 5720 - Exceptionality
- EDU 5750 - Teaching in Secondary Schools
- EDU 5900 - Student Teaching Seminar
- EDU 5930 - Student Teaching Secondary (9-12)
- EDU 5950 - Student Teaching Secondary (5-12)
- 5XXX: Secondary Special Methods Courses (1-3 courses; course numbers vary depending on content area)

Co-Major without Student Teaching

To reach a 36 credit 5-12, 9-12, or K-12 Co-Major without Student Teaching, 6 additional credits of electives are needed. Options include any combination of the following: Crucial Issues in Education (4 credits); Educational Policy (4 credits), Internship/Independent Study/Honors/Summer Research (2-4 credits), possible CEUT/Continuing Studies certificate course(s), CLA/HSB electives, or ACTC courses as approved by Undergraduate Teacher Education faculty.

III. Co-Major/Licensure Requirements for K-12 Teaching

K-12 teaching licenses are available in the following areas: Theatre/Dance; World Languages; English as a Second Language (ESL). Required content courses for students majoring in these areas are listed in those departments' pages of this Bulletin. In some disciplines the special methods

course(s) are only offered either Fall or Spring term. Students are urged to consult with their education department advisor for details.

- EDU 3150 - Schools and Society
- EDU 3250 - Educational Psychology
- EDU 5620 - Education and Cultural Diversity
- EDU 5640 - Families, Schools, and Communities
- EDU 5690 - Theory to Practice
- EDU 5710 - Teaching Literacy in the Middle and Secondary Schools (5-12)
- ESL candidates take GED 7810: Foundations of Literacy or EDU 5450: Teaching Literacy in the Elementary School instead of EDU 5710.
- EDU 5720 - Exceptionality
- EDU 5750 - Teaching in Secondary Schools
- EDU 5900 - Student Teaching Seminar
- EDU 5960 - Student Teaching (K-12)
- 5XXX: Special Methods in Content (1-3 courses; course numbers vary depending on content area)

Co-Major without Student Teaching

To reach a 36 credit 5-12, 9-12, or K-12 Co-Major without Student Teaching, 6 additional credits of electives are needed. Options include any combination of the following: Crucial Issues in Education (4 credits), Educational Policy (4 credits), Internship/Independent Study/Honors/Summer Research (2-4 credits), possible CEUT/Continuing Studies certificate course(s), CLA/HSB elective, or ACTC courses as approved by Undergraduate Teacher Education Faculty.

Education Minor (without Teaching License)

Required Courses

Students wishing to declare education as a minor (with no teaching license) must complete the following three courses.

- EDU 3150 - Schools and Society
- EDU 3250 - Educational Psychology
- EDU 5620 - Education and Cultural Diversity

Additional courses

Additionally, students must take 8 or more credits in education chosen in consultation with an education advisor. Available courses include licensure courses, special topics courses (e.g., Educational Policy and Philosophies of Education), as well as the following:

- EDU 3660 - Crucial Issues in Education
- EDU 5640 - Families, Schools, and Communities
- EDU 5720 - Exceptionality

Women's Studies Program

Program Overview

The women's studies program at Hamline University prepares students to understand the situation of women nationally and globally. Women's studies students develop cultural and political awareness, as well as the confidence and ability to identify and challenge systems of oppression that limit the freedom and potential of all people.

The women's studies program strives to:

- provide students the opportunity to explore the impact of gender, sexuality, race, class, and ability on women's experience;
- develop awareness of cultural diversity and the process of social transformation; and
- introduce students to research on the situation of women nationally and globally.

Women's Studies offers a major, a minor, and a double-major in legal studies and women's studies with a paralegal certificate.

1. Women's studies major and minor. The women's studies major and minor are designed to be flexible. Learning in the major and minor combines theoretical, practical, and research opportunities that prepare students for advanced study and professional work in a variety of occupational fields including non-profit work, business, government, and human rights. Students study the roles and contributions of women as well as the effects of a variety of social and cultural systems on women's experience. Students gain multicultural competencies that allow them to closely analyze texts and social systems, write critically, and speak confidently.
2. Double-major in legal studies and women's studies. This interdisciplinary double major provides students with a unique program of study that allows them to explore intersections between the law and other areas such as gender, sexuality, race, class, and ability. This combination of learning experiences in two fields, combined with practical and theoretical experiences, prepares students to make social change in the pursuit of creating a better world for everyone. Students develop competencies that will allow them to engage in a variety of opportunities in the law, public policy, non-profit work, human services, legislative initiatives, human rights, or social service. Through elective coursework, students can simultaneously complete a paralegal certificate; this pairing of practical legal training with a liberal arts program focused on cultural and political awareness is highly valued by employers. Students interested in pursuing the double major in legal studies and women's studies should consult www.hamline.edu/cla/lgst-wstd/.

Women's studies program chair: **Kristin Mapel Bloomberg**.

Opportunities for Nonmajors

Women's studies courses are open to nonmajors, except the senior seminar and courses where prerequisites or other limits are set.

Honors in Women's Studies

Honors projects are student-initiated and culminate in the production of professional quality research projects. Honors projects offer an opportunity in the junior and senior year for students to work closely with a faculty member on a significant project designed to explore more deeply a particular focus within women's studies. The student should initiate the project by discussing possible topics with a potential advisor and the chair of women's studies. Students wishing to be considered for departmental honors in women's studies should review the detailed information and application forms available from their academic advisor or the chair of women's studies early in their junior year.

Those who successfully defend the honors projects will be awarded honors at graduation, and their accomplishment will be recognized on their academic transcript.

The women's studies academic honor society is *lota lota*. Qualifying students may apply for membership by contacting the women's studies chair.

Internship

Each student majoring in women's studies must complete an internship related to women's studies. The internship may be taken for academic credit, and/or LEAD credit if desired. Internship guidelines are available from the women's studies chair.

Postgraduate Opportunities

Women's studies prepares students to think critically, analyze ideas and policies skillfully, manage diversity in and out of the workplace, apply social justice concerns, and work toward social transformation. This liberal arts field leads to an array of career choices, in areas such as public service, business, law, health, and non-profit. Women's studies majors interested in attending graduate school should discuss securing recommendations and obtaining information on graduate programs and entrance exams with the program chair during their junior year.

Cross-Listed Courses

Cross-listed courses are offered in a variety of departments, and have included topics relating to women in philosophy, politics, religion, history, literature, gender and sexuality, and biology of women. Students should consult Pipeline each term for current cross-listings in women's studies or contact the women's studies program chair.

Faculty

Colleen Bell, professor. BS 1975, Iowa State University; MS 1979, University of Wisconsin-Madison; PhD 1986, University of Illinois Urbana-Champaign. Research and teaching interests: women's studies, social conflict, social justice, youth activism.

Kristin Mapel Bloomberg, chair, professor. Hamline University Endowed Chair in the Humanities. BA 1990, Hamline University; MA 1992, St. Cloud State University; PhD 1998, University of Nebraska-Lincoln. Research and teaching interests: women's studies and feminist theory; woman suffrage and women's social movements, especially the American Midwest; late-nineteenth and early-twentieth century American women's history, culture, and literature.

Women's Studies Faculty Affiliates

Lisa Bergin, Philosophy

Kathryn Burleson, Biology

Leondra Hanson, Legal Studies

Nancy Holland, Philosophy

Jeanne Kosieradzki, Legal Studies

Carolyn Levy, Theatre Arts

Sharon Preves, Sociology

Susie Steinbach, History

Jeff Turner, Theatre Arts

Major Requirements

Ten courses make up the major, at least six must be at the 3000- level or higher:

Two women's studies courses from the arts or humanities divisions

- Two women's studies courses from the social sciences or science divisions
- One women's studies course that addresses women's diverse experiences relating to race, ethnicity, national, or global status
- One internship or other field experience
- One approved elective
- WSTD 1010 - Foundations of Women's Studies
- WSTD 3850 - Feminist Theory
- (PHIL 3250: Feminist Philosophy may be substituted for WSTD 3850 with approval of the Women's Studies program director)
- WSTD 5900 - Senior Seminar

Note: Three of these courses, in addition to Feminist Theory, Senior Seminar, and the internship, must be upper-division courses. Appropriate WSTD topics courses may also be used to fulfill the distribution requirements from the arts, humanities, and social and natural sciences.

Courses in women's studies are offered at all ACTC campuses, so there is a potential for duplication of content. Credit will not be given toward the major for two courses that overlap substantially in content. Students must consult with the women's studies director to avoid duplicating courses.

Transfer Students

Century College students who transfer to Hamline University with a women's studies certificate may finish a major in women's studies by completing the six courses below. Students who transfer to Hamline University from other colleges and universities who wish to complete a major or minor in women's studies are urged to consult with the director of women's studies immediately upon transfer.

- WSTD 3990: Internship
- Three elective courses (two must be upper-division)
- WSTD 3850 - Feminist Theory
- (PHIL 3250: Feminist Philosophy may be substituted with approval of the women's studies director)
- WSTD 5900 - Senior Seminar

Minor Requirements

A student who wishes to minor in women's studies must take six courses, at least three of which are upper-division courses.

Required for all minors:

- WSTD 1010 - Foundations of Women's Studies

One additional course chosen from:

- PHIL 3250 - Feminist Philosophy
- WSTD 3750 - Feminist Scholarship in Action
- WSTD 3850 - Feminist Theory

Four additional courses

Note: An independent study or other special course may be included with the permission of the women's studies director.

Transfer Students

Century College students who transfer to Hamline University with a women's studies certificate may finish a minor in women's studies by completing two upper-division courses, one of which must be either WSTD 5900: Senior Seminar or an independent study.

Special Programs

Inter-College Cooperation and Cross-Registration (ACTC)

Hamline University participates in a consortium of five Twin Cities private liberal arts colleges (Hamline, Macalester, St. Catherine, and St. Thomas in Saint Paul, and Augsburg in Minneapolis) called the Associated Colleges of the Twin Cities (ACTC). The association has grown increasingly prominent in recent years. The purpose of the consortium is to employ the strengths of each college to the best advantage of all. The educational opportunities available to Hamline students are substantially increased as a result of these cooperative efforts. Such programs as those in East Asian Studies, Latin American Studies, Urban Studies, and Women's Studies have been facilitated as a result of the cooperative arrangement. Cross-registration without additional cost to the student is available, provided the coursework is relevant to a Hamline degree. There is regular bus service between the five campuses. During each year 1,500 to 2,500 students from the five colleges cross-register. For more information see the Academic Standards and Policies section or contact Student Administrative Services (Law/Grad 113). Information is also available at www.hamline.edu/actc

International Study Programs (including Hamline in York)

Hamline encourages students to pursue study abroad, a popular and transformative experience that helps students become "compassionate citizens of the world." Interested students should make an appointment to meet with a study abroad advisor one year before they intent to study abroad. They will receive information regarding Hamline's approval deadlines, the various options for study abroad, and how to proceed in choosing which option is best for them.

Students interested in a longer and more immersive experience should consider semester long off-campus abroad options. Hamline offers its own program, Hamline in York, in partnership with the University of York. Other programs that Hamline students may participate in include the International Student Exchange Program (ISEP) that enables students to study in over 42 countries on a direct enrollment basis. Other bilateral exchanges include University of Trier in Germany, Gaston Berger in Senegal, Akita International University in Japan, United International College in China, and the Catholic University in Valparaiso, Chile. Students whose needs cannot be met through an exchange program should meet with the study abroad advisor to discuss other programs where Hamline is a member or has an affiliation. These would include such organizations as the Higher Education Consortium for Urban Affairs, Inc. (HECUA), the Council on International Education (CIEE), and AustraLearn. Many other programs, from other universities and international organizations, would

also be considered appropriate choices and can be discussed with the study abroad advisor.

Students interested in semester long off-campus abroad options must realize that these are very competitive opportunities. Those eligible to apply for Hamline approval must have at least a 3.0 GPA, plan to study in their major or minor field, and demonstrate how the study abroad program will enhance their academic goals. The application process begins in the International Programs Center and should be completed by the end of the fall term one year before the expected experience overseas.

Upon approval of the application, each student will be authorized to study for one semester abroad. Exceptions may be made if a student participates in any of the exchange programs or demonstrates a special need for taking a full academic year abroad. Students can take their study abroad semester at any time during their studies at Hamline except for their first year or the last semester of their senior year. (Under special circumstances a student may petition.) However, study abroad is strongly encouraged for a student's junior year.

Hamline also offers shorter study abroad options during the winter term, in January, and after commencement, in May. These courses are led by Hamline faculty and are designed to serve the largest possible number of students from diverse academic backgrounds. Courses proposed in the past have included Law and Justice in Australia, Germany in the 21st Century, Tropical Ecology of Costa Rica; The Ancient and Modern Maya of Yucatan (in Mexico); and the Arab-Israeli Conflict. Hamline is also a member institution of the Upper Midwest Association for Intercultural Education (UMAIE) and therefore provides students the opportunity to choose from 25-30 January term courses taught worldwide through this organization. Hamline also offers extended May term courses that have the same structure as Winter term, but run from the end of May until mid-June.

The last option to mention is the possibility of studying abroad over the summer. Again, there are many different programs that may be used, including any Hamline faculty-led spring/summer term(s) that may be available. Talk with staff at the International Programs Center for more details.

For all of the approved study abroad options mentioned above, credit can transfer back to the Hamline academic record. Students may also be able to use their financial aid to help finance their programs.

National Programs

The emphasis on individual and international studies is supplemented by other programs planned to increase educational opportunities for Hamline students. This is in keeping with the university desire to provide flexibility and variety within its educational objectives. Initial contact for these programs should be made with the off-campus programs/study abroad office.

Metro Urban Studies Term

Students participate in an urban studies program that enables them to use Hamline's metropolitan environment as a social laboratory for study and experience, through a 20-college Higher Education Consortium for Urban Affairs (HECUA). Students may participate in the consortium-sponsored Metro Urban Studies Term.

City Arts (HECUA)

Through the Higher Education Consortium for Urban Affairs, students participate in a semester-long study program, which includes an internship placement. The internship provides hands-on experience in the arts at projects or agencies addressing social issues.

Washington Semester

In cooperation with the American University in Washington, DC, Hamline chooses two students of high standing each year to spend a semester in residence in Washington taking courses and working on a project under the direction of the faculty of the American University.

Academic Pre-Programs

Pre-Engineering

Students interested in engineering, applied physics, or working in industrial laboratories have several options. They can major in physics, orienting their coursework toward working in industry; they can do graduate work in physics or engineering and then work in industry in applied physics or in an engineering position; or they can do a two-year pre-engineering program at Hamline. Because the courses for the two-year pre-engineering program are essentially the same as those for a physics major, students can easily shift from one program to the other should their directions change.

Another option available to students interested in engineering is the three-year pre-engineering program. Hamline, together with Washington University (St. Louis) and the University of Minnesota, sponsors a 3-2 program in engineering, wherein a student attends Hamline for the first three years, followed by two years in the particular engineering department at Washington University or at the University of Minnesota. Students enrolled in these programs must still complete the basic Hamline Plan requirements. Upon completion of this program, the student receives a BA from Hamline and an engineering degree from Washington University or the University of Minnesota. Hamline and the University of Minnesota also offer a 4-2 program in which the student graduates from Hamline and continues at the University of Minnesota for a master's degree in one of the engineering fields.

Contact the Physics Department for more information.

Pre-Law

See information under Legal Studies.

Pre-Medical

Advisors: Jodi Goldberg, associate professor, Biology; Betsy Martinez-Vaz, assistant professor, Biology; Irina Makarevitch, assistant professor, Biology; Kathy Burleson, senior lecturer, Biology; Rita Majerle, associate professor, Chemistry.

The pre-medical program is part of Hamline's Pre-Health Program designed for students interested in the health science professions. Hamline graduates have set an enviable record in gaining admission to top medical, dental, veterinary and other professional schools nationally. The program advisors and other Hamline faculty are committed to supporting and encouraging the professional goals of all promising students who desire a career in the health professions. Pre-medical advisors assist students in career planning and designing a suitable program of study. A pre-medical committee consisting of faculty and staff aids students in applying to medical or other health science professional schools.

Students interested in the pre-medical program should contact one of the program advisors early in their first semester at Hamline.

For more information about the Pre-Medical Program or related pre-allied health programming (including pre-pharmacy, pre-vet, pre-dental, pre-nursing, etc.), see http://www.hamline.edu/cla/acad/depts_programs/pre_health/index.html.

Pre-medical requirements

The following list represents a standard core of undergraduate study required by most U.S. medical colleges. Students should inquire with pre-medical advisors about specific course requirements for various medical schools and professional training programs.

- one year college math
- one year college English
- one year college biology
- two years college chemistry (general chemistry and organic chemistry)
- one year college physics
- one semester biochemistry
- upper division courses in humanities and social sciences areas

In addition, some medical colleges require a course in analytical chemistry (CHEM 3240).

Coursework in genetics (BIOL 3050) and Cell Biology (BIOL 3060) is recommended. A suggested four-year sequence of Hamline courses for pre-medical students is outlined below. (Note: Premed students planning to major in Chemistry or Biochemistry should take Math 1170 and 1180 in the first year.)

First year Fall term:

Along with the first-year seminar and one elective course, students should complete:

- BIOL 1800 - Principles of Ecology and Evolution (if intending to major in Biology)
- CHEM 1130 - General Chemistry I

Spring term:

Along with one elective course, students should complete:

- BIOL 1820 - Principles of Plant and Animal Physiology
- CHEM 1140 - General Chemistry II
- ENG 1110 - Writing and Reading Texts

Second year Fall term:

Along with one elective course, students should complete:

- BIOL 3050 - Principles of Genetics
- CHEM 3450 - Organic Chemistry I
- MATH 1170 - Calculus I

Spring term:

Along with one elective course, students should complete:

- BIOL 3060 - Principles of Cell Biology
- CHEM 3460 - Organic Chemistry II

and one approved statistics or mathematics course:

- ECON 1330 - Statistics
- MATH 1180 - Calculus II
- MATH 1200 - Statistics and Data Analysis
- PSY 1340 - Statistics for the Behavioral Sciences

Third year Fall term:

Along with major and elective courses, students should complete:

- BIOC 3820 - Biochemistry I
- PHYS 1230 - General Physics I

Spring term:

Along with major and elective courses, students should complete:

- PHYS 1240 - General Physics II

Fourth year Fall term:

Students should complete major and elective courses

Spring term:

Students should complete major and elective courses

Choice of major:

Pre-medical students may choose from any of Hamline's major fields. While many pre-medical students declare a major in biology, chemistry, or biochemistry, Hamline students who combine the required pre-medical coursework with a major in another area (e.g., philosophy or psychology) have been equally successful in gaining admission into medical school.

Application procedure:

Ideally, students should complete the pre-medical core of studies by the end of their third year. In the third year, students take the Medical College Admission Test (MCAT). Also at that time, students begin the process of submitting required materials to the Hamline pre-medical committee for their medical school application file. Students must select the schools to which they wish to apply, must secure 4-5 letters of reference from faculty and others, and must compose their personal statement, describing their genuine commitment to the medical profession. Success in gaining entrance to medical school is enhanced by several factors: (1) a high cumulative grade point average; (2) a high MCAT score; (3) indication of personal strengths, social and communication skills; and (4) commitment toward a medical career (as evidenced by participation in medically related extracurricular and volunteer activities)

Courses

ACCT 1310 - Financial Accounting

Goals: To familiarize the student with the methods and principles employed in financial accounting and with the interpretation of financial statements.

Content: Introductory financial accounting procedures, reports, and principles.

Credits: 4 credits

ACCT 1320 - Managerial Accounting

Goals: The course introduces students to the design and use of costing systems to support key operating and strategic directions of business firms.

Content: There is a special emphasis on decision making in business and the role of management accounting in such decisions.

Prerequisites: ACCT 1310

Credits: 4 credits

ACCT 3010 - Intermediate Accounting I

Goals: Exposes students to the financial reporting system providing information for global resource allocation decisions embodied in U.S. Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS).

Content: This course is first in a two part sequence, and focuses on the asset side of the balance sheet. Topics include the review of the basic financial statements, time value of money, receivables, property, plant and equipment, and intangibles.

Prerequisite: ACCT 1310

Credits: 4 credits

ACCT 3020 - Intermediate Accounting II

Goals: Building on the knowledge students gained in ACCT 3010, this second course in a two part sequence focuses on the liability and shareholders' equity side of the balance sheet.

Content: Topics include current liabilities, bonds, leases, deferred taxes, pensions and investments, as well as an in-depth look at the statement of cash flows.

Prerequisite: ACCT 3010

Credits: 4 credits

ACCT 3030 - Cost Accounting

Goals: An expansion of ACCT 1320, this course uses the principles and techniques used to account for and analyze costs incurred to produce goods or services.

Content: Topics include job order, process, standard and variable costing techniques, in addition to cost-volume-profit relationships and budgeting techniques to forecast costs. Emphasis is placed on decision making using the various costing techniques.

Prerequisite: ACCT 1320

Credits: 4 credits

ACCT 5020 - Business Taxation

Goals: The theory and practical application of federal income tax for individuals, partnerships and corporations under the laws enacted in the Internal Revenue Code.

Prerequisite: ACCT 3010

Credits: 4 credits

ACCT 5030 - Advanced Accounting

Goals: Advanced topics in accounting which include mergers and acquisitions, consolidated statements for a parent and subsidiary, foreign exchange, partnerships and bankruptcy.

Content: Students will also gain exposure to non-profit and governmental accounting.

Prerequisite: ACCT 3020

Credits: 4 credits

ACCT 5040 - Audit

Goals: A study of the methods used to improve the quality of information for decision makers. Reliability of financial statements is essential for markets to function efficiently.

Content: This course covers the processes and controls used to manage and operate businesses, assertions and agreements made to third parties, and regulatory compliance.

Prerequisite: ACCT 3020

Credits: 4 credits

AFST 3100 - Introduction to African-American Studies

Goals: To develop an understanding of several key issues in African-American Studies emphasizing close textual reading and analysis. Additionally, students participate in academic service learning to synthesize textual and experimental learning.

Content: The course materials will focus on critical readings about construction of race as a concept; intersections of race, class and gender; afrocentrism; pan-africanism; diasporic connections; nationalism; religious dimension; literary theory and popular culture.

Prerequisite: Sophomore standing or consent of instructor.

Credits: 4 credits

ANTH 1100 - World Prehistory

Goals: To introduce students to the fascinating story of humanity's deep history as told by archaeology. Students will also gain competency in the critical evaluation of scientific claims and archaeological knowledge.

Content: Survey of over four million years of human prehistory from our earliest hominid ancestors to the rise of ancient states. Topics include the first stone tools and the

emergence of human culture, Neanderthals, Upper Paleolithic art, the origins of agriculture, the building of monumental architecture, and culminating with the first states, including those of Mesopotamia, Egypt, China and Mexico. We will also consider how archaeologists study the past through laboratory exercises, field assignments, and a computer simulation.

Taught: Alternate years, winter term.

Credits: 4 credits

ANTH 1160 - Introduction to Anthropology

Goals: To enhance understanding and appreciation for human diversity. To introduce basic anthropological concepts and principles. To encourage analytic thinking.

Content: Human behavior is explored in dynamic terms; that is, in terms of cultural coherence, social change, and symbolic interaction. Topics to be covered include how a society adapts to its environment, how people organize themselves in social units, how language serves social purposes, and how religious practices are integrated with other aspects of a culture.

Taught: Annually.

Credits: 4 credits

ANTH 1200 - Introduction to Field Methods in Archaeology

Goals: To introduce the methods and theory of field archaeology as part of an on-site excavation project. Context: Varies depending on type of site being excavated. Basic techniques covered include survey, mapping, record keeping, excavation and field conservation.

Taught: Annually, summers.

Credits: 4 credits

ANTH 1200 - LAB: Introduction to Field Methods in Archaeology

This lab must be taken concurrently with the ANTH 1200 lecture.

The lab itself has zero credit value.

ANTH 1240 - The Ancient Maya

Goals: To have a focused exploration of the various epistemologies related to how we know what we know about the ancient Maya of Mesoamerica. To document the ancient cultural trajectories of the Maya region from the earliest human colonization during Pleistocene times through the arrival of the Spanish in the sixteenth century. To become familiar with and to compare archaeological and ethnohistoric information, theories, and controversies related to the emergence and sustainability and eventual collapse of ancient Maya civilization, and as well, to recognize the cultural continuities characterizing modern Maya descendent communities.

Content: The ancient Maya culture flourished in what are now southern Mexico, Guatemala, Belize, and parts of adjacent Honduras and El Salvador. There in southern

Mesoamerica—in a tropical environment viewed by many as “hostile”—we find monumental architectural complexes, a refined great art style, and evidence of a truly impressive and sophisticated civilization. The Maya region has evidence of some of the largest and most densely packed populations known until the advent of industrialization and modern medical advances. Their “experiment” in civilization had some fatal flaws that brought about their downfall around A.D. 900—centuries before the arrival of the Europeans. We stand to learn much from their experience.

Taught: Alternate years, fall term.

Prerequisites: None; ANTH 1160 is recommended.

Credits: 4 credits

ANTH 1300 - Ethnography: Text and Film

Goals: To introduce students to written and cinematic ethnography, the representations of the peoples and cultures that anthropologists produce. To introduce students to basic anthropological concepts and current debates concerning the ethnographic representation of cultures.

Content: Ethnography is the primary method by which sociocultural anthropologists communicate the results of their investigations into the cultures they study. This course will investigate ethnography—both written and pictorial—as a means of communicating cross-cultural difference. A close reading of ethnography is combined with screenings of numerous ethnographic films, a selection of key theoretical articles, lecture and discussion to understand the relationship between media and the representation of culture. How does one translate experience into text or images? Is “culture” the source or the product of these attempts? How do anthropological attempts at representing culture in ethnographic books and film relate to fiction and entertainment?

Taught: Alternate years, winter term.

Credits: 4 credits

ANTH 1410 - Indonesian Music and Cultures

Goals: Designed for both musicians and nonmusicians, this course is an introduction to the music and cultures of Indonesia. One component is a hands-on introduction to the musical techniques and cultural significance of the Javanese gamelan orchestra, taught by Mr. Joko Sutrisno, Music Director of the Indonesian Performing Arts Association of Minnesota (IPAAM), using instruments on loan from the Schubert Club. In the anthropology side of the class, students will explore the wider social and cultural context in which this tradition is rooted by reading anthropological, literary, historical, and other social science accounts from Indonesia. The goals of the class are: 1) to acquire basic skills in playing gamelan music, a sense of its cultural significance, and an awareness of its social context; and 2) to gain a sense of the history and cultural diversity of Indonesia as a nation-state.

Content: The musical part of the class will involve daily playing in class and outside, regular journal-writing, and a final

public recital. The anthropological part of the class will involve readings, lectures, film, and discussions. Written assignments will include journal entries, a midterm test, and short essays.

Taught: Annually, winter term.

Credits: 4 credits

ANTH 1530 - Human Evolution

Goals: To understand the process of biological evolution and the evolution of the human species.

Content: Study of evolutionary theory, population genetics, comparative primate anatomy and behavior, evolution of social behavior, fossil evidence for primate and hominid evolution, origins of bipedalism, tools.

Taught: Annually.

Credits: 4 credits

ANTH 1530 - LAB: Human Evolution

This lab must be taken concurrently with the ANTH 1530 lecture.

The lab itself has zero credit value.

ANTH 3010 - Issues in Anthropology I

Goals: ANTH 3010, in combination with ANTH 3020, provides students with a yearlong gateway seminar exploring the anthropology major at Hamline University. Students will examine anthropology's four fields, theoretical perspectives, and ethical issues through readings, discussions, lectures, and exercises. The goal of this course is to help anthropology majors successfully navigate their undergraduate education and prepare for their post undergraduate career. Students will begin working on their anthropology portfolio, develop disciplinary specific research and writing skills, and become familiar with the different methodological and theoretical approaches of anthropology's four fields. Ideally, students should take these courses in their sophomore year in conjunction with declaring a major (or for transfer students, during their first year at Hamline). Students need to take both ANTH 3010 and ANTH 3020, although these courses do not need to be taken in sequence.

Content: The main focus of this course will be a survey of current issues in anthropology (e.g., the utility of the concept of race; the role of the environment in cultural change; the uniqueness of human language; the responsibilities of anthropologists to the people they study). We will approach these issues through critical reading of text, individual research, and group discussion. Students will also learn about the anthropology department and major including resources and responsibilities of the major, careers in anthropology, anthropology as vocation and anthropology in the media. Guest speakers, including alumni; will be brought in to talk about graduate school, professional development, and applied anthropology.

Taught: ANTH 3010 is offered during fall semester of each year while ANTH 3020 is offered during spring semester of each year.

Prerequisites: ANTH 1160 or consent of instructor.

Credits: 2 credits

ANTH 3020 - Issues in Anthropology II

Goals: ANTH 3010, in combination with ANTH 3020, provides students with a yearlong gateway seminar exploring the anthropology major at Hamline University. Students will examine anthropology's four fields, theoretical perspectives, and ethical issues through readings, discussions, lectures, and exercises. The goal of this course is to help anthropology majors successfully navigate their undergraduate education and prepare for their post undergraduate career. Students will begin working on their anthropology portfolio, develop disciplinary specific research and writing skills, and become familiar with the different methodological and theoretical approaches of anthropology's four fields. Ideally, students should take these courses in their sophomore year in conjunction with declaring a major (or for transfer students, during their first year at Hamline). Students need to take both ANTH 3010 and ANTH 3020, although these courses do not need to be taken in sequence.

Content: The main focus of this course will be a survey of current issues in anthropology (e.g., the utility of the concept of race; the role of the environment in cultural change; the uniqueness of human language; the responsibilities of anthropologists to the people they study). We will approach these issues through critical reading of text, individual research, and group discussion. Students will also learn about the anthropology department and major including resources and responsibilities of the major, careers in anthropology, anthropology as vocation and anthropology in the media. Guest speakers, including alumni; will be brought in to talk about graduate school, professional development, and applied anthropology.

Taught: ANTH 3020 is offered during spring semester of each year while ANTH 3010 is offered during fall semester of each year.

Prerequisites: ANTH 1160 or consent of instructor.

Credits: 2 credits

ANTH 3100 - Principles of Archaeology

Goals: To understand principles of archaeology--the varying ways archaeologists recover, analyze, and interpret information about the past. To gain proficiency in general scientific practices, reading archaeological literature, and grant writing. To consider ethical and practical issues in the management of cultural resources, such as why preserve heritage sites, and how to balance the sometimes conflicting views, voices, and histories found in our contemporary world.

Content: Archaeologists are "time detectives" sifting through the material traces of past lives in order to better understand human behavior and human history. Using films, slides, artifacts, and readings, this course focuses on current methods and theories used in American archaeology. Students

apply their knowledge by writing a research design as a final project.

Taught: Alternate years.

Prerequisite: ANTH 1160.

Credits: 4 credits

ANTH 3110 - Arctic Archaeology

Goals: To understand how human societies have survived, and occasionally flourished in the Arctic, one of the world's most extreme environments. To learn about the unique challenges and opportunities faced by archaeologists working in the Far North.

Content: This course draws on the Arctic's well-preserved archaeology and its rich ethnographic and historic records to explore human settlement, adaptation, and cultural evolution in the circumpolar world. This course uses readings, films, and artifacts to examine the story from the first Arctic inhabitants more than 14,000 years ago to the arrival of Europeans (Vikings in the east and Russians in the west) between 1000 and 250 years ago. Major anthropological issues covered in this course include investigating the causes for hunter-gatherer diversity; the interactions between gender, labor, and economy in Arctic societies; the role of migration, diffusion, and interaction in prehistory; and the relationships between maritime economies and cultural complexity.

Taught: Alternate years.

Prerequisite: ANTH 1160 or consent of instructor.

Credits: 4 credits

ANTH 3120 - Experimental Archaeology

Goals: To teach students advanced archaeological theory and laboratory methods. Students, working in teams, will design and implement research projects in ethnoarchaeology and/or experimental archaeology.

Content: One of the principle challenges faced by archaeologists wanting to learn about past human cultures is how to study the behavior of humans whom we cannot directly observe, but only understand through the physical clues they left behind. Ethnoarchaeology and experimental archaeology are two powerful tools that help archaeologists meet this challenge. Ethnoarchaeology, observing contemporary human behavior, and experimental archaeology, research that replicates under controlled conditions, behavior of interest, provide insight into the relationships between specific human actions and the archaeological evidence of these actions. The content of this course will include readings extracted from classic examples of experimental and ethnoarchaeological research. We will also engage in advanced laboratory analyses in order to identify specific research questions that students wish to address through their own experimental or ethnoarchaeological research project. Students who have taken an archaeological field methods or laboratory methods course are strongly encouraged to register.

Taught: Alternate years.

Prerequisite: ANTH 3210 or ANTH 3220 or consent of instructor.

Credits: 4 credits

ANTH 3130 - Excavating Hamline History

Goals: To have students participate as part of an interdisciplinary team excavating a historic site on or near campus. This archaeological excavation is part of research focused on the early history of "Hamline Village." It is also a public archaeology project with the goal of involving people from throughout the local community including Hancock Elementary students, neighborhood residents, and University alumni.

Content: Students learn basic archaeological field and laboratory methods, principles of historic archaeology, and anthropological approaches to material culture studies through readings and lectures, but primarily through participation. This course emphasizes archaeology as a holistic discipline linking the humanities, fine arts, social sciences, and natural sciences. Students help provide this interdisciplinary perspective by contributing to the overall research, educational, and public archaeology goals through individual and collaborative projects.

Taught: Alternate years.

Prerequisite: Consent of instructor.

Credits: 4 credits

ANTH 3210 - Advanced Field Methods in Archaeology

Goals: To gain additional competence in, and advanced theoretical understanding of, the field methods in archaeology.

Content: Students learn how to map using an alidade or transit and are trained in field photography, flotation techniques, soil sampling and planning excavation strategy.

Taught: Annually, summers.

Prerequisite: ANTH 1200.

Credits: 4 credits

ANTH 3220 - LAB: Laboratory Techniques in Archaeology

This lab must be taken concurrently with the ANTH 3220 lecture.

The lab itself has zero credit value.

ANTH 3220 - Laboratory Techniques in Archaeology

Goals: To introduce laboratory methods in archaeology.

Content: Basic laboratory techniques including accessioning procedures, artifact analysis, preservation techniques and a basic introduction to cartography, photography and faunal/floral analysis.

Taught: Annually.

Prerequisite: ANTH 1160.

Credits: 4 credits

ANTH 3230 - Made in China: The Cultures of Economic Transformation

Goals: To examine the function of the global production system and the links that bind and transform communities, cultures, nations, and individuals across the global geography. This course focuses on the case of China and its relationship to the US and specifically Minnesota-based transnational corporations. It will examine how the forces that bring goods “made in China” to the shelves of American stores have themselves transformed the lives and lifeways of the people living in China.

Content: This course is designed to provide students with basic knowledge of historical, socioeconomic, and political contexts that will enable them to engage with contemporary China in an informed and knowledgeable manner. It has been designed as explicitly interdisciplinary and will draw upon topics and materials from history, political science, economics, and anthropology. Familiarity with Chinese is not necessary, but language students are strongly encouraged to consider this course. The standard course itinerary includes visits to the cities of Beijing, Datong, Nanjing, Suzhou, and Shanghai.

Taught: Alternate years, extended spring term in China.

Prerequisite: None; an introductory anthropology course and some Chinese language would be helpful.

Credits: 4 credits

ANTH 3240 - Ancient and Modern Maya of Yucatan

Goals: To directly familiarize the students with the prehistory, history, and present-day conditions of the Maya of the Yucatan Peninsula of southern Mexico. The ancient Maya constructed large architectural complexes and were able to sustain some of the largest, most densely-packed populations the world has known until the advent of industrialization and modern medical advances. They were accomplished astronomers and mathematicians. They provide us with an example of a culture that developed a complex state and civilization in an environment many view as “hostile.” Their “experiment” in civilization had some fatal flaws that brought about their downfall around A.D. 900—centuries before the arrival of the Europeans. We stand to learn much from their experience.

Content: Using on-site visits to archaeological and historical sites, museums, to modern Maya communities, students become acquainted with the prehistory, history, and the rural-to-urban ethnographic spectrum of the Maya people of Yucatan. Students are confronted by a variety of alternative explanations and issue-oriented perspectives that deal specifically with the Maya area.

Taught: Alternate years, winter term in Yucatan, Mexico.

Credits: 4 credits

ANTH 3250 - Ancient Civilizations of the Mexican Highlands

Goals: To directly familiarize students with the ancient civilizations of central Mesoamerica as well as with the history

and present-day conditions of the peoples of central Mexico. At sites such as Teotihuacan, Tula, El Tajin, Xochicalco, Monte Alban, and Mexico/Tenochtitlan students will have an opportunity to see firsthand the large archaeological sites that testify to the emergence of the varied ancient civilizations of the Mexican highlands ranging from the Olmec--the suggested “parent” culture of Mesoamerica--to that of later Teotihuacan, the Totonac, Zapotec, Mixtec, Toltec, and finally Aztec cultures.

Content: Using on-site visits to archaeological and historical sites, museums, and modern Mexican highland indigenous communities, students become acquainted with the prehistory, history, and the rural-to-urban ethnographic spectrum of the cultures of central Mexico. Students are confronted by a variety of alternative explanations and issue-oriented perspectives that deal specifically with the central area of Mesoamerica.

Taught: Alternate years, extended spring term in central Mexico.

Credits: 4 credits

ANTH 3260 - Pilgrims, Travelers, Tourists

Goals: To introduce students to the history and sociocultural contexts of various forms of travel from religious pilgrimage to the rise of mass tourism and how each structures knowledge and experience of other places and peoples.

Content: Historical and contemporary travel narratives, ethnography, films, and guest lectures will be supplemented with theoretical essays to examine the power of the practice of travel in various forms both historical and contemporary. This course will emphasize the connections and tensions between various forms of the journey and issues such as self-knowledge, authenticity, class, the nature of “others,” and the construction of “culture.”

Taught: Alternate years.

Prerequisite: ANTH 1160 or GLOB 1910, or consent of instructor.

Credits: 4 credits

ANTH 3270 - Exploring Ancient Southeast Asia

Goals: To directly familiarize students with the evidence for the emergence and development of the prehistoric cultures of Mainland Southeast Asia by focusing on the rich archaeological record found in Thailand, Cambodia, and their neighbors. To acquaint students with the history and present-day conditions of the peoples of that area. Beginning with early sites such as Ban Chiang and the Pha Taem Rock Paintings site through later complex sites such as Phimai, Phanom Rung, Angkor, Sukhothai, and Ayutthaya, students have an opportunity to see firsthand the major archaeological sites that testify to the emergence of the varied ancient civilizations of Southeast Asia--ranging from the earliest village sites through the impressive architectural and hydraulic management legacies of Khmer domination, through the

period when Thai civilization was born and came to politically and culturally dominate much of the Southeast Asian mainland.

Content: Using on-site visits to archaeological and historical sites, museums and modern indigenous communities, students become acquainted with the prehistory, history, and the rural to urban ethnographic spectrum of the cultures of Southeast Asia. Students are confronted by a variety of alternative explanations and issue oriented perspectives that deal specifically with Mainland Southeast Asian concerns.

Taught: Alternate years, winter term in Southeast Asia.

Credits: 4 credits

ANTH 3280 - Ancient Civilizations of Southeast Asia

Goals: To offer an interdisciplinary survey of the complex cultural diversity that characterized ancient Southeast Asia (Cambodia, Thailand, Laos, Vietnam, Myanmar, Malaysia, Indonesia). To be aware of, to be able to synthesize, and to be able to evaluate how archaeological anthropologists have employed analytical techniques and systemic perspectives to understand prehistoric traditions culminating in the formation of the complex societies and states of ancient Southeast Asia.

Content: Comparative archaeological and primary and secondary historical information, theories, and controversies related to the origins of the various cultures and civilizations (ancient Hoabinian, Ban Chiang through later Khmer, Thai, Burmese, Malay, Indonesian cultures) that flourished in ancient Southeast Asia from the earliest human colonization during Pleistocene times to the arrival of Islam and the European powers.

Taught: Alternate years.

Prerequisite: ANTH 1160.

Credits: 4 credits

ANTH 3300 - Ethnographic Research Methods

Goals: To gain experience with a variety of ethnographic research methods and techniques.

Content: Reading and discussion of exemplary ethnographies; delimiting a social field in which to conduct research; generating a research proposal; establishing rapport with members of the community; making observations of human behavior in natural settings; and documenting ethnographic data (through written field notes, interviews and transcripts, photography, audio- or video-recordings, etc.).

Taught: Alternate years.

Prerequisite: ANTH 1160.

Credits: 4 credits

ANTH 3310 - Ancient Civilizations of Middle America

Goals: To offer an interdisciplinary survey of the complex cultural diversity that characterized ancient Mesoamerica (central to southern Mexico, Guatemala, Belize, Western Honduras, El Salvador). To be aware of, to be able to synthesize, and to be able to evaluate how archaeological anthropologists have employed analytical techniques and

systemic perspectives to understand prehistoric cultural dynamics that contributed to the rise of the various prehistoric complex societies of ancient Middle America.

Content: Comparative archaeological and ethnohistorical information, theories, and controversies related to the various cultures and civilizations (Olmec, Zapotec, Mixtec, Totonac, Teotihuacan, Maya, Toltec, Aztec) that flourished in Mesoamerica from the earliest human colonization during Pleistocene times through the arrival of the Spanish in the sixteenth century.

Taught: Annually.

Prerequisite: ANTH 1160.

Credits: 4 credits

ANTH 3320 - North American Archaeology

Goals: To offer an interdisciplinary survey of the complex cultural diversity that characterized ancient North America (Canada, the United States, and northern Mexico). To be aware of, to be able to synthesize, and to be able to evaluate how archaeological anthropologists have employed analytical techniques and systemic perspectives to understand prehistoric cultural dynamics that contributed to the emergence and development of the various archaeological traditions of ancient North America.

Content: Comparative archaeological and ethnohistorical information, theories, and controversies related to the various regional archaeological traditions that developed in North America from the earliest human colonization during Pleistocene times through the arrival of the Europeans.

Taught: Alternate years.

Prerequisite: ANTH 1160.

Credits: 4 credits

ANTH 3330 - North American Indian History and Cultures

Goals: To provide experience in ecological and functional analysis of traditional American Indian cultures. To gain an understanding of the implications of historic and contemporary social policies for American Indians.

Content: In-depth examination of the ecological adaptation of one or more indigenous North American cultures. Use of the Science Museum of Minnesota collections in the functional analysis of artifacts from a variety of culture areas. History of U.S. Government policy and contemporary problems. Extensive use is made of films, ethnographies, novels, poetry, and biographical materials.

Taught: Alternate years.

Prerequisite: ANTH 1160.

Credits: 4 credits

ANTH 3340 - Exploring the Ancient Civilizations of Peru

Goals: To directly familiarize students on site in Peru with the prehistory, history, and present day conditions of the peoples of Andes, their diverse ecosystems ranging from the arid coastal deserts to the high mountains. Ancient civilizations

in the Andes attained a high degree of sophistication, producing large architectural complexes, a wide range of artistic and craft forms, and complex political organizations, culminating in the Inca Empire. This course will provide comparative archaeological and ethnohistorical information, theories, and controversies related to the various cultures and civilizations that flourished there (Chavin, Cupisnique, Chimu, through that of the Quechua-speaking Inca) from the earliest human colonization during Pleistocene times through the sixteenth century arrival of Francisco Pizarro to current times.

Content: Using on-site visits to archaeological and historical sites, museums, and to modern rural through urban communities, students will become aware of, be able to synthesize, and be able to evaluate how archaeological anthropologists have employed analytical techniques and systemic perspectives to understand prehistoric cultural dynamics that contributed to the rise of the various complex societies of ancient Peru. In addition to archaeological concerns, students become acquainted with the diverse ecologies and the rural-to-urban ethnographic spectrum of the cultures of contemporary Peruvian Andean life. Students are confronted by a variety of alternative explanations and issue oriented perspectives that deal specifically with the Andean region.

Taught: Alternate years, winter term in Peru.

Prerequisite: None; ANTH 3470 is recommended.

Credits: 4 credits

ANTH 3360 - Race: Biological Fact or Cultural Construct?

Goals: To understand and critically evaluate the concept of race in the history of anthropology and to understand the role anthropology has played in the development of a Euro-American racial world view. To understand the biological processes that produce cline patterns of human variation and the distinction between these processes and the cultural construction of racial categories.

Content: The race concept, biological determinism, Boasian opposition to racial determinism, polytypic human variation and adaptation, behavioral genetics, American racial world view and its attitudinal, behavioral, and institutional manifestation as racism.

Taught: Alternate years.

Prerequisite: ANTH 1160.

Credits: 4 credits

ANTH 3370 - Minnesota Archaeology

Goal: To study the 10,000-year history of the peoples and cultures of what is now Minnesota, with special emphasis on American Indian history from glacial times through the European invasion and the treaty period of the 1800s.

Content: Examination of changing perceptions of American Indian history. Material culture is examined in relationship to environment and life ways. The role of the world view and spirituality in harmonizing lifestyle with the environment.

Taught: Alternate years.

Prerequisite: ANTH 1160.

Credits: 4 credits

ANTH 3390 - Performing Africa in Ghana

Goals: Travel to Ghana (in West Africa) and study at the Dagara Music and Arts Center outside of Accra. Work with Ghanaian professionals in the arts of drumming, dancing, xylophone, and so forth, as a vehicle for appreciating how performance encounters create the place of Africa in the contemporary world.

Content: Paulla Ebron's book *Performing Africa* will set the stage for class discussions and individual reflections in this short-term study abroad course. Questions that students explore include: How are African countries using performance of "traditional culture" to bolster their national economies? How is "world music" implicated in Africa's economic development performance? What is African history if not competing performances of tales from the past? How does the performance of national history help us explore racial politics from a global perspective? As we consume African performances (through music, television, and news) and "perform Africa" ourselves (through singing, dancing, and drumming), how can we make ethical sense of the poverty, disease, and despair we know to be rampant across the continent, and how Africa gets produced, circulated, and consumed through performance.

Taught: Alternate years, extended spring term.

Prerequisite: Consent of instructor.

Credits: 4 credits

ANTH 3410 - Africa, Music, and Cultural Production

Goals: To acquaint students with instrumental resources and structures in West African music, while simultaneously learning about social life and cultural production in African worlds.

Content: In Africa and African diasporas, music has always been and continues to be a vital form of cultural expression. This course focuses on cultural production and the formation of identities in contemporary Africa, through exploring how African/Black music contributes to the ways in which Africa is represented and consumed in the world. In theoretical terms, the course will query how Africa is produced in the global imagination through performance, but students will also gain practical experience with drum ensemble music. Using indigenous instruments and an African approach to musical training, the class will learn rhythms and songs from West Africa, and also become exposed to African/Black music from other parts of the world.

Taught: Annually.

Prerequisite: ANTH 1160.

Credits: 4 credits

ANTH 3415 - Africa in Crisis

Goals: To learn about the cultural consequences for Africans of consistent exploitation of the continent's natural resources and its human beings. To interrogate the reasons for said "exploitation," and explore specific responses and resistances to socio-political turmoil in given locales.

Content: Immersion in current journalistic, literary, cultural, and cinematic representations of various "crises" on the continent. Students will become more aware of root causes of some of the strife and destitution they often associate with Africa as a result of Hollywood and mass media representations. The course is reading, film-viewing, and speaking-intensive. Students will learn a method of discussing emotionally charged issues (human experiences with genocide, corruption and brutality, drought, famine, political oppression, rape, AIDS, and so forth) by honoring all class members' input and perspectives.

Taught: Alternate years, fall.

Prerequisite: None.

Credits: 4 credits

ANTH 3420 - African Ensemble

Goal and **Content:** Performance of African and Afro-American drum ensemble styles involving vocal performance as well as indigenous instruments.

Taught: Annually.

Prerequisite: None.

Credits: 1 credit each term

ANTH 3430 - Transnational Migration and Diasporic Communities

Goals: To understand the migratory routes, transnational linkages, and imaginative connections maintained by globally dispersed peoples in the contemporary world. To prepare sensitive and informed global citizens ready to apply their understandings to address social and political issues of the day.

Content: Interdisciplinary approach to the study of migration and diasporas. Instructor introduces theoretical perspectives. Instructor and guest experts present model case studies. Students research and present additional case studies.

Taught: Alternate years.

Prerequisite: ANTH 1160 or GLOB 1910.

Credits: 4 credits

ANTH 3440 - Human Osteology and Skeletal Identification

Goals: To develop a basic knowledge of human osteology, including human bone identification and human functional anatomy. To understand the methods and techniques for skeletal identification and for the reconstruction of life histories from bone that may be applied in both recent forensic and ancient archaeological contexts.

Content: Human osteology, functional anatomy, bone biology, techniques for determination of age-at-death, sex, stature and for identifying skeletal indicators of biological affinity, trauma, disease and general health. A case study approach leads to the production of a forensic or osteobiographical report on a set of skeletal remains.

Taught: Annually.

Prerequisite: ANTH 1160 or consent of instructor.

Credits: 4 credits

ANTH 3440 - LAB: Human Osteology and Skeletal Identification

This lab must be taken concurrently with the ANTH 3440 lecture.

The lab itself has zero credit value.

ANTH 3450 - Bioarchaeology

Goals: To explore how the study of human skeletal remains and the collaboration of biological anthropologists and archaeologists, using a regional population approach, have enhanced our knowledge of the bio-cultural adaptation of humans.

Content: Bones are eloquent voices from the past. From the single skeleton of the Iceman Otzi to the preserved remains at Vesuvius or the remains of Finnish immigrants in northern Minnesota, human skeletal remains have much to reveal about the past. Problem oriented research topics include the peopling of North America, the biological consequences of the shift to agriculture, the effects of contact and European colonization on populations of the Americas, and the origin and expression of warfare. Methodological approaches include mortuary archaeology, paleodemography, paleopathology, dietary reconstruction, biodistance, biomechanics, and bone chemistry. The ethical and legal factors affecting the study of human remains are also considered.

Taught: Alternate years.

Prerequisite: ANTH 1160. ANTH 3440 is strongly recommended.

Credits: 4 credits

ANTH 3460 - From Development to Globalization

Goals: This course surveys the socio-cultural, economic, political relationships that bind the lives of those at the global center with those at the periphery--offering historical and contemporary contexts for understanding the profound disparities in wealth, health, life expectancy, population density, and access to opportunity evident in our world.

Content: Socio-cultural and historical contexts are introduced and investigated through an emphasis on primary sources, theoretical essays and course lectures, supplemented with two ethnographic case studies. Throughout the course students will be challenged to understand the context of the contemporary world system and their place in it. Drawing

broadly on contemporary literature from economics, political science, rural sociology, and anthropology this course will focus on issues such as: post-coloniality, the global division of labor, global production, cultures of consumption, global poverty, Cold War developmentalism, intellectual property issues, post-modernism, and social responses to globalization.

Taught: Annually.

Prerequisite: ANTH 1160 or consent of instructor.

Credits: 4 credits

ANTH 3470 - Prehistory of the Non-Mediterranean World

Goals: To survey and become aware of the complex diversity of cultural developments that occurred outside of the mainstream of the Western tradition. To compare the early culture histories of the non-Western world as well as the related interpretative theories.

Content: Comparative archaeological information, theories and controversies related to cultural developments in the following areas: (1) Middle East (Early Foundations), (2) South Asia (principally India), (3) East Asia (China, Korea, and Japan), (4) Mainland and insular Southeast Asia (Early Foundations), (5) Oceania, (6) Sub-Saharan Africa, (7) Central America, (8) Andean South America, (9) Temperate Europe (north and beyond the Roman Empire), and (10) the Lowlands of South America.

Taught: Alternate years.

Prerequisite: ANTH 1160.

Credits: 4 credits

ANTH 3480 - Cultural Ecology

Goal: To discuss and analyze how anthropologists have developed and applied the ecosystem concept to questions about how modern and ancient peoples have interacted with their environment. To understand how anthropologists have developed systems models of cultures as finely attuned adaptive systems. To learn how to develop explanatory models that relate cultural behavior to ecological considerations.

Content: The comparative development of human cultural adaptive strategies to the major ecosystems of this planet: arctic, arid zone, grasslands (temperate and tropical), high altitude systems, and forests (boreal, temperate, and tropical). The methodologies and techniques employed in cultural ecological studies.

Taught: Alternate years.

Prerequisite: ANTH 1160.

Credits: 4 credits

ANTH 3490 - Language, Culture, and Society

Goals: To explore the relationship between: a) language structure and performance; b) world view, cultural categories, values, beliefs, attitudes, folk models, and ideologies; and c) social action, organization, relations, and events. To think about the ways in which language is embedded in social

contexts of use by reading about other speech communities and reflecting upon our own.

Content: A mix of theoretical discussions and empirical examples from both western and non-western traditions, past and present, and field observations by students of language use. Ethnographic examples from American Indian and immigrant groups.

Taught: Annually.

Prerequisite: None.

Credits: 4 credits

ANTH 3500 - Forensic Anthropology

Goals: This course will introduce students to the scope of knowledge, theories, and skills forensic anthropologists bring to forensic death investigations. Students will develop and practice problem solving and critical thinking through close observation, evidence analysis, and presentation of results through written reports and oral testimony.

Content: Location and recovery of remains, death scene investigation, dental analysis, time-since-death estimates, interpretation of trauma and pathology, and applications to international human rights violations. In addition, students will critically evaluate the scientific foundation of analytical techniques applied by forensic anthropologists. Results of investigations performed during class will be presented in both oral and written form.

Taught: Alternate years.

Prerequisite: ANTH 1160 or CJFS 3560, or consent of instructor.

Credits: 4 credits

ANTH 3500 - LAB: Forensic Anthropology

This lab must be taken concurrently with the ANTH 3500 lecture.

The lab itself has zero credit value.

ANTH 3530 - Culture, Illness, and Health

Goals: To introduce students to the subdiscipline of medical anthropology, and to study health, illness, and healing from a cross-cultural perspective.

Content: The study of affliction and healing in non-Western as well as Western societies; ways in which the social construction of well-being affects therapy managing strategies across a range of human societies; analysis of how power is utilized to privilege some sectors and deprive other groups of basic standards of community health; and the meaning of signs of sickness and suffering as a way of interpreting their relationship to broader social themes including technology, ritual, and religion. The course is designed to provide students with a framework for understanding the historical and social construction of healing practices and beliefs.

Taught: Alternate years.

Prerequisites: Previous coursework in anthropology or the social sciences.

Credits: 4 credits

ANTH 3540 - Museums, Exhibitions, and Representation

Goals: This course presents students with an introduction to museums and exhibitions, and their social, political, and cultural roles in society. It provides students with basic theoretical approaches for examining the power and politics of collection, display and representation at work in museums. It examines specific examples of the ways that museums and exhibitions provide spaces for articulating and practicing different communities and identities, and their relationship to "others." Finally, the course provides students with an introduction to aspects of museum collection, exhibit design, and public interpretation.

Content: The course is taught using a mixture of theoretical readings, ethnographies, field excursions to local museums, and a student field project. Topics covered include: a basic introduction to the history of collecting and display; the beginnings and institutionalization of museums; different museums and their publics; theories of representation and cultural production; and the design, collection, and curation of museum exhibits.

Taught: Alternate years.

Prerequisite: ANTH 1160.

Credits: 4 credits

ANTH 3570 - Religion, Culture, and the State

Goals: To introduce students to the sociopolitical and intellectual issues posed by the intersection of claims on and by people in the name of "religion," "culture," and "the state." To investigate the contested relationship between modern nation-states and religions. To prepare sensitive and informed global citizens ready to apply their understandings to address issues of the day.

Content: Theoretical and methodological discussion, followed by case studies presented by guest experts and by students.

Taught: Alternate years.

Prerequisite: ANTH 1160 or REL 1100 or GLOB 1910.

Credits: 4 credits

ANTH 3580 - Cultural Psychology

Goals: To investigate the ways in which culture and psyche make each other up, and to gain experience conducting interviews.

Content: Beginning with the premise that all psychologies are "ethno-psychologies" and systems of health care are best understood when approached through the matrix of culture, this course will explore a wide range of issues broadly construed under the category of cultural psychology and mental health. Lectures and readings focus on the

"borderland" between anthropology, psychiatry/psychology, and medicine. Students conduct person-centered ethnographic interviews in order to analyze the ways individuals tend to think of themselves in relation to their cultural worlds.

Taught: Alternate years.

Prerequisite: ANTH 1160 or PSY 1330.

Credits: 4 credits

ANTH 5260 - Anthropological Thought and Theory

Goals: To become familiar with the kinds of explanations and methods anthropologists have used and/or are currently using to analyze cultural phenomena. To develop critical thinking.

Content: Theoretical statements and exemplary analyses covering a spectrum of approaches employed by 19th and 20th century anthropologists.

Taught: Annually.

Prerequisites: At least two 3000-level anthropology courses.

Credits: 4 credits

ANTH 5270 - Senior Seminar

Goals: The goal of the course is to provide anthropology majors, in the final semester of their senior year, the opportunity to bring together the variety of content and knowledge from various anthropology courses they have taken to broadly address theoretical or conceptual issues of contemporary relevance in anthropology.

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Taught: One senior seminar is offered in rotation by an anthropology department faculty member during the spring semester of each year.

Prerequisites: ANTH 1160 and at least one 3000-level anthropology course, or consent of instructor.

Credits: 4 credits

ART 1100 - Visual Art for Non-Majors

Goal: This course is designed to fulfill a Fine Arts requirement for non-majors and does not fulfill any requirements within the Studio Arts or Art History major or minor.

Content: The course content is geared toward students without previous experience in the disciplines of drawing and painting; however, the assignments will accommodate those with some experience. The main component of this course will be two-dimensional studio work with emphasis on visual art elements and design principles such as contour, line, value, gesture, space, perspective, texture, rhythm, balance and color. In addition to completing a series of drawings and

paintings, you will also be required to write a paper and deliver a presentation.

Taught: Annually

Note: This course is recommended for non-majors.

Credits: 4 credits

ART 1130 - Drawing

Goals: To gain an understanding of the basic elements and principles of drawing. To foster an awareness of the cultural and aesthetic significance of the basic concepts that form the foundation of the visual arts.

Content: Elements of line, value, shape, perspective, texture, and principles of design and composition.

Credits: 4 credits

ART 1140 - Life Drawing

Goals: To learn and apply the basic elements and principles of drawing to drawing the human figure.

Content: Study of line, contour, shape, value, foreshortening, composition, design, and principles of light and shade while drawing from the live model.

Credits: 4 credits

ART 1510 - Beginning Sculpture

Goals: To learn the fundamental principles of three-dimensional perception. To learn to apply basic techniques and principles to making sculpture. To introduce a variety of sculpture material, including clay and plaster. To introduce the processes of sculpture, including modeling, casting, carving and construction.

Content: The elements of sculpture, concepts of form and space, aesthetic theory, mold-making and casting, development of the individual aesthetic. Technical processes as required by individual projects.

Credits: 4 credits

ART 1540 - Beginning Painting

Goals: To learn how to manipulate and control the aesthetic elements of line, color, texture, shape, tension, etc. on a two-dimensional surface.

Content: Oil, acrylic, watercolor, and/or non-traditional painting mediums and techniques of application will be used and encouraged. Stretcher construction, framing, and presentation will also be stressed. The emphasis is on visual thinking and creative problem solving.

Prerequisite: ART 1130 and permission of instructor

Credits: 4 credits

ART 1800 - Beginning Printmaking

Goals: To learn the methods and means of intaglio printmaking processes; to further the student's own artistic goals.

Content: Demonstration and use of the various engraving tools, the use and application of various grounds, aquatints and acids, and instruction in the printing process.

Prerequisites: ART 1130

Credits: 4 credits

ART 1900 - Digital Photography I

Goals: To develop fundamental abilities in photography including mastering technical vocabulary, understanding of the photographic process, managing digital files, basic photo editing and adjustment, printing techniques.

Content: Technical vocabulary and required skills, parts of the camera, understanding camera controls and options, framing a shot, shooting successfully in different conditions. Participants will also gain knowledge of the history of the development of photography and practice in analyzing and critiquing photographic images.

Taught: Each semester

Credits: 4 credits

ART 3510 - Intermediate Sculpture

Goals: To learn the fundamental principles of three-dimensional perception. To learn to apply basic techniques and principles to making sculpture. To introduce a variety of sculpture material and processes of sculpture.

Content: The elements of sculpture and technical processes as required by individual projects.

Taught: Annually

Prerequisite: ART 1510

Credits: 4 credits

ART 3540 - Intermediate Painting

Goals: To learn how to manipulate and control the aesthetic elements of line, color, texture, shape, tension, etc. on a two-dimensional surface.

Content: Oil, acrylic, watercolor, and/or non-traditional painting mediums and techniques of application will be used and encouraged. Stretcher construction, framing, and presentation will also be stressed. The emphasis is on visual thinking and creative problem solving.

Prerequisite: ART 1540

Credits: 4 credits

ART 3800 - Intermediate Printmaking

Goals: To learn the methods and means of intaglio printmaking processes; to further the student's own artistic goals.

Content: Demonstration and use of the various engraving tools, the use and application of various grounds, aquatints and acids, and instruction in the printing process.

Prerequisites: ART 1800

Credits: 4 credits

ART 3900 - Digital Photography II

Goals: To build on the skills developed in ART 1900: Digital Photography I through more advanced camera operations, enhanced editing work (including Photoshop), understanding of the advantages and disadvantages of different file formats, advance printing and image manipulation work.

Content: Camera control in manual operations under different conditions, managing technically complex shots, effectively using lenses and filters. Image adjustment in Photoshop. History of recent developments in digital photography. Tutorials in analyzing and critiquing photographic work.

Taught: Annually

Prerequisite: ART 1900 or approval of instructor based on portfolio review.

Credits: 4 credits

ART 5710 - Advanced Sculpture

Goals: To further develop abilities as demonstrated in Art 3510. Emphasis on development of individual aesthetic.

Content: Advanced problems in three-dimensional image-making.

Taught: Annually

Prerequisite: ART 3510

Credits: 4 credits

ART 5740 - Advanced Painting

Goals: To further the student's abilities in painting. Creativity and personal expression are emphasized.

Content: Preparing a professional portfolio.

Taught: Annually

Prerequisite: ART 3540

Credits: 4 credits

ART 5820 - Advanced Drawing

Goals: To learn advanced drawing principles and techniques and to develop a personal aesthetic.

Content: Experimentation with a variety of drawing materials. Study of the relationship of principle and technique to content.

Prerequisites: ART 1130 and 1140; or permission of instructor.

Credits: 4 credits

ART 5900 - Advanced Printmaking

Goals: To achieve a greater mastery of printmaking.

Content: Further exploration of the intaglio process, introduction of the mezzotint, use of lift-grounds, and demonstration of multiple-plate printing. Professional attitude toward work is stressed.

Prerequisites: ART 1800 and 3800

Credits: 4 credits

ART 5950 - Senior Seminar

Goals: To explore contemporary issues in art, with special focus on art theory and the professional presentation of images. To address archival preservation, exhibition installation, and health and safety issues related to the use of materials in the visual arts. To provide studio seniors with a capstone experience, which would combine art theory and exhibition practicum. The instructor will be the advisor for their senior exhibition.

Content: Readings in theory and criticism, exhibitions in local museums and galleries, and lectures by visiting scholars and artists.

Taught: Annually

Prerequisite: Studio arts major in senior year.

Credits: 4 credits

ARTH 1200 - Western Traditions: Prehistory to the Middle Ages

Goals: To explore the arts from prehistoric times through the Middle Ages, and to promote an understanding that a work of art is a reflection of the culture in which it was created. To gain an understanding of formal principles and the materials and techniques of artistic production.

Content: The traditions of painting, sculpture, architecture, and the decorative arts in the western world from roughly 20,000 BC to the fourteenth century. Major monuments are considered in light of religious, political, social, economic, and geographic conditions. Special emphasis is placed on the iconography and cultural context of the works, along with the methods and materials of artistic production. This course is strongly advised as a foundation for ARTH 1210.

Taught: Annually, fall term.

Credits: 4 credits

ARTH 1210 - Western Traditions: Renaissance to Contemporary

Goals: To introduce the major monuments of art history from the fourteenth century through the 1980s, and to promote an understanding that a work of art is a reflection of the culture in which it was created. To gain an understanding of formal principles and the materials and techniques of artistic production.

Content: The traditions of painting, sculpture, and architecture in the western world from the fourteenth century through contemporary times. Major monuments are considered in light of religious, political, social, economic, and geographic conditions. Special emphasis is placed on the iconography and cultural context of the works, along with the methods and materials of artistic production.

Taught: Annually, spring term.

Prerequisite: While it is not required, students are strongly advised to take ARTH 1200 before taking ARTH 1210.

Credits: 4 credits

ARTH 1300 - Dante and the Visual Arts

Goals: To familiarize students with one of the great works of Western culture, Dante's Divine Comedy, and, of that work, to read its most well-known component, the Inferno. To explore the interaction of art and literature through study of artists' interpretations of the Inferno from the Middle Ages through the 20th century. Arts studied include painting, sculpture, and book/manuscript illustration.

Content: Students will read all of Dante's Inferno (which is the first of three parts of the Divine Comedy, the other two being Purgatorio and Paradiso) and will study visual imagery created as illustration of this work or as inspired by this work.

Taught: Alternate years, concurrently with ARTH 3300.

Credits: 4 credits

ARTH 1310 - High Renaissance Art in Italy

Goals: To explore the art and culture of the High Renaissance in Italy through in-depth study of four major artists of the period: Leonardo da Vinci, Michelangelo, Raphael, and Titian.

Content: This course focuses on the lives and works of Leonardo da Vinci, Michelangelo, Raphael, and Titian within the cultural context of the High Renaissance in Italy. The course will address issues of biography, patronage, and art theory.

Taught: Alternate years, concurrently with ARTH 3310.

Credits: 4 credits

ARTH 1600 - American Art, 1800-1945

Goals: Art and other visual images have reflected and helped shape the way Americans think about their country and each other. This in-depth survey course examines a critical period (roughly 1800-1945) in American art and history during which the frontier closed, fortunes were made, the national identity shifted, and the Puritan suspicion of art gave way.

Content: With a focus on the development of American art forms and the American modern artist, we will consider the relationship between visual images and power in a time of growing power and diversity for both the nation and art. Primary source readings will augment the text and visuals, and case studies will highlight important issues in American art and society at the time, and in recent scholarship.

Taught: Alternate years.

Credits: 4 credits

ARTH 1610 - The History and Politics of Landscape in Art

Goals: The land has historically been critical to the forming of national and individual identities. Through its representation in art and visual culture, it has been put to the service of politics, economics, class, and gender, as well as personal expression and the quest for beauty.

Content: This course examines the representation of landscape from its beginnings as "background" in 15th century Renaissance images, to a powerful independent genre in the

19th century, a "dematerialized image" in the late 20th, and a newly popular art form today that meets multiple needs. We will examine images along with primary source readings and, on occasion, a visit by a contemporary landscape artist.

Taught: Alternate years

Credits: 4 credits

ARTH 1700 - Women and Art

Goals: This interdisciplinary course focuses specifically on women, in their roles as makers of art and patrons of art as well as subjects of art. Geographically, the course will deal with American and European culture; chronologically, we will examine women's artistic activity from antiquity to the present, with a concentration on the last 200+ years. The concepts of patriarchy and ideology as they influence art production in a given society will background investigations of women's own activities as creators and patrons of art. We will examine works of art and architecture and visual culture images, along with complementary literary and theoretical writings from primary and secondary sources.

Content: Students will become familiar with the ways in which the writing of art history, the evolution of art professionalism, and the criteria for the evaluation of art have subjugated women and—alternately—how women have manipulated these developments to gain agency. As an example, we will explore traditional categories of feminine portrayal and archetypes like the "crone", the "fatal woman", and "vanitas" as they morph through time and social change to see how women artists have used or challenged these models in their quest to gain institutional and personal artistic freedom and power. The subject is always examined in the larger context of the society in which art is produced.

Taught: Alternate years

Credits: 4 credits

ARTH 1710 - Visual Constructions of Gender

Goals: This interdisciplinary themed course focuses on visual images of gender in modern and contemporary western culture. From the "Fallen Woman" to the "Queer Eye", our understanding of masculinity(ies) and femininity(ies) has been determined in part by the visual images we encounter in the media and the art world; these images reflect societal imperatives and anxieties regarding sex and gender relations, and simultaneously help to construct our ideas about them.

Content: Explores such questions as: To what degree are these images artificially constructed and to what purposes? How do such constructions cross national/international borders? How do they relate to verbal and literary constructions of the period? Also explores literary and theoretical writings, and images from both art and the media.

Taught: Alternate years

Credits: 4 credits

ARTH 1720 - Art and Identity

Goals: The topic of the course is how Art has been used historically and is used today to construct identity. The course relies on the theories of nationalism, community, and cultural artifact put forth by Gellner, Anderson, Hobsbawm and others.

Content: Each of four specific topic areas examined in this course (identity at personal, communal, national, and cultural levels) will involve class lecture on art historical aspects and guest speakers from Hamline and from the larger Twin Cities community. Each topic will also involve a community service project. Students will be assigned into groups (4-5 students in each of 4 groups). Each group will address one of the topic areas and each student within that group will perform at least 20 hours of community service in that topic area (project at a specific location will be arranged by Instructor with a particular organization). At the end of the semester each group will give an in-class presentation of its community service work in the context of the class topic and material.

Taught: Alternate years

Credits: 4 credits

ARTH 1800 - History of Photography

Goals: This introductory course will examine the technological, cultural, scientific and artistic aspects of photography from its inception in the early 19th century into the current digital era.

Content: We will study the various photographic technologies and techniques that preceded the modern-day photograph, and how those processes impacted who took pictures and what types of pictures they made. We will investigate the various purposes photographs have served throughout history, such as recording current events and places near and far; investigating society and the human body; depicting movement; and providing evidence. We will explore artistic movements in photography and the use of photography in contemporary art. We will also consider photographers' efforts to challenge visual perception and photography's purported link to the external visible world. The course will include a significant gender component; we will study the rise of women photographers at the turn of the 20th century, the representation of women, and the use of photography in feminist contemporary art.

Taught: Alternate years

Credits: 4 credits

ARTH 1810 - The City in Film, Photography, and Visual Media

Goals: The rise of the city as a cultural force after the Industrial Revolution coincided with the development of film and photography. So it is not surprising that filmmakers and photographers have eagerly engaged the city as a subject and setting, from city planning films to major motion pictures, from lyrical narratives to sci fi dystopias, from social reform documentary to the avant garde.

Content: In this course, we will analyze the meanings and contexts of city images in terms of narrative, space and social space. We will explore how images of the city represent issues of modernity, sexuality, the individual and community and also connect them to historical changes in actual cities and ideas about the city. The course will end with case studies of contemporary films that address issues of global cities, including Shanghai, Mumbai and Mexico City.

Taught: Alternate years

Credits: 4 credits

ARTH 3300 - Dante and the Visual Arts

Goals: To familiarize students with one of the great works of Western culture, Dante's Divine Comedy, and, of that work, to read its most well-known component, the Inferno. To explore the interaction of art and literature through study of artists' interpretations of the Inferno from the Middle Ages through the 20th century. Arts studied include painting, sculpture, and book/manuscript illustration.

Content: Students will read all of Dante's Inferno (which is the first of three parts of the Divine Comedy, the other two parts being Purgatorio and Paradiso) and will study visual imagery created as illustration of this work or as inspired by this work.

Taught: Alternate years, concurrently with ARTH 1300.

Prerequisites: ARTH 1200 and ARTH 1210

Credits: 4 credits

ARTH 3310 - High Renaissance Art in Italy

Goals: To explore the art and culture of the High Renaissance in Italy through in-depth study of four major artists of the period: Leonardo da Vinci, Michelangelo, Raphael, and Titian.

Content: This course focuses on the lives and works of Leonardo da Vinci, Michelangelo, Raphael, and Titian within the cultural context of the High Renaissance in Italy. The course will address issues of biography, patronage, and art theory.

Taught: Alternate years, concurrently with ARTH 1310.

Prerequisites: ARTH 1200 and ARTH 1210

Credits: 4 credits

ARTH 3600 - American Art, 1800-1945

Goals: Art and other visual images have reflected and helped shape the way Americans think about their country and each other. This in-depth survey course examines a critical period (roughly 1800-1945) in American art and history during which the frontier closed, fortunes were made, the national identity shifted, and the Puritan suspicion of art gave way.

Content: With a focus on the development of American art forms and the American modern artist, we will consider the relationship between visual images and power in a time of growing power and diversity for both the nation and art.

Primary source readings will augment the text and visuals, and

case studies will highlight important issues in American art and society at the time, and in recent scholarship.

Taught: Alternate years

Prerequisites: ARTH 1200 and ARTH 1210

Credits: 4 credits

ARTH 3610 - The History and Politics of Landscape in Art

Goals: The land has historically been critical to the forming of national and individual identities. Through its representation in art and visual culture, it has been put to the service of politics, economics, class, and gender, as well as personal expression and the quest for beauty.

Content: This course examines the representation of landscape from its beginnings as "background" in 15th century Renaissance images, to a powerful independent genre in the 19th century, a "dematerialized image" in the late 20th, and a newly popular art form today that meets multiple needs. We will examine images along with primary source readings and, on occasion, a visit by a contemporary landscape artist.

Taught: Alternate years

Prerequisites: ARTH 1200 and ARTH 1210

Credits: 4 credits

ARTH 3700 - Women and Art

Goals: This interdisciplinary course focuses specifically on women, in their roles as makers of art and patrons of art as well as subjects of art. Geographically, the course will deal with American and European culture; chronologically, we will examine women's artistic activity from antiquity to the present, with a concentration on the last 200+ years. The concepts of patriarchy and ideology as they influence art production in a given society will background investigations of women's own activities as creators and patrons of art. We will examine works of art and architecture and visual culture images, along with complementary literary and theoretical writings from primary and secondary sources.

Content: Students will become familiar with the ways in which the writing of art history, the evolution of art professionalism, and the criteria for the evaluation of art have subjugated women and—alternately—how women have manipulated these developments to gain agency. As an example, we will explore traditional categories of feminine portrayal and archetypes like the "crone", the "fatal woman", and "vanitas" as they morph through time and social change to see how women artists have used or challenged these models in their quest to gain institutional and personal artistic freedom and power. The subject is always examined in the larger context of the society in which art is produced.

Taught: Alternate years

Prerequisites: ARTH 1200 and ARTH 1210

Credits: 4 credits

ARTH 3710 - Visual Constructions of Gender

Goals: This interdisciplinary themed course focuses on visual images of gender in modern and contemporary western culture. From the "Fallen Woman" to the "Queer Eye", our understanding of masculinity(ies) and femininity(ies) has been determined in part by the visual images we encounter in the media and the art world; these images reflect societal imperatives and anxieties regarding sex and gender relations, and simultaneously help to construct our ideas about them.

Content: Explores such questions as: To what degree are these images artificially constructed and to what purposes? How do such constructions cross national/international borders? How do they relate to verbal and literary constructions of the period? Also explores literary and theoretical writings, and images from both art and the media.

Taught: Alternate years

Prerequisites: ARTH 1200 and ARTH 1210

Credits: 4 credits

ARTH 3720 - Art and Identity

Goals: The topic of the course is how Art has been used historically and is used today to construct identity. The course relies on the theories of nationalism, community, and cultural artifact put forth by Gellner, Anderson, Hobsbawm and others.

Content: Each of four specific topic areas examined in this course (identity at personal, communal, national, and cultural levels) will involve class lecture on art historical aspects and guest speakers from Hamline and from the larger Twin Cities community. Each topic will also involve a community service project. Students will be assigned into groups (4-5 students in each of 4 groups). Each group will address one of the topic areas and each student within that group will perform at least 20 hours of community service in that topic area (project at a specific location will be arranged by Instructor with a particular organization). At the end of the semester each group will give an in-class presentation of its community service work in the context of the class topic and material. In addition, students at the 3000 level will write a research paper on an art historical topic related to the theme of the class.

Taught: Alternate years

Prerequisites: ARTH 1200 and ARTH 1210

Credits: 4 credits

ARTH 3800 - History of Photography

Goals: This introductory course will examine the technological, cultural, scientific and artistic aspects of photography from its inception in the early 19th century into the current digital era.

Content: We will study the various photographic technologies and techniques that preceded the modern-day photograph, and how those processes impacted who took pictures and what types of pictures they made. We will investigate the various purposes photographs have served

throughout history, such as recording current events and places near and far; investigating society and the human body; depicting movement; and providing evidence. We will explore artistic movements in photography and the use of photography in contemporary art. We will also consider photographers' efforts to challenge visual perception and photography's purported link to the external visible world. The course will include a significant gender component; we will study the rise of women photographers at the turn of the 20th century, the representation of women, and the use of photography in feminist contemporary art.

Taught: Alternate years

Prerequisites: ARTH 1200 and ARTH 1210

Credits: 4 credits

ARTH 3810 - The City in Film, Photography, and Visual Media

Goals: The rise of the city as a cultural force after the Industrial Revolution coincided with the development of film and photography. So it is not surprising that filmmakers and photographers have eagerly engaged the city as a subject and setting, from city planning films to major motion pictures, from lyrical narratives to sci fi dystopias, from social reform documentary to the avant garde.

Content: In this course, we will analyze the meanings and contexts of city images in terms of narrative, space and social space. We will explore how images of the city represent issues of modernity, sexuality, the individual and community and also connect them to historical changes in actual cities and ideas about the city. The course will end with case studies of contemporary films that address issues of global cities, including Shanghai, Mumbai and Mexico City.

Taught: Alternate years

Prerequisites: ARTH 1200 and ARTH 1210

Credits: 4 credits

ARTH 3900 - 19th-Century Art in Europe

Goals: To explore major artists and artistic developments in Western Europe in the 19th century within their cultural, political, social, and esthetic contexts.

Taught: Alternate years

Credits: 4 credits

ARTH 3910 - 20th-Century Art in Europe and the United States

Goals: To explore the arts of the 20th century in Europe and the United States, and to examine individual artists and artworks in light of their respective artistic movements and cultural contexts. To analyze relationships between theory and image, as well as relationships between artistic periods.

Content: Sculpture and painting of the 20th century in Europe and the United States. Special attention is given to major artistic movements, theoretical explorations, and the role of the avant-garde.

Taught: Alternate years

Prerequisites: ARTH 1200 and ARTH 1210. Students are strongly advised to take ARTH 3900 prior to taking ARTH 3910.

Credits: 4 credits

ARTH 5000 - Senior Art History Research

Goals: To conduct independent research appropriate for the discipline of art history. To develop a senior research paper necessary for graduation.

Content: Independent research concluding with a major paper on a topic appropriate for the discipline of art history. Each student shall work closely with the instructor in topic selection, research methodology, development, and evaluation of the paper.

Taught: Annually, fall term; taught concurrently with ARTH 5450.

Prerequisites: ARTH 1200, ARTH 1210, and ARTH 3910.

Credits: 2 credits

ARTH 5010 - Senior Art History Research Honors*

Goals: To conduct independent research appropriate for the discipline of art history. To develop a senior research paper necessary for graduation.

Content: Independent research concluding with a major paper on a topic appropriate for the discipline of art history. Each student shall work closely with the instructor in topic selection, research methodology, development, and evaluation of the paper. The Senior Art History Honors tutorial is considered a year-long project.

Prerequisites: ARTH 1200, ARTH 1210, and ARTH 3910, or permission of instructor. In addition, the student must be a senior with a grade point average of 3.5 or higher in the Art History major and of 3.0 in cumulative coursework to qualify for graduation with Honors. The student must have written permission of the instructor to register for Senior Art History Research Honors.

Note: Typically, students register for this course in the fall term and complete it in the spring term of their senior year. Upon successful completion, the * in the course title will include the actual honors project title on the official transcript of the student.

Credits: 4 credits

ARTH 5450 - Senior Seminar: Methodologies of Art History

Goals: This course acquaints students with various methodological approaches used within the field of art history. Through analyzing and applying these various methods, students practice critical reading and discussion skills, and exercise writing, research, and speaking skills necessary to execute an advanced research project in the field of art history.

Content: Students will study various methodological approaches used in the field of art history and apply them to

their own research project through completion of a written project as well as an oral presentation.

Taught: Annually, fall semester; taught concurrently with ARTH 5000.

Prerequisites: ARTH 1200, ARTH 1210, and ARTH 3910.

Credits: 2 credits

BIOC 3820 - Biochemistry I

Goals: Living organisms can be described as open thermodynamic systems in which exergonic and endergonic events are coupled in the process of growth and reproduction. We will examine aspects of cellular metabolism with particular attention to the integration and regulation of cellular systems. Modern biochemical techniques will be introduced in laboratory exercises.

Content: Molecular basis of cellular function, protein structure/function relationships, enzyme function and kinetics, reaction mechanisms, energetics and catabolism, biosynthesis of cellular macromolecules.

Taught: Fall term.

Prerequisite: BIOL 3060, CHEM 3460, or permission of instructor. BIOL 3050 is strongly recommended.

Corequisite: BIOC 3820L.

Credits: 4 credits

BIOC 3820 - LAB: Biochemistry I

This lab must be taken concurrently with the BIOC 3820 lecture.

The lab itself has zero credit value.

BIOC 3830 - Biochemistry II

Goals: To continue the process of understanding the molecular design of living systems begun in Biochemistry I. Special emphasis is placed on instrumental methods of structure elucidation and the use of contemporary computational methods. The understanding of important anabolic and catabolic pathways of biologically important non-protein molecules, and the integration of these pathways within the metabolic cycle is the focus of study.

Content: The general integration of metabolism including carbohydrate, glycogen, amino acid, and fatty acid metabolism. The biosynthesis of lipids, steroids, amino acids, and nucleic acids. The process of photosynthesis.

Taught: Annually, spring term.

Prerequisites: BIOC 3820 and CHEM 3550.

Corequisite: BIOC 3830L.

Credits: 4 credits

BIOC 3830 - LAB: Biochemistry II

This lab must be taken concurrently with the BIOC 3830 lecture.

The lab itself has zero credit value.

BIOL 1120 - Biology of Human Function

Goals: To introduce non-science majors to human structure and function. To develop an appreciation of advances in biological technologies.

Content: The function of cells and organ systems, emphasizing the physical mechanisms used to maintain a state of dynamic equilibrium.

Prerequisites: None.

Credits: 4 credits

BIOL 1120 - LAB: Biology of Human Function

This lab must be taken concurrently with the BIOL 1120 lecture.

The lab itself has zero credit value.

BIOL 1130 - Biodiversity and Conservation Biology

Goals: To understand the ecological, evolutionary, geological, and historical factors which have led to the current distribution and abundance of organisms; to examine the changes in these distributions due to human activities; and to evaluate conservation strategies for different types of organisms.

Content: Fundamentals of population ecology, community ecology and evolution; classification of organisms; patterns of biodiversity in space and time; extinctions and their causes; conservation genetics; design of nature preserves.

Prerequisites: None.

Credits: 4 credits

BIOL 1130 - LAB: Biodiversity and Conservation Biology

This lab must be taken concurrently with the BIOL 1130 lecture.

The lab itself has zero credit value.

BIOL 1140 - Human Heredity and Disease

Goals: To introduce students to the principles of heredity, genetic technology, examples of hereditary diseases, and related societal concerns. To confront students with ethical choices that society will need to make regarding new genetic technologies.

Content: Modes of inheritance, gene and chromosomal behavior, hereditary disease, DNA structure, mutation, gene regulation, cancer, genetic engineering, gene therapy.

Prerequisites: None.

Credits: 4 credits

BIOL 1140 - LAB: Human Heredity and Disease

This lab must be taken concurrently with the BIOL 1140 lecture.

The lab itself has zero credit value.

BIOL 1150 - Biology of Women

Goals: To introduce students to the basic aspects of reproductive biology, biological bases of gender differences, and women's health. The course will also provide a context for

examining the social and political framework within which science is done, and the extent to which scientific studies may be conducted as objective or value-neutral activities.

Content: Course topics will include reproductive anatomy and physiology, sexual development and differentiation, hormones and reproductive cycle regulation, pregnancy and childbearing, reproductive technologies, STDs and AIDS, women and aging, and women and cancer. Students will practice methods of scientific inquiry and analysis, and assess the strengths and limitations of scientific approaches toward understanding the biology of women.

Prerequisites: None.

Credits: 4 credits

BIOL 1150 - LAB: Biology of Women

This lab must be taken concurrently with the BIOL 1150 lecture.

The lab itself has zero credit value.

BIOL 1160 - Biology of Behavior

Goals: To engage non-science majors in exploring how the behavior of animals is shaped by their environments, genetics, and evolutionary history. To develop skills in oral communication, computer use, and the scientific method by designing and conducting experiments. To foster a sense of wonder and curiosity about the behavior of animals.

Content: An exploration of animal behavior. This course will introduce the process of scientific inquiry while investigating how and why animals have developed their particular solutions to problems of life such as finding food, shelter, and mates, avoiding predators and disease, and producing offspring. Topics will include fundamental principles of evolution, genetics, sensory physiology, and behavioral ecology as ways to explore the causes of behavior and why different behavior patterns have evolved in various kinds of animals. Labs will focus on developing and testing student-generated research questions.

Taught: Occasionally, winter or summer term.

Prerequisites: None.

Credits: 4 credits

BIOL 1160 - LAB: Biology of Behavior

This lab must be taken concurrently with the BIOL 1160 lecture.

The lab itself has zero credit value.

BIOL 1170 - Natural History of Minnesota

Goals: To understand the ecological, evolutionary, geological, and historical factors which have led to the current distribution and abundance of organisms in Minnesota and the upper Midwest; to examine the changes in these distributions over time; to demonstrate the principles of scientific thinking using a multidisciplinary approach.

Content: Fundamentals of global and regional climates, regional weather, fundamental geological processes,

interpretation of maps and other geographical information, principles of ecology and evolution, classification and identification of organisms. Teaching Methods: Experiential learning during field trips to sites throughout the region. Assignments: homework, field exercises, exams, and participation.

Taught: Occasionally, summer only.

Prerequisites: Permission of the instructor required; application and interviews for admission take place during spring semester. Students must contact the instructor for application materials and further details.

Credits: 4 credits

BIOL 1180 - Biotechnology in Your Life

Goals: Engage non-science majors in thinking about biotechnology, its controversies and promises. To develop skills in critical thinking and analysis by testing claims of superior qualities of various biotechnology products.

Content: This course examines major products of biotechnology and their effects on our life today. We will talk about ethical and scientific aspects of genetically modified food, human cloning, recombinant drugs and much more... We will look into news, talk about your groceries, and think about new approaches to regulate new technologies. We will also try to understand how all that biotech works!

Taught: Summer

Credits: 4 credits

BIOL 1800 - LAB: Principles of Ecology and Evolution

This lab must be taken concurrently with the BIOL 1800 lecture.

The lab itself has zero credit value.

BIOL 1800 - Principles of Ecology and Evolution

Goals: This course is designed for potential biology majors and others needing majors-level biology. To introduce ecological and evolutionary principles, and how these relate to understanding the origins and diversity of life on earth. To gain experience in the practice of science by posing research questions, designing and conducting experiments or observations to answer these questions, and presenting the results publicly. To develop skills in oral communication, use of the computer as a scientific tool, and ability to function as a member of a goal-oriented team. To foster a sense of wonder and curiosity about biological diversity.

Content: An exploration of ecology and evolution. Topics will include interactions among organisms with their environment, transmission genetics, micro and macroevolutionary processes, and the origin and diversity of life. Throughout the course, we will discuss examples of how ecological and evolutionary principles can enhance our understanding of environmental and medical issues. The course will introduce skills needed for conducting biological research, with emphasis on development of research questions and experimental design.

Taught: Fall term.

Prerequisites: None. Concurrent registration in CHEM 1130 recommended.

Non-science majors seeking the Hamline Plan "N" through Biology should take a course in the BIOL 1100 series rather than taking BIOL 1800.

Credits: 4 credits

BIOL 1820 - LAB: Principles of Plant and Animal Physiology

This lab must be taken concurrently with the BIOL 1820 lecture.

The lab itself has zero credit value.

BIOL 1820 - Principles of Plant and Animal Physiology

Goals: To introduce the basic principles of plant and animal physiology emphasizing structure-function relationships, mechanisms of integration of cellular, tissue and organ functions, and the concept of homeostatic balance. To gain experience in the practice of science by posing scientific questions, designing experiments or observations to answer these questions, and presenting the results of these studies in a public forum. To increase skills in the following areas: oral and written communication, use of the computer as a scientific tool, functioning as a member of a goal-directed team.

Content: Physiological mechanisms for the regulation of water balance, gas exchange, and energy balance in both plants and animals will be covered. The role of cells, tissues, and organs in physiological process; function and regulation of the endocrine, digestive, respiratory, vascular, and nervous systems in animals.

Taught: Spring term.

Prerequisites: BIOL 1800 or permission of instructor.

Non-science majors seeking the Hamline Plan "N" through Biology should take a course in the BIOL 1100 series rather than taking BIOL 1820.

Credits: 4 credits

BIOL 3050 - LAB: Principles of Genetics

This lab must be taken concurrently with the BIOL 3050 lecture.

The lab itself has zero credit value.

BIOL 3050 - Principles of Genetics

Goals: To acquire an understanding of the basic principles of transmission genetics, molecular genetics, and population genetics. Students will be able to explain these principles and discuss projects and problems in which these principles are relevant. To gain experience in the practice of science by posing scientific questions, designing experiments or observations to answer these questions, and presenting the results of these studies in a public forum. To increase skills in the following areas: oral and written communication, use of the computer as a scientific tool, functioning as a member of a goal-directed team.

Content: Mendelian genetics, genetic mapping, cytogenetics and chromosome abnormalities, genetic engineering methods and applications, genomics, gene regulation and developmental genetics, the genetics of cancer, population genetics, and microevolution.

Taught: Fall term.

Prerequisites: CHEM 1130 with grade of C- or better, or concurrent registration in CHEM 1130.

Credits: 4 credits

BIOL 3060 - LAB: Principles of Cell Biology

This lab must be taken concurrently with the BIOL 3060 lecture.

The lab itself has zero credit value.

BIOL 3060 - Principles of Cell Biology

Goals: To introduce students to the structure and function of prokaryotic and eukaryotic cells, and to the dynamic nature of cellular function. To introduce investigative skills such as information searching, research design and analysis, and scientific writing.

Content: The chemical basis of cellular function; macromolecules; organelles; membranes and membrane transport; enzymes and the catalysts of cellular reactions; information storage and information flow within and between cells; cell division and its regulation; cellular metabolism including cellular respiration.

Taught: Spring term.

Prerequisites: BIOL 3050 with grade of C- or better, CHEM 1140 with grade of C- or better, or concurrent registration in CHEM 1140.

Credits: 4 credits

BIOL 3400 - Comparative Anatomy

Goals: To investigate the form and function of anatomical features of a variety of animals, using the comparative method to assess the relative importance of evolutionary history and differing environments on morphology. Dissection will be emphasized.

Content: The evolution and integration of morphology, with emphasis on the roles of homology, ontogeny, and adaptation to diverse environments as influences on form and function.

Taught: Alternate years, spring term.

Prerequisites: BIOL 1800 and BIOL 1820 or permission of instructor.

Credits: 4 credits

BIOL 3400 - LAB: Comparative Anatomy

This lab must be taken concurrently with the BIOL 3400 lecture.

The lab itself has zero credit value.

BIOL 3500 - LAB: Plant Adaptation and Diversity

This lab must be taken concurrently with the BIOL 3500 lecture.

The lab itself has zero credit value.

BIOL 3500 - Plant Adaptation and Diversity

Goals: To learn the concepts of classification; to learn representative species of the seed plants, with emphasis on those found in this area; to examine examples of ways in which plants show responses to selection that are integrated across molecular, physiological, morphological, and ecological levels.

Content: Fundamentals of systematics and classification; characteristics and human uses of representative plant families; case studies of plant adaptations to different environments (such as bogs and deserts); field identification of woody and herbaceous plants common in Minnesota.

Taught: Alternate years, spring term.

Prerequisites: BIOL 1800 and BIOL 1820.

Credits: 4 credits

BIOL 3650 - Invertebrate Biology

Goals: To examine the form, function, reproduction, ecology, and phylogeny of invertebrate animals. To recognize characteristics unique to particular taxa, and homologies that reveal relatedness among taxa.

Content: Principles of phylogenetic analyses; characteristics of major invertebrate taxa; investigation of the ecological relevance of invertebrates through reading and discussion of primary literature. Laboratories will include behavioral and physiological experiments, field trips to study invertebrates in their natural habitats, and surveys of invertebrate phyla.

Taught: Alternate years, fall term.

Prerequisites: BIOL 1800 and BIOL 1820.

Credits: 4 credits

BIOL 3650 - LAB: Invertebrate Biology

This lab must be taken concurrently with the BIOL 3650 lecture.

The lab itself has zero credit value.

BIOL 3770 - LAB: Population Genetics and Evolution

This lab must be taken concurrently with BIOL 3770 lecture. The lab itself has zero credit value.

BIOL 3770 - Population Genetics and Evolution

Goals: To understand the basis of microevolution through population genetics; to demonstrate the uses of molecular genetic data in evolutionary biology; to explore the mechanisms of evolutionary change; and to show how these mechanisms have led to the evolutionary history seen in the fossil record.

Content: The nature of biological variation, genetic structure of populations, Hardy-Weinberg equilibrium,

quantitative genetics, principles of evolutionary phylogenetics, evolutionary processes, and the evolutionary history of major taxa.

Prerequisites: BIOL 3050.

Credits: 4 credits

BIOL 3830 - Applied Biotechnology

Goals: This course is a survey of the underlying molecular approaches upon which biotechnological innovations are based.

Content: Topics covered include general strategies for gene cloning, gene transfer, genetic modification of organisms, and large scale production of protein products. The course will examine examples of biotechnological applications in biomedical, pharmaceutical, industrial, forensic, and agricultural industries, and will review the history of public discourse and policy development regarding the regulation of biotechnology in the U.S. and around the world.

Prerequisites: CHEM 1140, BIOL 3050, and BIOL 3060.

Credits: 4 credits

BIOL 3830 - LAB: Applied Biotechnology

This lab must be taken concurrently with the BIOL 3830 lecture.

The lab itself has zero credit value.

BIOL 3870 - Genomics and Bioinformatics

Goals: This course was developed to familiarize students majoring in biology with the methods of genomic research, to encourage students to think on genomic scale, to help students become proficient with computer tools to "do" genomics, to promote student understanding the relationships between science and newspaper headlines.

Content: This course examines major ideas of the current genomics research. It also introduces students to biology resources available online. Through the series of exercises and case studies, students will practice conducting DNA and protein sequence analysis, primary literature analysis, interpreting results of gene expression studies and more. We will talk about ethical and scientific aspects of genomic research including human genome project and DNA testing.

Taught: Winter

Prerequisites: BIOL 3050

Credits: 4 credits

BIOL 5450 - Current Problems in Biology

Goals: To examine recent scientific literature in the field.

Content: Seminar structure includes class discussions of primary literature and individual investigation of an aspect of the course topic theme. Topics for this course change each time it is taught, however, student may only count this course one time as a Biology Major elective course.

Prerequisites: BIOL 1800, BIOL 1820, BIOL 3050, and BIOL 3060.

Credits: 4 credits

BIOL 5540 - Aquatic Biology

Goals: To understand the differences and similarities among the various freshwater aquatic ecosystems (lakes, streams, wetlands), and to understand the ecological principles and interactions that govern the distribution and abundance of aquatic organisms. To develop computer skills and writing skills.

Content: Lake origins; glacial history of Minnesota; water chemistry; aquatic ecosystem structure; food web interactions; survey of important aquatic organisms; linkages among terrestrial and aquatic ecosystems; human impacts on aquatic environments (e.g., eutrophication, acidification). Laboratories will include field studies of aquatic environments, case studies, and controlled laboratory experiments.

Taught: Alternate years, fall term.

Prerequisites: BIOL 1800 and BIOL 1820.

Credits: 4 credits

BIOL 5540 - LAB: Aquatic Biology

This lab must be taken concurrently with the BIOL 5540 lecture.

The lab itself has zero credit value.

BIOL 5550 - LAB: Microbiology

This lab must be taken concurrently with the BIOL 5550 lecture.

The lab itself has zero credit value.

BIOL 5550 - Microbiology

Goals: Introduction to the biology of microorganisms and the aseptic techniques used to grow and maintain microbial cultures. Practice molecular biology procedures and apply them to the study of microbial function and metabolism. Read and discuss current research in microbiology and related fields.

Content: Microorganisms: their structure, classification and physiological characteristics. Study of the basic principles of bacterial biochemistry and metabolism, genetics and pathogenicity. Introduction to common methods used to control microbial growth, including antibiotics and their mode of action. Overview of viruses, fungi and their role in common diseases. Study the relevance of microorganisms in industrial and environmental processes.

Taught: Alternate years, spring term.

Prerequisites: BIOL 3050 and BIOL 3060; or consent of instructor.

Credits: 4 credits

BIOL 5590 - Ecology

Goals: To demonstrate empirical and theoretical understanding of the relationships between organisms and their biological and physical environment; to examine the distribution and abundance of organisms; to apply quantitative analysis to field-collected ecological data.

Content: Energy flow, ecosystem organization, community structure, organismal interactions, population dynamics, physiological ecology, and biome structure.

Taught: Fall term.

Prerequisites: BIOL 1800 and BIOL 1820.

Credits: 4 credits

BIOL 5590 - LAB: Ecology

This lab must be taken concurrently with the BIOL 5590 lecture.

The lab itself has zero credit value.

BIOL 5600 - Developmental Biology

Goals: To survey developmental processes in a variety of protists, plants and animals. To design and perform experiments that address topics chosen by students, using developmental systems. To practice writing skills.

Content: The genetic basis of development, sexual reproduction, morphogenesis, and embryonic development in animals, plant development, pattern formation, regeneration, metamorphosis, and aspects of cancer and aging.

Taught: Alternate years, spring term.

Prerequisites: BIOL 3050 and BIOL 3060.

Credits: 4 credits

BIOL 5600 - LAB: Developmental Biology

This lab must be taken concurrently with the BIOL 5600 lecture.

The lab itself has zero credit value.

BIOL 5650 - Animal Behavior

Goals: To investigate how and why animals have developed their particular solutions to problems of life such as finding food, shelter, and mates, avoiding predators and disease, and producing offspring; to develop skills in observation, experimental design and analysis; to enhance oral and written communication skills; and to develop an appreciation for the alien nature of animal experiences.

Content: Evolutionary theory, behavioral genetics, and behavioral ecology will be used to develop methods for exploring the immediate causes, development, adaptive value, and evolutionary history of behavioral traits. We will discuss and critique various ethological models and current controversies in the field. Laboratory sessions will stress appropriate experimental design and statistical analysis. Students will gain further skills in experimental design and analysis while conducting independent research in the field or in the laboratory on a topic of their choice.

Taught: Alternate years, spring term.

Prerequisites: BIOL 1800 and BIOL 1820 or permission of instructor. BIOL 3050 and 3060 strongly recommended.

Credits: 4 credits

BIOL 5650 - LAB: Animal Behavior

This lab must be taken concurrently with the BIOL 5650 lecture.

The lab itself has zero credit value.

BIOL 5700 - Research in Biology

Goals: Introduction to research methodologies and the ways that graduate school research groups operate. The intent is to foster close student/faculty interaction as these parties join together in a research venture.

Content: Introduction to research methods including survey of relevant literature, experimental design, conducting a series of experiments, and analysis and presentation of data. Students enrolled in the course will work independently and with the instructor, and also attend biweekly laboratory group meetings. Students will learn research techniques and conduct investigations in a focused area of biology to be decided by the instructor.

Prerequisites: Permission of instructor.

Credits: 4 credits

BIOL 5760 - Immunology

Goals: To learn about immune system development, function, and disorders; to become familiar with the theory and application of current methods in immunological research; to gain experience in reading primary scientific literature.

Content: History and theories of immunology with an emphasis on the experiments that defined the major advances in the field; innate and adaptive immunity; humoral and cellular immune responses; antibody genes, protein structure and function; self/nonself recognition by the immune system; T cell development, activation, and function; the immune system in autoimmunity, cancer, HIV, and transplantation.

Prerequisites: BIOL 3050 and BIOL 3060.

Credits: 4 credits

BIOL 5760 - LAB: Immunology

This lab must be taken concurrently with the BIOL 5760 lecture.

The lab itself has zero credit value.

BIOL 5900 - LAB: Molecular Cell Biology

This lab must be taken concurrently with the BIOL 5900 lecture.

The lab itself has zero credit value.

BIOL 5900 - Molecular Cell Biology

Goals: To gain an understanding of cellular structure and function at the molecular level. To become familiar with

cytological and molecular approaches as applied to contemporary issues in cell biology. To read and discuss contemporary research in molecular cell biology.

Content: Cell compartmentalization, cell structure and function, organelle function and biogenesis, cell motility, cell communication and membrane transport, signal transduction and regulation of cell growth, chromosome structure, cell cycle regulation, molecular mechanisms of aging and cancer. Laboratory will emphasize recombinant DNA and molecular techniques.

Taught: Spring term.

Prerequisites: BIOL 3050; BIOL 3060; BIOC 3820, or concurrent registration in BIOC 3820; and CHEM 3460.

Credits: 4 credits

BIOL 5950 - Biology Seminar

Content: The seminar program includes presentations by outside speakers, Hamline faculty, and students. All biology majors must present the results of a research or library project as part of the degree requirements for the major.

Taught: Each semester. Three semesters required for biology majors. Required each term for Kenyon scholars.

Credits: 0.5 credits

BIOL 5951 - Biology Seminar Presentation

Content: All biology majors must present the results of a research or library project as part of the degree requirements for the major. Seniors in their last semester of the Biology Major should register for this course and present a research seminar to the department.

Taught: Each semester. Taken in final semester, senior year. Required for biology majors. Required for Biology scholars.

Prerequisite: BIOL 5950 (3 semesters)

Credits: 0.5

CFST 1100 - Introduction to Conflict Studies

Goals: This multi-disciplinary course introduces students to the major approaches to understanding conflict at the interpersonal, organizational, and socio-cultural levels.

Content: Students study how conflict is understood from a range of disciplinary perspectives and in a wide variety of settings so as to develop broad perspectives on the ways in which conflict can be analyzed.

Taught: Annually.

Credits: 4 credits

CFST 3100 - Approaches to Conflict Response

Goals: To develop an understanding and appreciation for the range and implications of various forms of conflict response and intervention.

Content: Students will study a range of response strategies to conflict, including conflict escalation and de-escalation, coercion, persuasion, cooperation and reward, and will experiment with a variety of specific intervention techniques.

Prerequisite: CFST 1100 or permission of instructor.

Credits: 4 credits

CFST 3300 - The Role of Conflict in Social Change

Goals: To introduce students to basic concepts shared between conflict studies and social justice studies; to examine connections between social conflict and people's movements for social change; and to study particular movements through these conceptual lenses.

Content: Students will learn to distinguish among interpersonal, organizational, and socio-cultural levels of conflict; be introduced to relevant social science frameworks; study the role of conflict in particular movements; and develop analyses of an aspect of that movement in which they are especially interested.

Taught: Annually.

Credits: 4 credits

CHEM 1100 - Chemistry and Society

Goals: To introduce and develop some basic principles of chemistry and demonstrate how they affect humankind and the environment.

Content: Basic principles of chemistry are introduced using a case study method. Topics include the ozone layer, global warming, acid rain, nuclear fission and fusion, nutrition, water as a natural resource, fossil and solar energy, and others. Special attention is paid to the social, economic and political contexts in which society deals with these issues. Models of chemical structure and bonding are developed as well as the basic concepts of thermodynamics, kinetics, and acid-base relationships.

Taught: Annually

Prerequisite: None. High school chemistry is not required.

Note: You may not take CHEM 1100 if you have already completed CHEM 1130: General Chemistry I.

Credits: 4 credits

CHEM 1100 - LAB: Chemistry and Society

This lab must be taken concurrently with the CHEM 1100 lecture.

The lab itself has zero credit value.

CHEM 1130 - General Chemistry I

Goals: To introduce and develop the fundamental principles of analytical, biological, inorganic, organic, and physical chemistry. To provide instruction in fundamental laboratory techniques and to encourage the development of interpretive and problem-solving skills.

Content: Scientific measurement, stoichiometry, energy changes, physical behavior of gases, electronic structure of atoms, periodicity, bonding models including valence bond, molecular orbital and hybridization, molecular geometry, intermolecular forces, properties of solutions, liquids and solids, nomenclature, and chemistry of familiar elements.

Gravimetric, volumetric and calorimetric measurements; graphical data analysis. Application of modern spectroscopic techniques to structure determination.

Taught: Annually.

Prerequisite: Higher algebra. High school chemistry is highly recommended.

Credits: 4 credits

CHEM 1130 - LAB: General Chemistry I

This lab must be taken concurrently with the CHEM 1130 lecture.

The lab itself has zero credit value.

CHEM 1140 - General Chemistry II

Goals: To further develop the fundamental principles of analytical, biological, inorganic, physical and organic chemistry. Emphasis on the development of problem-solving techniques. The laboratory focuses on inorganic qualitative analysis.

Content: Spontaneity and rates of chemical reactions; equilibrium involving gases, acids, bases and salts; acid-base theories; titration theory and practice, electrochemistry, nuclear chemistry, biochemistry, the chemical and physical properties of metals, nonmetals, and coordination compounds.

Taught: Annually.

Prerequisite: CHEM 1130 (grade C- or better).

Credits: 4 credits

CHEM 1140 - LAB: General Chemistry II

This lab must be taken concurrently with the CHEM 1140 lecture.

The lab itself has zero credit value.

CHEM 3240 - Analytical Chemistry

Goals: To introduce and develop the theoretical concepts and laboratory practices of quantitative chemical analysis.

Content: Theory and practice in classical analytical methods and instrumentation; emphasis on ionic equilibria and electrochemistry and their relevance to chemical analysis; application of computers and statistics to analytical problems.

Taught: Annually, spring.

Prerequisite: CHEM 1140 (grade of C- or better).

Credits: 4 credits

CHEM 3240 - LAB: Analytical Chemistry

This lab must be taken concurrently with the CHEM 3240 lecture.

The lab itself has zero credit value.

CHEM 3330 - Instrumental Methods

Goals: To develop in depth the theory, scope, and limitations of the most commonly applied instrumental techniques of chemical analysis.

Content: Theory and techniques of infrared, ultraviolet, and nuclear magnetic resonance spectroscopy, gas and liquid chromatography, mass spectrometry, potentiometry, and

other spectral and electrical methods of analysis, emphasizing relations among such factors as noise, resolution, sensitivity, error, and economics; applications of computers to analytical systems.

Taught: Annually, fall.

Prerequisites: CHEM 3240 (grade of- or better), CHEM 3460, and co-registration with CHEM 3940. MATH 1180 and PHYS 1240 recommended.

Credits: 4 credits

CHEM 3450 - LAB: Organic Chemistry I

This lab must be taken concurrently with the CHEM 3450 lecture.

The lab itself has zero credit value.

CHEM 3450 - Organic Chemistry I

Goals: To develop a broad understanding of the theoretical concepts of organic chemistry. Molecular orbital theory and valence bond resonance theory are invoked to describe and explain the ramifications of covalent bonding in organic molecules. Thermodynamic considerations of 3-dimensional molecular shape are discussed. Instrumental techniques for the assignment of molecular structure are a key focus. Modern mechanistic theory of organic chemical reactions is developed in detail.

Content: Nomenclature, model building, stereochemistry, mass, ultraviolet, infrared and nuclear magnetic resonance spectroscopy. Mechanisms associated with acid-base reactions, nucleophilic substitution, and nucleophilic addition.

Taught: Annually, fall.

Prerequisite: CHEM 1140 (C- grade or better) or with instructor's permission.

Credits: 4 credits

CHEM 3460 - LAB: Organic Chemistry II

This lab must be taken concurrently with the CHEM 3460 lecture.

The lab itself has zero credit value.

CHEM 3460 - Organic Chemistry II

Goals: To further develop the theoretical concepts of organic chemistry and develop plausible synthetic and mechanistic pathways.

Content: Mechanisms associated with elimination, electrophilic substitution, electrophilic addition, free radical reactions, and pericyclic reactions. Chemistries of alkenes, alkynes, aromatics, pericyclic compounds, polymers, proteins and carbohydrates including reactions of intermediary metabolism.

Taught: Annually, spring.

Prerequisite: CHEM 3450 (grade C- or better).

Credits: 4 credits

CHEM 3550 - Physical Chemistry I

Goals: To introduce and develop fundamental concepts of thermodynamics and quantum mechanics and to further develop problem-solving techniques using advanced mathematical tools.

Content: The thermodynamics section introduces students to the study of the properties of gases, partition functions, a statistical foundation of thermodynamics, and the three laws of thermodynamics. The quantum mechanics section introduces the wave equation, probability, particle-in-a-box, basic rigid rotator and harmonic oscillator models for spectroscopy, and the hydrogen atom.

Taught: Annually, fall.

Prerequisite: CHEM 1140 (C- grade or better), MATH 1180, and PHYS 1240 or co-registration

Credits: 4 credits

CHEM 3560 - Physical Chemistry II

Goals: To further develop concepts in thermodynamics and chemical kinetics and concepts of quantum mechanics and demonstrate applicability to real systems.

Content: This course continues using the material that was learned in part I to extend our understanding of thermodynamics to phase equilibria, chemical equilibria, theory of solutions and chemical kinetics. Time permitting we will look at extensions to non-equilibrium systems. Quantum mechanics continues with the introduction of the multielectron atomic system, then molecules and bonding, and applications in spectroscopy.

Taught: Annually, spring.

Prerequisites: CHEM 3550 (C- grade or better).

Credits: 4 credits

CHEM 3940 - Advanced Laboratory Techniques

Goals: To provide instruction in some practical skills commonly used by professional chemists.

Content: Experimental design, laboratory manipulations, data analysis, searching the scientific literature, preparation and presentation of oral and written reports. Work in the fall term is coordinated with CHEM 3330 and emphasizes student-driven small group research projects along with instrument design, capabilities, and limitations.

Taught: Annually, fall term.

Prerequisites: CHEM 3240, CHEM 3460, co-registration with CHEM 3330.

Credits: 2 credits

CHEM 3950 - Physical Chemistry Laboratory Techniques

Goals: To provide instruction in some practical skills commonly used by chemists and engineers with an emphasis on techniques used in physical chemistry.

Content: Experimental design, laboratory manipulations, data analysis, searching the scientific literature, preparation and presentation of written lab notebooks, reports and journal

articles. Work in the spring term is coordinated with the Physical Chemistry course 3560. This is a writing intensive course. The course laboratories investigate thermodynamic/quantum principles and properties using calorimetry, spectroscopy, conductivity, and computational techniques.

Taught: Annually, spring term.

Prerequisites: CHEM 3550, co-registration with CHEM 3560.

Credits: 2 credits

CHEM 5820 - Advanced Analytical Chemistry

Goals: To further develop techniques for efficiently dealing with analytical problems relevant to chemical research and production.

Content: The analysis of real materials with attention to the literature of analytical chemistry and to the theoretical aspects of such topics as separation techniques and instrumental methods. Emphasis on the relationship between analytical problems and methods to solve them.

Taught: By request.

Prerequisites: CHEM 3330 and CHEM 3540 (or co-registration).

Credits: 4 credits

CHEM 5840 - Advanced Inorganic Chemistry

Goals: To introduce and develop classical and modern concepts of inorganic chemistry.

Content: Periodic, chemical, and physical properties of the elements; symmetry and group theory; ionic and covalent bonding; acid-base chemistry; kinetics and mechanisms; metals and semiconductors; electronic spectra of coordination complexes; organometallic and bioinorganic chemistry; the application of molecular orbital theory; and quantum mechanical calculations.

Taught: Annually.

Prerequisites: CHEM 1140 (grade C- or better).

Credits: 4 credits

CHEM 5840 - LAB: Advanced Inorganic Chemistry

This lab must be taken concurrently with the CHEM 5840 lecture.

The lab itself has zero credit value.

CHEM 5860 - Advanced Organic Chemistry

Goals: To further develop skills in modern mechanistic theory, organophysical chemistry, and retrosynthetic analysis. Particular emphasis is placed on stereocontrol in synthetic applications.

Content: Problem solving discussion sessions; individual and group problem sets; critical analysis of research seminars and research papers.

Taught: Alternate years.

Prerequisites: CHEM 3460 and CHEM 3550 (C- grade or better), or by permission of instructor.

Credits: 4 credits

CHEM 5880 - Advanced Physical Chemistry

Goals: To provide an advanced treatment of special topics in physical chemistry.

Content: Topics from statistical thermodynamics, molecular spectroscopy, magnetic resonance, theoretical organic, kinetics, molecular mechanics, and polymer chemistry may be included.

Taught: By request.

Prerequisite: CHEM 3560.

Credits: 4 credits

CHEM 5960 - Research Techniques I

Goals: To provide an opportunity to further develop research techniques and skills in the field of chemistry.

Content: An individual, original student research project in some field of chemistry, including reviewing the pertinent chemical literature, designing and carrying out laboratory experiments, writing an extensive paper, and presenting a formal seminar.

Taught: Annually.

Prerequisite: CHEM 5840 (or co-registration) or faculty consent.

Credits: 2 credits fall term, 2 credits spring term

CHEM 5961 - Research Techniques II

Goals: To provide an opportunity to further develop research techniques and skills in the field of chemistry.

Content: An individual, original student research project in some field of chemistry, including reviewing the pertinent chemical literature, designing and carrying out laboratory experiments, writing an extensive paper, and presenting a formal seminar.

Taught: Annually.

Prerequisite: CHEM 5960.

Credits: 2 credits fall term, 2 credits spring term

CHIN 1110 - Beginning Chinese I

Goals: To introduce students to 350 individual Chinese characters and to basic vocabulary and grammar; to enable students to do simple translation and make conversation.

Content: Reading, writing, speaking and listening are all equally emphasized in this course. The vocabulary covered includes words for familiar topics and those that deal with everyday situations.

Taught: Annually, in fall term.

Credits: 4 credits

CHIN 1120 - Beginning Chinese II

Goals: To introduce students to 400 individual Chinese characters and to basic vocabulary and grammar; to enable students to do simple translation and make conversation.

Content: Reading, writing, speaking and listening are all equally emphasized in this course. The vocabulary covered includes words for familiar topics and those that deal with everyday situations.

Taught: Annually, in spring term.

Prerequisite: CHIN 1110.

Credits: 4 credits

CHIN 3110 - Intermediate Chinese I

Goals: To enable students to read and comprehend short essays and stories in simple non-technical prose, to develop conversational ability and to master the vocabulary and grammar introduced in their readings.

Content: Stories about daily experiences in China.

Taught: Annually, in fall term.

Prerequisite: CHIN 1120.

Credits: 4 credits

CHIN 3120 - Intermediate Chinese II

Goals: To enable students to read and comprehend short essays and stories in simple non-technical prose, to develop conversational ability and to master the vocabulary and grammar introduced in their readings.

Content: Stories about daily experiences in China.

Taught: Annually, in spring term.

Prerequisite: CHIN 3110.

Credits: 4 credits

CHIN 3600 - Advanced Intermediate Chinese I

Goals: To enhance the ability to communicate in Chinese by further developing listening, speaking, reading, and writing; to further awareness of Chinese culture.

Content: Emphasis on reading comprehension and speaking; acquisition of new characters and grammatical structures; review of characters and grammar already studied.

Taught: Annually.

Prerequisite: CHIN 3120 or equivalent.

Credits: 4 credits

CHIN 3620 - Advanced Intermediate Chinese II

Goals: As a continuation of CHIN 3600, to enhance the ability to communicate in Chinese by further developing listening, speaking, reading, and writing; to further awareness of Chinese culture.

Content: Emphasis on reading comprehension and speaking; acquisition of new characters and grammatical structures; review of characters and grammar already studied.

Taught: Annually.

Prerequisite: CHIN 3600 or equivalent.

Credits: 4 credits

CJFS 1120 - Crime and Justice in America

Goals: To provide a broad overview of the American criminal justice system.

Content: This course provides a broad overview of the American criminal justice system. Students will examine criminal justice decision-making, police criminal law, courts, prisons and corrections. The course is designed to introduce students to the broad foundational structures of the criminal justice system and explore issues related to equality of treatment, strategies, and decision-making processes that occur within the criminal justice system.

Taught: Annually, fall and spring.

Credits: 4 credits

CJFS 1130 - Basics of Forensic Science

Goals: To introduce non-science students to the practice of forensic science.

Content: The nature of physical evidence and its role in the legal system; expert testimony; disciplines such as crime scene investigation, fingerprints, questioned documents, firearms, DNA, drugs, toxicology, fire debris, and trace microanalysis (hairs, glass, fibers).

Taught: Fall and spring.

Corequisite: CJFS 1130 - LAB: Basics of Forensic Science
You may not take CJFS 1130 if you have already completed CJFS 3400: Survey of Forensic Sciences.

Credits: 4 credits

CJFS 1130 - LAB: Basics of Forensic Science

This lab must be taken concurrently with the CJFS 1130 lecture.

The lab itself has zero credit value.

CJFS 3400 - LAB: Survey of Forensic Science

This lab must be taken concurrently with the CJFS 3400 lecture.

The lab itself has zero credit value.

CJFS 3400 - Survey of Forensic Science

Goals: The primary learning objectives of this course are to examine the roles and responsibilities of forensic scientists in the criminal justice and legal systems of the United States; understand the scope, scientific foundation, and techniques of a variety of the scientific disciplines practiced in crime laboratories; experience applying relevant analytical techniques to the examination of physical evidence, and practice oral and written communication through mock expert testimony and report writing.

Content: Course content will focus on defining “forensic science”; recognizing practices of legitimate, junk, and fraudulent science; examining the properties of physical evidence; discussing the scope, potential, and limitations of a variety of forensic sciences; practicing analytical techniques applied by forensic scientists; evaluating the criteria for

admissibility of scientific evidence; and discussing the ethical responsibilities of forensic scientists.

Taught: Annually.

Prerequisites: BIOL 3050 and 3060, or CHEM 1130 and 1140.

Corequisite: CJFS 3400 - LAB: Survey of Forensic Science

Credits: 4 credits

CJFS 3410 - Crime Scene Investigation and Reconstruction

Goals: To develop skills in applying the techniques used by forensic scientists in investigating crime scenes, to evaluate evidence, and to understand the role of science in medico-legal and forensic contexts.

Content: Course content will focus on the role crime scene investigation in civil and criminal cases. Content specific to crime scene investigation will include properties of evidence, admissibility of evidence and expert testimony, evidence collection procedures, methods of evidence analyses, and interpretation and communication of results.

Taught: Annually

Prerequisites CJFS 3400

Credits: 2 credits

CJFS 3420 - Forensic Biology

Goals: To develop skills in applying the techniques used by forensic scientists in analyzing and interpreting biological evidence, and to understand the role of science in medico-legal and forensic contexts.

Content: Course content will focus on the role forensic biology in civil and criminal cases. Content specific to forensic biology will include properties of evidence, admissibility of evidence and expert testimony, evidence collection procedures, methods of evidence analyses, and interpretation and communication of results.

Taught: Annually

Prerequisites: CJFS 3400 and BIOL 3060

Credits: 2 credits

CJFS 3430 - Forensic Document Examination

Goals: To develop skills in applying the techniques used by forensic scientists in examining questioned documents, and to understand the role of science in medico-legal and forensic contexts.

Content: Course content will focus on the role forensic document examination in civil and criminal cases. Content specific to forensic document examination will include properties of evidence, admissibility of evidence and expert testimony, evidence collection procedures, methods of evidence analyses, and interpretation and communication of results.

Taught: Annually

Prerequisites: CJFS 3400

Credits: 2 credits

CJFS 3440 - Forensic Fingerprint Examination

Goals: To develop skills in applying the techniques used by forensic scientists in examining fingerprints, and to understand the role of science in medico-legal and forensic contexts.

Content: Course content will focus on the role forensic fingerprint examination in civil and criminal cases. Content specific to forensic fingerprint examination will include properties of evidence, admissibility of evidence and expert testimony, evidence collection procedures, methods of evidence analyses, and interpretation and communication of results.

Taught: Annually

Prerequisites: CJFS 3400

Credits: 2 credits

CJFS 3450 - Forensic Firearm and Toolmark Examination

Goals: To develop skills in applying the techniques used by forensic scientists in examining firearms and toolmarks, and to understand the role of science in medico-legal and forensic contexts.

Content: Course content will focus on the role forensic firearm and tool mark examination in civil and criminal cases. Content specific to forensic firearm and toolmark examination will include properties of evidence, admissibility of evidence and expert testimony, evidence collection procedures, methods of evidence analyses, and interpretation and communication of results.

Taught: Annually

Prerequisites: CJFS 3400

Credits: 4 credits

CJFS 3580 - Forensic Science Internship

Goals: The primary goals of this course are to enable students to pursue an internship in a forensic science or related agency, to integrate this experience with their academic coursework, and provide a forum to discuss their experiences and present a research project.

Content: This course will be a discussion and presentation-based course set within the context of a forensic science-based internship. Throughout the semester students will reflect on and discuss their internship experience. Course projects include design, completion, and oral presentation of a research project.

Prerequisite: CJFS 3560, required co-registration in CJFS 3590 Current Issues in Forensic Science (exception: criminal justice majors).

Note 1: Forensic Science students majoring in Criminal Justice may take CJFS 5660 to complete this requirement.

Note 2: This is a required course for students pursuing the forensic sciences certificate who are not majoring in Criminal Justice; all FSC internships must be completed via this course and concurrent registration with CJFS 3590: Current Issues in Forensic Science.

Note 3: Students interested in pursuing a laboratory internship must have, at the time of registration, no less than a 2.7 GPA in the Natural Science courses and a cumulative GPA of no less than 3.0.

Credits: 2 credits

CJFS 3590 - Current Issues in Forensic Science

Goals: The professional responsibilities of forensic scientists are currently evolving. The primary goal of this course is to explore and discuss issues currently engaging the attention of forensic scientists. Students will gain an understanding of how these issues affect the practice of forensic science, the admissibility of scientific evidence and testimony, and education of students preparing to become forensic science professionals in the United States.

Content: Throughout the course, students will examine issues currently engaging the forensic sciences community including recent legal challenges to the scientific basis and reliability of various disciplines, the impact of key legal rulings on the admissibility of scientific evidence and expert testimony, the formation and impact of scientific and technical groups to develop standards of practice, laboratory accreditation, certification, and the ethical practices and responsibilities of forensic scientists.

Prerequisite: CJFS 3560; concurrent registration with CJFS 3580 Forensic Science Internship (Criminal Justice majors excepted) or CJFS 5660 (Criminal Justice majors only).

Credits: 2 credits

CJFS 3600 - Forensic Chemical Microscopy

Goals: To develop a broad understanding of the principles and methods of handling, analyzing, and interpreting trace physical evidence.

Content: Forensic microscopy: using stereo, brightfield, and polarized light microscopy to examine and compare hairs, fibers, glass, drugs and other evidence using refractive index, birefringence, microcrystal morphology and other techniques. Forensic chemistry: the principles of and methods for the analysis of drugs, fire debris, inks and paints, glass, paper, fibers, polymers, and other evidence. Forensic toxicology: pharmacology and interpretation of drugs in human specimens. Ethics in the forensic sciences: quality in the forensic science laboratory; the responsibilities of forensic scientists; and the nature of expert testimony.

Taught: Annually, spring.

Prerequisites: CHEM 3460 and CJFS 3400

Corequisite: CJFS 3600 - LAB: Forensic Chemical Microscopy

Credits: 4 credits

CJFS 3600 - LAB: Forensic Chemical Microscopy

This lab must be taken concurrently with the CJFS 3600 lecture.

The lab itself has zero credit value.

CJFS 3770 - Corrections: Theory and Practice

Goals: To provide students with an overview of punishment in American society; in-depth understanding of the issues and methods of control used in modern society; and to review empirical research assessing the effectiveness of correctional practices.

Content: This course provides an overview of the corrections system in the United States. This course reviews the history and evolution of punishment and corrections in modern society, followed by the examination of contemporary penal processes, institutions, and correctional strategies. The primary focus is to understand the relationship between punishment and application of correctional strategies to individuals within the criminal justice process.

Taught: Annually

Prerequisite: CJFS 1120

Credits: 4 credits

CJFS 3880 - Current Issues in Criminal Justice

Goals: To provide students with an in-depth understanding of issues which concern the law enforcement function in American society.

Content: This course is designed for students who are primarily interested in current issues that affect the law enforcement function in contemporary society. Issues that may be explored include professionalism within law enforcement, community policing and crime control, ethical concerns, community relations, and the police subculture.

Taught: Annually

Prerequisite: LGST 1110 or CJFS 1120, or permission of the instructor.

Credits: 4 credits

CJFS 5660 - Capstone and Internship in Criminal Justice

Goals: To enable students to pursue internships and explore the connections between criminal justice knowledge and skills and experiences in professional workplace settings.

Content: An exploration of applied criminal justice and the application of criminal justice concepts to professional workplace practice; independent research projects and frequent on-campus seminars are designed to connect academic and workplace experiences.

Taught: Fall and spring

Prerequisites: CJFS 3750, LGST 3810, LGST 3820, or SOC 3750; or co-registration in LGST 3810 or LGST 3820; or permission of the instructor.

Note: Students should contact the instructor well in advance of the beginning of the semester to discuss their internship placement site to assure prompt commencement of the internship.

Credits: 4 credits

COMM 1100 - Introduction to Communication Studies

Goals: To introduce students to the field of communication studies by providing an overview of approaches to studying communication in a variety of contexts.

Content: An examination of the research and theory related to the dynamics of human communication. The process of attributing and sharing meaning, the effects of nonverbal behavior on interpretation and meaning attribution, the factors influencing interpersonal, small group, organizational, intercultural, and mass communication.

Taught: Annually.

Prerequisites: None.

Credits: 4 credits

COMM 1110 - Public Speaking

Goals: To develop an awareness of the role of public discourse in American society; to achieve an understanding of the processes of research, reasoning, and rhetorical invention that underlie the creation of effective oral arguments and critical listening; to develop competence in basic public speaking skills; to learn to present information more clearly, and to argue a case more effectively.

Content: Theory of communication in the public setting; factors influencing message creation and construction; the role of research and evidence in public discourse; adaptation to the communication situation and audience; ethical issues in public communication; exposition; argumentation and persuasion; delivery.

Taught: Annually.

Prerequisites: None.

Credits: 4 credits

COMM 1320 - Introduction to Critical Media Studies

Goals: To introduce students to conceptual frameworks of critical media studies; to create savvy media consumers by teaching them to understand forces behind media institutions that influence the ways they create messages; to learn to construct and express oral arguments pertaining to media issues more effectively and more academically.

Content: New media and old media, media theory, communications infrastructure, media ownership, media impact, media policy and law, media ethics.

Taught: Annually.

Prerequisites: None.

Credits: 4 credits

COMM 1650 - Argumentation and Advocacy

Goals: To study argumentation theories, including historical perspectives and current approaches; to understand arguments as a method of inquiry and advocacy, and as a problem-solving tool; to consider the ethical implications of formal and informal argument; to increase skills in critical thinking, in evaluation of evidence and reasoning, in developing strategies for the invention of persuasive

argument, in evaluating formal and informal argument, and in justifying argumentation choices. To learn to construct and express oral arguments effectively in a public setting.

Content: Analysis of theories and strategies of argumentation; application of principles and theories of argumentation; emphasis on critical assessment of argumentation in a variety of contexts and media.

Taught: Annually.

Prerequisites: None.

Credits: 4 credits

COMM 3300 - Communication Research Methods

Goals: To introduce a range of research methods used in studying communication; to develop an understanding of the purposes of communication research; to learn how to design a research project; to identify strengths and limitations of various research methods; to develop an appreciation of ethical issues in research.

Content: Various types of research methods, both qualitative and quantitative, such as experimental research, survey research, ethnographic research, textual analysis, content analysis, historical/critical research.

Taught: Annually.

Prerequisite: COMM 1100 or consent of instructor.

This course must be completed by the end of the junior year to be eligible for departmental honors. It is also a prerequisite for the Senior Research Seminar (COMM 5900).

Credits: 4 credits

COMM 3320 - Mass Communication

Goals: To study the characteristics of mass communication creation, dissemination, consumption, and impact.

Content: Analysis of theoretical approaches to studying and understanding mass media; discussion of the historical development and current and future technologies of print and electronic media; technical, regulatory, economic, social, and ethical factors in mass communication; and the impact of mass media in society.

Taught: Annually.

Prerequisite: COMM 1100 or COMM 1320, acceptance into the international journalism certificate program, or consent of instructor.

Credits: 4 credits

COMM 3360 - Interpersonal Communication

Goals: To study one-on-one and relational communication; to provide opportunities to examine individual communication interaction patterns.

Content: Overview and analysis of theories of interpersonal communication. Topics include communication and self-image, self-disclosure relationship communication, conflict and communication, communication and relationship development, and analysis of conversation. Attention is given to ways of

studying interpersonal communication interaction and practical application.

Taught: Annually.

Prerequisite: COMM 1100 strongly recommended.

Credits: 4 credits

COMM 3370 - Family Communication

Goals: To introduce students to a wide variety of theories that attempt to describe, explain, and analyze the different kinds of issues and interpersonal dynamics in the field of family communication; to become familiar with the ways that research is conducted in family communication and to gain an understanding of the results of that research.

Content: Theories of family communication. Interpretative, quantitative, and critical approaches to doing research in the field of family communication. Spousal, sibling, and parent/child communication patterns. Cultural differences in family functioning and family communication. Conflict management in families. Changes in family dynamics over the lifespan of a family. Single parent families, stepfamilies, blended families, and gay and lesbian families. Communication patterns in families with adopted children and biracial children. Families dealing with crisis.

Taught: Alternate years.

Prerequisite: None.

Credits: 4 credits

COMM 3380 - Small Group Communication

Goals: To examine communication interaction in the small task-oriented group. To gain an understanding of how group dynamics are influenced by communication, and how group dynamics in turn affect communication patterns. To gain an understanding of task issues as well as interpersonal relationships in groups, and how communication affects both; to provide opportunities to examine individual communication interaction patterns.

Content: Theory of small-group communication. Examination of the phases of small-group interaction, development of norms, roles, group cohesiveness, productivity, and leadership. Analysis of the impact of power, status, conflict, and conformity on small-group discussion. Pragmatic skills related to group presentations and methods and enhancing group discussion.

Taught: Annually.

Prerequisite: COMM 1100 or junior/senior standing.

Credits: 4 credits

COMM 3390 - Organizational Communication

Goals: To introduce the role of communication in organizational settings, with particular emphasis upon examining organizational dynamics as communication processes; to introduce classic and contemporary organizational communication theoretical approaches; to gain skills in applying theoretical concepts to the investigation of

communication issues in actual organizations; to examine processes of organizational communication, including culture, socialization, leadership, technological processes, and diversity management processes.

Content: Organizational communication theories, approaches, perspectives, functions, and structures; organizational culture; communication processes in organizations; methods for conducting research in organizational settings.

Taught: Annually.

Prerequisite: COMM 1100 or consent of instructor.

Credits: 4 credits

COMM 3420 - Media in Global Perspective

Goals: To help students gain a theoretical and practical perspective on global mass media systems, both as national and international purveyors of information and culture; to examine and critically analyze the factors influencing media operations and content.

Content: Examination of social, cultural, political, technical, regulatory, economic, and linguistic factors that influence media systems around the world; analysis of national laws, ethics, and norms in relation to media systems; examination of the interconnectedness of world media systems, including patterns of import and export of media products; analysis of the relationship between media and culture.

Taught: Annually.

Prerequisites: COMM 1100 or COMM 1320, and COMM 3320, or permission of instructor or the director of the international journalism certificate program. International journalism certificate candidates should consult the director regarding foreign language requirements.

Credits: 4 credits

COMM 3460 - Intercultural Communication

Goals: To study the nature of communication as it is affected by cultural and co-cultural variables; to become familiar with philosophies and approaches to the study of communication and diversity; to experience dynamics of intercultural communication; to examine the relationship between culture and perception, thought, language, and behavior; to examine how culture influences and plays a role in public and private communication interactions (e.g., interpersonal relationships, communication in small-group and organizational settings, argumentation, mass communication).

Content: Philosophies and theories of intercultural communication; application of concepts and issues to actual experiences; discussion of the influence of culture on all aspects of communication; emphasis is on understanding the relationship of culture to communicative practices and meaning systems.

Taught: Annually.

Prerequisite: COMM 1100 strongly recommended.

Credits: 4 credits

COMM 3480 - Media and Global Environmental Conflicts

Goals: This course examines the role news and popular media (e.g. advertising, micro-marketing, social networking such as web 2.0) play in setting agenda and constructing meanings of various issues in global environmental discourse. The students will learn to expand understanding in how language and image shape human perception about the natural world; to critically examine the structures and implications of environmental representation; to analyze the ways in which environmental issues are framed by different media; and to understand the complex relationship between economic development that fosters consumer culture and the environment.

Content: The course is presented in the forms of both theoretical analysis and practical media writing. The coursework involves general reading and discussion on different stages of world development, social change, environmental impacts, and the global politics of sustainable development with a central focus on how mass media make meanings of these issues.

Note: Student evaluation is based on class participation, discussion, examinations, essays and the student's weblog production.

Taught: Annually.

Prerequisite: COMM 1100 or COMM 1320.

Credits: 4 credits

COMM 3560 - Communication in Conflict Situations

Goals: To learn about the dynamics of communication interaction in conflict situations; to explore approaches to dealing with conflict, including examining the strengths and weaknesses associated with communication styles, tactics, strategies, uses and expressions of power, the impact of "face," the impact of culture, and framing; to become familiar with and examine the role of third-party intervention; to develop greater awareness of the consequences associated with one's own communicative choices in conflict situations.

Content: The role that communication plays in conflict situations, the general principles of communication in conflict, including the way communities develop and share symbolic world views that may come into conflict with those held by different communities. Examination of approaches to dealing with conflicts, such as problem resolution approaches, mediation, and negotiation strategies. Students will apply the theoretical perspectives to individual interpersonal conflict situations as well as to contemporary societal conflicts.

Taught: Alternate years.

Prerequisite: None.

Credits: 4 credits

COMM 3630 - Persuasion

Goals: To develop insight into the role of strategic communication in advocating ideas, establishing identification,

and influencing policy and people; to learn how to analyze the components of strategic communication and persuasive campaigns in a variety of fields; to apply rhetorical and persuasion theory in creating, analyzing, and critically examining strategic messages.

Content: The diverse purposes of strategic communication and the influence of communication environments on strategic communicative choices. Discussion of attitude and behavioral change as influenced by symbolic processes. Critical analysis of persuasive messages and campaigns. How to undertake research and planning in developing communication approaches to a variety of situations.

Taught: Annually.

Prerequisite: COMM 1100 or COMM 1650, or consent of instructor.

Credits: 4 credits

COMM 3635 - Essentials of Public Relations

Goals: This course will familiarize students with the basic concepts and principles of public relations and prepare them to develop and deliver effective and ethical public communications on behalf of both for- and non-profit organizations.

Content: The role, function, and historical evolution of public relations in post-industrial society; professional and legal responsibilities of those who work in public relations; public relations activities across contexts (private and public, and in for- and non-profit organizations); concepts of public relations; audience analysis; development of market surveys; production and presentation of an integrated public relations campaign; use of new media (internet) in public relations campaigns.

Taught: Annually.

Prerequisites: COMM 1650; COMM 3320, 3360, or 3390 recommended.

Credits: 4 credits

COMM 3639 - Persuasive Cases and Campaigns

Goals: In this course we use a rhetorical perspective to investigate the relevance of campaigns and messaging in civil, democratic societies. The course familiarizes students with the practice of campaigning and building cases by groups, institutions, and corporations. Students will explore the properties of public campaigns, and they will practice varied critical approaches used by communication theorists studying campaigns. Students will be challenged to critically consume public relations messages, and they will be asked to practice the skills associated with excellent public campaigning.

Content: This course explores theoretical understandings of how media figures, individuals, politicians, government organizations, nonprofits, corporations, and other organizations communicate with public audiences. Students will investigate how messages are tailored to fit campaigns, political ideologies, corporate frameworks, and institutional goals. The class will examine the history of public relations,

the ethical questions associated with campaigns and messages, and critical issues in public campaigning. Students will encounter various theoretical approaches from the rhetorical, critical and excellence models. Students will analyze historical cases and discuss the role of public relations in civil society.

Taught: Alternate years.

Prerequisites: COMM 1650 recommended.

Credits: 4 credits

COMM 3650 - Political Communication

Goals: To examine and criticize the political rhetoric of individuals and groups as well as the research and theory that illuminates that rhetoric; to learn about communication strategies used to attempt to win votes, establish, maintain, or re-establish the legitimacy of elected and appointed officials, build or destroy support for political policies and actions, and realize political and/or social change.

Content: Readings and discussion of historical and contemporary rhetoric that has sought to influence political decision making and governance. Study and application of theoretical perspectives on rhetorical criticism. Study and application of other theoretical approaches to the analysis of political communication.

Taught: Alternate years.

Prerequisite: COMM 1650 is recommended.

Credits: 4 credits

COMM 3670 - Gender, Communication, and Knowledge

Goals: To increase awareness of the relationship of communication and gender; the portrayal of gender in public discourse; the influence of gender socialization in developing communicative behaviors and interpretive frames; and the implications of societal response to communication as it relates to gender.

Content: Examination of research into gender differences and communication; examination of public messages as they influence perceptions of women and men; analysis of historical processes as they have influenced current perceptions of gender.

Taught: Annually.

Prerequisite: COMM 1100 or WSTD 1010 strongly recommended.

Credits: 4 credits

COMM 3960 - Field Experience Seminar

Goals: To support and strengthen the academic component of internships and field experiences.

Content: A focus on the workplace experience in the context of the liberal arts and communication research findings.

Taught: Periodically.

Prerequisite: Consent of instructor. All planning and paperwork for internship placement must be completed in the

fall term preceding the spring internship. See departmental guidelines.

Credits: 4 credits

COMM 5650 - Western Rhetorical Theory

Goals: To study the history of Western thought as applied to understanding and explaining communication processes; to understand the ways in which contemporary thought has been influenced and shaped by previous perspectives and assumptions about the role of communication in society; to critically examine contemporary standards for evaluating communication in light of this history.

Content: The roots and evolution of theories of public communication; perspectives on public discourse from the sophists of ancient Greece to contemporary theorists. Emphasis is given to understanding the evolution of thought in relationship to contemporary ideas about the role of communication in society.

Taught: Annually.

Prerequisite: None, but junior/senior standing is recommended.

Credits: 4 credits

COMM 5900 - Senior Research Seminar

Goals: To synthesize prior learning in the communication studies discipline through a senior capstone experience; to explore significant issues in communication studies through intensive research and discussion.

Content: Individual students will engage in and present the results of major independent research projects that apply the knowledge and skills they have gained in the discipline. The seminar affords an opportunity for students to pursue individual interests in communication studies in depth.

Taught: Annually.

Prerequisites: COMM 1100, COMM 3300, senior standing, and consent of instructor. Course is restricted to senior majors only.

Credits: 4 credits

CSCI 1250 - Introduction to Computer Science

Goals: To enable students to write moderate-sized programs for a variety of applications.

Content: An introduction to computer science is designed for those students who would like to learn a modern programming language. The emphasis of this course is to introduce students to the fundamentals of programming and not just to a particular language. This course is taught using C++.

Prerequisite: High school algebra.

Credits: 4 courses

CSCI 1500 - Introduction to Databases

Goals: To understand the basics of designing, implementing, and using a database management system; to understand the

difference among the three basic types of database systems: relational, hierarchical and network; to learn to use a commercially available database management system. In past years, this course has been taught using Microsoft Access.

Content: Theoretical foundations of databases, query languages such as SQL, hands-on experience implementing a relational database.

Taught: Alternate years.

Credits: 4 credits

CSCI 3150 - Data Structures

Goals: The student will start from a basic knowledge of programming acquired in CSCI 1250 and further that knowledge by a study of recursion, pointers, and common programming structures needed for implementation of larger and more complex programs.

Content: Linked lists, stacks, queues, sets, trees, graphs.

Prerequisite: CSCI 1250.

Credits: 4 credits

CSCI 3500 - Survey of Computational Science

Goals: An introduction to quantitative modeling in the context of the disciplines that support the computational science minor.

Content: Topics are chosen to prepare students to use computational methods. For example: mathematical modeling, optimization (discrete and dynamic), numerical methods, data mining, statistics (error analysis and stochastic modeling).

Taught: Annually.

Prerequisites: MATH 1180 and CSCI 1250.

Credits: 4 credits

DMA 1100 - Introduction to Digital Media Arts

Goals: To understand and employ the critical theories and technical skills involved in creating and analyzing the digital media arts as used in a variety of disciplines and situations.

Content: Using a problems based instructional approach this course uses a series of projects that are designed to investigate key topics in understanding and defining the field of digital media arts. A number of guest speakers augment the content in this course by sharing personal and real-life experiences for analysis.

Taught: Annually, fall and spring.

Credits: 4 credits

DMA 1420 - Introduction to Videography

Goals: To develop fundamental abilities in videography including mastering professional vocabulary, understanding the technical processes involved in recording motion and audio and shooting successfully in different conditions.

Content: Camera setup and operation. Setting up microphones, working with natural and artificial light, editing, continuity considerations and sequencing. Understanding files and formats.

Credits: 4 credits

DMA 3000 - Digital Media Arts Gateway

Goals: To work effectively on both individual and team projects that will demonstrate the ability to formulate project requirements, develop timelines, prioritize workflow, work as a member of a task oriented team, communicate clearly and meet deadlines. To critically evaluate work using a guiding set of technical and design principles.

Content: Using a problem based instructional setting students will work through a selected set of design and technical problems in both individual and collaborative team efforts. Topics include, project analysis, scheduling, group communication skills, project presentation and client management, and methods and principles for analysis and evaluation of digital art work.

Taught: Annually, spring.

Credits: 4 credits

DMA 5910 - Senior Seminar in Digital Media Arts

Goals: To create an original work that demonstrates the ability to realize a complex project. To exhibit the ability to critically read and respond to the literature in the field. To synthesize prior learning in the Digital Media Arts discipline and demonstrate the results of that process. To present in writing and orally a reflective analysis of the realized capstone project and compare and contrast the work done with standards and ideas current in the discipline. To exhibit appropriate preparation for transition into the industry or additional training.

Content: Structured workshops in project design and realization. Critical readings in digital media arts subject areas, career planning and development workshops, seminar sessions and presentations that include portfolio presentations and critiques, presentation standards and selected small group tutorial sessions.

Taught: Annually

Credits: 4 credits

EAST 5960 - Research in East Asian Studies

Goals: To provide experience for advanced East Asian studies majors in research and writing using primary source materials as much as possible--government documents, manuscripts, literature, or interviews.

Content: This course promotes student interest in either developing a new area or deepening current knowledge.

Prerequisite: Consent of instructor. This course is also open to non-East Asian studies majors.

Credits: 4 credits

ECON 1310 - Microeconomic Analysis

Goals: To introduce students to theory relating to the economic decisions made by individual consumers and firms in a market economy and to examine the role of government in domestic and international markets.

Content: The topic of this course, deals in depth with choices, especially consumer behavior and the spending decisions, the production decisions of the business firm and how prices and wages are determined in the output and input markets. In addition, this course analyzes consumer and business behavior under various competitive and imperfect conditions, as well as the implications of these for society. We will also study the ramifications of various government policies, predicting the effects of those policies, both positive and negative, on market participants using events and situations in the world.

Credits: 4 credits

ECON 1320 - Macroeconomic Analysis

Goals: To acquaint students with the structural framework and principles involved in the determination of the level of aggregate economic activity: national income, output, employment, money supply and demand, price levels and open economy macroeconomics.

Content: Analysis of problems of unemployment, inflation, economic growth, trade, money and credit, balance of payments and government policy.

Credits: 4 credits

ECON 1330 - Statistics

Goals: To acquaint students with major parametric and nonparametric statistical techniques.

Content: Data organization, simple probability, and sampling distributions; estimation and hypothesis testing; regression and correlation; time series; selected non parametric tests.

Prerequisites: None, though a basic understanding of algebra is expected. Credit will not be given for both ECON 1330 and PSY 1340 or ECON 1330 and MATH 1200.

Credits: 4 credits

ECON 1340 - Quantitative Analysis and Data Management

Goals: To introduce frequently used data analysis techniques, to develop the quantitative skills necessary to use them, and to apply the methods in business decision-making settings.

Content: The course will cover decision-making frameworks as well as data capture, analysis and presentation techniques. Topics such as budgeting, forecasting and regression will be explored using Excel and other relevant software or analytical tools.

Prerequisites: ECON 1330; or PSY 1340; or MATH 1200.

Credits: 4 credits

ECON 3110 - Intermediate Microeconomics

Goals: To deepen students' understanding of microeconomic theory, building on the foundation they received in Microeconomic Analysis. Students will learn how to express, analyze, and interpret models of individual behavior using graphical, algebraic and calculus-based methods.

Content: This course will examine theories of consumer and producer behavior in a variety of economic contexts. Optimization techniques, graphical analysis, and game theory methodology will be used to explore allocation decisions made inside households, firms or governmental units.

Prerequisites: ECON 1310, ECON 1320, ECON 1330 or PSY 1340 or MATH 1200, and MATH 1170 or MATH 1162, or consent of the instructor.

Credits: 4 credits

ECON 3120 - Intermediate Macroeconomics

Goals: To understand and apply methods used in economics to analyze the gross domestic product, inflation, money supply and demand, employment levels, exchange rates and economic growth.

Content: The course explores theories that explain the behavior of GDP and related variables. Keynesian, monetarist, and other models are studied.

Taught: Annually

Prerequisites: ECON 1310, ECON 1320, ECON 1330 or PSY 1340 or MATH 1200, and MATH 1170 or MATH 1162, or consent of the instructor.

Credits: 4 credits

ECON 3700 - Managerial Economics

Goals: To introduce students to applications of microeconomic theory and methodology and develop mathematical problem solving skills as they apply to business firm behavior.

Content: Microeconomic applications: demand analysis, production and cost analysis, pricing, risk analysis, forecasting, linear programming, constrained and unconstrained optimization techniques.

Prerequisites: ECON 1310, ECON 1320, ECON 1330 or PSY 1340 or MATH 1200, and ECON 1340 or MATH 1170 or MATH 1162, and junior or senior standing or consent of the instructor.

Credits: 4 credits

ECON 3710 - Labor Economics

Goals: To provide students a well-balanced presentation of models of labor economics, applications, policies, and major analytic areas within labor economics. This course will also address labor market issues with race and gender perspectives.

Content: Labor market analysis, labor unions and collective bargaining, government and the labor market, theories of labor

market discrimination, wage differentials, poverty and income inequalities, and race and gender issues of the labor market. Prerequisites: ECON 1310, ECON 1320, ECON 1330 or PSY 1340 or MATH 1200, and ECON 1340 or MATH 1162, or MATH 1170 or consent of the instructor.

Credits: 4 credits

ECON 3720 - International Economic Development

Goals: To gain understanding of the problems and issues of economic development and to examine and appraise the major prevailing approaches to those problems.

Content: Developing as well as high-income market economy perspectives; concepts of growth and development; major contemporary approaches; diversity among the Third World countries; dualism; cultural factors; population, labor, migration and education; poverty and inequality; strategies for investment and structural transformations; international trade, investment and development; planning, control, and macroeconomic policies.

Prerequisites: ECON 1310, ECON 1320, ECON 1330 or PSY 1430 or MATH 1200, and ECON 1340 or MATH 1170 or MATH 1162, or consent of the instructor.

Credits: 4 credits

ECON 3730 - International Trade and Finance

Goals: To acquaint students with the evolving patterns of trade and investments in the global economic environment and with the major issues confronting national and international institutions of trade and finance.

Content: Topics covered include theories of foreign trade with perfect and imperfect competition. Trade policy issues, protectionism, and U.S. trade policies and its institutional settings. The effects of growth and factor mobility on trade, balance of payments, foreign exchange markets, foreign exchange regimes, foreign exchange determination, and economic policy in open economy.

Prerequisites: ECON 1310, ECON 1320, ECON 1330 or PSY 1430 or MATH 1200, and ECON 1340 or MATH 1170 or MATH 1162, or consent of the instructor.

Credits: 4 credits

ECON 3740 - Economics of Public Finance

Goals: To study the theoretical and empirical issues surrounding governmental decisions. Students will analyze and debate public finance topics and examine the implications of policy options for society.

Content: This course focuses on governmental revenues, expenditures, debt-financing and related policy decisions. Effects of the budget and policy on income distribution, stabilization, efficiency and economic growth are also considered.

Prerequisites: ECON 1310, ECON 1320, ECON 1330 or PSY 1340 or MATH 1200, and ECON 1340 or MATH 1170 or MATH 1162, or consent of the instructor.

Credits: 4 credits

ECON 3960 - Internship with Seminar

Goals: To provide an opportunity to apply students' skills and knowledge in a working/learning context. To complement internships by providing discussion groups for sharing and crosschecking students' experiences.

Content: Students must hold an internship and will also meet once a week as a group to articulate and assess their experiences.

Prerequisite: Junior or senior standing, or consent of the instructor. Primarily intended for economics and management majors, but other majors with administrative internships are welcome.

Credits: 4 credits

ECON 5820 - Econometrics

Goals: To enable students to understand and use economic indicators, time series, and regression analysis in model building and forecasting.

Content: Estimating model parameters, hypothesis testing, and interpreting economic data.

Prerequisites: ECON 1310, ECON 1320, ECON 1330, ECON 3110 or ECON 3120, and MATH 1170 or MATH 1162, or consent of the instructor.

Credits: 4 credits

ECON 5860 - Senior Seminar Economics

Goals: To develop and test economic models through in-depth, independent research in theoretical and applied economics.

Content: Research methodology and recent analytical and theoretical approaches to questions on topics such as the environment, health care, industrial organization, international economics, labor, money and banking, regional and urban economics, and welfare economics. Students choose a research topic, review the literature, construct a theoretical model, and collect and analyze data for final presentations.

Prerequisites: ECON 3110, ECON 3120, and ECON 5820, or consent of the instructor.

Credits: 4 credits

EDU 3150 - Schools and Society

Goals: To understand the profession of teaching from a historical, philosophical, sociological, and practical viewpoint. To develop a personal philosophy of education. To understand the development of our public school system and the role schools can play in a pluralistic society such as the U.S. To begin to develop the initial theoretical foundation, planning, and presentation skills essential to effective teaching.

Content: Important events and personalities that have shaped the public school system in the United States; theories of education; the basic skills of planning, and presenting lessons; the major professional and political issues facing teachers, students, and parents, especially as related to

standards and testing; school-based classroom observation and teacher assistance.

Taught: Fall and spring terms.

Prerequisite: Sophomore standing preferred.

Co-requisite: LAB: EDU 3150. Students must also register for a 0-credit course lab during which they will complete a 30-hour required clinical in a local school.

Note: Concurrent registration in EDU 3250 is recommended if pursuing a teaching license.

Students who have transferred in the equivalent course content without clinical experience should see the Program Coordinator to enroll in a 1-credit Independent Study.

Credits: 4 credits

EDU 3250 - Educational Psychology

Goals: To develop a working knowledge of various principles and theories based in the discipline of psychology and the practical application of these formulations to the teaching/learning process.

Content: Theories of learning; motivation and intelligence; theories of cognitive, social, and emotional development; influences of social and cultural background on development and learning; assessment and evaluation; theoretical basis for instructional models; theoretical basis of strategies for managing the learning environment.

Taught: Fall and spring terms.

Concurrent registration in EDU 3150 is recommended if pursuing a teaching license.

Clinical Requirement: Will use service learning experiences and/or clinical from EDU 3150 to complete assignments in this course.

Credits: 4 credits

EDU 3350 - Teaching Art in the Elementary School (K-6)

Goals: To select and implement developmentally appropriate materials and activities for the teaching of art in the elementary classroom.

Content: Basic concepts, skills, and knowledge to teach art at each grade level; group activities and/or classroom involvement with elementary school children.

Taught: Fall and Spring terms.

Prerequisites: EDU 3150, EDU 3250, EDU 5690, and Admission to Undergraduate Teacher Education program.

Note: Concurrent registration in EDU 3360, EDU 3370, and EDU 3380 is recommended.

Credits: 1 credit

EDU 3360 - Teaching Music in the Elementary School (K-6)

Goals: To select and implement developmentally appropriate materials and activities for the teaching of music in the elementary classroom.

Content: Basic concepts, skills, and knowledge to teach music at each grade level; group activities and/or classroom involvement with elementary school children.

Taught: Fall and Spring terms.

Prerequisites: EDU 3150, EDU 3250, EDU 5690, and Admission to Undergraduate Teacher Education program.

Note: Concurrent registration in EDU 3350, EDU 3370, and EDU 3380 is recommended.

Credits: 1 credit

EDU 3370 - Teaching Health in the Elementary School (K-6)

Goals: To select and implement developmentally appropriate materials and activities for the teaching of health in the elementary classroom.

Content: Basic concepts, skills, and knowledge to teach health at each grade level; group activities and/or classroom involvement with elementary school children.

Taught: Fall and Spring terms.

Prerequisites: EDU 3150, EDU 3250, EDU 5690, and admission to Undergraduate Teacher Education program.

Note: Concurrent registration in EDU 3350, EDU 3360, and EDU 3380 is recommended.

Credits: 1 credit

EDU 3380 - Teaching Physical Education in the Elementary School (K-6)

Goals: To select and implement developmentally appropriate materials and activities for the teaching of physical education in the elementary classroom.

Content: Basic concepts, skills, and knowledge to teach physical education at each grade level; group activities and/or classroom involvement with elementary school children.

Taught: Fall and Spring terms.

Prerequisites: EDU 3150, EDU 3250, EDU 5690, and admission to teacher education. Same term registration in EDU 3350, EDU 3360, and EDU 3370 is recommended.

Credits: 1 credit

EDU 3660 - Crucial Issues in Education

Goals: To research and critically examine a particular set of issues connected with the profession of education.

Content: Topics will vary from year to year. Recent topics have included education and the media, immigrant and refugee students in U.S. schools, the achievement gap, educational policy.

Taught: Winter term

Credits: 4 credits

EDU 5400 - Teaching Social Studies in the Elementary School (K-6)

Goals: To develop an understanding of the social studies and the purposes they serve - especially citizenship education. To explore issues in social studies such as its role in the school curriculum, standards and testing, curriculum development, and content controversies. To learn about materials development and teaching techniques used in facilitating

learning of social studies skills and content by elementary and middle students.

Content: Philosophy of social studies education, methods of teaching, major concepts of the social science disciplines, planning for teaching, research and study skills, professional and community resources, incorporation of national, state, and local standards, citizenship education in global perspective. 15 hours of school-based teaching activities are built into course time.

Taught: Fall term

Prerequisites: EDU 3150, EDU 3250, EDU 5690, and admission to Undergraduate Teacher Education program.

Credits: 4 credits

EDU 5450 - Teaching Literacy in the Elementary School (K-6)

Goals: To gain knowledge and skills necessary to foster literacy development (listening, speaking, reading, writing, thinking) in young children through a child-centered, whole language program.

Content: Definition of literacy; identification of appropriate goals, materials, methods, and evaluation techniques for promoting literacy; professional resources; children's literature. 30 hours of school-based activities in elementary classrooms, including micro-teaching are built into course time.

Taught: Spring term

Prerequisites: EDU 3150, EDU 3250, EDU 5690, and admission to Undergraduate Teacher Education program.

Credits: 6 credits

EDU 5510 - Teaching Mathematics in the Elementary School (K-6)

Goals: To learn the philosophy, content, and pedagogy of elementary level mathematics. To understand an appropriate scope and sequence of knowledge and skills for each level. To employ a standards-based, problem-solving approach to teaching and learning in elementary level mathematics.

Content: The historical development of mathematics within elementary level curriculum. A standard scope and sequence of content based on the development of an operating definition of math for elementary schools that includes the latest NCTM standards. Integrating curriculum, child-centered and holistic teaching strategies, assessment tools and models, and appropriate technology in teaching and learning elementary level mathematics.

Taught: Fall term.

Prerequisites: EDU 3150, EDU 3250, EDU 5690, MATH 1130, and admission to Undergraduate Teacher Education program.

Credits: 4 credits

EDU 5520 - Teaching Science in the Elementary School (K-6)

Goals: To design and lead instruction for elementary students that meets national and state standards for content and pedagogy in science. To manage an elementary science

classroom in ways that minimize risks and maximize the thinking and learning of all students.

Content: The nature of science, science process skills, misconceptions in science and conceptual change, the learning cycle approach to lesson design, assessment, management of investigations, revising labs into inquiry investigations, national and state standards, resources to support science instruction, and professional development in science education.

Taught: Fall term.

Prerequisites: EDU 3150, EDU 3250, EDU 5690, junior standing, and admission to Undergraduate Teacher Education program.

Credits: 4 credits

EDU 5600 - Hamline Overseas Student Teaching (HOST)

Accepted students will complete a minimum of 8 weeks student teaching in a local-area K-12 school and 10 weeks student teaching in an approved school overseas (minimum of 18 weeks total). The total time (in weeks) will vary by licensure area(s) sought. Students will work closely with their student teaching seminar professor and supervisor to complete assignments, self-assessments, and other student teaching requirements.

Taught: Offered only as a combination of fall/winter or winter/spring terms.

Prerequisites: Completion of all licensure coursework and teaching major coursework, and approval to student teach. Co-requisite: EDU 5900.

Students must complete state-side student teaching and other requirements before receiving approval to student teach overseas.

Note: Contact the HSE Teacher Education Department chair or view the Department's website [www.hamline.edu/education/index.html] to learn about the application process and eligibility requirements.

Students cannot self-register; Teacher Education Department staff will register eligible students for student teaching credits.

EDU 5620 - Education and Cultural Diversity

Goals: To understand the educational implications of cultural diversity: class, disability, gender, language, race/ethnicity, and sexual orientation. To design means of creating a positive classroom climate that enhances learning of all students. To understand the contributions to society by persons of color and other historically underrepresented groups. To understand the nature, causes, and effects of prejudice. To explore classroom implications of inclusive education. Approved by the Minnesota Department of Education as satisfying the Education 521 Human Relations requirement.

Content: Principles for building self-esteem in students; communication skills for creating a positive classroom climate; the nature, cause, and effects of prejudice; contributions to society by persons of color and other historically

underrepresented groups; methods for designing multicultural curriculum units.

Taught: Fall and spring terms

Prerequisites: EDU 3150 and EDU 3250.

Co-requisite: EDU 5620 LAB. Students must also register for a 0-credit course lab during which they will complete a 30-hour required clinical in a local school.

Note: Prior completion of EDU 5690 is strongly recommended. Students who have transferred in the equivalent course content without clinical experience should see the Undergraduate Teacher Education Program Coordinator to enroll in a 1-credit Independent Study.

Credits: 4 credits

EDU 5640 - Families, Schools, and Communities

Goals: To develop an awareness of the influences sociocultural and economic conditions have on students' lives. To understand the impact of school-family-community relations on the education and well-being of children and youth. To develop skill in communicating with parents and communities. To understand the importance of bridging school and home experiences.

Content: Family structure and diversity; influences of social and economic status on school experiences; issues of health and well-being of children and adolescents; family background influences on child/adolescent development; communicating with families and communities; family and communities as resources for curriculum building; the influence of violence; impact of tobacco, alcohol, drug, and other chemical use on school experience and performance.

Prerequisites: EDU 3150 and EDU 3250.

Credits: 2 credits

EDU 5690 - Theory to Practice

Goals: This is an introductory methods class in which students will apply theories of learning, instruction, early adolescent development, motivation, and assessment to classroom situations.

Content: Analysis of teaching and learning instructional theory; structuring and managing the learning environment; strategies for assessing learning; designing developmentally appropriate learning opportunities to incorporate different approaches to learning, learning styles, and multiple intelligences; and strategies for culturally responsive instruction.

Taught: Fall and spring terms

Prerequisites: EDU 3150, EDU 3250, and admission to Undergraduate Teacher Education program.

Clinical Requirement: 15 hours.

Students who have transferred in the equivalent course content without clinical experience should see the Department Chair to enroll in a 1-credit Independent Study.

Credits: 2 credits

EDU 5710 - Teaching Literacy in the Middle and Secondary Schools (5-12)

Goals: Facilitate acquisition of knowledge and the development of skills essential in assessing and teaching literacy skills in 5-12 classrooms.

Content: This course is designed to teach potential middle and secondary school teachers how to connect reading strategies to content information; assist struggling readers; and provide information on instructional techniques, integrated learning models, and young adult literature that connects with a range of content areas.

Taught: Fall and winter terms

Prerequisites: EDU 3150, EDU 3250, EDU 5690, junior standing, and admission to Undergraduate Teacher Education program.

Note: Prior completion of EDU 5620 recommended.

Credits: 4 credits

EDU 5720 - Exceptionality

Goals: To develop understanding of types of exceptionality and the significance of legal aspects, diagnosis, labeling, enrichment, placement, assessment, facilities, parental involvement, and professional and paraprofessional support in educational practice.

Content: Surveys areas of exceptionality such as learning disabilities, physical and mental disabilities, emotional and behavior disorders, and giftedness. Considers impact on classroom learning. Addresses theories of exceptionality, history of educational policy for exceptional children, and educational practices for responding to exceptional students' needs.

Taught: Fall and spring terms

Prerequisites: EDU 3150 and EDU 3250. EDU 5620 recommended.

Clinical Requirement: 10 hours. Students who have transferred in the equivalent course content without clinical experience should see the Department Chair to enroll in a 1-credit Independent Study.

Credits: 2 credits

EDU 5730 - Teaching Social Studies in the Middle and High Schools (5-12)

Goals: To develop an understanding of the social studies - its role in the school curriculum, content controversies, standards and testing, curriculum development. To learn about materials development and teaching techniques used to facilitate powerful teaching and learning in middle and secondary classrooms.

Content: Philosophy of social studies education; methods of teaching; major concepts of the social science disciplines; planning for teaching; research and study skills; professional and community resources; incorporation of national, state and local standards; citizenship education within a global context.

Taught: Fall and Spring terms.

Prerequisites: EDU 3150, EDU 3250, EDU 5690, and admission to Undergraduate Teacher Education program.
Note: Prior completion of EDU 5750 strongly recommended.

Credits: 4 credits

EDU 5740 - Teaching Science in the Middle and High Schools (5-12)

Goals: To design and lead instruction for secondary students that meets national and state standards for content and pedagogy in science. To manage a secondary science classroom in ways that minimize risks and maximize the thinking and learning of all students.

Content: The nature of science, science process skills, misconceptions in science and conceptual change, the learning cycle approach to lesson design, assessment, revising labs into inquiry investigations, management of investigations, national and state standards, resources to support science instruction, and professional development in science education.

Taught: Spring term

Prerequisites: EDU 3150, EDU 3250, EDU 5690, junior standing, and admission to Undergraduate Teacher Education program.

Note: Prior completion of EDU 5750 strongly recommended.

Credits: 4 credits

EDU 5750 - Teaching in Secondary Schools

Goals: This is an advanced-level methods class in which students will apply theories of learning, instruction, adolescent development, motivation, and assessment to classroom situations typical for secondary students.

Content: With specific attention to students in secondary schools, analysis of teaching and learning instructional theory; structuring and managing the learning environment; strategies for assessing learning; designing developmentally appropriate learning opportunities to incorporate different approaches to learning, learning styles, and multiple intelligences; strategies for culturally responsive instruction; and uses of technology to facilitate and enhance learning.

Taught: Fall and spring terms

Prerequisites: EDU 3150, EDU 3250, EDU 5690, junior standing, and admission to Undergraduate Teacher Education program.

Clinical Requirement: 20 hours in a local school.

Credits: 4 credits

EDU 5780 - Teaching Mathematics in the Middle and High Schools (5-12)

Goals: To gain knowledge and competency necessary to implement effective teaching strategies that support student investigation, discussion, and reasoning about challenging mathematical problems at the secondary level.

Content: Addresses processes of inquiry and problem solving in mathematics; models of effective mathematics teaching; experiences planning and delivering of curriculum

and assessment which are aligned with national and state standards; selection and use of appropriate instructional tools including texts, manipulatives, and technology for teaching secondary mathematics; support for students with diverse learning needs.

Taught: Spring term

Prerequisites: EDU 3150, EDU 3250, EDU 5690, and admission to Undergraduate Teacher Education program.
Note: EDU 5620 and EDU 5750 strongly recommended.

Credits: 4 credits

EDU 5840 - Student Teaching Double License in Elementary and/or Secondary

Goals: To apply, modify, and demonstrate effective teaching techniques through actual teaching experience in the public schools. To develop skills of critical reflections, monitoring, and adjusting of professional practice. To develop a professional understanding of the role of a teacher and a personal model of teaching.

Eligible teacher candidates become licensed in two levels by completing 10 weeks in one licensure area and 8 weeks in a second licensure area for 18 weeks total.

Content: Laboratory application of all previous methods and supporting coursework. Observation, part-time, then full-time teaching are required at both levels. Completion of the Teacher Performance Assessment.

Taught: Offered only as a combination of fall/winter terms or winter/spring terms.

Prerequisite: Completion of all work in elementary and/or secondary licensure coursework, completion of teaching major coursework, and approval to student teach.

Co-requisite: EDU 5900

Credits: 4 credits winter term; 16 credits fall or spring term. Total of 20 credits.

EDU 5850 - Student Teaching Elementary (K-6)

Goals: To apply, modify, and demonstrate effective teaching techniques through actual teaching experience in the public schools. To develop skills of critical reflections, monitoring, and adjusting of professional practice. To develop a professional understanding of the role of a teacher and a personal model of teaching.

Content: Laboratory application of all previous methods and supporting coursework. Observation, part-time, then full-time teaching are required at both levels. Completion of the Teacher Performance Assessment.

Taught: Fall and spring

Prerequisite: Completion of all elementary licensure coursework and teaching major coursework, and approval to student teach.

Co-requisite: EDU 5900

Credits: 14 credits

EDU 5881 - World Language Methods (K-12)

Goals: This methodology course will familiarize students with the basic teaching responsibilities and classroom management, as well as provide an introduction to the theoretical and practical issues relevant to foreign language learning. Through an understanding of past and current language acquisition and learning theory, students will be able to present arguments for the assumptions of teaching methods, as well as describe their contributions.

Content: Students will continually analyze their assumptions about teaching effectiveness through journal writing, personal experience in the classroom, and critical reading of current classroom research. Students will also be given a solid foundation in practical teaching techniques, evaluation of long-term course objectives and curriculum based on learner needs, and the successful implementation of the K-12 Minnesota Graduation Standards.

Prerequisites: EDU 3150, EDU 3250, EDU 5690, and admission to teacher education. EDU 5620 is recommended. Enrollment in the semester immediately prior to student teaching is recommended.

Credits: 4 credits

EDU 5900 - Student Teaching Seminar

Content: Features both small group and large group meetings. Focus on self-assessment of and reflection on student teaching performance, completion of state licensure requirements including Teacher Performance Assessment, and collaboration with university supervisors.

Taught: Fall and Spring terms.

Co-requisite: Appropriate Student Teaching

Credits: 2 credits

EDU 5930 - Student Teaching Secondary (9-12)

Goals: To demonstrate teaching competencies that enable the student to plan, implement, and evaluate effective lessons in a classroom setting; use of guidance techniques conducive to learning; diagnosis and evaluation; classroom organization; critical reflection, monitoring, and adjustment of professional practice; preparation for a career in education.

Content: Laboratory application of all previous methods and supporting coursework. Observation, part-time, then full-time teaching are required at both levels. Completion of the Teacher Performance Assessment.

Prerequisite: This course is restricted to secondary science students pursuing a 9-12 license only. Completion of all secondary licensure coursework, completion of teaching major coursework, and approval to student teach.

Co-requisite: EDU 5900

Credits: 14 credits

EDU 5940 - Student Teaching Double License in Elementary or Secondary and K-12

Goals: To apply, modify, and demonstrate effective teaching techniques through actual teaching experience in the public schools. To develop skills of critical reflections, monitoring, and adjusting of professional practice. To develop a professional understanding of the role of a teacher and a personal model of teaching.

Eligible teacher candidates first complete 16 weeks at the elementary or secondary level (10 weeks in regular classroom, then 6 weeks in a specialized field) after which the teacher candidate must complete 8 weeks at the appropriate other level in K-12 specialty. (24 weeks total).

Content: Laboratory application of all previous methods and supporting coursework. Observation, part-time, then full-time teaching are required at both levels. Completion of the Teacher Performance Assessment.

Taught: Offered only as a combination of fall/winter terms or winter/spring terms.

Prerequisite: Completion of all elementary or secondary licensure coursework, completion of teaching major coursework, and approval to student teach.

Co-requisite: EDU 5900

Credits: 4 credits winter term; 18 credits fall or spring term. Total of 22 credits.

EDU 5950 - Student Teaching Secondary (5-12)

Goals: To demonstrate teaching competencies that enable the student to plan, implement, and evaluate effective lessons in a classroom setting; use of guidance techniques conducive to learning; diagnosis and evaluation; classroom organization; critical reflection, monitoring, and adjustment of professional practice; preparation for a career in education.

Content: Laboratory application of all previous methods and supporting coursework. Observation, part-time, then full-time teaching are required at both levels. Completion of the Teacher Performance Assessment.

Prerequisite: Completion of all secondary licensure coursework, completion of teaching major coursework, and approval to student teach.

Co-requisite: EDU 5900

Credits: 14 credits

EDU 5960 - Student Teaching (K-12)

Goals: To apply, modify, and demonstrate effective teaching techniques through actual teaching experience in the public schools. To develop skills of critical reflections, monitoring, and adjusting of professional practice. To develop a professional understanding of the role of a teacher and a personal model of teaching. This section of student teaching is for ESL, theatre/dance, world languages licensure only.

Content: Laboratory application of all previous methods and supporting coursework. Observation, part-time and then full-time responsibility for teaching. At least two weeks of full-

time teaching are required at each level; total of 16 weeks required, eight weeks elementary and eight weeks secondary. Completion of the Teacher Performance Assessment.

Prerequisite: Completion of all K-12 licensure coursework, completion of teaching major coursework, and approval to student teach.

Co-requisite: EDU 5900

Credits: 18 credits

EDU 5XXX - Secondary Special Methods

Special Methods courses focus on teaching methods specific to the major or minor. In some disciplines the Special Methods course(s) may be offered in the content major or minor or at another ACTC college; students are urged to consult the secondary coordinator or department chair for details.

Goals: To design and implement effective methods for teaching a particular content area in the secondary schools.

Content: Topics typically include the role of games, laboratory activities, textbooks, audiovisual materials, lectures and other strategies in teaching in the specified subject area; teaching with a focus on values; testing and evaluation.

Taught: Consult education advisor for scheduling information.

Prerequisites: EDU 3150, EDU 3250, EDU 5620, EDU 5690, junior standing, and admission to teacher education.

Enrollment during the semester immediately prior to student teaching is recommended.

Credits: credits vary

ENG 1100 - English for International Students

Goals: As preparation for ENG 1110 the course will help international students develop the writing skills necessary for college-level course work.

Content: Focus on writing and rewriting with an emphasis on the particular needs of non-native speakers of English.

Taught: Annually.

Credits: 4 credits

ENG 1110 - Writing and Reading Texts

Goals: To develop critical writing, reading, and thinking skills needed in academic courses in order to achieve greater effectiveness and analysis in writing. To understand the dynamic relationship between language and culture and to begin to explore how one is shaped by language and shapes the world through language.

Content: Critically reading a variety of literary, nonliterary, and visual texts and developing research skills for providing cultural, social, political, and historical contexts. Frequent writing and rewriting in a variety of genres, at least one of which includes research strategies and incorporation of sources. Focus on the elements of successful written communication, including invention, purpose, audience, organization, grammar, and conventions.

Taught: Annually.

Prerequisites: None. Required of all first-year students. Open to others with permission of the department. ENG 1110 does not apply to the English major but instead counts toward a student's breadth of study.

Credits: 4 credits

ENG 1210 - British Literatures to 1789

Goals: To survey British literature to 1789 in its cultural and intellectual contexts.

Content: Selected works by such authors as Geoffrey Chaucer, Margery Kempe, Edmund Spenser, William Shakespeare, John Donne, John Milton, Andrew Marvell, and Jonathan Swift.

Taught: Annually.

Prerequisite: ENG 1110 or its equivalent, or concurrent registration.

Credits: 4 credits

ENG 1220 - British Literatures after 1789

Goals: To survey British literature after 1789 in its cultural and intellectual contexts.

Content: Selected works by authors such as Mary Wollstonecraft, William Wordsworth, Jane Austen, Robert Browning, Oscar Wilde, Virginia Woolf, and Tom Stoppard.

Taught: Annually.

Prerequisite: ENG 1110 or its equivalent, or concurrent registration.

Credits: 4 credits

ENG 1230 - American Literatures to 1860

Goals: To survey American literature to 1860 in its cultural and intellectual contexts.

Content: Literary forms such as sermon, oral narrative, autobiography, journals, essays, poetry, and fiction. Possible authors and texts: Native American poetry and tales, Cabeza de Vaca, Mary Rowlandson, Sor Juana, Benjamin Franklin, William Apess, Ralph Waldo Emerson, Nathaniel Hawthorne, Edgar Allan Poe, Frederick Douglass, Emily Dickinson, and Walt Whitman.

Taught: Annually.

Prerequisite: ENG 1110 or its equivalent, or concurrent registration.

Credits: 4 credits

ENG 1240 - American Literatures after 1860

Goals: To survey American literature from about 1860 to the present in its cultural and intellectual contexts.

Content: Literary forms such as the novel, poetry, and drama that develop themes such as the rise of the city, changing social and personal values, industrialism, and individual alienation. Possible authors: Mark Twain, Kate Chopin, Langston Hughes, William Faulkner, Adrienne Rich, Gwendolyn Brooks, and Maxine Hong Kingston.

Taught: Annually.

Prerequisite: ENG 1110 or its equivalent, or concurrent registration.

Credits: 4 credits

ENG 1250 - World Literatures

Goals: To survey literatures of the world in their cultural and intellectual contexts.

Content: Selections and emphasis will vary from semester to semester. Students will gain understanding of literary forms such as the novel, drama, poetry, and essay in different cultural contexts. Typical topics for discussion may include the cross-cultural comparison of forms, colonial and postcolonial experiences, and the effects of globalization.

Taught: Annually.

Prerequisite: ENG 1110 or its equivalent, or concurrent registration.

Credits: 4 credits

ENG 1270 - African-American Literatures

Goals: To survey African-American literary tradition as influenced by oral and written forms of expression. To heighten the student's awareness of the particularity of African-American cultural expression as well as its connections with mainstream American writing.

Content: Selections of texts may vary from semester to semester. Typically, the course will survey prose, poetry, and drama from the 18th to the 20th centuries. Selected works by such authors as Phillis Wheatley, David Walker, Frederick Douglass, Frances Harper, Paul Laurence Dunbar, Booker T. Washington, W.E.B. Du Bois, James Weldon Johnson, Claude McKay, Langston Hughes, Zora Neale Hurston, Jean Toomer, Sterling Brown, Richard Wright, James Baldwin, Toni Morrison, Lorraine Hansberry, and Alice Childress.

Taught: Annually.

Prerequisite: ENG 1110 or its equivalent, or concurrent registration.

Credits: 4 credits

ENG 3010 - Textual Studies and Criticism

Goals: To introduce readers to a critical relationship with literary form that is the foundation of the discipline of English. The course investigates literature and writing as a site of cultural production and consumption, leading to a self-reflexive development of critical thinking through the close reading of texts in different genres. Students acquire critical terminology and practice interpretive strategies.

Content: Close reading of and writing about selected works from various cultures, genres, and periods.

Taught: Annually.

Prerequisite: Strongly recommended that one survey course (1210, 1220, 1230, 1240, 1250, 1270) be completed or taken concurrently.

Credits: 4 credits

ENG 3020 - Literary and Cultural Theory

Goals: To introduce students to theoretical approaches to texts and to the practical applications of literary theory. Students should take this gateway course in the sophomore year in conjunction with declaring a major/minor. This course builds on the learning experiences introduced in ENG 1110, the surveys, and ENG 3010: Textual Studies and Criticism and prepares students for success in 3000-level writing and literature courses and the senior seminar. Required for many 3000-level courses.

Content: Reading and discussing representative 20th-century critical approaches to the study and understanding of written texts and producing analytical essays that apply critical methods to selected texts.

Taught: Annually.

Prerequisites: One survey course (ENG 1210, 1220, 1230, 1240, 1250, or 1270) completed. While in rare cases ENG 3020 may be taken concurrently with ENG 3010, it is strongly encouraged for student success that ENG 3010 be completed first. Not recommended for first-year students. Nonmajors and nonminors need the permission of the instructor.

Credits: 4 credits

ENG 3100 - Introduction to African-American Studies

Goals: To develop an understanding of several key issues in African American Studies emphasizing close textual reading and analysis. Additionally, students participate in academic service learning to synthesize textual and experimental learning.

Content: The course materials will focus on critical readings about construction of race as a concept; intersections of race, class and gender; afrocentrism; pan-africanism; diasporic connections; nationalism; religious dimension; literary theory and popular culture.

Prerequisite: Sophomore standing or consent of instructor.

Credits: 4 credits

ENG 3190 - Introduction to Linguistics

Goals: To examine the scientific study of language and language analysis.

Content: Analysis of language in terms of phonetics and phonology (sounds), morphology (word formation), semantics (the meaning system), syntax (sentences and their structure), and language change. Discussion of the relationship between language and neurology, psychology, society, and culture.

Taught: Alternate years.

Prerequisites: ENG 1110 or equivalent; ENG 3020 recommended.

Credits: 4 credits

ENG 3320 - Fundamentals of Journalism

Goals: To develop skills in writing for mass media.

Content: Techniques and practice of news, feature, and interpretive reporting combined with reading and discussion of principles and ethics of journalism.

Taught: Annually.

Prerequisite: ENG 1110 or equivalent.

Credits: 4 credits

ENG 3330 - Special Topics in Journalism

Goals: To explore special topics in news reporting and writing.

Content: Build on basic writing techniques and formats with concentration on interviewing, fact gathering, editing, and design. Exposure to print, broadcast, or online media. Topics vary. Check section title and description.

Taught: Annually.

Prerequisite: ENG 1110 or equivalent. ENG 3320 is recommended.

A student may register for this course more than once for different topics.

Credits: 4 credits

ENG 3340 - Organizational Writing

Goals: To develop strategies for writing in organizations.

Content: Focus on inter- and intra-organizational correspondence, proposals, and reports, with emphasis on the principles and techniques for writing in for profit and non-profit organizations—business, government, and industry.

Taught: Annually.

Prerequisites: ENG 1110 or equivalent. Senior status recommended.

Credits: 4 credits

ENG 3370 - Topics in Professional Writing

Goals: An intensive study in a particular area of professional writing.

Content: Based upon the principles and practices of professional writing and communication, this course requires that students write for multiple, complex audiences and purposes. Topics vary. Check section title and description. Examples include “research and report writing,” “writing for new media” and “professional and technical writing.”

Taught: Annually.

Prerequisite: ENG 1110 or its equivalent. A student may register for this course more than once for different topics.

Credits: 4 credits

ENG 3390 - Advanced Writing: Exposition and Argumentation

Goals: To study and acquire power in textual production through reflective reading and writing across genres, discourses, audiences, and purposes.

Content: Studies of writing that maintain (or subvert) the status quo, addressing particularly the influences of culture, gender, class, race, disability, and other categories that define identity and community. Course focus is on expository and argumentative writing—broadly defined—and may be organized around a single category. Recent examples include environment and place, public policy, and disability studies.

Taught: Annually.

Prerequisite: ENG 1110 or its equivalent. A student may register for this course more than once for different topics.

Credits: 4 credits

ENG 3450 - Studies in Literatures Across Cultures

Goals: A critical study of a specific topic in world literature.

Content: Intensive analysis of texts in their cultural contexts. Topics vary from year to year. Recent examples: passages to India, the empire writes back, Harlem renaissance, pan-African oratory, 20th-century Irish literature.

Taught: Annually.

Prerequisites: ENG 3010. ENG 3020 strongly recommended.

A student may register for this course more than once for different topics.

Credits: 4 credits

ENG 3510 - Studies in a Single Author

Goals: A critical study of a specific author.

Content: Intensive analysis of texts in their cultural contexts. Topics vary from year to year. Examples include Toni Morrison, James Baldwin, Edmund Spenser, John Milton.

Taught: Annually.

Prerequisites: ENG 3010. ENG 3020 strongly recommended.

A student may register for this course more than once for different topics.

Credits: 4 credits

ENG 3530 - Studies in British Literatures

Goals: A critical study of a specific topic in British literature.

Content: Intensive analysis of texts in their cultural contexts. Topics vary from year to year. Recent examples: medieval lowlife, Arthurian legends, Renaissance drama, Romantic poetry, Victorian novel, modernism, contemporary novel.

Taught: Annually.

Prerequisites: ENG 3010. ENG 3020 (may be taken concurrently). A student may register for this course more than once for different topics.

Credits: 4 credits

ENG 3540 - Studies in American Literatures

Goals: A critical study of a specific topic or period in American literature.

Content: Intensive analysis of texts in their cultural contexts. Topics vary from year to year. Recent examples: American Literature of Landscape and Nature; Walt Whitman

and Modern American Poetry; Beats, Bop, and the Status Quo; Comedy and Postmodernism; Women's Bildungsroman and Kunstlerroman; Science and Literature.

Taught: Annually.

Prerequisites: ENG 3010. ENG 3020 (may be taken concurrently). A student may register for this course more than once for different topics.

Credits: 4 credits

ENG 3570 - Women and Literature

Goals: To understand women writers' representations in literature by closely examining their work in historical and cultural contexts through the theory and practice of feminist criticism.

Content: Focus varies. Recent examples: writers of color, wandering women, black women writers.

Taught: Annually.

Prerequisite: ENG 3010 or WSTD 1010. A student may register for this class more than once for different topics.

Credits: 4 credits

ENG 5600 - Composition Theory and Pedagogy

Goals: To introduce students to the theory and practice of teaching writing.

Content: Students will examine a range of composition philosophies and pedagogies. Through extensive reading and peer-reviewed demonstrations, students will learn and practice a process-based approach to teaching critical thinking, reading, and writing skills in the writing classroom. Students will learn strategies for designing courses and assignments, facilitating discussions and peer reviews, integrating technology and research methods, and responding to writing through tutorials and written evaluations. Readings and presentations by practitioners will also introduce students to the philosophies and practices of Writing Across the Curriculum, the Writing Center, and second-language and basic writing instruction.

This course is recommended for seniors who are contemplating applying to English graduate programs or contemplating teaching English at the secondary level. This course does not replace ENG 5700 Teaching English in the Middle and High Schools (5-12) or any other Education or licensure requirements.

Taught: Fall

Prerequisites: ENG 3010 and ENG 3020. Approval of advisor and signature of instructor required for registration.

Credits: 4 credits

ENG 5700 - Teaching English in the Middle and High Schools (5-12)

Goals: To instruct prospective teachers in the theoretical foundations of current teaching methods and practices.

Content: Methods of teaching reading and composition. Planning the English curriculum within the community setting.

The inclusion of adolescent literature, non-Western literature, and popular culture in the curriculum.

Taught: Available annually at either Hamline or another ACTC school.

Prerequisites: EDU 3150 and 3250; an English major or minor.

Credits: 4 credits

ENG 5960 - Senior Seminar

Goals: This course provides the capstone experience in the major. The goal of this course is to practice and polish previously learned skills and experiences to produce an analysis of literary texts of article length and quality. This essay marks the student's entrance into the profession as a participant in an on-going and dynamic conversation about specific works and the discipline as a whole.

Content: Varies from year to year. Recent examples: Twice-Told Tales; Salman Rushdie and Transnationalism; There is No Place Like Home: Literature of Exile; Slavery, Women and the Literary Imagination; Narratives of National Trauma; Propaganda and the Literature of Commitment; 20th Century Drama; Hard-Boiled Fiction; Hawthorne and "a Mob of Scribbling Women"; Renaissance Self-Fashioning; American Melancholy: Readings of Race, Sexuality and Performance Culture.

Taught: Three senior seminars are offered each year.

Prerequisites: ENG 3020 and at least one 3000-level literature course and consent of instructor.

Credits: 4 credits

ESTD 1100 - Introduction to Environmental Studies

Goals: To introduce students to the study of interactions between humans and the environment from an interdisciplinary perspective; to expose students to multiple viewpoints on environmental issues; to acquaint students with internship opportunities in environmental studies.

Taught: Fall semester and spring semester.

Credits: 4 credits

ESTD 5950 - Problem Solving in Environmental Studies

Goals: To cultivate the competencies needed to address environmental problems. These competencies include working in groups, discussion and presentation skills, writing skills, understanding multiple viewpoints, and analyzing and presenting conflicting information.

Taught: Annually, fall semester.

Prerequisites: ESTD 1100, BIOL 1130, and one course in general statistics

Credits: 4 credits

FIN 1010 - Workshop in Applied Investing

Goals: To provide opportunity to students to value public companies and receive hands-on experience in the securities industry, all within the context of a non-threatening learning environment. This workshop acts as a portfolio manager

deciding how and where to invest a small portion (initially about \$35,000) of the university's actual securities. The course's mission is to: a) develop an understanding of the stock market, including an appreciation of its innate risk and the development of tools to mitigate risk, b) learn how to apply the financial concepts taught in academic management courses to the real world, c) practice analyzing (valuing) a company from an investor's perspective, and d) consider social/ethical responsibilities and values of a company in deciding to invest in other companies.

Content: This workshop acts as a portfolio manager deciding how and where to invest a small portion of the university's endowed funds. The course's mission is to: a) develop an understanding of the stock market, including an appreciation of its innate risk and the development of tools to mitigate risk, b) learn how to apply the financial concepts taught in academic management courses to the real world, c) practice analyzing (valuing) a company from an investor's perspective, and d) consider social/ethical responsibilities and values of a company in deciding to invest in other companies.

Credits: 2 credits, offered only Pass/No Pass

FIN 3100 - Foundations of Finance

Goals: To understand fundamentals of financial management and to analyze quantitative and judgmental aspects of financial situations.

Content: Business organization, ratio analysis, forecasting, breakeven analysis, working capital management, capital budgeting, valuation, leverage, and financial markets are examined.

Prerequisites: ACCT 1310; ECON 1310; ECON 1330 or PSY 1430 or MATH 1200; or consent of the instructor.

Credits: 4 credits

FIN 3700 - Financial Markets and Institutions

Goals: This course introduces knowledge and skills required to be successful in the financial services industry.

Content: While examining the financial system of the United States and other countries it introduces students to financial institutions, securities markets, the role of money in the economy, and the monetary system. Financial markets fund much of the expenditures of governments, individuals, and corporations, and financial institutions are the conduit through which funds flow from savers to those with funding needs. The course emphasizes real-world applications on how financial markets and institutions affect the investment decisions of financial managers.

Prerequisites: ECON 1320 and FIN 3100, or consent of the instructor.

Credits: 4 credits

FIN 3710 - Financial Analysis

Goals: To demonstrate the use of the theory of financial management as an integral part of making complex business decisions and to prepare students to present and defend their reasoning in a clear and concise manner.

Content: Fixed asset management, capital structure management, and financial analysis and planning through case analysis.

Prerequisites: ECON 1320 and FIN 3100, or consent of the instructor.

Credits: 4 credits

FIN 3720 - Investment Management

Goals: To learn and apply basic concepts of investment management using risk/return analysis and empirical evidence to examine the efficient markets hypothesis, portfolio diversification strategies, securities valuation, and investment decision-making in changing global markets.

Prerequisite: FIN 3100, or consent of the instructor.

Credits: 4 credits

FIN 3730 - Corporate Finance

Goals: To understand and analyze corporate policies and the decision-making that drives financial decisions. Relevant for careers in finance, as well as consulting and strategic planning.

Content: Capital structure and payout policy, short-term and long-term financial planning, risk management, options and other derivatives, mergers and acquisitions, behavioral finance and international corporate finance.

Taught: Annually

Prerequisites: FIN 3100

Credits: 4 credits

FREN 1110 - Beginning French I

Goals: To teach students how to speak, read and write by focusing on the fundamental structures of French grammar and vocabulary.

Content: The course seeks to give students a broader awareness on French and Francophone cultures and a greater understanding vis-à-vis "world-culture" or "world-literature" through videos clips, short stories and fables on a variety of topics that are drawn from the francophone world of literature.

Taught: Annually

Credits: 4 credits

FREN 1120 - Beginning French II

Goals: In this course you will learn how to speak, read and write by focusing on the fundamental structures of French grammar and vocabulary.

Content: Emphasis is placed on a broader awareness of French and Francophone cultures and a greater understanding vis-à-vis "world-culture" or "world-literature". Usage of videos clips, textual readings of French Classical Fables and other francophone short stories or textual excerpts drawn from different periods and genres will enhance students' knowledge of the francophone world and cultures.

Taught: Annually
Recommended **Prerequisite:** FREN 1110 or equivalent.
Credits: 4 credits

FREN 3210 - Intermediate French I

Goals: After Beginning French II, in this course students will continue to learn how to speak, read and write by focusing on the fundamental structures of French grammar and vocabulary.

Content: Particular emphasis is placed upon textual readings that are drawn from a plethora of literary genre: plays, novels, folktales, novellas from French and Francophone authors throughout the ages.

Taught: Annually
Recommended **Prerequisite:** FREN 1120 or equivalent.
Credits: 4 credits

FREN 3220 - Intermediate French II

Goals: After Intermediate French I, in this course students will continue to learn how to speak, read and write by focusing on the fundamental structures of French grammar and vocabulary.

Content: The course focuses on providing students with broader cultural awareness on the “Other” and a greater understanding vis-à-vis “world-culture” or “world-literature.” Students are introduced to different literary genres: prose and poetry from a wide range of literary movements and periods.

Taught: Annually
Recommended **Prerequisite:** FREN 3210 or equivalent.
Credits: 4 credits

FREN 3420 - Introduction to French and Francophone Literature

Goals: Survey of French and Francophone literature from the medieval era through the present.

Content: Designed to introduce the student to the history of French and Francophone literatures from medieval period to the present. Emphasis on historical development of oral traditions, written genres and literary conventions.

Taught: Periodically
Recommended prerequisites: FREN 3220 or 3440, or the instructor's consent.
Credits: 4 credits

FREN 3440 - Advanced French

Goals: Comprehensive review of French grammar, literary analysis, and introduction to literary theories and genres. Special focus on writing.

Content: Student is expected to display mastery of writing through cogent rhetorical arguments in French through a variety of assignments. French and Francophone textual readings are drawn from all periods and literary genres.

Taught: Periodically
Recommended **Prerequisite:** FREN 3220, taken at Hamline.
Credits: 4 credits

FREN 3510 - France: Literature and Civilization I

Goals: To acquaint students with the rich history and literature of France from the Middle Ages to the French Revolution.

Content: Emphasis will be on the Medieval society and civilization, the Renaissance, Versailles: the Golden Age of Louis XIV, the dawn of the Enlightenment era as well as literary and philosophical selections from each period.

Taught: Periodically
Recommended **Prerequisite:** FREN 3220 or 3440.
Credits: 4 credits

FREN 3520 - France: Literature and Civilization II

Goals: After French Civilization I, in this course, students will continue their learning process vis-à-vis French history, culture and civilization.

Taught: Periodically
Credits: 4 credits

FREN 3600 - Introduction to French Literary Analysis

Goals: The course focuses on literary interpretation and analysis as a means to empower students with the requisite tools to understand the basics of criticism, poetics and what is meant by mimesis and semiosis. It further aims at presenting students with different methodological approaches to answer the pervasive questions of: 1) What is a text? What is meaning? Is there a sui generis approach to reading a literary text?

Content: Designed to instill in students critical thinking skills and the appreciative art of savoir-faire rhetoric that brings about textual representations. Various methodological approaches to literary criticism and textual analysis will be introduced, viz. structuralism, post-structuralism, Freudian criticism, sociopoetics, etc.

Taught: Periodically
Recommended prerequisites: FREN 3440, taken at Hamline.
Credits: 4 credits

FREN 3620 - Topics in Francophone African Literature

Goals: To acquaint students with the literature and culture of French speaking Africa.

Content: This discussion course focuses on African oral traditions, the development of ideas, aesthetics, literature and cinema to explore the legacies of colonization and decolonization.

Taught: Periodically
Recommended prerequisites: FREN 3440 and 3600 or the instructor's consent.
Credits: 4 credits

FREN 3630 - Francophone Caribbean Literature

Goals: The focal point of this course is to examine literary works by Francophone writers from the Caribbean.

Content: Main focus is the poetics and aesthetic of the francophone literary works which contextualize the notions of Negritude, Africanity, Créolité, Identity and Alienation as they address the political concerns of the late colonial and post-colonial eras.

Taught: Periodically

Recommended prerequisites: FREN 3440 and 3600 or the instructor's consent.

Credits: 4 credits

FREN 5400 - Problems in Translation

Goals: To provide French majors with an understanding of the principal differences between French and English syntax, and to utilize this understanding in translating from English to French and from French to English.

Content: At the level of the sentence, students study grammatical structures and selected translation devices in some detail and with abundant drill and testing. These preparation activities culminate in translations of longer prose passages. Some time is also given to translation of advertisements, travel brochures, business letters and other documents.

Taught: Periodically

Recommended prerequisites: Four 3000-level courses beyond FREN 3220, or equivalent.

Credits: 4 credits

FREN 5600 - Topics: Advanced Study in French and Francophone Literature

Goals: To provide students with a capstone experience that allows them to use their language skills – listening, speaking, reading, and writing – in a student-professor collaboration on a topic of their choice.

Content: This course emphasizes independent work. Students, in consultation with one of the instructors, choose a topic related to their interests. They then undertake a project that results in a research paper or other suitable demonstration of the work they have done.

Taught: Periodically

Recommended prerequisites: FREN 3440 and 3600 or the instructor's consent.

Credits: 4 credits

GERM 1110 - Beginning German I

Goals: To master elements of German grammar and vocabulary, especially in practical situations.

Content: Readings in German; exercises in grammar and vocabulary building; equal emphasis on speaking, understanding the spoken language, writing, and reading.

Taught: Annually.

Credits: 4 credits

GERM 1120 - Beginning German II

Goals: To master elements of German grammar and vocabulary, especially in practical situations.

Content: Readings in German; exercises in grammar and vocabulary building; equal emphasis on speaking, understanding the spoken language, writing, and reading.

Taught: Annually.

Recommended **Prerequisite:** GERM 1110 or equivalent.

Credits: 4 credits

GERM 3210 - Intermediate German I

Goals: To review all topics of German grammar and to enhance all the skills required for proficiency.

Content: Readings in German, exercises in grammar and vocabulary building; equal emphasis on speaking, understanding the spoken language, writing, and reading.

Taught: Annually.

Recommended **Prerequisite:** GERM 1120 or equivalent.

Credits: 4 credits

GERM 3220 - Intermediate German II

Goals: To review all topics of German grammar and to enhance all the skills required for proficiency.

Content: Readings in German, exercises in grammar and vocabulary building; equal emphasis on speaking, understanding the spoken language, writing, and reading.

Taught: Annually.

Recommended **Prerequisite:** GERM 3210 or equivalent.

Credits: 4 credits

GERM 3230 - Intermediate German Conversation

Goal: Designed for the intermediate level, this course helps consolidate a knowledge of German and develops conversational fluency. Excellent preparation for an extended stay in German-speaking countries.

Content: Emphasis is placed on building vocabulary, strengthening pronunciation, and enhancing fluency by means of role-playing, debates, and conversations. Cultural differences, including speech patterns, personal space, and body language, are identified. German satellite TV programs keep issues current and authentic.

Taught: Annually.

Recommended **Prerequisite:** GERM 3220 or equivalent.

Credits: 4 credits

GERM 5500 - Issues in Translation

Goals: To gain greater understanding of cultural differences and a better command of and sensibility for the German language through the process of cooperative translation.

Content: Speeches, conversations, and texts from a variety of areas will be translated from German into English, leading to discussion of translation theory. Close attention will be paid to the context within which texts are situated in order to identify

cultural barriers and biases. The course will enhance interpretive skills.

Taught: Alternate years.

Recommended **Prerequisite:** GERM 3220 or equivalent.

Credits: 4 credits

GERM 5560 - Highlights of German Literature

Goals: To familiarize students with German cultural and literary development through the ages. Literary touchstones from important periods are read and discussed.

Content: Genres and literary movements are presented and discussed and exemplary works from the Middle Ages, the Goethe Era, Modernism, and Post-War Germany are interpreted within their sociohistorical context.

Taught: Alternate years.

Recommended **Prerequisite:** GERM 3220 or equivalent.

Credits: 4 credits

GERM 5600 - Student/Faculty Collaborative Research

Goals: To develop skills for independent research by encountering indepth texts on mutually selected topics, potentially leading to presentations of papers at national conferences and publication of articles.

Content: Primary research in tandem with faculty on a wide variety of topics including politics, film, children's literature, and science.

Recommended **Prerequisite:** GERM 3220 or equivalent.

Credits: 4 credits

GERM 5680 - German Culture and Civilization

Goals: To acquaint students with German civilization and culture through accounts in English, and in German for majors and minors, of its history, science, art, music, dance, theatre, sculpture, architecture, and customs; to increase awareness of cultural differences and the role of the German-speaking lands in world affairs.

Content: Accounts of the German-speaking lands from Roman times to the present, including discussion of the main artistic, literary, and historical issues of the Chivalric Period, the Reformation, the Thirty Years War, Enlightened Despotism, the Classic-Romantic Period, German Idealism, the Wilhelminian Age of Industrialization, the Weimar Republic, the Third Reich, the PostWar Era and Re-unification.

Taught: Annually.

Prerequisite for non-Germanists: None. Recommended prerequisite for Germanists: GERM 3220 or equivalent.

Credits: 4 credits

GERM 5700 - Topics in German Literature

Goals: To study selected topics in German intellectual and literary history toward a deeper understanding of a particular period or theme.

Content: Study of specific writers, movements, and problems in German literature. Content will vary depending

upon the interest of the instructor and the demand of the students. Sample topics: Children's Literature, the Fairy Tale, Fascist Film, Rilke, Literature and Politics, the Romantic Age.

Taught: Alternate years.

Recommended **Prerequisite:** GERM 3220 or equivalent.

Credits: 4 credits

GERM 5800 - Gender Studies: German

Goals: Critically to encounter, in English translation, various visual and literary representations of gender, both dichotomous and nondichotomous, in German-speaking lands since the twelfth century.

Content: Selected readings in English translation (and in German for majors and minors) of German literary and visual texts such as the mystics, Frau von Stein, the fairy tales, the Romantics, the psychoanalysts, the urnings, the communists, the National-Socialists, Bettina, Rahel Levin, and Magnus Hirschfeld; current research and theories about race, disease, sexuality, and otherness.

Taught: Alternate years.

Prerequisites for non-Germanists: None. Recommended prerequisite for Germanists: GERM 3220 or equivalent.

Credits: 4 credits

GERM 5900 - Advanced German Conversation and Composition

Goals: To enable students to speak and write more proficiently and more idiomatically leading toward mastery of fine points of German structure and style. Students learn to express convincingly their own ideas in German.

Content: Equal weight is given to conversation and composition. Written and oral exercises focus on discursive patterns and the most frequent sources of lexical and syntactical errors. Conversations and essays are based on all genres and films as well as on current German cultural issues.

Taught: Annually.

Recommended prerequisites: GERM 3220 and 3230, or equivalents.

Credits: 4 credits

GERM 5910 - Professional German

Goals: To familiarize students with the specific vocabularies and concepts of German business, economics, politics, management, social, and legal issues. Cultural competence and cross-cultural skills are a concomitant objective.

Content: Focus on Germany as a leading country regarding industry, trade, and markets. Analyses of the German economic, social, and political systems will provide students with a broad knowledge of German business practice and environment. The course will expand all four language modalities (listening, reading, writing, speaking) and cross-cultural awareness as it impacts the areas of business and economics.

Taught: Annually.

Recommended **Prerequisite:** GERM 3220 or equivalent.

Credits: 4 credits

GLOB 1910 - Introduction to Global Studies I

Goals: To introduce students to the interdisciplinary field of global studies.

Content: A focus on the history and theoretical approaches that have created global studies as a field of study. Student “consumption” of key texts introduces themes to be encountered in upper-level courses. Presentations by faculty with different disciplinary, regional/cultural, and theoretical backgrounds illustrate the interdisciplinary and global nature of the field. Coinstructors facilitate integration of material presented.

Taught: Annually, in the fall semester.

Prerequisites: Open to first-year students in their second semester and open to sophomores. Juniors and seniors may register by permission of instructor or Global Studies chair.

Credits: 4 credits

GLOB 1920 - Introduction to Global Studies II

Goals: To introduce students to the interdisciplinary field of global studies and to develop the skills and knowledge necessary to carry out research in the field.

Content: The course introduces students to theories of knowledge and research methodologies used in scholarship in the social sciences and humanities. A primary focus of the course is on the production of a satisfactory interdisciplinary research proposal in the field of global studies.

Taught: Annually, in the spring semester.

Prerequisite: GLOB 1910 or consent of instructor.

Credits: 4 credits

GLOB 5900 - Senior Research Seminar

Goals: To produce a capstone independent research product (e.g., paper, web site, media project) that demonstrates the ability to conduct interdisciplinary research and writing in global studies.

Content: A focus on the research and writing process, from conceptualization through completion. Students pursue projects on topics of individual interest but share both discussions of the research and writing process and their final products with other students.

Taught: Annually, in the fall semester.

Prerequisite: Senior standing in global studies or consent of instructor.

Credits: 4 credits

GLOB 5910 - Honors Research Seminar

Goals: To undertake a capstone independent research project that will lead to honors in the global studies major.

Content: A focus on the research and writing process, from conceptualization through completion. Students pursue

projects on topics of individual interest but share both discussions of the research and writing process and a first draft of their honors project with other students.

Taught: Annually, in the fall semester.

Prerequisite: Acceptance of an honors proposal in the major.

Credits: 4 credits

HIST 1200 - Introduction to European History

Topics and time periods covered vary from year to year.

Recent examples: European History from the Renaissance to the French Revolution; European History Since the French Revolution.

Goals: To understand the key developments that shaped Europe from the Renaissance to the present.

Content: Various topics such as the reformations, changes in theories and forms of governments, industrialization, and revolutions, and world wars.

Taught: Annually

Credits: 4 credits

HIST 1300 - Introduction to United States History

Topics and time periods covered vary from year to year.

Recent examples: U.S. History from 1607 to 1865; U.S. History from 1865.

Goals: To understand the key social, economic, and political developments that shaped the United States from the early 17th century to the present day.

Content: Various topics such as immigration, the building of social and political institutions, the Westward expansion and its effect on the nation, the road to the Civil War, industrialization, reform and the move toward a welfare state, ethnic relations within American society, and the rise of the U.S. to the status of a world power.

Taught: Annually

Credits: 4 credits

HIST 1400 - Introduction to Latin American History

Goals: To understand the key developments in the histories of the European, African, Asian, and Amerindian peoples whose interactions created the history of the New World after 1492 and resulted in the emergence of independent nations between 1812 and 1898.

Content: Various topics such as the nature and legacies of the colonial encounter, the importance of geography in national development, the economic foundations of different regions, and Latin American relations with other hemispheric and international powers.

Taught: Annually

Note: Topics and time periods covered vary from year to year. Recent examples: Latin American History: Pre-Columbian to Modern; History of Cuba and Puerto Rico; History of Mexico.

Credits: 4 credits

HIST 1430 - Historical Study Abroad

Goals: To study the history of a particular place by traveling and immersion.

Content: Focus varies. Recent examples: Ancient and Modern Greece.

Taught: This course is offered for credit whenever an appropriate study abroad is being conducted under the auspices of Hamline University.

Credits: 4 credits

HIST 1500 - Introduction to Asian History

Goals: To understand the key characteristics that shaped the formation and evolution of the polities and societies of Asia from ancient times to the present.

Content: Various topics such as nationalism, the spread of spirituality, trade networks, colonialism, and imperialism across Southeast Asia, East Asia, Central Asia including the Himalayas, and South Asia.

Taught: Annually

Note: Topics and time periods covered vary from year to year. Recent examples: Buddhism, Trade, and Trans-Asian Relations from the 15th - 18th Centuries.

Credits: 4 credits

HIST 1600 - Introduction to Chinese History

Goals: To understand the key characteristics that shaped the evolution of China both regionally and globally from ancient times to the present.

Content: Various topics such as revolutionary and reformist tendencies, globalization, the social role of students and intellectuals, the rise of Communist governance, democracy, the status of women, imperialism, market reforms, and nationalism.

Taught: Annually

Note: Topics and time periods covered vary from year to year. Recent examples: The Challenge of Reform and Revolution in China's Past and Present; Continuity and Change in China's Imperial Past.

Credits: 4 credits

HIST 3000 - Workshop in History

Goals: To teach students the skills related to public history. This course is recommended, in preference to HIST 3010, for students who plan to teach at the K-12 level.

Content: Public, local, and community history.

Taught: Alternate years

Prerequisites: One 1000-level HIST course and one 3000-level HIST course.

Recommended: Completion of three 1000-level HIST courses.

Credits: 4 credits

HIST 3010 - Historical Methods

Goals: To expose students to some of the key philosophies of history; to teach students the skills necessary to write a senior essay and to work as a professional historian.

Content: Focus on philosophies of history, historical methodologies, analysis, argumentation, research, and writing.

Taught: Alternate years

Prerequisites: One 1000-level HIST course and one 3000-level HIST course.

Recommended: Completion of three 1000-level HIST courses.

Credits: 4 credits

HIST 3500 - Topics in Asian History

Goals: To study the history and interrelationship of the numerous societies and polities of Asia.

Content: Focus varies. Recent examples: Genghis Khan in the World

Taught: Alternate years

Prerequisite: One 1000-level HIST course. Recommended: One 1000-level HIST course on Asia.

Credits: 4 credits

HIST 3600 - Topics in Chinese History

Goals: To study the history of the Chinese civilizational world, its diaspora, and its place in regional and global history.

Content: Focus varies. Recent examples: Lips & Teeth: Incorporating China's Southwest Borderlands; the Three Taboos of China: Tibet, Taiwan, Tiananmen; Constructing China's Past and Present through Film.

Taught: Alternate years

Prerequisite: One 1000-level HIST course. Recommended: One 1000-level HIST course on Asia.

Credits: 4 credits

HIST 3760 - Topics in the History of Imperialism

Goals: To understand the history of imperialism.

Content: Focus varies. Recent examples: The British Empire; Empires Past & Present; Comparative History of Colonial Societies.

Taught: Alternate years

Prerequisite: One 1000-level HIST course or consent of instructor.

Credits: 4 credits

HIST 3800 - Topics in Gender History

Goals: To study the history of women and gender.

Content: Focus varies. Recent examples: History of Women and Gender in Europe; History of Women and Gender in the U.S.

Taught: Alternate years

Prerequisite: One 1000-level HIST course or consent of instructor.

Credits: 4 credits

HIST 3880 - Topics in the History of War

Goals: To understand the history of war.

Content: Focus varies. Recent examples: Europe and WWII ; Europe and WWI.

Taught: Alternate years.

Prerequisite: One 1000-level HIST course or consent of instructor

Recommended: Completion of three 1000-level HIST courses.

Credits: 4 credits

HIST 3910 - Topics in Russian and Eastern European History

Goals: To study the history of Russia and Eastern European History.

Content: Focus varies. Recent examples: Modern Russia from the Empire to the Revolution; The Rise and Fall of the Soviet Union.

Taught: Alternate years

Prerequisite: One 1000-level HIST course on Europe or consent of instructor.

Recommended: Completion of three 1000-level HIST courses.

Credits: 4 credits

HIST 3930 - Topics in United States History

Goals: To study the history of the United States.

Content: Focus varies. Recent examples: Reform Movements in American History, Immigration, Landmark Trials.

Taught: Alternate years

Credits: 4 credits

HIST 3940 - Topics in Latin American History

Goals: To study the history of Latin America.

Content: Focus varies. Recent examples: 20th Century Mexico.

Taught: Alternate years

Recommended: One previous course in history or consent of instructor.

Credits: 4 credits

HIST 3960 - Topics in Comparative History

Goals: To practice comparative history.

Content: Focus varies. Recent examples: History of Slavery and Emancipation; Clash of Civilizations; Nationalism; Disease and Society.

Taught: Alternate years

Prerequisite: One 1000-level HIST course or consent of instructor.

Credits: 4 credits

HIST 5950 - Seminar in History

Goals: The senior seminar provides a capstone experience in the major, in which students practice and polish previously learned skills and build on previous knowledge and experience to produce a significant research paper. Outstanding students may choose to write a Senior Honors Essay rather than take

the Senior Seminar. The Honors option is open to students whose proposal for a significant research paper based on primary source materials is approved by the History Department faculty in the spring of the junior year. Honors students carry out research and write the essay under the direction of a faculty advisor and defend it before a committee in spring of the senior year.

Content: Varies from year to year. Recent examples: Biography as History; Diplomatic History; Environmental History; Rise and Fall of Radical Right.

Taught: Annually

Prerequisites: Junior or senior standing, three 1000-level HIST courses, three 3000-level HIST courses, and completion of HIST 3010 or 3000. (Seven courses total.)

Credits: 4 credits

HLTH 1170 - Personal and Community Health

Goals: To explore health knowledge, attitudes, personal health behaviors, important trends in major health areas of concern today. To encourage students to examine, reflect upon, and act to change or strengthen health habits.

Content: Mental health, drugs, human sexuality, prevention and control of diseases, nutrition, weight control, fitness, aging and dying, and consumer health.

Taught: Annually.

Credits: 4 credits

HLTH 1180 - From Knowledge to Action

Goals: To provide prospective teachers skills in teaching behavioral change and health/wellness skills, utilizing models of behavior change and motivational communication.

Content: Skill sets that integrate models and theories of behavior change and learning into lesson planning and classroom communication.

Taught: Annually, fall term.

Credits: 2 credits

HLTH 1520 - First Aid and Personal Safety

Goals: To identify ways to prevent injury and/or illness, recognize when an emergency has occurred, follow emergency action procedures, and apply basic first aid skills. American Red Cross Certification in Community First Aid and CPR.

Content: Shock, wounds, burns, respiratory emergencies, sudden illness, poisoning/drugs, thermal regulation, bone and joint injuries.

Taught: Annually.

Credits: 0.5 semester credit

HLTH 3630 - Prevention and Management of Athletic Injuries

Goals: To become familiar with modern sports medicine techniques. To develop an understanding of the basic principles of prevention, management, and rehabilitation of athletic injuries.

Content: Modern principles of athletic training with special emphasis on prevention of athletic injuries including prophylactic taping techniques, and management of athletic injuries including basic injury assessments. Other areas or presentation include mechanism of injury, principles of physical conditioning, emergency medical techniques, and analysis of protective equipment.

Taught: Annually.

Prerequisite: BIOL 1120 and PHED 1400 or BIOL 2510 and BIOL 2520 (St. Catherine University).

Credits: 4 credits

HLTH 3700 - Critical Health Issues in Drug Education, Stress Management, Nutrition, and Sexuality Education

Goals: Students will be able to identify behaviors and factors that prevent or reduce the risk of tobacco, alcohol, and other drug use, misuse, and abuse. The student will understand health-enhancing behaviors that reduce health risks including strategies to reduce and prevent stress-related health practices. Students will understand the concepts related to health promotion and disease prevention as it pertains to behaviors influencing our sexuality.

Content: Investigate addictions and addictive behavior. Use, misuse, and abuse of pharmaceutical drugs, alcohol, tobacco, caffeine, and illicit drugs. Understanding stressors and stress management. Nutritional issues: eating healthy and safe, weight management, and eating disorders. Investigation of multifaceted human sexuality: defining gender identity and roles, the female and male reproductive anatomy, pregnancy, birth control, and sexually transmitted diseases.

Taught: Annually.

Credits: 4 credits

HLTH 5630 - Advanced Techniques in Athletic Training and Sports Medicine

Goals: Students will focus on the rehabilitation techniques in athletic training. Emphasis will be on designing, managing, and evaluating rehabilitation programs.

Content: Areas of study will include core stabilization, plyometrics, open vs. closed-kinetic chain exercises, PNF, and aquatic therapy. Review of common injuries and establishment of proper rehabilitation protocols will be the main focus.

Taught: Annually.

Prerequisite: HLTH 3630.

Credits: 4 credits

HLTH 5890 - School Health Program

Goals: To understand that organized and effectively coordinated programs are essential to the goal of furthering school health education.

Content: Introduction to the complete school health program, healthful school living, health services, and health instruction.

Taught: Annually, spring term.

Credits: 4 credits

HSCI 1100 - Introduction to Public Health

Goals: To provide students with a broad overview of the interdisciplinary field of public health, health systems and health policy.

Content: History of public health, the scientific basis of public health practices, mechanisms of disease and disease spread, disease control, disease surveillance, public health policy.

Credits: 4 credits

HSCI 1120 - Introduction to Global Health

Goals: Health problems and diseases are not limited by national boundaries, and in the modern world, infectious diseases can spread from a local area to an international scale in a matter of days. This course introduces students to the global nature of health problems, and global approaches to maintaining healthy populations.

Content: Measurements of population health, global health problems, international approaches to health and disease.

Credits: 4 credits

HSCI 3100 - Epidemiology

Goals: Epidemiology is the study of the pattern of distribution and spread of disease. This course will introduce students to the principle methods and approaches of epidemiology, and how epidemiology contributes to the understanding and improvement of population health.

Content: Patterns of disease, models of disease spread, risk factors and prevention methods, outbreak investigation, surveillance and monitoring, screening, design of investigations.

Prerequisites: HSCI 1100 or HSCI 1120 and Math 1200 or PSY 1340.

Credits: 4 credits

HSCI 3100 - LAB: Epidemiology

This course must be taken in conjunction with HSCI 3100.

The lab itself has zero credit value.

HSCI 3400 - Health Sciences Methods

Goals: This course acquaints students with various methodological approaches used in the fields of public health and health sciences. By studying how different methods have been applied to a variety of public health problems students will learn to use the methods.

Content: Data collection and analysis methods, study design, qualitative methods, methods of monitoring, geographic information systems, evidence-based decision making.

Prerequisites: BIOL 1120 or BIOL 1820; and HSCI 1100 or HCI 1120; and MATH 1200 or PSY 1340.

Credits: 4 credits

HSCI 5400 - Special Topics in Health Sciences

Goals: Examine a current topic in public health by reading and discussing current research literature.

Content: Critical discussion and analysis of a current topic in Public Health.

Prerequisites: HSCI 3400 and Junior or Senior standing.

Credits: 4 credits

HSCI 5950 - Senior Seminar

Goals: To synthesize the concepts and approaches from the broad field of Health Sciences. To design and complete a research project, or to complete an internship.

Content: Planning, implementation and presentation of a research project or internship related to public health.

Prerequisites: HSCI 3100 and HSCI 3400.

Credits: 4 credits

IJRN 5960 - Internship Seminar in International Public Journalism

Goals: To provide experience in international journalism via a student internship with a local media partner and to reflect upon the practice of public journalism as a means of engagement with various audiences.

Content: Students conduct media shadowing and a formal internship in print, audio, video, or online journalism. Class sessions contextualize the internship and allow students to share, compare, and analyze their internship experiences.

Taught: Annually, in the fall semester.

Prerequisites: Acceptance into the certificate in international journalism program or permission of instructor.

Credits: 4 credits

IJRN 5970 - International Journalism Capstone Media Project

Goals: To produce an independent media project in some area of international journalism for public dissemination.

Content: In consultation with the instructor, students take primary responsibility for developing, researching, and producing a piece of print, radio, television, and/or online journalism.

Taught: Annually (by arrangement).

Prerequisite: Advanced standing in the certificate in international journalism program and permission of instructor (submission of independent study form signed by instructor and certificate in international journalism program director).

Credits: 4 credits

LGST 1110 - Legal Systems in American Society

Goals: Familiarization with the American legal system.

Content: An exploration of the American legal system with special emphasis on the role of law in the American social order. Working models of the judicial system are studied and the legal decision-making process is examined. Emphasis is placed on basic values of legal system: justice, equality, and fairness.

Taught: Every semester

Credits: 4 credits

LGST 1250 - Legal Research and Writing

Goals: To introduce students to legal materials and methodology.

Content: A writing-intensive course with emphasis on the development of legal research, analysis, and writing drafting skills. An introduction to legal methodology and materials is presented by lecture, in-class exercises with out-of-class research, and writing exercises, utilizing print and electronic research materials.

Taught: Every semester

Prerequisite (or co-requisite): LGST 1110 or CJFS 1120, or permission of the instructor or chair.

Note: *Paralegal specialty course.

Credits: 4 credits

LGST 1440 - Beginning Mock Trial

Goals: Students learn basic trial procedures and advocacy skills through practice sessions and courtroom simulations. Students prepare for and conduct a trial of a hypothetical case. Student teams compete in invitational regional and national competitions.

Content: Participatory study of trial practice in the United States, advocacy, lawyering skills, and legal ethics. Focus on developing students' speaking and critical thinking skills. Course is tied to the Hamline mock trial program.

Taught: Annually

Note: To be eligible for course credit, the student must participate in mock trial team practice during the fall, winter, and spring terms and participate in tournaments. Students enroll in LGST 1440 the first year.

Credits: 4 credits

LGST 3100 - American Constitutional Law

Goals: To study the role of the courts in the development of the American Constitution. To introduce students to the "rule of law" concept in Anglo American judicial history.

Content: Reading and analyzing a wide variety of United States Supreme Court cases including examination of the relationship between the government and the individual in the context of national and state power, the Bill of Rights, and the Fourteenth Amendment.

Taught: Annually

Credits: 4 credits

LGST 3410 - Special Topics in Law

Goals: Intensive study of a limited legal topic.

Content: An intensive study of a specific area of law. Topic varies from year to year. Some past topics have included: Environmental Law, Intellectual Property Law, Bankruptcy Law, Securities Law and Insurance Law.

Taught: Annually

Prerequisite: LGST 1110 and LGST 1250, or permission of the instructor.

Note: *Paralegal specialty course.

Credits: 2 credits

LGST 3420 - Special Topics in Law

Goals: To provide students with an opportunity to engage in an advanced study in a specialized area of law.

Content: An intensive study of a specific area of law. Topics vary from semester to semester. Some past topics have been: securities law, immigration law, contracts, and law of worker's compensation.

Taught: Every semester

Prerequisites: LGST 1110 and LGST 1250 (which may be taken concurrently), or permission of the legal studies department chair or director of the paralegal program. LGST 3520 is recommended.

Note: *Paralegal specialty course.

Credits: 4 credits

LGST 3440 - Advanced Mock Trial

Goals: Students learn basic trial procedures and advocacy skills through practice sessions and simulations of courtroom procedures and activities. Students prepare for and conduct a trial of a hypothetical case. Student teams compete in invitational regional and national competitions.

Content: Participatory study of trial practice in the United States, advocacy, lawyering skills, and legal ethics. Focus on developing students' speaking and critical thinking skills, team work, and leadership. Course is tied to the Hamline mock trial program.

Taught: Annually

Prerequisite: LGST 1440

Note: To be eligible for course credit, the student must participate in mock trial team practice during the fall, winter, and spring terms and participate in tournaments.

Credits: 4 credits

LGST 3520 - Civil Litigation and Trial Practice

Goals: To acquaint students with the elements of civil trials from initial pleading through appeal.

Content: A study of fundamental principles of civil litigation, the court systems, attorney's functions, common types of civil lawsuits and defenses. Lecture and discussion is combined with role play exercises and writing assignments.

Students prepare documents and conduct interviews and a mock trial.

Taught: Every semester

Prerequisite: LGST 1110 and LGST 1250 (may be taken concurrently).

Note: *Paralegal specialty course.

Credits: 4 credits

LGST 3530 - Estates and Trusts

Goals: To introduce students to vocabulary, concepts, and procedures associated with drafting, probate, and administering the decedent's estates and trusts.

Content: A study of the legal concepts, processes, and practices associated with distribution of a decedent's property. An introduction to trust construction and administration.

Taught: Alternate years

Prerequisite: LGST 1250

Note: *Paralegal specialty course.

Credits: 4 credits

LGST 3540 - Family and Gender Issues in Law

Goals: To introduce and explore the many complicated applications of law that affect men, women, and children in their relationships with each other.

Content: The course will emphasize the analytical, practical and verbal skills necessary for working in the area of family law. Through lectures, class assignments and exams students will examine theories, policies and practices of laws affecting the gender roles and status of people within domestic relationships.

Taught: Alternate years

Prerequisite: LGST 1250

Note: *Paralegal specialty course.

Credits: 4 credits

LGST 3550 - Real Property

Goals: To understand the basic concepts and instruments affecting real property, including ownership interests, transfers of title, purchase agreements, mortgages, leases, liens, title examination, legal descriptions, and surveys.

Content: Learning theory and practice underlying laws, conveyancing documents, and other agreements affecting real property; coordinating mortgage foreclosures; study of additional requirements for transactions involving large commercial properties; registration proceedings; taxes, special assessments, legal descriptions, and other matters affecting real property.

Taught: Alternate years

Prerequisite: LGST 1250 or permission of instructor.

Note: *Paralegal specialty course.

Credits: 4 credits

LGST 3560 - Law of Business Organizations

Goals: To present the principles of law applicable to different types of business organizations and the preparation of related documents.

Content: The formation of business entities, including sole proprietorships, partnerships, and corporations; articles of incorporation and by-laws; close corporations; shareholders and directors meetings; corporate equity and debt securities; various types of agreements and distributions; bankruptcy; pertinent sections of the Uniform Commercial Code and the drafting of supporting documents.

Taught: Annually

Prerequisite: LGST 1250 or MGMT 3130

Note: *Paralegal specialty course.

Credits: 4 credits

LGST 3570 - Probate Procedures

Goals: To introduce students to vocabulary, concepts, and procedures associated with probate administration.

Content: A study of the legal concepts, processes, and practices associated with the distribution of a decedent's estate. Students are introduced to the Uniform Probate Code, the laws of succession: testate and intestate, the legal forms related to formal and informal estate administration and relevant legal theory.

Taught: Annually

Prerequisite: LGST 1110 and LGST 1250 (may be taken concurrently).

Note: *Paralegal specialty course.

Credits: 2 credits

LGST 3670 - Legal Interviewing

Goals: To introduce students to general interviewing principles and to explore in more detail interviewing in the legal setting including interviewing client and witnesses.

Content: The course focuses on developing basic interviewing skills and explores particular features of conducting legal interviews including understanding the ethical implications of legal interviews and of cultural diversity as it affects legal interviewing. Particular attention is given to oral communication skills through participation in small and large group discussions and presentations. Students will have multiple opportunities to practice and analyze their own and others' communication skills and to understand relationship between their communication choices and outcomes.

Taught: Annually

Prerequisite: LGST 1110 or CJFS 1120

Note: *Paralegal specialty course.

Credits: 2 credits

LGST 3680 - Law of Evidence for Legal Professionals

Goals: This course is designed to provide an overview of the law of evidence, focusing primarily on the Federal Rules of

Evidence but, where appropriate, distinguishing the Federal rules from the Minnesota Rules of Evidence.

Content: This course introduces the terminology, concepts and theories of the law of evidence, emphasizing familiarity with the Federal Rules of Evidence and how they are applied. Students develop the ability to identify evidentiary issues in hypothetical situations; to understand the importance of collecting and preserving evidence and of identifying necessary witnesses; and to understand appropriate techniques in introducing and objecting to evidence.

Taught: Annually

Prerequisites: LGST 1110 or CJFS 1120. LGST 1250 is also recommended.

Note: *Paralegal specialty course.

Credits: 4 credits

LGST 3750 - Alternative Dispute Resolution

Goals: The course is designed to introduce students to the theory and application of alternative dispute resolution, emphasizing important principles and issues in negotiation, mediation, and arbitration.

Content: Students become familiar with negotiation, mediation, arbitration, and other methods of resolving disputes as alternatives to litigation and become able to prepare for and participate in alternative dispute resolution activities. Students are required to reflect and report on the effectiveness of ADR mechanisms in different situations, including cross-cultural dispute resolution and to become familiar with cooperative and collaborative problem solving.

Taught: Alternate years

Note: *Paralegal specialty course.

Credits: 4 credits

LGST 3760 - Contracts

Goals: To provide an overview of contract law, focusing on contract formation, performance, interpretation, and remedies for breach.

Content: Students will be introduced to the various elements of a valid contract and will learn and apply practical contract drafting skills focusing on appropriate contract clauses and provisions.

Taught: Annually

Prerequisites: LGST 1110 and LGST 1250, or instructor permission. Recommended: LGST 3520.

Note: *Paralegal specialty course.

Credits: 2 credits

LGST 3770 - Law Office Technology

Goals: To give students a hands-on, real-world experience learning about and using technology found in the modern law firm.

Content: Students will interact with desktop document productivity tools (Microsoft Office - Word, Excel, Powerpoint), legal presentation graphics (SmartDraw,

TimeMap), document automation and assembly (HotDocs), time and billing (TimeSolv Legal), litigation support and e-discovery (CT Summation - iBlaze), and a mobile phone forensics tool (Cellebrite UFED). Grading will be based on quizzes, exercises, class participation, and a substantial, hands-on law office technology project presented and demonstrated by the students to the entire class. The project can be done by the student alone or in small teams. It will utilize one or more of the tools studied in class to solve a problem in the modern law office.

Taught: Annually

Prerequisite: LGST 1110 and LGST 1250, or permission of the instructor.

Note: *Paralegal specialty course.

Credits: 4 credits

LGST 3780 - Employment Law

Goals: To introduce students to legal concepts related to the employment context, with a particular emphasis on employment discrimination.

Content: An introduction to federal and Minnesota employment laws that govern the basis of an employment relationship, pre-employment concerns, employment contracts, and employee privacy. Detailed coverage of anti-discrimination laws and their application in various stages of the employment relationship.

Taught: Annually

Prerequisite: LGST 1110 and LGST 1250, or permission of the instructor.

Note: *Paralegal specialty course.

Credits: 4 credits

LGST 3810 - Criminal Law and Practice

Goals: To acquaint the student with the theory and practice of substantive criminal law.

Content: A study of the substantive aspects of criminal law, including traditional elements of crimes, statutory definitions, and judicial interpretations of specific crimes and motor vehicle offenses, as well as inchoate crimes, defenses to legal liability, and sentencing procedure.

Taught: Annually

Prerequisite: LGST 1110 or CJFS 1120, or permission of the instructor.

Credits: 4 credits

LGST 3820 - Constitutional Issues in Criminal Procedure

Goals: To acquaint the student with the theory and practice of criminal procedural law.

Content: An overview and critical examination of the procedural aspects of criminal law and issues relating to constitutional protections against unreasonable searches and seizures, unlawful gathering of incriminating evidence through interrogation and identification procedures, and the provision of legal counsel in criminal matters.

Taught: Annually

Prerequisite: LGST 1110 or CJFS 1120 or permission of the instructor.

Credits: 4 credits

LGST 5600 - Tort Law

Goals: To introduce students to the body of law that makes up the field of tort law.

Content: An overview of the rights, obligations and remedies that are applied by courts in civil proceedings to address the claims of individuals that have been injured by the wrongful act of others.

Taught: Annually

Prerequisite: LGST 1110, LGST 1250, and LGST 3520.

Note: *Paralegal specialty course.

Credits: 4 credits

LGST 5800 - Senior Seminar in Legal Studies

Goals: To introduce students to advanced legal research and writing methods. To provide opportunity for individual and independent legal research on advanced topics.

Content: A study of advanced techniques in legal research including federal and other states' materials. A seminar in which the students and the faculty member explore current issues in the legal field. Each student will develop and pursue an individually designed research project leading to the production of an advanced writing project on a current issue related to the legal field.

Taught: Every semester

Prerequisites: Senior standing, LGST 1110 and LGST 1250, or permission of the legal studies chair.

Credits: 4 credits

LGST 5900 - Legal Studies Practicum

Goals: To apply the concepts and principles previously learned in a practical working environment under the supervision of a lawyer and/or an experienced paralegal (legal assistant).

Content: A 150-hour apprenticeship in the performance of the duties of a paralegal in one of the typical settings for members of the profession; hands-on production of drafts and collation of legal documents under experienced supervision and guidance; attendance at weekly seminars, designed to tie experiential and academic experiences together and to ensure adequate preparation for entry in the profession.

Taught: Every semester

Prerequisites: LGST 1110, LGST 1250, LGST 3520, and four other credits of Legal Studies coursework. (Students need to secure an internship before the semester in which they are taking the class and doing the internship.)

Note: *Paralegal specialty course.

Credits: 4 credits

LSTD 5000 - Latin American Studies

Goals: To expose the student to contemporary Latin American problems and examine how Latin America attempts to solve them, how the United States attempts to help solve them and how the two solutions often conflict.

Content: United States response to rebellion, reform and revolution in Mexico (1910), Guatemala (1954), and Cuba (1959), and in other Latin American countries striving for social change. An analysis and discussion of debts, boycotts, loans, coups, invasions, and intervention from 1910 to present.

Taught: Annually.

Credits: 4 credits

LSTD 5100 - Contemporary Issues in the Americas

Goals: The primary objective of this course is to further our understanding of the Americas by studying many of the political, social, economic, and historical forces affecting the region today. Through this course students will come to appreciate the complex interrelatedness of these and other issues, and the necessity, in this new era of the “global village,” for international relations to be founded on knowledge, understanding, and respect.

Content: Through a case study approach we will examine how certain issues are played out in specific countries. For example, we will look at Mexico as we try to understand the phenomena of migration and urbanization; in Argentina and Brazil we will engage issues of authoritarianism and models of economic development; the examples of Peru and El Salvador will teach us about revolution; Chile will introduce to the changing role of Latin American women; and nations of the Caribbean will serve as case studies on race and ethnicity. Specific case studies may vary from year to year.

Taught: Annually.

This course is not recommended for first-year students.

Credits: 4 credits

MATH 1130 - Fundamental Concepts of Mathematics

Goals: To gain an understanding of how the language of mathematics is used in problem solving. This course is especially appropriate for prospective elementary teachers.

Content: Precise formulation of problems, symbolization, strategies for solution of mathematical problems, introduction to various number systems and to mathematical logic.

Credits: 4 credits

MATH 1161 - Precalculus/Calculus I-A

Goals: To learn how to use the calculus of one variable and the fundamental concepts of the calculus, with a concurrent review of pre-calculus concepts.

Content: Pre-calculus mathematics emphasizing functions, graphing, and trigonometry concurrent with a first course in calculus. The calculus includes limits, continuity, derivatives and integrals of functions of one variable, along with

applications. Both MATH 1161 and MATH 1162 are required to fulfill MATH 1170 prerequisites for other courses.

Taught: Fall term.

Prerequisites: Plane geometry and high school algebra.

Credits: 4 credits

MATH 1162 - Precalculus/Calculus I-B

Goals: To learn how to use the calculus of one variable and the fundamental concepts of the calculus, with a concurrent review of pre-calculus concepts.

Content: Pre-calculus mathematics emphasizing functions, graphing, and trigonometry concurrent with a first course in calculus. The calculus includes limits, continuity, derivatives and integrals of functions of one variable, along with applications. Both MATH 1161 and 1162 are required to fulfill MATH 1170 prerequisites for other courses.

Taught: Spring term.

Prerequisite: MATH 1161.

Credits: 4 credits

MATH 1170 - Calculus I

Goals: To learn how to use the calculus of one variable and the fundamental concepts of the calculus.

Content: Limits, continuity, derivatives and integrals of functions of one variable. Applications are taken mostly from the physical sciences.

Prerequisite: Twelfth-grade high school mathematics with at least B grades or consent of instructor.

Credits: 4 credits

MATH 1180 - Calculus II

Goals: To learn how to use the calculus of one variable and the fundamental concepts of the calculus.

Content: Integrals of functions of one variable, sequences and series. Applications are taken mostly from the physical sciences.

Prerequisite: MATH 1170 or consent of instructor.

Credits: 4 credits

MATH 1200 - Statistics and Data Analysis

This course will cover the fundamentals of statistical data analysis: elementary probability, descriptive statistics, parametric and nonparametric tests of hypotheses, analysis of variance, correlation and regression. Statistical computing will be in R and, if time is available, SPSS.

Prerequisite: High school algebra.

Credit will not be given for both MATH 1200 and PSY 1340 or MATH 1200 and ECON 1330.

Credits: 4 credits

MATH 3200 - Applied Modeling and Statistics

Goals: To gain an understanding of applied statistics with emphasis on multivariate statistical analysis building on the concepts learned in elementary statistics courses.

Content: Topics will include statistical models motivated by examples drawn from diverse fields including economics, education, and biology; model selection and factor analysis; maximum likelihood; multiple regression; MANOVA; logistic regression; and the bootstrap.

Taught: Fall term.

Prerequisites: MATH 1170. MATH 3320 is recommended.

Credits: 4 credits

MATH 3320 - Multivariable and Vector Calculus

Goals: To extend concepts of calculus in two variables to the calculus of several variables.

Content: Vector calculus, partial and total differentiation, maximum/minimum problems, multiple integration, line and surface integrals, vector and scalar fields, theorems of Green, Gauss, and Stokes.

Taught: Fall term.

Prerequisite: MATH 1180.

Credits: 4 credits

MATH 3330 - Linear Algebra

Goals: To gain an appreciation for how abstract structures are used to solve theoretical and practical problems.

Content: Systems of linear equations, matrices, determinants, vector spaces and bases, transformations, eigenvectors, introduction to linear differential equations.

Taught: Fall term.

Prerequisite: MATH 1180 or consent of instructor.

Credits: 4 credits

MATH 3440 - Discrete Mathematics

Goals: To introduce the concept of the discrete as well as techniques used in higher non-continuous mathematics, providing the necessary background material required by computer scientists for algorithm analysis.

Content: Sets and numeration, combinatorics, logic, algorithms, recursion, generating functions, graphs, and trees.

Taught: Alternate years, spring term.

Prerequisite: MATH 1170.

Credits: 4 credits

MATH 3550 - Foundations of Mathematics

Goals: To study mathematics as a logico-deductive system and to analyze those concepts and techniques that underlie all of mathematics.

Content: Logic, proof construction, sets, relations, functions, mathematical induction, arguments involving infinite sets, number systems, axiomatics.

Taught: Spring term.

Prerequisite: MATH 1180.

Credits: 4 credits

MATH 3560 - Modern Geometry

Goals: To introduce to the concept of model building in mathematics from both a synthetic and an axiomatic point of view.

Content: Various geometries are studied with attention paid to what geometry is. Hilbert's axiom system for Euclidean geometry, hyperbolic geometry, and transformations.

Taught: Alternate years, spring term.

Prerequisite: MATH 1170.

Credits: 4 credits

MATH 3720 - Introduction to Applied Mathematics

Goals: To introduce techniques and methods of mathematics especially appropriate to the physical sciences.

Content: Introductory ordinary differential equations, linear partial differential equations, emphasizing separation of variables, Fourier series, special functions.

Taught: Spring term.

Prerequisite: MATH 3320 and PHYS 1240 or consent of instructor.

Credits: 4 credits

MATH 3720 - LAB: Introduction to Applied Mathematics

This lab must be taken concurrently with the MATH 3720 lecture.

The lab itself has zero credit value.

MATH 3890 - Number Theory

Goals: An introduction to number theory. This course will develop the properties of integers, especially the properties of prime numbers, starting from the Peano Axioms and show how the structure of prime numbers is reflected in the structure of the group of integers modulo n .

Content: Equivalence relations. Peano Axioms. Fundamental Theorem of Arithmetic. Diophantine equations. Prime numbers. Gaussian integers. The group of integers modulo n . Fundamental Theorem of Finite Cyclic Groups. While not a prerequisite for MATH 5890, this course is the first in a two semester sequence, along with MATH 5980, in modern algebra.

Taught: Fall term.

Prerequisite: MATH 1180.

Credits: 4 credits

MATH 3910 - Complex Analysis

Goals: An introduction to complex variables, including a study of the topology of the plane required.

Content: Properties of complex numbers and analytic functions of one complex variable. Power series. Cauchy's theorem, and applications to integration. Applications. While not a prerequisite for MATH 5910, this course is the first in a two semester sequence, along with MATH 5910, in modern analysis.

Taught: Alternate years, spring term.

Prerequisite: MATH 1180.

Credits: 4 credits

MATH 5720 - Ordinary Differential Equations with Numerical Methods

Goals: To learn to determine both the qualitative and quantitative properties of those functions which satisfy ordinary differential equations, using both analytic and numerical techniques.

Content: Analytic methods of solution, numeric methods of solution, linear differential equations, series solutions, the Laplace transform, systems of differential equations, initial and boundary value problems, existence theory and applications.

Taught: Alternate years, fall term.

Prerequisite: MATH 3320.

Credits: 4 credits

MATH 5810 - Probability and Mathematical Statistics

Goals: To gain an understanding of both probability and statistics as not merely collecting and organizing data but as the science of basing inferences on observed data and making decisions in the face of uncertainty. The student will be prepared to take the preliminary actuarial examination in probability and statistics.

Content: Probability distributions, mathematical expectation, random variables, point and interval estimation, hypothesis testing, regression and correlation, analysis of variance.

Taught: Alternate years, fall term.

Prerequisite: MATH 1180.

Credits: 4 credits

MATH 5850 - Numerical Analysis

Goals: To introduce the methods of modern computation as used in solving problems with the aid of a computer using various algorithms.

Content: Algorithms for the solution of equations in one variable, interpolation and polynomial approximation, numerical differentiation and integration, initial-value problems for differential equations, solution of linear systems by direct or iterative techniques and various methods of approximation.

Taught: Alternate years, fall term.

Prerequisite: MATH 3320.

Credits: 4 credits

MATH 5890 - Modern Algebra

Goals: To continue the study of algebraic structures begun in MATH 3330 with the goal of seeing how the building of these mathematical models yields powerful tools to understand the global nature of mathematics.

Content: Development of the elementary concepts of groups, rings, and fields.

Taught: Spring term.

Prerequisites: MATH 3330 and MATH 3550.

Credits: 4 credits

MATH 5910 - Real Analysis

Goals: To learn the language, fundamental concepts, and standard theorems of analysis. To also learn how to reason deductively from explicit assumptions and definitions in mathematical analysis, thus developing analytic techniques for attacking problems that arise in applied mathematics. Recommended for students considering graduate school in mathematics.

Content: An introduction to real analysis with emphasis on proofs of theorems and on problem solving. Topics include properties of the real number system, functions, sequences, limits and continuity, differentiation, integration, and infinite series including sequences and series of functions.

Taught: Alternate years, fall term.

Prerequisites: MATH 3330 and MATH 3550.

Credits: 4 credits

MATH 5920 - Junior Seminar

Goals: The student will be introduced to ideas and issues that are outside of the regular undergraduate curriculum, studying how mathematics is used in academia and industry.

Content: Reviews of current research and projects of various mathematicians: senior math majors, guest lecturers, and department staff. Student presentations of topics from internships, independent studies, or honors projects.

Credits: 0.5 credit per term

MATH 5930 - Senior Seminar

Goals: The student will be introduced to ideas and issues that are outside of the regular undergraduate curriculum, studying how mathematics is used in academia and industry.

Content: Reviews of current research and projects of various mathematicians: senior math majors, guest lecturers, and department staff. Student presentations of topics from internships, independent studies, or honors projects.

Credits: 0.5 credit per term

MATH 5950 - Topics in Advanced Mathematics

Goals: To synthesize previous work in the various areas of mathematics with the goal of putting the areas in a historical perspective and of relating them to the question of what makes up mathematics.

Content: The content of the seminar varies from year to year depending on the instructor. Attention is paid to the history of mathematics and to filling gaps in the spectrum of mathematics presented at the undergraduate level.

Taught: Spring term.

Prerequisite: MATH 3550.

Credits: 4 credits

MGMT 3100 - Foundations of Management

Goals: To understand basic concepts, theories, and research in management and to apply them to practical management problems. To relate the liberal arts to work, using a common theme of ethics.

Content: The principal functional areas of management (planning, organizing, controlling, and leading) are examined in the context of organizations and groups. Ethical issues and the different views of work from various fields are examined.

Prerequisites: Sophomore, junior, or senior standing, or consent of the instructor.

Credits: 4 credits

MGMT 3130 - Business Law

Goals: To provide an overview of the law as it relates to the formation, operation, and completion of business transactions. The course is not only intended to assist the student who plans a career in management, but also the student interested in a legal career.

Content: Contracts, sales, secured transactions, commercial paper, and bankruptcy.

Prerequisite: Junior or senior standing.

Credits: 4 credits

MGMT 3700 - Human Resource Management

Goals: To explore the field of human resource management (HRM) from the perspective of HR professionals, supervisors, managers, and employees. To learn how to identify and implement human resource policies and practices that are legal, ethical, organizationally sound, and help the organization to achieve its goals.

Content: Recruiting, interviewing, and placing employees; creating an effective work environment; analyzing jobs; affirmative action and diversity in the workplace; compensation systems; performance management; union/management relations; the ethics and legality of human resources decisions; and managing human resources globally.

Prerequisites: MGMT 3100, or consent of the instructor.

Credits: 4 credits

MGMT 3710 - Operations Management

Goals: To explain the basic concepts, principles, and techniques for managing manufacturing and service operations. The course will utilize both quantitative and qualitative methods when exploring techniques that improve the operations of different environments. This course is targeted to provide general management students with an appreciation of the function of operational thinking.

Content: Operational management functions, operations, strategy, product design, service operations design, managing quality, planning and scheduling projects, workforce management, materials management, inventory planning and scheduling, and forecasting.

Prerequisite: MGMT 3100. Junior or senior standing, or consent of instructor.

Credits: 4 credits

MGMT 3720 - International Business Environment

Goals: To provide an overview of the international business environment including key international institutions. In this course, students will explore the meaning and nature of culture as well as its influence on management functions and international business throughout the world. The course will examine dominant cultural norms in key world regions and effective cross-cultural communication and management methodologies designed to enhance international business success.

Content: The nature and role of culture in international business and management, regional cultural norms throughout the world, international negotiating and resolution styles, cross-cultural synergy, international business ethics, international human resources management issues, and international organizations that influence business.

Prerequisite: MGMT 3100. Junior or senior standing, or consent of instructor.

Credits: 4 credits

MGMT 3730 - Decision Science

Goals: To introduce students to decision-making analysis, stressing problem formulation, analytical methods for solution, and use of computer models.

Content: Decision theory, linear programming, simulation, and implementation.

Prerequisites: MGMT 3100 or consent of the instructor.

Credits: 4 credits

MGMT 3740 - Organizational Behavior

Goals: To develop an understanding of this interdisciplinary field so that management from an organizational perspective is enhanced, thus creating and sustaining competitive advantages. To develop and strengthen effectiveness as a leader, manager and team member by introducing frameworks for understanding organizations and the behavior of people and groups within them.

Content: Diversity in organizations, attitudes, job satisfaction, motivation, group behavior, working in teams, communication, leadership organizational power and politics, conflict and negotiation, organizational structure, organizational culture, organizational change, and human resource policies and practices.

Prerequisites: MGMT 3100, or consent of the instructor

Credits: 4 credits

MGMT 3750 - Entrepreneurship

Goals: To expose students to the wide variety of knowledge and skills needed to be a successful entrepreneur or small business manager. To help students integrate their other

studies in business, and to understand how the different disciplines apply in starting and running a business.

Content: This course is an intensive, applied approach to understanding Entrepreneurship and Small Business Management. Topics include selection of organizational form, start up costs, licenses and permits, location selection and layout, operations, management, marketing and advertising, accounting and record-keeping, financial projections, and financial analysis. Throughout the course the students will develop a comprehensive business plan for an organization of their choosing.

Prerequisites: MGMT 3100 and MKTG 3100, or approval of instructor.

Credits: 4 credits

MGMT 3960 - Internship with Seminar

Goals: To provide an opportunity to apply students' skills and knowledge in a working/learning context. To complement internships by providing discussion groups for sharing and crosschecking students' experiences.

Content: Students must hold an internship and will also meet once a week as a group to articulate and assess their experiences.

Prerequisite: Junior or senior standing, or consent of the instructor. Primarily intended for economics and business majors, but other majors with administrative internships are welcome.

Credits: 4 credits

MGMT 5860 - Strategic Management

Goals: To learn to think strategically. To learn to work effectively on a policy setting management team. To develop knowledge and skills necessary to analyze and resolve formulation and implementation issues.

Content: The formulation and implementation of management strategy, utilizing learning from other business courses and insights from business experiences.

Prerequisites: ECON 1320, MGMT 3100, MKTG 3100, FIN 3100, and senior standing, or consent of the instructor.

Credits: 4 credits

MKTG 3100 - Foundations of Marketing

Goals: To understand basic marketing concepts and to apply them to practical marketing problems.

Content: Legal, behavioral, ethical, competitive, economic, and technological factors are examined as they affect product, price, promotion, and place decisions.

Prerequisites: ECON 1310 and ECON 1330 or PSY 1340 or MATH 1200, or consent of the instructor.

Credits: 4 credits

MKTG 3700 - Marketing Management

Goals: To understand marketing management concepts through text and readings. To become familiar with current marketing thought through reading and analysis of journal articles. To function effectively as part of a management team which is addressing marketing problems. To develop an understanding of the principal tools of the marketing manager. To recognize the factors which affect the efficiency and effectiveness of marketing programs.

Content: The development and implementation of marketing strategy, with particular emphasis on the major components of a marketing program.

Prerequisites: ECON 1320, MGMT 1320, MGMT 3100, MKTG 3100, and FIN 3100, or consent of the instructor.

Credits: 4 credits

MKTG 3710 - International Marketing

Goals: To provide students with a fundamental understanding of concepts, theories, issues, and practices related to international and global marketing. The course will explore marketing issues in crosscultural perspectives and investigate culturally appropriate global opportunities. The course will also address ethical issues related to market development and explore the managerial implications of these cultural and ethical issues as they relate to the market practice.

Content: Global marketing and marketing research, social and cultural environment, political, legal, and financial environment, segmenting and targeting, exporting and importing, product pricing, distribution, and advertising in the global marketplace.

Prerequisites: ECON 1320 and MKTG 3100, or consent of instructor.

Credits: 4 credits

MKTG 3720 - Market Research

Goals: This course introduces the fundamentals of market research in order to prepare students to conduct basic research or to be more informed consumers of marketing research services.

Content: Major topics include the use of secondary research, research design for surveys, experiments, and focus groups, and both quantitative and qualitative data analysis.

Taught: Spring semester

Prerequisites: MKTG 3100 and ECON 1330.

Credits: 4 credits

MKTG 3740 - Consumer Behavior

Goals: This course provides students a thorough understanding of consumer behavior and related the consumer behavior concepts to marketing theory and practice. The course is structured to enable students to develop critical thinking and decision-making skills in consumer behavior and marketing. By working through consumer behavior problems,

cases and exercises, the students get a chance to experience some of the professional challenges, issues, and decisions that face marketers and to develop their marketing knowledge and skills.

Content: An interdisciplinary approach to the study of consumer behavior, with emphasis on the implications for marketing of theory and findings from the behavioral sciences.

Prerequisites: ECON 1330 and MKTG 3100

Credits: 4 credits

MODL 1010 - The Language Phenomenon

Goals: To understand language, the uniquely human enterprise, and particularly the English language. To describe language—its sound patterns, its forms, its meanings, its structural patterns. To determine how languages are born, evolve, and die. To discern how both first and second languages are acquired.

Content: English phonetics, phonology, morphology, writing, syntax, semantics. Language both in its social context—dialects, slang, taboos, language acquisition—and in its historical context—philology and etymology. Class activities may include reading from Lewis Carroll, collecting of speech samples from sound tracks, media, and the street, creating a new language and analyzing word games.

Taught: Annually.

Credits: 4 credits

MODL 1020 - Language and Society

Goals: To examine how language reflects an individual's or group's status or power in society, social class, ethnic background, geographical or regional origins, political associations, and religious identity, as well as gender.

Content: Sociolinguistics examines urban complexities and emphasizes the effect of our attitudes on speech. Students discover their own idiolects and verbal repertoires, learn why Italians in New York might hypercorrect, why some men choose not to speak as well as women do (covert prestige), why we call someone "Dr." one moment and "Jimmy" or "Jane" the next, and why we use taboo words. Our linguistic choices tell others how conservative or liberal, how religious, how sexist, how racist, or how status-conscious we are. Special attention is given to the origins of African-American English and its characteristics as reflected in literature.

Taught: Annually.

Credits: 4 credits

MODL 1030 - Language as Literature

Goals: To introduce students to the analysis and interpretation of literature, especially the literature of French, German, and Spanish speaking peoples.

Content: Representative samples of drama, prose, and poetry. All texts are in English.

Taught: Periodically.

Credits: 4 credits

MUS 1010 - Rhythms and Intonation in Music

Credits: 4 credits

MUS 1020 - Elements of Music

Goals: To increase students' understanding of musical language and construction and provide performance experience. To learn to read and perform elements of rhythm, pitch, and expression, students will sing, play the piano and percussion instruments, move, compose, and improvise.

Content: Beats and subdivisions, rhythm patterns, simple and compound meters, pitch in treble and bass clefs, intervals, scales and key signatures, primary chords.

Taught: Annually

Credits: 4 credits

MUS 1030 - Music in World Cultures

Goals: To introduce students to the music of diverse cultures.

Content: Classical music styles from India, China, Africa, and other cultures will be contrasted with music from Europe, the Americas, and other parts of the world. All will be related to current classical and popular traditions.

Taught: Annually

Credits: 4 credits

MUS 1070 - Beginning Class Voice

Goal: Learn basic vocal production and singing techniques.

Content: Breathing, sound production, diction, vowel placement, ensemble basics.

Note: May be repeated for credit.

Credits: 2 credits

MUS 1080 - Music History Abroad

Goals: To study the composers, compositions, and styles on-site through traveling in Italy, Austria, Germany, Hungary, Czech Republic, and other countries.

Content: Italian music from Palestrina to Verdi; music of Bach, Mozart, Haydn, Beethoven, Brahms, Dvorak, Liszt, and others. MUS 1080 can count for breadth of study for music majors.

Taught: January term and extended May term.

Credits: 4 credits

MUS 1100 - Survey of Western Music

Goals: To establish a vocabulary for musical understanding and discussion; to establish a foundational knowledge of Western Classical music history; to become familiar with selected works from this repertoire; to introduce students to traditional musics of other selected cultures.

Content: Recordings, supplemented with readings.

Taught: Annually

Note: This course is the same course as MUS 1100: Introduction to Music. The course title changed to Survey of Western Music effective Fall 2009. If you have already

completed MUS 1100: Introduction to Music, you cannot repeat this course.

Credits: 4 credits

MUS 1130 - University Women's Chorale

Content: A women's chorus performing a wide variety of secular and sacred repertory from ancient to modern. One or two concerts are given each semester.

Prerequisite: None, placement auditions at start of term.

Credits: 1 credit

MUS 1210 - Beginning Class Piano

Goals: To develop basic keyboard skills and music fundamentals.

Content: Music notation, sight reading, intervals, rhythm and meter, scale and triad building, harmonization, elementary repertory, and improvisation.

Taught: Annually

Note: Counts towards breadth of study requirement for music performance majors.

Credits: 2 credits

MUS 1220 - Advanced Beginning Class Piano

Goals: Continuation of MUS 1210.

Content: Scales and triads, chord progressions, sight-reading, transposition, elementary repertory, and improvisation.

Taught: Annually, spring term.

Prerequisite: MUS 1210 or equivalent training.

Note: Counts towards breadth of study requirement for music performance majors.

Credits: 2 credits

MUS 1250 - Invitation to the Opera

Goals: To introduce students to the practice and history of opera.

Content: The chronology of opera in western music will be described. Examples of live and video-taped performance will be examined critically.

Taught: Spring, alternate years.

Credits: 4 credits

MUS 1600 - Class Violin

Goals: This 1000-level course is intended for students who would like to develop their violin technique and explore alternative styles, such as bluegrass, Irish, and other ethnic fiddle traditions.

Content: Students will meet weekly as a class to work on pieces which will be performed at the end of the semester in a student recital.

Note: Beginning violin students are welcome, as well as students with some violin experience. Note-reading is helpful but not required.

Credits: 2 credits

MUS 1750 - Class Guitar

Goals: To learn basic folk and classical guitar techniques.

Content: Basic technical skills and varied guitar literature.

Prerequisite: Consent of instructor.

Credits: 2 credits

MUS 3070 - Advanced Class Voice

Goals: Continuation of MUS 1070: Beginning Class Voice; work on more advanced vocal production and singing techniques.

Content: Breathing, sound production, diction, vowel placement, and ensemble singing.

Prerequisite: MUS 1070 or equivalent training (permission of instructor).

Note: May be repeated for credit.

Credits: 2 credits

MUS 3080 - Percussion Ensemble

Goal: To develop techniques of instrumental playing and interpersonal communication that will improve a student's ability to collaborate with others in the process of making music.

Content: Students will practice musical literature from a variety of eras and genres, written for/transcribed for the ensemble. They will experience collaborative small group work towards the common goal in interpreting the music with accuracy and affect and preparing it for performance. Prerequisites: Membership in Winds, Orchestra, or Lessons, or permission of instructor.

Note: May be repeated for credit.

Credits: 0.5 credits

MUS 3090 - Flute Choir

Goal: To develop techniques of instrumental playing and interpersonal communication that will improve a student's ability to contribute, lead, and collaborate with others in the process of making music.

Content: Under the guidance of the flute instructor, students will practice musical literature from a variety of eras and genres, written for/transcribed for flute ensembles. They will experience collaborative small group work towards the common goal of interpreting the music with accuracy and affect and preparing it for performance.

Prerequisites: Membership in Winds, Orchestra, or Performance Studies, or permission of instructor.

Note: Students must supply their own instrument. Course may be repeated for credit.

Credits: 0.5 credits

MUS 3120 - A Cappella Choir

Content: Performance of sacred and secular repertory from the sixteenth century to the present. Several concerts are given each semester, with international tours every four years.

Prerequisite: Members chosen by audition.

Credits: 1 credit

MUS 3140 - Hamline Winds

Content: Musical experience for woodwind, brass, and percussion players through rehearsal and performance of original wind band literature as well as quality transcriptions. Repertoire covers three centuries. Ensemble experience includes small chamber ensembles (3 to 10 players) of like instrumentation, mixed instrumentation, and sectional choirs. Prerequisites: None. Placement auditions at start of term.

Credits: 1 credit

MUS 3150 - Jazz Ensemble

Content: Students study, improvise, and perform music in the jazz and popular idiom, with both vocal and instrumental combos formed from the larger group. Performance opportunities include the annual Swing Dance, high school and college JazzFests, and local venues.

Prerequisites: None. Placement auditions at start of term.

Credits: 1 credit

MUS 3160 - Hamline Orchestra

Content: Students study and perform orchestral repertoire from the 18th century to the present. In string and wind sectionals, students explore orchestral excerpts, conducting, and repertoires for single families of instruments.

Prerequisite: No formal prerequisite, though advanced intermediate performance skills are expected. Ensemble membership is subject to placement auditions at start of term.

Credits: 1 credit

MUS 3170 - Chamber Music

Content: Various small ensembles of strings, woodwind, brass, percussion, and keyboard. Designed for advanced players, chamber music requires individual preparation for rehearsals, coaching sessions, and performances.

Prerequisite: Consent of instructor.

Credits: 1 credit

MUS 3190 - Accompanying

Content: Coaching in the piano accompaniment of vocal and instrumental performers for recitals and juries.

Prerequisite: Consent of instructor.

Credits: 1 credit

MUS 3300 - Topics in Performance Literature

Goals: To provide students with a comprehensive knowledge of the historical development, major forms, major composers, stylistic changes and technical developments of particular areas of music. (Chamber music, symphonies, piano music, etc.)

Content: Representative compositions from Renaissance era through the present. The general styles, individual

composers and compositions are studied in detail through readings, score identification, and listening identification.

Taught: Alternate years

Note: Topics rotate – see current semester schedule.

Credits: 4 credits

MUS 3310 - Topics in Medieval and Renaissance Music

Goals: Designed for nonmajors and majors, the course will explore diverse issues in early music. The dominance of the Church, the rise of the “secular,” the impact of the doctrines of “courtly love,” and the contexts of the other arts and politics; these and others will be studied in their relationship to specific musical works of the period.

Content: Representative compositions from Gregorian chant to Palestrina.

Taught: Alternate years

Credits: 4 credits

MUS 3320 - Topics in Baroque Music

Goals: Designed for non-majors and majors, the course will explore issues in 17th and 18th century music. The domination of language and its impact on opera, the age of Kepler, Newton, and Galileo running parallel to the new flowering of instrumental music; these and others will be studied in their relationship to specific musical works of the period.

Content: Representative compositions from Monteverdi to Bach and Handel.

Taught: Alternate years

Credits: 4 credits

MUS 3330 - Topics in Classical and Romantic Music

Goals: Designed for non-majors and majors, the course will explore issues in 18th and 19th century music. The impact of the enlightenment and the American and French Revolutions, the differentiation of concepts of Classicism and Romanticism, the import of late 19th century thought (Darwin, Marx, Freud); these and others will be studied in their relationship to specific musical works of the period.

Content: Music of Haydn, Mozart, Beethoven, Chopin, Billings, Brahms, Wagner, and others.

Taught: Alternate years

Credits: 4 credits

MUS 3340 - Topics in Twentieth-Century Music

Goals: Designed for nonmajors and majors, the course will explore issues in the music of the 20th century. The impact of wars, of political systems, of technology, of gender and race, the import of expressionism, of impressionism, of technical systems, and of the conflict between classical and popular cultures; these and others will be studied in their relationship to specific musical works of the period.

Content: American music, serialism, electronic music, new structural principles.

Taught: Alternate years

Credits: 4 credits

MUS 3350 - Music History I

Goals: Provide students with a rigorous knowledge of the chronology of music history. Ability to read music required.

Content: A detailed survey from the time of the Greeks to the early 18th century.

Taught: Alternate years, fall term.

Credits: 4 credits

MUS 3360 - Music History II

Goals: Provide students with a rigorous knowledge of the chronology of music history. Ability to read music required.

Content: A detailed survey from the early 18th century to the mid-19th century.

Taught: Alternate years, spring term.

Credits: 4 credits

MUS 3370 - Music History III

Goals: Provide students with a rigorous knowledge of the chronology of music history. Ability to read music required.

Content: A detailed survey from the mid-19th century to the present.

Taught: Alternate years, fall term.

Credits: 4 credits

MUS 3400 - Dalcroze Eurhythmics

Goals: Develop active listening skills, coordination of body and mind, internalization of rhythm, melody, harmony, and improvisation skills.

Content: Eurhythmics exercises in beat, twice as fast/slow, rhythmic patterns, simple and compound meter, complementary rhythm, phrase, measure shape (anacrusis-crusis-metacrusis)

Taught: Annually, fall term.

Prerequisite: Familiarity with note reading.

Credits: 2 credits

MUS 3410 - Theory of Music I: The Language of Music

Goals: Develop a basic knowledge of tonal harmony.

Content: Musical analysis, basic harmonic progression, principles of voice leading, elements of composition, sight-singing, and aural training including computer-based instruction. Course work requires basic piano skills. If piano skills are lacking, MUS 1210 Beginning Class Piano should be taken in the fall term prior to MUS 3410.

Taught: Annually, spring term.

Prerequisites: MUS 1210 and self-administered test on department website.

Credits: 4 credits

MUS 3420 - Theory of Music II: Techniques of Analysis & Composition

Goals: Intermediate development of written and aural skills.

Content: Harmonic progression, seventh chords, modulation, composition in small forms, and aural training including harmonic dictation. Elements of style analysis.

Taught: Fall term

Prerequisite: MUS 1220 and MUS 3410.

Credits: 4 credits

MUS 3430 - Theory of Music III: Chromatic Harmony

Goals: To develop advanced skills in theory for music majors.

Content: Chromatic harmony, analysis of musical forms, style analysis, and aural analysis and composition.

Taught: Spring term

Prerequisite: MUS 3420

Credits: 4 credits

MUS 3450 - Arranging, Orchestration, and Computer Notation

Goals: Develop skills in arranging and orchestrating music through the use of the latest computer notation software.

Content: Techniques of arranging music for various combinations of instruments and voices using computer notation.

Prerequisite: MUS 3410

Credits: 2 credits

Advanced Level I Performance Studies

Goals: Develop solo performance ability.

Prerequisites: Intermediate performing and sight-reading ability and participation in an ensemble (ensemble experience not required for Piano, Organ, Harpsichord, Guitar, Harp, Percussion, or Composition). Audition required.

Note: Student may not register for private lessons at other ACTC colleges.

Credits: Two credits for nonmajors (12 half-hour lessons). Upon declaration of major, four-credit lessons are recommended (12 one-hour lessons).

MUS 3500 - Voice

MUS 3510 - Piano

MUS 3520 - Organ

MUS 3530 - Harpsichord

MUS 3540 - Guitar

MUS 3550 - Flute

MUS 3560 - Oboe

MUS 3570 - Clarinet

MUS 3580 - Saxophone

MUS 3590 - Bassoon

MUS 3600 - Violin

MUS 3610 - Viola

MUS 3620 - Cello

MUS 3630 - Double Bass and/or Jazz Bass

MUS 3640 - Trumpet

MUS 3650 - French Horn

MUS 3660 - Trombone

MUS 3670 - Tuba

MUS 3680 - Baritone Horn

MUS 3690 - Harp

MUS 3700 - Percussion

MUS 3710 - Composition—Popular Music

MUS 3720 - Composition—Classical Music

MUS 3730 - Composition—Jazz

MUS 5330 - Topics in Classical and Romantic Music

Goals: Designed for Artist Diploma candidates, the course will explore issues in 18th and 19th century music. The impact of the enlightenment and the American and French Revolutions, the differentiation of concepts of Classicism and Romanticism, the import of late 19th century thought (Darwin, Marx, Freud); these and others will be studied in their relationship to specific musical works of the period. These matters will be related to actual performance.

Content: Music of Haydn, Mozart, Beethoven, Chopin, Brahms, Wagner, and others.

Taught: Alternate years

Prerequisite: Enrollment in Post-baccalaureate Artist Diploma in Piano Performance.

Credits: 4 credits

MUS 5340 - Topics in Twentieth Century Music

Goals: Designed for Artist Diploma candidates, the course will explore issues in 20th century music. The impact of wars, of political systems, of technology, of gender and race, the import of expressionism, of impressionism, of technical systems, and of the conflict between classical and popular cultures; these and others will be studied in their relationship to specific musical works of the period. These matters will be related to actual performance.

Content: American music, serialism, electronic music, new structural principles.

Taught: Alternate years

Prerequisite: Enrollment in Post-baccalaureate Artist Diploma in Piano Performance.

Credits: 4 credits

MUS 5510 - Advanced Level II Performance Studies Piano

Goals: Develop solo performance ability.

Prerequisites:

- Advanced performing and sight-reading ability and participation in an ensemble (ensemble experience not required for Piano, Organ, Harpsichord, Guitar, Harp, Percussion, or Composition).
- At least four semesters of 3000 level Performance Studies or equivalent.
- Audition and signature of the Chair required.

Note: Students may not register for private lessons at other ACTC colleges.

Credits: 4 credits

MUS 5930 - Senior Musical Arts Project

Goals: Develop a paper, recordings, or another project appropriate to the discipline of music.

Content: Student works closely with instructor to develop, research, or otherwise prepare this capstone project.

Taught: Every semester

Prerequisites: Senior music major with musical arts concentration.

Credits: 4 credits

MUS 5940 - Senior Recital

Goals: To prepare and perform a recital representative of a student's best work.

Content: Together, teacher and student select appropriate repertoire to be performed.

Taught: Every semester

Prerequisite: Senior music major or consent of instructor.

A writing-intensive component may be selected with permission from the faculty advisor.

Credits: 4 credits

NPFT 1010 - Introduction to the Nonprofit Sector

Goals: This course includes an introduction to management and leadership in the nonprofit sector, investigating the critical history of nonprofits as part of our American heritage.

Content: Concepts of public good, volunteerism, service and servant leadership, organizational structure, mission and management philosophy, the role of philanthropy, reasons for giving, ethics, and organizational development. The course will combine a review of texts, student research, expert guest lecturers, workshops and student presentations.

Credits: 4 credits

NPFT 3010 - Nonprofit Governance, Finance, and Law

Goals: This course includes an introduction to nonprofit governance and policy structures, with emphasis on the legal, regulatory, and financial aspects of managing nonprofit organizations.

Content: Board development, governance, strategic planning, policy making, federal and state reporting requirements, crucial aspects of financial structures and audits, regulatory compliance, and record keeping. Students will work on the processes for creating, growing, and sustaining a nonprofit organization.

Credits: 4 credits

NPFT 3020 - Development and Fundraising

Goals: This course will expose students to the wide variety of development and fundraising activities that are critical for nonprofit growth and sustainability.

Content: Starting with why individuals, foundations and businesses give to philanthropy, course will include types of gifts, fundraising programs, special events, and grant writing. Special emphases on program goals, outcomes assessment, marketing, and public relations will provide an underlying theme throughout the course. Students will work on actual projects with community partners throughout the course.

Credits: 4 credits

NPFT 5860 - Nonprofit Seminar and Internship

Goals: This capstone course is intended to be the cumulative application of all the competencies developed in the program.

Content: Internship selection and placement will be finalized during the prior semester to ensure an engaging and productive work experience emphasizing hands-on learning with weekly attendance in a capstone classroom seminar. The internship incorporates education and professional development into a service-learning work experience, including the production of a senior portfolio.

Credits: 4 credits

PHED 1010 - Beginning Strength Training

Goals: To acquire enough mastery of the skills, strategies, and rules to be able to enjoy participation for a lifetime. To understand the principles of physical fitness.

Indoor activity.

This course is not repeatable for credit.

Credits: 0.5 credit

PHED 1030 - Beginning Tae Kwon Do

Goals: To acquire enough mastery of the skills, strategies, and rules to be able to enjoy participation for a lifetime. To understand the principles of physical fitness.

Indoor activity.

This course is not repeatable for credit.

Credits: 1 credit

PHED 1040 - Self Defense

Goals: This course will focus on practical techniques for self-defense drawn from Shaolin Kenpo Karate. The course will also improve physical conditioning and instruct students in recognizing and avoiding threats.

Content: Through solo and partnered exercises, as well as forms, students will learn how to strike and defend using a wide range of techniques. Defenses to specific attacks will be included, such as being grabbed from the front or behind, and defending against various punches and weapons attacks.

This course is not repeatable for credit.

Credits: 1 credit

PHED 1060 - Racquetball

Goals: To acquire enough mastery of the skills, strategies, and rules to be able to enjoy participation for a lifetime. To understand the principles of physical fitness.

Indoor activity.

This course is not repeatable for credit.

Credits: 0.5 credit

PHED 1100 - Intermediate Strength Training

Goals: To acquire enough mastery of the skills, strategies, and rules to be able to enjoy participation for a lifetime. To understand the principles of physical fitness.

Indoor activity.

This course is not repeatable for credit.

Credits: 0.5 credit

PHED 1140 - Beginning Golf

Goals: To acquire enough mastery of the skills, strategies, and rules to be able to enjoy participation for a lifetime. To understand the principles of physical fitness.

Outdoor Activity

Credits: 0.5 credit

PHED 1150 - Beginning Tennis

Goals: To acquire enough mastery of the skills, strategies, and rules to be able to enjoy participation for a lifetime. To understand the principles of physical fitness.

Outdoor Activity

Credits: 0.5 credit

PHED 1170 - Personal Fitness

Goals: To acquire enough mastery of the skills and strategies to be able to enjoy participation for a lifetime. To understand the principles of physical fitness.

Taught: Spring

Credits: 1 credit

PHED 1390 - Scuba Diving

Goals: To acquire the skills and knowledge to become a certified diver.

Content: Scientific principles and techniques of scuba diving. Marine physics, physiology, and medical knowledge are studied to ensure a safe exposure to an underwater environment.

Aquatic Activity

Credits: 2 credits

PHED 1400 - Fundamental Concepts of Physical Education

Goals: To acquaint the student with an overview of the physical education profession, its associated disciplines and subdisciplines, and anticipated career opportunities open to physical education graduates. A major emphasis is placed on acquainting the student with the anatomy of the skeletal and muscular systems.

Content: Philosophical, physiological, psychological, historical, and sociological foundations of physical education with major emphasis upon anatomy, muscular origin, insertion, and action.

Taught: Annually.

Credits: 2 credits

PHED 1540 - Individual Activities

Goals: To prepare prospective teachers to teach the activities listed below.

Content: Teaching methods, knowledge, the execution of skills, analysis of movement, officiating, knowledge of rules, and strategies of the activities listed.

Activities: Secondary teaching methods for the individual activities of physical fitness, aerobics/conditioning, gymnastics, tumbling, self-defense/wrestling.

Taught: Biennially.

Professional Activity Course for Teachers

Credits: 2 credits

PHED 1550 - Rhythms

Goals: To prepare prospective teachers to teach the activities listed below.

Content: Teaching methods, knowledge, the execution of skills, analysis of movement, officiating, knowledge of rules, and strategies of the activities listed.

Activities: Fundamentals of folk dance, square dance, social, and modern dance.

Professional Activity Course for Teachers

Credits: 4 credits

PHED 1570 - Lifetime Sports

Goals: To prepare prospective teachers to teach the activities listed below.

Content: Teaching methods, knowledge, the execution of skills, analysis of movement, officiating, knowledge of rules, and strategies of the activities listed.

Activities: Tennis, badminton, racquetball, handball, bowling, recreational games, downhill and cross-country skiing, outdoor education, golf, and archery.

Professional Activity Course for Teachers

Credits: 4 credits

PHED 1650 - Team Sports

Goals: To prepare prospective teachers to teach the activities listed below.

Content: Teaching methods, knowledge, the execution of skills, analysis of movement, officiating, knowledge of rules, and strategies of the activities listed.

Activities: Floor hockey, soccer, speedball, team handball, basketball, volleyball, softball, lacrosse, football, track and field, and cross-country.

Professional Activity Course for Teachers

Credits: 4 credits

PHED 1800 - Fitness

Goals: To acquire enough mastery of the skills, strategies, and rules to be able to enjoy participation for a lifetime. To understand the principles of physical fitness.

Outdoor Activity

This course is not repeatable for credit.

Credits: 0.5 credit

PHED 3030 - Intermediate Tae Kwon Do

Goals: To acquire enough mastery of the basic physical fitness activities to encourage physical fitness activity for a lifetime. To understand the principles of physical fitness.

Indoor Activity

Credits: 1 credit

PHED 3340 - Lifeguard Training

This is the American Red Cross Lifeguarding course. The content includes surveillance skills, rescue skills, First Aid and CPR training, and professional responsibilities of the lifeguard.

Prerequisite: American Red Cross swimming skills test.

Professional Activity Course for Teachers

Credits: 4 credits

PHED 3350 - Teaching Water Safety Instruction (W.S.I.) Aquatics

Goals: To prepare prospective teachers to teach the activity listed below.

Content: Teaching methods, knowledge, the execution of skills, analysis of movement, officiating, knowledge of rules, and strategies of the activity listed.

Activity: American Red Cross W.S.I. Certification (Water Safety Instruction).

Professional Activity Course for Teachers

Credits: 4 credits

PHED 3700 - Coaching and Theory of Swimming

Goals: To prepare prospective coaches to effectively coach sports teams in public and private schools as well as community youth leagues.

Content: The various strategies, techniques, theories of team play; methods of organization, sports psychology, biomechanics, exercise physiology, and training theory specific to swimming.

Credits: 2 credits

PHED 3710 - Coaching and Theory of Football

Goals: To prepare prospective coaches to effectively coach sports teams in public and private schools as well as community youth leagues.

Content: The various strategies, techniques, theories of team play; methods of organization, sports psychology, biomechanics, exercise physiology, and training theory specific to football.

Credits: 2 credits

PHED 3720 - Coaching and Theory of Basketball

Goals: To prepare prospective coaches to effectively coach sports teams in public and private schools as well as community youth leagues.

Content: The various strategies, techniques, theories of team play; methods of organization, sports psychology, biomechanics, exercise physiology, and training theory specific to basketball.

Credits: 2 credits

PHED 3730 - Coaching and Theory of Track and Field

Goals: To prepare prospective coaches to effectively coach sports teams in public and private schools as well as community youth leagues.

Content: The various strategies, techniques, theories of team play; methods of organization, sports psychology, biomechanics, exercise physiology, and training theory specific to track and field.

Credits: 2 credits

PHED 3740 - Coaching and Theory of Baseball/Fastpitch

Goals: To prepare prospective coaches to effectively coach sports teams in public and private schools as well as community youth leagues.

Content: The various strategies, techniques, theories of team play; methods of organization, sports psychology, biomechanics, exercise physiology, and training theory specific to baseball and fastpitch.

Credits: 2 credits

PHED 3750 - Coaching and Theory of Hockey

Goals: To prepare prospective coaches to effectively coach sports teams in public and private schools as well as community youth leagues.

Content: The various strategies, techniques, theories of team play; methods of organization, sports psychology, biomechanics, exercise physiology, and training theory specific to hockey.

Credits: 2 credits

PHED 3780 - Coaching and Theory of Volleyball

Goals: To prepare prospective coaches to effectively coach sports teams in public and private schools as well as community youth leagues.

Content: The various strategies, techniques, theories of team play; methods of organization, sports psychology, biomechanics, exercise physiology, and training theory specific to volleyball.

Credits: 2 credits

PHED 3790 - Coaching and Theory of Soccer

Goals: To prepare prospective coaches to effectively coach sports teams in public and private schools as well as community youth leagues.

Content: The various strategies, techniques, theories of team play; methods of organization, sports psychology, biomechanics, exercise physiology, and training theory specific to soccer.

Credits: 2 credits

PHED 3800 - Coaching and Theory of Strength and Conditioning

Goals: To prepare prospective coaches to effectively coach sports teams in public and private schools as well as community youth leagues.

Content: The various strategies, techniques, theories of team play; methods of organization, sports psychology, biomechanics, exercise physiology, and training theory specific to strength and conditioning.

Credits: 2 credits

PHED 5620 - Adaptive/Developmental Physical Education

Goals: To blend theory and practice of present trends in adaptive/developmental physical education. To enhance student knowledge about handicapping conditions as they relate to physical education. To inform students of the mandates of recent federal legislation. To develop a better appreciation for special students through direct experience in the school setting.

Content: Public school programming in response to public laws 94-142, assessments used for entrance/exit criteria, developing an individualized education program (IEP), and providing an understanding of identifying a quality physical education program for students with special needs.

Taught: Biennially.

Credits: 4 credits

PHED 5640 - LAB: Physiology of Exercise

This lab must be taken concurrently with the PHED 5640 lecture. The lab itself has zero credit value.

PHED 5640 - Physiology of Exercise

Goals: Students will be able to describe how physical activity affects the functioning of specific systems of the human body.

Content: Cell and tissue function, nervous system, endocrine system, cardio-respiratory and lymphatic systems, bioenergetics, body composition, the affect of training and diet on human performance.

Taught: Annually.

Prerequisites: BIOL 1120 and PHYS 1130, or CHEM 1100, or permission of instructor.

Credits: 4 credits

PHED 5850 - Physical Education in the Elementary School

Goals: To know the theoretical basis of elementary physical education and strategies for implementing the program. To understand basic needs of children in today's society, and to develop and organize material to be used in effective instruction programs.

Content: Application of knowledge, skills, methods, and techniques.

Taught: Biennially.

Prerequisite: Junior or senior status.

Credits: 4 credits

PHED 5910 - Scientific Bases of Physical Education

Goals: To acquire an in-depth perspective of the contributions of science and history to physical education.

Content: The biological, philosophical, psychological, and historical bases of physical education.

Taught: Annually.

Credits: 4 credits

PHED 5920 - Programming and Evaluation in Physical Education

Goals: To acquaint students with problems, trends, principles, and techniques of curriculum development and evaluation of student performance in physical education. To familiarize students with the computer software available for programming and evaluation in physical education.

Content: History and principles of program development and planning, Minnesota State education requirements, evaluation techniques used in analysis of fitness, motor skills, sports skills, and knowledge. Basic research methods and statistics.

Taught: Annually.

Prerequisite: Junior or senior standing.

Credits: 4 credits

PHED 5940 - Management of Physical Education and Athletics

Goals: To become familiar with the functions and processes of management: planning, organizing, staffing, leading, and evaluating. To understand basic principles and practices of management as they relate to sport organizations. To understand critical professional skills needed for sport managers, with an emphasis on effective written communication. To develop an awareness and understanding of social issues related to sport management, including race, gender, and class.

Content: Principles of management, organization theory, management of sport organizations, including physical education, interscholastic and intercollegiate athletics, amateur and professional sport, facility and event management, public relations, marketing, fiscal management, risk management, ethics, and social issues.

Taught: Annually.

Prerequisite: Sophomore standing or consent of instructor.

Credits: 4 credits

PHED 5950 - Senior Seminar

Students will identify and delimit a research problem, search and review pertinent literature, formulate a testable hypothesis, design and conduct research to test the hypothesis, analyze and report the results, and discuss the meaning and implications of the results. The final product must be presented in written form, and if judged to be of sufficient quality, may fulfill partial requirements for departmental honors.

Taught: Annually.

Credits: 4 credits

PHIL 1120 - General Philosophy

Content: Selected important philosophic works; the main problems of philosophy, the natures of reality, valuing, and knowing.

Credits: 4 credits

PHIL 1130 - Logic

Content: Formal and informal reasoning, deductive and inductive; traditional and symbolic techniques for distinguishing correct from incorrect reasoning.

Credits: 4 credits

PHIL 1140 - Ethics

Content: The concepts of goodness, right, duty, obligation, responsibility, and freedom; important moral theories of the Western tradition; contemporary moral issues in light of these theories.

Credits: 4 credits

PHIL 1145 - Development Ethics in Jamaica

Goals: This course examines ethical issues related to "third world" or "developing" nations.

Content: After a week of study on campus, we will travel to rural Jamaica on an Operation Classroom work team, living and working with locals on a school construction project. Students will study and directly experience ethical issues connected to development, combining service learning with academic reflection. We return to campus for the last week of the term to complete independent research, writing, and presentation of work.

Taught: Alternate years, winter term.

Credits: 4 credits

PHIL 1250 - Introduction to African Philosophy

Content: Definitions of African Philosophy, discussions of ethnophilosophy, problems of language in Africa, and connections with African American and feminist philosophies.

Taught: Annually.

Credits: 4 credits

PHIL 3100 - Introduction to African-American Studies

Goals: To develop an understanding of several key issues in African American Studies emphasizing close textual reading and analysis. Additionally, students participate in academic service learning to synthesize textual and experimental learning.

Content: The course materials will focus on critical readings about construction of race as a concept; intersections of race, class and gender; afrocentrism; pan-africanism; diasporic connections; nationalism; religious dimension; literary theory and popular culture.

Prerequisite: Sophomore standing or consent of instructor.

Credits: 4 credits

PHIL 3150 - Ancient Greek Philosophy

Content: The main problems of philosophy, the natures of reality, valuing and knowing, through the works of important ancient Greek philosophers, especially the pre-Socratics, Plato, and Aristotle.

Credits: 4 credits

PHIL 3160 - Modern Philosophy: Descartes to Kant

Content: The main problems of philosophy, the natures of reality, valuing, and knowing, through the works of influential European philosophers of the 17th and 18th centuries, especially Descartes, Hobbes, Hume, and Kant.

Credits: 4 credits

PHIL 3190 - Nineteenth-Century Philosophy

Content: The main problems of philosophy, the natures of reality, valuing, and knowing, through the works of influential 19th century thinkers including Hegel, Nietzsche, Marx, and selected Pragmatists.

Taught: Alternate years.

Credits: 4 credits

PHIL 3200 - Twentieth-Century Philosophy

Content: The main problems of philosophy, the natures of reality, valuing, and knowing, through the study of analytic philosophy, phenomenology, and deconstruction.

Taught: Alternate years.

Credits: 4 credits

PHIL 3250 - Feminist Philosophy

Content: An examination of major areas of contemporary feminist philosophy, with special attention to the interaction between multiple forms of oppression, including racism, homophobia, and class-based oppression.

Taught: Alternate years.

Prerequisites: WSTD 1010 or PHIL 1120 or PHIL 1140.

Credits: 4 credits

PHIL 3320 - Philosophy of Religion

Content: The nature and problems of religious thought including the existence of God, religious experience, faith, and reason.

Taught: Alternate years.

Credits: 4 credits

PHIL 3330 - Social, Political, and Legal Philosophy

Content: Philosophical issues in social, political, and legal systems, including problems such as the justification of power and the development of the concept of human rights.

Credits: 4 credits

PHIL 3340 - Philosophy of Art

Content: Aesthetic issues from the point of view of the creator as well as appreciator, including questions of artistic truth, meaning, beauty, value, criticism, and judgment applied to the range of art media.

Credits: 4 credits

PHIL 3360 - Philosophy of Nonviolence

Goals: To understand the concepts, principles, and practices of nonviolence.

Content: Focus on understanding the concepts, principles, and practices of nonviolence emphasizing theorists and practitioners of nonviolent direct action including Mohandas Gandhi, Martin Luther King, Jr., Tich Nhat Hanh, and others, attentive to the contexts in which they emerge. Course participants will pursue independent research on nonviolence for presentation to the seminar.

Credits: 4 credits

PHIL 3370 - Philosophy of Science

Content: Philosophical issues of the sciences, including questions of scientific progress and rationality, our understanding of the physical world, and values and objectivity in the sciences.

Taught: Alternate years.

Credits: 4 credits

PHIL 3380 - Concepts of Nature

Content: An examination of some of the different ways people have thought about the natural world and our relationship to it. Some of the views discussed will be: nature as a mechanism, a divine creation, and a source of values. We will consider multicultural, feminist, and postmodern challenges to the modern scientific conception of nature.

Taught: Alternate years.

Credits: 4 credits

PHIL 5550 - Theories of Knowledge

Content: Questions of epistemology, including the nature of knowledge, the role of experience in knowing, the role of reason, the limits of knowledge, and the concept of meaning.

Prerequisite: PHIL 3160 or consent of the instructor.

Credits: 4 credits

PHIL 5560 - Metaphysics

Content: The concepts of being, reality, existence, essence, nature, causation, and reason together with their implications for knowledge and values.

Prerequisites: PHIL 3150 and PHIL 5550, or, PHIL 3160 and PHIL 5550, or consent of the instructor.

Credits: 4 credits

PHIL 5750 - Senior Seminar

Content: Advanced value theory, broadly conceived, studied through selected classical and contemporary sources.

Prerequisite: Philosophy major or minor, or consent of the instructor.

Credits: 4 credits

PHYS 1110 - Energy, Environment, and the Economy

Goals: To investigate, for nonscience students, availability of energy in the world and environmental concerns and the supply-demand aspects of our nation's economy.

Content: Conceptual understanding and measurement of relevant physical quantities; the impact of fossil fuels, nuclear power, solar and other "alternative" forms of energy on air and water quality; the economy and lifestyles; the fragile world energy balance; research in energy and various models for extrapolation into the future.

Prerequisite: High school algebra.

Credits: 4 credits

PHYS 1110 - LAB: Energy, Environment, and the Economy

This lab must be taken concurrently with the PHYS 1110 lecture.

The lab itself has zero credit value.

PHYS 1130 - LAB: Physics for Poets

This lab must be taken concurrently with the PHYS 1130 lecture.

The lab itself has zero credit value.

PHYS 1130 - Physics for Poets

Goals: To introduce non-science students to the conceptual development and philosophical implications of some aspects of physics, allow students to gain insights into the practice of science, and give students experience with problem solving

Content: Topics will vary with instructor but may include motion, energy, solids, heat, sound, light, electricity, magnetism, atoms, the nucleus, particles, and astronomy. The laboratory will include a variety of experiences designed to

allow students to practice investigative science and gain hands-on experience.

Prerequisite: High school algebra.

Credits: 4 credits

PHYS 1140 - LAB: Physics of Sound and Music

This lab must be taken concurrently with the PHYS 1140 lecture.

The lab itself has zero credit value.

PHYS 1140 - Physics of Sound and Music

Goals: To introduce non-science majors to the physical description of the oscillations and resonances involved in the production and detection of sound and music.

Content: Wave phenomena including propagation and interference, frequency analysis of sounds including music, theory of instruments, biological generation, and detection of sound.

Prerequisite: High school algebra.

Credits: 4 credits

PHYS 1150 - Algebra-based Physics I

Goals: To introduce science and non-science majors to the basic concepts of physics to develop skills in formulating and solving both theoretical and experimental physics problems in the areas of kinematics, fluids, and thermodynamics.

Content: The topics of kinematics, Newton's second law, energy, and momentum will be covered both in translation and rotation, simple harmonic motion and elasticity, fluids, and thermodynamics.

Taught: Fall term.

Prerequisites: High school algebra and elementary trigonometry.

Credits: 4 credits

PHYS 1150 - LAB: Algebra-based Physics I

This lab must be taken concurrently with the PHYS 1150 lecture.

The lab itself has zero credit value.

PHYS 1160 - Algebra-based Physics II

Goals: To introduce students to the basic concepts of physics to develop skills in formulating and solving both theoretical and experimental physics problems in the areas of optics, circuits, sound, and electricity and magnetism.

Content: Topics include waves and sound, electricity and magnetism, DC and AC circuits, and optics.

Taught: Spring term.

Prerequisites: PHYS 1150.

Credits: 4 credits

PHYS 1160 - LAB: Algebra-based Physics II

This lab must be taken concurrently with the PHYS 1160 lecture.

The lab itself has zero credit value.

PHYS 1230 - General Physics I

Goals: To introduce students to the basic concept of physics, and to develop skill in formulating and problem solving both theoretical and experimental physics problems in the areas of kinematics using calculus.

Content: The topics of kinematics, Newton's second law, energy, and momentum will be covered both in translation and rotation, fluids, and thermodynamics.

Taught: Spring term

Prerequisite: MATH 1170.

Credits: 4 credits

PHYS 1230 - LAB: General Physics I

This lab must be taken concurrently with the PHYS 1230 lecture.

The lab itself has zero credit value.

PHYS 1240 - General Physics II

Goals: To introduce students to the basic concepts of physics to develop skills in formulating and solving both theoretical and experimental physics problems in the areas of optics, circuits, waves, sounds, and electricity and magnetism using calculus.

Content: Topics include sound, electricity and magnetism, DC and AC circuits, and optics.

Taught: Fall term.

Prerequisites: PHYS 1150 or PHYS 1230, and MATH 1180.

Credits: 4 credits

PHYS 1240 - LAB: General Physics II

This lab must be taken concurrently with the PHYS 1240 lecture.

The lab itself has zero credit value.

PHYS 1610 - Engineering Mechanics: Statics

Goals: To understand the static behavior of mechanical systems.

Content: Vector analysis, forces, free-body diagrams, equilibrium, rigid body constraints, stress and strain, friction, moments of inertia, and moments of forces.

Taught: Alternate years, Winter term.

Prerequisites: PHYS 1150 or PHYS 1230, and MATH 1180, or consent of instructor.

Credits: 4 credits

PHYS 1620 - Engineering Mechanics: Dynamics

Goals: To understand the dynamic behavior of mechanical systems.

Content: Vector analysis, rectilinear and curvilinear kinematics, forces, free-body diagrams, friction, work and energy, impulse and momentum, general and relative motion, analysis of rigid bodies, moments of inertia, moments of forces, and vibrations.

Taught: Alternate years Winter term.

Prerequisites: PHYS 1150 or PHYS 1230, and MATH 1180, or consent of instructor.

Credits: 4 credits

PHYS 3520 - LAB: Physical Optics

Content: The lab includes measurements of wave propagation, dispersion, diffraction, interference, and polarization.

This lab must be taken concurrently with the PHYS 3520 lecture.

The lab itself has zero credit value.

PHYS 3520 - Physical Optics

Goals: To introduce students to the study of optical phenomena interpreted in terms of a wave theory of light.

Content: Mathematical description of waves and how these waves interact with matter. Theories are developed to explain interference, diffraction, and polarization and are used as a basis for measurements in the laboratory.

Taught: Alternate years, Spring.

Prerequisite: PHYS 1240 and MATH 3320.

Credits: 4 credits

PHYS 3540 - LAB: Modern Physics

Content: The lab will introduce the computer control of instrumentation, computer data acquisition, and computer modeling of data. Students will perform several famous Modern Physics experiments and will do a semester-long project to plan a modernized version of one of the seminal experiments in Modern Physics.

This lab must be taken concurrently with the PHYS 3540 lecture.

The lab itself has zero credit value.

PHYS 3540 - Modern Physics

Goals: To understand the developments of the late 19th and early 20th century in the field of physics.

Content: Relativity, the discovery of the electron, the quantum nature of light, the wave nature of particles, the Heisenberg uncertainty principle, and Schrodinger wave mechanics.

Taught: Spring.

Prerequisites: PHYS 1240 and MATH 3320 or co-registration.

Credits: 4 credits

PHYS 3750 - Thermodynamics and Statistical Mechanics

Goals: To develop a fundamental understanding of the principles of thermodynamics and statistical mechanics that allows a variety of applications to be surveyed in the latter part of the course.

Content: The laws of thermodynamics and other conventional thermodynamic concepts such as heat, work, entropy, enthalpy, heat capacity, and the equipartition theorem are introduced. Adiabatic, isothermal, isobaric, and nonequilibrium processes are studied. Topics include the equations of state for non-ideal gases, Maxwell's relations, kinetic theory, the Maxwell distribution of molecular velocities, magnetic materials, blackbody radiation, phase transitions, phase diagrams, ensembles, and the partition function. Classical and quantum statistics are studied; the Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac distributions are examined.

Taught: Alternate years, fall term.

Prerequisites: PHYS 1240 or PHYS 1160 and MATH 3720 or co-registration.

Credits: 4 credits

PHYS 3800 - Electronics and Instrumentation

Goals: To explore the fundamentals of analog and digital electronics, to explore their applications in designs used in interfacing and controlling experiments, and to gain experience with common and advanced instrumentation.

Content: Design, predict behavior, and build analog and digital control circuits. Circuit elements will include passive and active components including transistors; op-amps; digital logic and interfacial components such as temperature, ADC, and DAC circuits. Emphasis will be placed on building practical circuits needed to control and measure experimental parameters.

Taught: Alternate years, Spring term.

Prerequisite: PHYS 1240 and MATH 3720 or co-registration.

Credits: 4 credits

PHYS 3800 - LAB: Electronics and Instrumentation

This lab must be taken concurrently with the PHYS 3800 lecture.

The lab itself has zero credit value.

PHYS 5900 - Junior Seminar

Goals: To introduce current topics in physics and related fields. To develop communications skills including writing, reading, listening, and speaking.

Content: Reviews of current research by junior and senior physics majors, guest lecturers, and department staff. Research site visits.

Taught: As a full year sequence.

Prerequisite: PHYS 1240 or co-registration.

Credits: 0.5 credit per term

PHYS 5910 - Senior Seminar

Goals: To introduce current topics in physics and related fields. To develop communications skills including writing, reading, listening, and speaking.

Content: Reviews of current research by junior and senior physics majors, guest lecturers, and department staff. Research site visits.

Taught: As a full year sequence.

Prerequisite: PHYS 1240 or co-registration.

Credits: 0.5 credit per term

PHYS 5920 - Research Project-Based Advanced Laboratory

Goals: To allow students to expand and build upon their current laboratory skill set and problem solving ability by planning and executing a year-long research project.

Content: This full year course is the culmination of all the laboratory experiences within the physics curriculum. Students will choose a project, based on the search of the research literature. These projects will require many skills including equipment interfacing, computer programming, basic and advanced circuits, optics, using the machine shop to build experimental apparatuses, planning, ordering, and scheduling tasks, preparing a professional report and presentation, and more. Successful completion of this course should fulfill the Individual Ability in Learning (Q) requirement of the Hamline Plan.

Taught: Annually.

Prerequisite: PHYS 3540

Credits: 2 credits fall term, 2 credits spring term

PHYS 5930 - Theoretical Mechanics

Goals: To develop an understanding of Newtonian mechanics with emphasis on conservation principles.

Content: Particle dynamics in one and three dimensions with special attention to the central force problem, simple harmonic oscillator, kinematics, dynamics of a system of particles, wave motion, generalized coordinates, and the Lagrangian formulation of mechanics. This course acts as an elective of the Computational Science minor because students model dynamical systems using computer software like Mathematica.

Taught: Annually.

Prerequisite: PHYS 1240 and MATH 3720.

Credits: 4 credits

PHYS 5940 - Advanced Electromagnetic Field Theory

Goals: To develop an understanding of the classical theory of electric and magnetic fields.

Content: Vector analysis, discrete and continuous charge distributions, Gauss's law, boundary conditions, the equations of Laplace and Poisson, dielectric and magnetic materials, Maxwell's equations.

Taught: Alternate years.

Prerequisites: PHYS 1240 and MATH 3720.

Credits: 4 credits

PHYS 5950 - Advanced Quantum Mechanics

Goals: To introduce quantum mechanics as the language of modern physics with application to some typical problems.

Content: Schrodinger's equation, probability and statistics, wave functions, operators, square well and other potentials, harmonic oscillator, scattering, function spaces, uncertainty principle, hydrogen atom, angular momentum, perturbation theory, and extensive use of advanced mathematical symbolism.

Taught: Alternate years.

Prerequisite: PHYS 3540 and MATH 3720.

Credits: 4 credits

PHYS 5955 - Advanced Topics in Physics

Goals: To explore advanced topics in physics that go beyond our other 5000-level courses and to expose students to new developments in physics.

Content: Topics may include solid-state physics, electromagnetic cavities including optical fibers, scattering theory (electromagnetic and quantum), analysis of modern instrumentation, vacuum technology, nuclear physics, high energy physics, elementary particles, astrophysics, general relativity.

Taught: Alternate years.

Prerequisite: PHYS 3540 and at least one course higher than PHYS 5920 and MATH 3720.

Credits: 4 credits

PHYS 5960 - Senior Experimental Lab

Goals: To provide an opportunity to explore independent research and to develop the skills needed to complete a research program.

Content: Each student will develop an independent research project and timeline for completion, conduct a review of pertinent literature, construct needed equipment, write an extensive paper summarizing theory and results of the project, and present a formal presentation on the results as part of Senior Seminar.

Taught: Periodically, as interest and resources allow.

Prerequisites: PHYS 3540 and faculty consent.

Credits: 4 credits

PSCI 1110 - American Government and Politics

Goals: To introduce students to analytical concepts and frameworks for the study of American national government and politics, especially as it relates to the question of who gets what, how, and why.

Content: The constitutional framework; political values and public opinion; the role of parties, interest groups and mass media; Congress, the judiciary and the presidency; the policy

process in selected substantive areas such as defense, foreign policy, economic management, and civil liberties.

Taught: Annually.

Credits: 4 credits

PSCI 1430 - World Politics

Goals: To introduce students to major issues in contemporary international relations and varying approaches to studying them, including the role of the state and non-state actors and sources of conflict and cooperation in world politics.

Content: Realism (and its variants), Liberalism (and its variants), Marxism, Social Constructivism, Postmodernism, and Feminism; the nature of war and peace, the challenges the "global south" faces, environmental politics, cultural differences and their impact on global politics, state and human security, nationalism and ethnic conflict, international organizations, and transnational crime, including terrorism.

Taught: Annually

Credits: 4 credits

PSCI 1500 - Parties and Elections in the United States

Goals: To achieve a sound understanding of the impact and role of political parties, voting, and elections upon American government and public policy.

Content: The role of parties and elections in democratic politics, party organization and leadership, campaigns, money and the media, voters and nonvoters, party change, and political realignment.

Taught: Alternate years.

Prerequisite: PSCI 1110 required or by Instructor Permission.

Credits: 4 credits

PSCI 3010 - Presidential Politics

Goals: To achieve a clear understanding of the role of the presidency in the U.S. Political system. To explore how the presidency has been affected by political, social, and economic developments.

Content: Presidential selection process; White House decision making; the role of presidential personality and style; White House relations with Congress, the bureaucracy, political parties, and pressure groups; role of the presidency in selected policy areas such as national security and economic policy; the impact of public opinion and mass media on the presidency; the problem of presidential power--too much or too little?

Taught: Alternate years.

Prerequisite: PSCI 1110 required or by Instructor Permission.

Credits: 4 credits

PSCI 3020 - International Political Economy

Goals: To explore the theory and practice of international political economy and the intersection of political science and economics. To understand the evolution of the international monetary system and international trade policy. To consider the interaction of political authority and markets in the global economy.

Content: Neo-classical growth models; dependency theory; politics of growth and industrialization; comparative perspective of industrialization (e.g., developmental successes and failures); international regimes; financial crises and structural adjustments.

Taught: Alternate years.

Prerequisite: PSCI 1430: World Politics is recommended.

Credits: 4 credits

PSCI 3030 - American Foreign Policy

Goals: To achieve a sound understanding of the pattern and process of American foreign policy in a changing world and to comprehend the analytic perspectives that enhance such understanding.

Content: Patterns of post-1945 foreign policy during the Cold War; social, economic, and ideological sources of U.S. policy; the foreign policy-making process; challenges to American policy in a post-Cold War world; the politics of globalization and counter-terrorism.

Taught: Alternate years.

Prerequisite: PSCI 1110 required or by Instructor Permission.

Credits: 4 credits

PSCI 3430 - Gender Politics

Goals: To examine approaches to gender issues, the role of women in politics, and the impact of feminism from a comparative perspective. To consider development and importance of women's organizations worldwide.

Content: Current research and theories about women and politics. Examination of the role of women in politics in various regions of the world such as Latin America, Asia, Middle East, Africa, and Europe as well as the United States.

Taught: Annually.

Prerequisite: PSCI 1430: World Politics is recommended.

Credits: 4 credits

PSCI 3540 - Political Research and Analysis

Goals: To introduce fundamental concepts of politics and contemporary methods of political analysis and research.

Content: The development of political science as a discipline, various theories and approaches in political analysis, methods of research in political science, and practical experience in empirical analysis.

Taught: Annually.

Credits: 4 credits

PSCI 3550 - International Organizations

Goals: To explore the foundations of international governmental and nongovernmental organizations; through case studies and policy issues, to discuss the United Nations and its affiliated groups; to examine how transitional actors have tried to deal with critical world issues such as hunger, environmental dilemmas, human rights, and the disparities of development.

Content: This course includes a discussion of theories of integration, histories of international organizations, and analyses of approaches to policy and politics in the international arena. Students will also have the opportunity to do informal interviews or mentoring projects with local international organizations.

Taught: Alternate years.

Prerequisite: PSCI 1430: World Politics is recommended.

Credits: 4 credits

PSCI 3560 - Latin American Politics

Goals: To examine issues of political development in the social and economic context of Latin America.

Content: Overview of the various political systems of Latin America, including state institutions, political culture, and policy processes. Special emphasis given to theories of development, underdevelopment, and political economy in understanding contemporary Latin American issues.

Taught: Annually.

Credits: 4 credits

PSCI 3570 - Ethnic and Civil Conflict

To examine the competing theories of the causes of civil and ethnic conflicts, to analyze processes that may lead to major human suffering when these conflicts turn into horrific wars, and to discuss possible ways to alleviate short- and long-term human suffering these conflicts create.

Content: Emphasis on theoretical works and selected case studies from the contemporary world. Students are expected (1) to define, understand, and use concepts and terms relevant to the study of civil and ethnic conflict; (2) to analyze and think critically about the effects of different forces on these types of conflicts with the appreciation that societies have different cultural, economic, sociological, and historical settings; (3) to suggest ways to reduce, if not totally eliminate, the negative influence of these conflicts on individuals and collectivities, and finally (4) to have a working knowledge of challenges that these types of conflicts hold for the future of world politics. Extensive case studies will be drawn from various parts of the world.

Taught: Annually

Credits: 4 credits

PSCI 3580 - Politics and Society in the Middle East

Goals: To examine politics and society in the contemporary Middle East, within the context of the region's historical, cultural, and economic environment. To understand both the major themes and issues in Middle Eastern politics and the diverse experiences of individual countries (e.g., Egypt, Israel, Syria, Saudi Arabia).

Content: Islam, Arab, and Ottoman Empire, the colonial legacy and nationalist movements, Arab nationalism, the Arab-Israeli-Palestinian conflict, the Iranian Revolution, the impact of ethnic and religious diversity on politics, the "Arab Spring" and the like. By the end of the semester, students are expected to be able to think critically about the Middle East, to rigorously examine the ties between the past and the present in analyzing today's problems in the region; to have a good grasp of the diversity present in the Middle East; and to have a working knowledge of opportunities and challenges that this region holds for the peace and security in the world.

Taught: Annually

Credits: 4 credits

PSCI 3590 - Government and Politics of Western Europe and the European Union

Goals: To examine and analyze the political systems of Great Britain, France, Germany, Spain, Italy, Scandinavia, and other European states with reference to their social and economic contexts. To understand the development of the European Union and the desire for European integration.

Content: Post-World War II development of European political systems, state institutions, political culture, and policy processes; established parties and alternative social movements; relations with the United States and Eastern Europe; development of EU and implications of European integration.

Taught: Annually.

Prerequisite: PSCI 1430: World Politics is recommended.

Credits: 4 credits

PSCI 3600 - Model United Nations

Goals: Through this course, students will develop research, critical thinking, and team-building skills; students will also gain perspectives on the role of international organizations and nongovernmental organizations in the international community. Students will gain an appreciation for diverse cultures, modes of negotiation and conflict resolution, and the professional nature of diplomacy.

Content: This course is designed to help prepare students to serve as delegates to the National Model United Nations Conference in New York. Students will also have the opportunity to visit other international agencies and NGOs (non-governmental organizations) in New York as well as volunteer with organizations in the Twin Cities. Topics discussed in the class will include: the nature of diplomacy, how nations interact, the operations of the United Nations

system, the role of NGOs, and case studies of individual countries which the team will represent at the simulation in New York. Students will engage in mock debates and discussions of UN policy initiatives. By discussing the work of the UN and NGOs, students will also gain an understanding of a variety of transnational issues such as arms control, security, HIV/AIDS, environmental protection, child labor, etc.

Taught: Annually.

Prerequisites: permission of instructor; PSCI 1430 is recommended; acceptance to Model UN team.

Credits: 4 credits

PSCI 3610 - Politics and Society in the Asian Pacific Region

Goals: To explore politics, government, and society in Asian Pacific region. To understand both the major themes and issues in Asian Pacific politics and the diverse experiences of individual countries.

Content: National legacy, state or nation building, constitution and government structure; policy processes and the relationship between government and society; the impact of external and regional forces on individual countries.

Taught: Annually.

Prerequisite: PSCI 1430: World Politics is recommended.

Credits: 4 credits

PSCI 3620 - Government and Politics of Central/Eastern Europe and Russia

Goals: To examine and analyze the political systems of Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Romania, Russia, and the former states of Yugoslavia. To understand the social, economic, and ideological contexts of these political systems in the postwar era and their movement toward economic and political transition.

Content: Postwar development of Eastern European political systems, state institutions, political culture, and policy processes; relations with the United States, Europe, and Russia, with particular emphasis on changes after 1989.

Taught: Alternate years.

Prerequisite: PSCI 1430: World Politics is recommended.

Credits: 4 credits

PSCI 3630 - American Political Thought

Goals: To understand the nature and significance of the main currents of American political thought from the 17th century to the present; to explore the historically developing relationships between liberalism, capitalism, democracy, conservatism, and radicalism in the United States.

Content: Careful study of mainstream thinkers and documents (Jefferson, Lincoln, the Constitution) as well as dissident voices (Frederick Douglass, Emma Goldman, the anti-Federalists). Emphasis on the social and economic context of political thought.

Taught: Alternate years.

Credits: 4 credits

PSCI 3640 - Contemporary Political Ideologies

Goals: To examine various political ideologies from a comparative and historical perspective. To consider the manner in which ideas are transformed into action.

Content: Examination of the foundation, content, and impact of recognized ideologies such as socialism, communism, anarchism, fascism, feminism, environmentalism, and liberalism.

Taught: Annually.

Credits: 4 credits

PSCI 3650 - Western Political Thought

Goals: To comprehend the nature and significance of the tradition of Western political thought; to develop the skills to critically analyze and evaluate contributions to the field; to explore the relevance of political theory for understanding contemporary politics and clarifying one's own political perspective.

Content: Analysis of the tradition of political discourse from Plato and Aristotle in ancient Greece to Marx and Mill in the 19th century, including such thinkers as Machiavelli, Locke, and Rousseau. Emphasis on issues related to democratic theory, economy and property, and political change.

Taught: Alternate years.

Credits: 4 credits

PSCI 3670 - Politics and Society in Africa

Goals: To study politics, government, and society in sub-Saharan Africa. To understand both the major themes and issues in African politics and the diverse experiences of individual African countries.

Content: Pre-colonial African society, the colonial legacy, the state in African politics, the relationship between economic development and political stability, and the impact of external and regional forces on African political and socioeconomic developments.

Taught: Alternate years.

Credits: 4 credits

PSCI 3680 - Politics and Society in Developing Areas

Goals: To examine politics in developing countries from a comparative perspective and to study existing approaches to issues of political legitimation and stability, economic development, and the relationship between politics and economics in the non-Western world.

Content: The colonial legacy and the emergence of states in the developing world, approaches to studying the non-Western state, processes of political development, the nature of political leadership and problems of political legitimation, theories of political change and economic development, and the role of developing countries in the world.

Taught: Alternate years.

Credits: 4 credits

PSCI 3690 - Politics of Urban and Metropolitan America

Goals: To introduce analytical concepts and frameworks for the study of urban and metropolitan problems.

Content: The emergence of metropolitan American and urban political systems. Special focus on ethnic and racial politics; local political engagement; community elites; urban political economies; political problems of metropolitan areas; urban reform and planning.

Taught: Annually.

Credits: 4 credits

PSCI 3700 - Public Policy and Public Administration

Goals: To learn how to think critically and analytically about the formulation and implementation of public policy. To acquaint students with some of the more important concepts, issues, and problems in public administration.

Content: Policy formation and analysis; causes and consequences of policy selection and design; effective leadership; challenges associated with bureaucracy, successful administration and policy implementation; understanding and formulating research on public policy and administration.

Taught: Annually.

Credits: 4 credits

PSCI 3710 - Political, Economic, and Social Development in China

Goals: To examine two distinctive pathways of political, social, and economic development in China (Chinese mainland and Taiwan). To explore political, economic, and social structures in the region. To consider the impact of Chinese development on the region and Sino-U.S. relations.

Content: Post World War II political history of modern China; the similarities and differences of China's and Taiwan's political, social, and economic developmental strategies; governmental, social, and economic institutions and patterns; the transformation of relations between state and society; relations with the United States.

Taught: Alternate years.

Prerequisite: PSCI 1430: World Politics is recommended.

Credits: 4 credits

PSCI 3720 - Political Violence: War, Revolution, and Terrorism

Goals: To examine the theory and practice of various types of political violence and their transforming impact on state, society, and the world. To understand what factors drive people to revolt and the relationship between power and violence. To consider the impact of the state's reaction to political violence.

Content: The causes of political violence; patterns of violent activity; issues of political symbolism, coercion, and legitimacy; state and people's strategies for dealing with political violence (e.g., revolution and counterrevolution);

terrorism and counterterrorism); analyses of global terrorism in the 21st century.

Taught: Alternate years.

Prerequisite: PSCI 1430: World Politics is recommended.

Credits: 4 credits

PSCI 3730 - Democracy, Authoritarianism, and

Democratization

Goals: To explore the theory and practice of democracy, authoritarianism, and democratization in various regions and states of the world.

Content: Definitions of democracy; types of authoritarian states and power structures; theory or models of regime change; process of democratic transformation (e.g., liberalization, transition, and consolidation); patterns of regime change (top down or bottom up), “economics first” or “politics first” or dual transition theories.

Taught: Alternate years.

Prerequisite: PSCI 1430: World Politics is recommended.

Credits: 4 credits

PSCI 3740 - Political Psychology

Goals: To explore the intersection of political science and social psychology and analyze how citizens think and feel about politics. To examine thought processes of political leaders, probing to discover why leaders make decisions that they do. To learn about research areas associated with political psychology and ways scholars go about testing their theories about political behavior.

Content: Personality and politics, right and left wing authoritarianism, altruism, stereotyping and prejudice, political culture, social capital and community involvement, influence of mass media, groupthink, interplay of public opinion and elite decision making, methodologies associated with political psychology (experimentation, opinion polls, in-depth interviews, and focus groups).

Taught: Alternate years.

Prerequisite: PSCI 1110: American Government is recommended.

Credits: 4 credits

PSCI 5000 - Senior Seminar

Goals: To enable majors to synthesize prior learning in Political Science through a senior capstone experience. To provide opportunities for intensive research and discussion of select topics in contemporary U.S. and global politics.

Content: Topics will rotate annually. Each year the seminar will focus on a specific, substantive area of politics and policy, at international, national, or local levels. Examples of topics include economic globalization, the impact of welfare reform, and advanced topics in democratic theory and social justice. Students will be expected to engage in and present the results of a major research project that integrates the central learning

goals of the discipline with the substantive focus of the seminar.

Taught: Annually.

Prerequisites: PSCI 3540 and senior status.

Credits: 4 credits

PSCI 5100 - Senior Practicum

Goals: To enable senior majors to explore connections between theory and practice in Political Science by combining academic analysis and learning with field experience.

Content: Seniors taking this course will be expected to obtain a semester internship in the Twin Cities (120 hours of work) with either a governmental agency, non-profit, international NGO, political organization, or business. The course will be the “academic” portion of the internship. Each week students will be reading current articles in political science and discussing them in light of their internships. Students will engage in applied research on a topic related to their internship and be responsible for completing a substantial research paper by the end of the semester. The writing process will include creating a research proposal, outline, and drafts of the project. Other assignments will include a weekly internship journal and oral presentation of the research project at the end of the semester. Upon successful completion, the * in the course title will include the actual Internship title on the official transcript of the student.

Taught: Annually, in spring term.

Prerequisites: PSCI 3540 and permission of instructor.

Credits: 4 credits

PSY 1330 - General Psychology

Goals: To introduce the content and methods of the major areas of the science of psychology. To provide a foundation for the further study of psychology.

Content: Physiological processes, perception, learning and memory, social processes, moral and intellectual development, behavioral pathology and treatment.

Credits: 4 credits

PSY 1340 - Statistics for the Behavioral Sciences

Goals: To introduce the logic of statistical inference and apply that logic to statistical methods used in psychological research.

Content: The statistical tests covered include the z test, the t test, the correlation test, the chi-square test, and analysis of variance.

Prerequisite: PSY 1330 is recommended. Credit will not be given for both PSY 1340 and M&E 1230/MGMT 1310/ECON 1330 or PSY 1340 and MATH 1200.

Credits: 4 credits

PSY 1430 - Sensation and Perception

Goals: To introduce students to sensory systems (with primary emphasis on vision), how the functions of sensory mechanisms contribute to the structure of perceptual events, and how culture and learning shape the interpretative process we call perception.

Content: Psychophysics, signal detection theory, vision, hearing, the skin senses (including pain), attention, and states of consciousness.

Prerequisites: PSY 1330 is recommended.

Credits: 4 credits

PSY 1440 - Lifespan Development

Goals: To explore developmental theories and methods used to describe and examine typical physical, cognitive, and socio-emotional development across the lifespan.

Content: Research methods, physical development (brain, motor, puberty, menopause, health and wellness), cognitive development (language, intelligence, school performance, memory processes), and socio-emotional development (sense of self, personality, well-being, relationships, threats to well-being).

Prerequisites: PSY 1330 is recommended.

Credits: 4 credits

PSY 1460 - Theories of Personality

Goals: To provide an overview of major theories of personality; to evaluate theories of personality from a variety of psychological perspectives; to understand the application of theoretical principles to practical problems.

Content: Major theories of personality are presented, with an emphasis on analyses of personality organization, development, assessment, and change. Major theories include psychoanalysis, trait models, humanistic models, and behavioral and cognitive approaches.

Prerequisite: PSY 1330 or equivalent.

Credits: 4 credits

PSY 1480 - Abnormal Psychology

Goals: To introduce students to current views of psychopathology, problems in assessment and classification, general characteristics and etiology of disorders, and accepted treatment procedures.

Content: Various forms of disordered behavior ranging from mild and common problems in living to seriously dysfunctional pathology; competing models for understanding disordered behavior, contemporary ethical issues in mental health.

Prerequisite: PSY 1330 or equivalent.

Credits: 4 credits

PSY 3350 - Research Methods in Psychology

Goals: To understand the logic of experimental methodology, basic principles of experimental design, data

analyses, limitations of experiments, and ethical considerations related to psychology research.

Content: Correlational and experimental research methods, threats to good experimental design, and interpretation of results. Students conduct statistical analysis and write up their own experiment.

Prerequisites: PSY 1330 (or equivalent) and PSY 1340.

Credits: 4 credits

PSY 3410 - Theories of Learning

Goals: To define learning and to show how the learning process is studied; to place learning theory in historical perspective, showing how answers to ancient questions about ideas gradually evolved into what we now refer to as modern learning theory.

Content: The learning theories of Thorndike, Skinner, Hull, Pavlov, Guthrie, Estes, the Gestalt theorists, Piaget, Tolman, Bandura, and Hebb; the nature of learning, approaches to the study of learning, and early notions about learning; the application of learning principles to the solution of practical problems.

Prerequisites: PSY 1330 or equivalent. PSY 1340 and PSY 3350 are recommended.

Credits: 4 credits

PSY 3420 - Cognitive Psychology

Goals: To introduce the important insights and theoretical principles of modern cognitive science.

Content: Students study evolution of human cognition, consciousness, perception and attention, memory, knowledge representation, language, reasoning, problem solving, cognitive development, learning, and individual differences in cognition.

Prerequisite: PSY 1330 is recommended.

Credits: 4 credits

PSY 3440 - Advanced Child Development

Goals: To provide a broad overview of theories of child development and research in child psychology. To encourage students to explore a single issue in developmental psychology in depth.

Content: Research methods with children, genetics, learning and cognition development, moral development, socialization processes, family dynamics, and child-rearing.

Prerequisite: PSY 1330.

Credits: 4 credits

PSY 3510 - Psychology of Emotion

Goals: To examine major psychological theories of emotion, emotional development, and emotional competence, from infancy through adulthood.

Content: Individual differences in emotion, the role of emotions in social relationships, emotions across cultures, and emotions in psychopathology.

Prerequisite: PSY 1330

Credits: 4 credits

PSY 3550 - Sleep, Dreams, and Consciousness

Goals: To introduce students to research and theories in the field of waking consciousness, sleep, and dreams.

Content: The course covers the nature and basis of human consciousness, the physiology and psychology of normal and disordered sleep, the function of sleep, the nature of dreaming, the meaning and function of dream content, and the waking imagination.

Credits: 4 credits

PSY 3570 - Neuropsychology

Goals: To provide an understanding of the role of the brain in emotion, sleep, learning and memory, language, sexual behavior, aggression, and psychopathology.

Content: Neural mechanisms, subcortical function, basic neuroendocrinology, drug effects and brain functions, models of pathology in schizophrenia and depression, and hemispheric specialization and language.

Prerequisites: PSY 1330, PSY 1430, and PSY 3350 are strongly recommended.

Credits: 4 credits

PSY 3600 - Psychological Tests and Measurements

Goals: To become familiar with issues in psychological testing such as validity and reliability, test development, item analysis, and the application of those concepts to evaluate achievement, aptitude, personality traits, personnel issues, and mental diagnosis.

Content: Psychometric theory, psychological scaling and norm development, reliability and validity of psychological tests, test development and item analysis. Analysis of testing principles using examples of tests employed in achievement, personnel, personality, and mental evaluations. Students use statistical software in the development of their own testing instrument.

Prerequisites: PSY 1330 or equivalent, and PSY 1340.

Credits: 4 credits

PSY 3640 - Theories of Psychotherapy

Goals: To provide an overview of the major approaches to psychotherapy; to compare and contrast models of psychotherapy; to become familiar with contemporary trends in psychotherapy.

Content: Major theories of psychotherapy are presented, including psychoanalysis, humanistic and existential models, behavioral models, cognitive models, feminist and multicultural approaches, and integrative models.

Prerequisites: PSY 1330 or equivalent, and either PSY 1460 or PSY 1480.

Credits: 4 credits

PSY 3670 - Theories of Motivation

Goals: To introduce students to a sampling of major theories of motivation with concentration on approaches most relevant to human behavior and to help them discover convergent positions and use motivation theory in self-discovery.

Content: Psychodynamic theory, physiological mechanisms, achievement theory, attribution theory, organizational behavior, and aggression and altruism.

Prerequisites: PSY 1330 and PSY 3350 are recommended.

Credits: 4 credits

PSY 3700 - Industrial/Organizational Psychology

Goals: To familiarize the students with psychological theories and research applied to human behavior in organizational settings and to use this knowledge to solve problems in organizational behavior.

Content: Learning theories applied to organizational settings; motivation, perception, and communication in work settings; the nature and impact of work related attitudes (especially job satisfaction); individual differences and organizational behavior; the causes, impact, and management of stress; group dynamics at work; organizational culture, leadership, and decision making.

Prerequisite: PSY 1330 or equivalent.

Credits: 4 credits

PSY 3740 - Disorders of Childhood

Goals: To introduce students to current understandings of psychological disorders of childhood, problems in child assessment and classification, characteristics and etiology of disorders of childhood, and treatment options.

Content: Descriptions of psychological disorders from infancy through adolescence; context of normal development; neurobiological, genetic, psychological, family, peer and cultural influences on disorders of childhood; ethical issues in assessment and treatment.

Prerequisites: PSY 1330 or equivalent, and PSY 3440.

Credits: 4 credits

PSY 3800 - Social Psychology

Goals: To introduce the prominent social psychological theories and research relating to social behavior.

Content: A survey of classic and contemporary theories in impression formation, person perception, prejudice and stereotyping, interpersonal attraction and relationships, altruism and aggression, conformity and persuasion, and group processes.

Prerequisites: PSY 1330 or equivalent; PSY 1340 recommended.

Credits: 4 credits

PSY 3820 - Cross-Cultural Psychological Science

Goals: To examine research and theory on cross-cultural psychology from international and domestic perspectives. To gain an overview of how cross-cultural issues relate to and affect different areas of psychology and to present methods psychologists use to study culture and its effects on behavior and emotion (from social psychology to clinical psychology).

Content: Topics include (but are not limited to) cultural universality and specificity of psychological theories, ethnic identity, cultural variations in human development, personality, emotion, cognition, social interactions and psychopathology, psychology of immigration and acculturation, mindfulness-based approaches, and psychological assessment and treatment of culturally diverse populations.

Prerequisites: PSY 1330 and PSY 1340.

Credits: 4 credits

PSY 3840 - College Drinking and Alcoholism: Psychological Theory and Research

Goals: To examine research and theory on the causes and consequences of alcoholism, drinking to get drunk, heavy drinking, and binge drinking.

Content: A wide variety of perspectives on alcoholism and college drinking will be covered including (but not limited to) behavioral genetics, neuroscience, clinical psychological treatment and prevention, psychophysiological research, environmental factors, psychiatry, epidemiological, social, emotional, attitudinal, and experimental studies. Students engage in psychological data analysis, write-up and interpretation of real data sets on addiction, alcohol and drug use, and read and critique research articles on the topic.

Prerequisites: PSY 1330 and PSY 1340

Credits: 4 credits

PSY 3950 - History of Psychology

Goals: To provide information that will allow the student to place modern psychology in historical perspective and thus to see it as a dynamic, evolving body of information that is subject to emotional and societal factors and is often characterized by fads and fashions.

Content: Early Greek philosophy; after Aristotle: a search for the good life; beginnings of modern psychology; empiricism, associationism, materialism, and positivism; rationalism, romanticism, and existentialism, early developments in physiology and the rise of experimental psychology; structuralism: psychology's first school; the Darwinian influence; functionalism; behaviorism, neobehaviorism; Gestalt psychology; early treatment of the mentally ill and the events leading to the development of psychoanalysis; psychoanalysis; third force psychology; and psychology today.

Prerequisite: PSY 1330 or equivalent.

Credits: 4 credits

PSY 5550 - Seminar: Sleep, Dreams, and Consciousness

Goals: To introduce students to research and theories in the field of waking consciousness, sleep, and dreams.

Content: The course covers the nature and basis of human consciousness, the physiology and psychology of normal and disordered sleep, the function of sleep, the nature of dreaming, the meaning and function of dream content, and the waking imagination.

Credits: 4 credits

PSY 5570 - Neuroendocrinology

Goals: To explore, in depth, the activating and organizing effects of hormones and the effects of environmental and psychological events as they affect endocrine function.

Content: Stress effects on immune function, memory, and reproductive fitness. Endocrine function in sexual development, gender identity, and sexual behavior. Other areas include aggression, love, and mating.

Credits: 4 credits

PSY 5600 - Seminar: Advanced Topics in Social Psychology

Goals: To examine a specific topic in the area of social psychology such as an in-depth analysis of aggressive behavior as addressed by social psychological research.

Content: Variable from year to year.

Prerequisites: PSY 1330 or equivalent, PSY 1340, with 28 credits in psychology or senior standing.

Credits: 4 credits

PSY 5700 - Seminar: Clinical Psychology

Goals: To introduce students to the field of clinical psychology as a science and a profession; to review theoretical models of psychopathology and intervention; to explore professional issues related to mental health services; to integrate, evaluate, and reflect on previous coursework within the framework of an advanced seminar in psychology.

Content: Contemporary approaches to clinical psychology; theoretical and practical issues in clinical education, ethics, and intervention; individual topics selected by students. Prerequisites: PSY 1460 or PSY 1480, PSY 3640, with 28 credits or senior standing.

Credits: 4 credits

PSY 5720 - Applied Health Psychology

Goals: This seminar is designed to examine the interrelationships between behavior, emotion, health and psychological disorders and dysfunction. Students will be introduced to the assessment, treatment and causes of physical and psychological health issues.

Content: The role of the practicing psychologist in a medical setting will be discussed and how psychologists function in the context of health care settings will be a major focus of the course (ranging from ethics to assessment and treatment) and we will examine how they operate with other

medical professionals. Emphasis will be on clinical intervention and assessment of physical and mental disorders in context. Prerequisites: PSY 1480, and 28 credits in psychology or senior standing.

Credits: 4 credits

PSY 5730 - Behavioral Genetics

Goals: To examine the methods, basic principles, and research of individual differences, while exploring the impact of genetic and environmental influences on behaviors of psychological relevance.

Content: Research methods, basic genetic principles, gene and environmental processes, cognitive disabilities, general and specific cognitive abilities, adult psychopathology, developmental psychopathology, personality and personality disorders, typical behavioral development, and health psychology and aging.

Credits: 4 credits

PSY 5750 - Seminar: Positive Psychology

Goals: To critically examine the topic of positive psychology. To incorporate and expand on areas of research and applications related to human health and adaptation.

Content: Variable from year to year.

Prerequisites: 28 credits in psychology or senior standing.

Credits: 4 credits

PSY 5760 - Seminar: Advanced Topics in Cognitive Psychology

Goals: To examine a specific topic in the area of cognitive psychology, such as scientific inquiry into the nature of the unconscious mind.

Content: The course focuses on class discussion and includes an individual research project.

Prerequisites: 28 credits in psychology or senior standing.

Credits: 4 credits

PSY 5770 - Seminar: Human Judgment and Decision Making

Goals: To acquaint the student with the psychological factors involved in decision making and gambling, to introduce the student to the use of mathematical models in psychology, and to help the student gain fluency in application of models to real data.

Content: Psychological decision theory, subjective probability, game theory, measurement, gambling, complexity theory, and experimental aesthetics.

Prerequisites: PSY 1330, PSY 1340, PSY 3350, with 28 credits in psychology or senior standing.

Credits: 4 credits

PSY 5880 - Honors Research Seminar I

Goals: To begin research for departmental honors.

Content: Principles of experimental design, statistical analysis of data, completion of a literature review and research proposal in area of student's interest, analysis of theory. Prerequisites: PSY 1340, PSY 3350, and admission by application and approval of department sponsor.

Credits: 4 credits

PSY 5890 - Honors Research Seminar II

Goals: To complete research for departmental honors, to produce a paper in publishable APA format, and to orally present research results.

Prerequisite: PSY 5880.

Credits: 4 credits

REL 1100 - Introduction to Religion

Goals: To examine both general theories about religion and autobiographical accounts of individual religious lives in an effort to define "religion," to understand what it might mean to lead a religious life, to appreciate the various ways of being religious, and to explore the role of religion in society.

Content: A variety of religious traditions will be explored through various literary genres, autobiography in particular, as well as through films, field trips, and guest lecturers.

Taught: Every semester.

Credits: 4 credits

REL 1140 - Women and Religion

Goals: To introduce religious expressions of women and their role in religion; to analyze the roles religion plays in women's lives; to explore ways women influence as well as rethink religious traditions and shape them.

Content: Cross-cultural examination of how religions function in women's lives and the leadership roles women take in religion; analysis of gender structures in religion; and examination of such concepts as spirituality, community, authority, relationship, and images of the divine. The specific religious traditions and the cultural contexts of the women may vary in different years.

Taught: Alternate years.

Credits: 4 credits

REL 1200 - Survey of the Old Testament/ Hebrew Bible

Goals: To survey the Jewish Scriptures/Christian Old Testament in historical context, exploring both the material's literary characteristics—such as narrative plot and theme, poetic form and rhetoric—and its key theological emphases—such as the concept of God and the mission and destiny of Israel.

Content: Samples from the three main portions of the Old Testament: Pentateuch, Prophets, and Writings (Psalms and wisdom literature).

Taught: Annually.

Credits: 4 credits

REL 1220 - The New Testament

Goals: To develop an acquaintance with the literary and theological characteristics of the New Testament, and to understand the process of its formation. A student should develop skill as an interpreter (exegete) of the biblical text.

Content: The literature of the New Testament, using the methods of historical-critical analysis, answering questions such as: By whom written? To whom written? When written? Meaning to authors and to the Christian community to whom they were/are addressed?

Taught: Annually.

Credits: 4 credits

REL 1300 - Introduction to Theology

Goals: To introduce the student to theological language and argument through critical examination of historical and contemporary thinkers as well as schools of thought.

Content: Close reading and discussion of primary and secondary theological texts that explore central doctrinal claims as to the nature of God, Jesus Christ, creation, humanity, the church, sin, suffering, evil, and salvation. The literature surveyed will include both dominant and marginal (such as feminist and liberationist trajectories) of the Christian tradition.

Taught: Annually.

Credits: 4 credits

REL 1400 - Christian Ethics

Goals: To provoke reflection on, and understanding of, the basis, nature, content, and consequences of Christian moral thinking. To appreciate the variety of viewpoints of moral issues within the Christian tradition and their relation to the larger society.

Content: Close reading and discussion of various approaches to Christian ethics followed by analysis of selected moral issues such as war, euthanasia, abortion, homosexuality, and racism.

Taught: Annually.

Credits: 4 credits

REL 1500 - Introduction to Judaism

Goals: To introduce students to the Jewish world by putting them in touch with authentic Jewish texts, experiences, values, and insights, and by enabling them to compare Judaism with their own ways of living and believing.

Content: Analysis of the uniqueness and tragedy of Jewish history, issues of Jewish identity, the role of Jewish law in the life of the community.

Taught: Annually.

Credits: 4 credits

REL 1510 - Jewish Ethics

Goals: To study the nature of the good in Judaism; to analyze such contemporary issues as war and peace, individual responsibility, sexuality, women's issues, and related topics.

Content: Historical context and authority, including Bible, Talmud, Responsa, and Codes; classic and modern religious literature; contemporary Jewish bioethics texts.

Taught: Alternate years.

Credits: 4 credits

REL 1520 - The World of Jesus

Goals: To understand the social, cultural, and political realities that comprised the world of Jesus, and to see him as an embodiment of that milieu.

Content: Movements in contemporary Judaism—Sadducees, Pharisees, Zealots, Essenes—as well as institutions like Temple, Torah, and Synagogue will be studied, along with the opportunities they presented to Jesus. Special emphasis will be placed on Jewish responses to Greek and Roman imperialism and culture, and to the ways in which these responses shaped Jesus' environment.

Credits: 4 credits

REL 1560 - Islam

Goals: To gain an understanding of the history, texts, beliefs and practices of Islam. To explore the ways the commitment to the tradition is understood and expressed in the lives of Muslims from a variety of places and backgrounds. To gain an appreciation for both diversity and unity within the tradition.

Content: Close reading of portions of the Qur'an and other sacred writings, such as the Hadith; survey of the history of Islam; exploration of Islamic philosophy, law, art and literature. Special topics will include an examination of Sufism, the mystical tradition, and an analysis of contemporary issues relating to Islamic politics, the tension between tradition and modernization, and the growth of Islam in America. Teaching Methods: Lecture, small and large group discussion, videos; possible field trips and guest lectures.

Taught: Annually.

Credits: 4 credits

REL 1620 - Religions of East Asia

Goals: To provide an introduction to the religious traditions of China, Korea and Japan. To examine continuity and diversity within each tradition and among the various traditions. To explore how religious themes and values are expressed in texts, rituals, symbols, art and architecture.

Content: We will look at both the indigenous religions of each culture (e.g. Chinese Daoism, Korean Shamanism, Japanese Shinto) as well as those traditions that all share in common (Confucianism and Buddhism). We will discuss beliefs and practices, major thinkers and texts, historical contexts, institutional developments and popular religious movements. Topics include Chinese cosmology, Zen meditation, Korean

Christianity, religion and Communism, and Confucian capitalism in contemporary East Asia.

Taught: Annually.

Credits: 4 credits

REL 1630 - Religions of South Asia

Goals: To provide an introduction the religious traditions of South Asia (India, Pakistan, Bangladesh). To examine continuity and diversity within each tradition and among the various traditions. To explore how religious themes and values are expressed in texts, rituals, symbols, music, art and architecture.

Content: We will look at the Brahmanical, Jain, Buddhist, Hindu, Islamic and Sikh traditions. Topics will include yoga, renunciation, Hindu deities, caste and social structure, and women in Hinduism. The last part of the course will explore trends in the 19th and 20th century, during which the religious traditions of South Asia were connected with nationalism and the birth of modern India, Pakistan and Bangladesh. We will conclude by looking at the role that Hindu traditions, teachers and practices have played in modern America.

Taught: Annually.

Credits: 4 credits

REL 3150 - Religion and Literature

Goals: To show both how imaginative secular literature can be religious—e.g., communicate a religious vision, help shape one's character and inform one's deepest self-understanding, legitimate or de-legitimate social forms and practices—and how the study of such literature has become a key element in the field of religious studies.

Content: The specific topic and genre will vary from year to year. The focus may be plays, novels, short stories, poetry, or auto/biography. It may range in scope from an exhaustive study of a single literary work (e.g., Melville's *Moby Dick*), to the works of a single author (e.g., Margaret Atwood, Jon Hassler, Flannery O'Connor), to a comparison of different authors (e.g., C.S. Lewis and G.K. Chesterton, Dorothy Sayers and P. D. James). Or it may be thematically arranged: e.g., *Jewish Stories of Wonder*; *The Poetry of Prayer* (Donne, Herbert, Hopkins, Dickinson, Berryman); *Love and the Novel*; *A Critique of Power*; *How We Die*; *Modern Apocalyptic Literature*; or *Living With the Land: An Ecology of Fiction*.

Taught: Annually.

Credits: 4 credits

REL 3200 - Biblical Narrative: Old Testament/Hebrew Bible

Goals: To study in depth some portion of the narrative literature of the Jewish Scriptures/Christian Old Testament, with special attention to the issue of relevance posed by the antiquity of the texts, and to the issues posed by a sacred "literature-in-translation." Emphasis will be given to developing close reading skills, a working acquaintance with critical methods of biblical studies, and intercultural competence.

Content: Course content may shift from year to year. It may focus on a large block of narrative, the Deuteronomic History (Joshua-2 Kings), for example, or on an individual book (e.g., Genesis), or on a piece of a book (e.g., the Jacob cycle). Alternatively, the course may adopt a thematic approach: e.g., "family, friend, and stranger," "holy war and peace," or yet other topics.

Taught: Alternate years.

Prerequisites: REL 1200 or REL 1220, or permission of the instructor.

Credits: 4 credits

REL 3210 - Biblical Poetry: Old Testament/Hebrew Bible

Goals: To study in depth a selection of the poetic literature of Jewish Scripture/Christian Old Testament with particular attention to poetic form, function, and transformative power. Students will learn to recognize interpretations embedded in translations, will develop close-reading skills, and will be challenged to deepen their vision of the world and open the self to transformation.

Content: Course content may vary from a sampling of psalms, prophetic oracles, and proverbial wisdom to a closer focus on a single book (e.g. Isaiah), or on a comparison-contrast of two books (e.g., Proverbs and Ecclesiastes), or on some specific theme (e.g., protest and praise).

Taught: Alternate years.

Prerequisite: One of the following: REL 1200, REL 1220, or permission of the instructor.

Credits: 4 credits

REL 3220 - The Gospels

Goals: To understand the process by which the Gospels were formed, the intentions of the Gospel writers in recording the tradition from their perspectives, and the appropriate interpretation of these texts for today.

Content: The four Gospels of the New Testament using a "parallel" of the texts by which the student can see the "variations on the theme" of the message and ministry of Jesus presented through the Gospels.

Taught: Alternate years.

Prerequisite: One of the following: REL 1200 or REL 1220, or permission of instructor.

Credits: 4 credits

REL 3230 - The Letters of Paul

Goals: To explore the mind, method, and impact of the first Christian writer. To develop students' abilities to read and interpret religious literature with critical appreciation.

Content: The Pauline Epistles, both those of Paul's direct authorship and those of associates and later followers in the Pauline tradition. The letters will be analyzed and interpreted in their historical, social, and theological contexts. Secondary readings assessing Paul's impact on the shape of Christianity

and his contribution to the intellectual and social development of Western civilization will be included.

Taught: Alternate years.

Prerequisite: One of the following: REL 1200 or REL 1220; or permission of the instructor.

Credits: 4 credits

REL 3240 - The Problem of Evil

Goals: To chart the variety of biblical responses to the experience of suffering. To study in depth one of the key voices in that response. To reflect critically on the place of suffering in one's own value system.

Content: Selected Old and New Testament texts, with special attention to the Book of Job. Views of suffering as demonic vengeance, just punishment, divine instruction, or occasion for communion with God will be inspected in their biblical contexts and evaluated in the light of contemporary experience.

Taught: Alternate years.

Credits: 4 credits

REL 3250 - Death and Dying

Goals: This course will examine death and dying from a range of perspectives and multiple methodologies.

Content: The texts we will read include a) philosophical and theological reflections on the meanings(s) of death, how we should live in the face of death, and the possibility and desirability of immortality; b) psychological analyses of death anxiety, grief, and mourning; c) anthropological and sociological examinations of death rituals, suicide, and institutions surrounding death; d) accounts from Confucian, Daoist, Buddhist, and Christian traditions about the nature of death and the after-life; and e) debates on controversial issues including euthanasia, war and pacifism, capital punishment and factory farming. We will also read literary treatments (short stories, poems, excerpts from novels) on many of these issues, and view films that focus on these topics.

Taught: Alternate years

Prerequisites: Any religion course

Credits: 4 credits

REL 3300 - Reformers and Revolutionaries in the Ancient and Medieval World

Goals: To explore the development primarily of Christian thought and practice in its relationship to culture from the first century B.C.E. through the medieval period.

Content: Persecution of the early church, formation of doctrine, Augustine and Constantinian Christianity, Monasticism, Thomas Aquinas and the medieval church, Martin Luther and the Reformation.

Taught: Alternate years.

Credits: 4 credits

REL 3310 - Reformers and Revolutionaries in the Modern World

Goals: To understand the persons and movements within Christianity that contribute to an ever-evolving and reforming understanding of faith, faith-based organizations, and social change movements, through biography to get in-depth glimpses of the challenges and opportunities that religious leaders face, and to think broadly about the concepts of reform and revolution within a religious context.

Content: Luther, Calvin, Wesley, 19th-century United States religious movements with special emphasis on African-American and women's contributions, Martin Luther King, feminist/womanist theology, the challenges to and within Christianity in the last 500 years that have led to both reform and revolution.

Taught: Alternate years.

Credits: 4 credits

REL 3340 - Religion of North America

Goals: To trace the changing landscape of religion in North America, uncovering patterns and beliefs from the past in order to better understand current issues and trends.

Content: The value and ethics of indigenous peoples, colonization and mission, the development of Protestantism and its particular role in the shaping of the United States, African American religious expression, and recent diversity in faith expression.

Credits: 4 credits

REL 3350 - Contemporary African-American Religious Thought

Goals: To understand how race in America—particularly the Black/White relationship—impacts religious thought in America; to encourage greater sensitivity to the ways in which religion is inextricably bound to culture, to politics, to economics, to American society as a whole.

Content: Pre-World War II to the present—from the non-violent, prophetic voices of Howard Thurman and Martin Luther King, Jr., through the turbulent late 1960s with Malcolm X and the rise of Black Power—the influence of the protest movements on the creation of Black Theology and subsequently, of womanist theology; and the more recent critiques of capitalism by Cornel West and others.

Taught: Annually.

Credits: 4 credits

REL 3360 - Religion and Globalization

Goals: To examine the ways in which religious traditions have been transformed as they move into new cultural and national contexts, and how religions, in turn, transform cultures and nations. To study different forms of globalization in a range of historical periods and to reflect on how religion can act as an agent of, or an obstacle to, globalization.

Content: Theories of globalization and its relationship to religious traditions. In-depth studies of a number of traditions including Islam, Christianity, and Buddhism.

Credits: 4 credits

REL 3380 - Soren Kierkegaard: On Becoming a Person

Goals: To explore the thought of the founder of modern existentialism, with particular attention to his understanding of Christianity and what it means to have a self. To develop close-reading skills along with an appreciation of the literary, imaginative scope of Kierkegaard's authorship.

Content: Selections from the following works will be studied in the context of Kierkegaard's biography, 19th century Danish Lutheranism, and the task of becoming an individual in a mass society: *Fear and Trembling*, *Philosophical Fragments*, *Concluding Unscientific Postscript*, *Sickness Unto Death*, *Training in Christianity*, and *Works of Love*. Note: When the course is taught in winter term, it will focus on only one of Kierkegaard's works.

Taught: Alternate years.

Credits: 4 credits

REL 3400 - Contemporary Issues in Christian Ethics

Goals: To achieve a greater appreciation of the major approaches and sources utilized by contemporary Christian ethicists, and to apply that knowledge to in-depth research into one current ethical dilemma.

Content: The influence of scripture, philosophy, social, and natural science on the shape of Christian ethics in relationship to specific ethical issues such as sexuality, health care, politics, environment, economics.

Taught: Alternate years.

Credits: 4 credits

REL 3430 - Feminist/Womanist Theologies

Goals: To explore the traditional theological claims in light of feminist and womanist critiques and reformulations.

Content: Close reading and discussion of a variety of feminist and womanist theological works, especially focused on how gender, race, and class have affected religious language and imagery regarding God, Christ, power, sin, love, and redemption.

Taught: Alternate years.

Prerequisites: REL 1330 or REL 1400 or instructor permission.

Credits: 4 credits

REL 3620 - Seminar in Classical Chinese Religious Thought

Goals: To study in depth the most significant thinkers and texts of the classical period in China (6th-2nd century BCE), one of the liveliest and most important periods of philosophical debate in Chinese history. The schools of thought that emerged during this period had a profound effect

on Chinese philosophy, religion, culture and politics that continues to the present day.

Content: We will focus primarily on the Confucian and Daoist traditions, although we will also look at the Mohist and Legalist traditions. While we will be thinking about these texts and philosophers, we will also be thinking along with them about the topics that concerned them. These are some of the most important topics that we as human beings must grapple with: What is human nature? What is a good person and how does an individual become one? How do we gain knowledge and how do we know when we have it (and what kind of knowledge is worth gaining)? What is a good death? We will see how the classical Chinese thinkers answered these questions and then look at how modern philosophers in the West have tried to understand, analyze and evaluate their positions. We will alternate between reading primary texts and reading secondary texts that interpret and critique the primary texts.

Taught: Alternate years.

Recommended: Previous religion course.

Credits: 4 credits

REL 3630 - Seminar in Buddhism

Goals: To engage in an in-depth study of the Buddhist tradition, focusing on its origin in India, its development in Southeast Asia, East Asia, and Tibet, and the spread of Buddhism to America. We will look at both continuity and diversity within Buddhism, examining the different forms the tradition takes in various cultures and at the threads that run through all of them.

Content: We will examine various facets of Buddhism—e.g. meditation, ritual, ethics, devotion—and different types of Buddhist lives—e.g. Monastic and lay, contemplative and activist. We will read both primary texts (e.g. Sutras) and modern secondary literature, and will examine Buddhist thought and practice at the "elite" level as well as the popular level. A number of sub-themes and questions will run through the course: How has each culture been shaped by Buddhism, and how has Buddhism been shaped by the various cultures? What has been the interaction of Buddhism with other aspects of culture, and with the sociopolitical sphere, in each country? Special topics include women in Buddhism, conceptions of Nirvana, the ethics of Karma, Buddhist-Christian Dialogue, and Buddhism in contemporary America.

Taught: Alternate years.

Recommended: Previous religion course.

Credits: 4 credits

REL 3900 - Junior Colloquium

Goals: The course will meet monthly to examine significant topics and developments pertinent to the formation, history, expression, and study of religion. It is designed to stimulate ideas for honors projects among junior majors in the class and to support the work of seniors who are undertaking honors projects.

Content: The idea of "service" as a religious concept will provide a unifying theme for the course, but monthly topics will depend on the interests of the student (or occasionally faculty person) who is presenting for the day.

Taught: Annually.

Required of majors: Two semesters of the junior and/or senior year, although more would be permitted. Only religion majors and minors are eligible to enroll in this course.

Credits: 1 credit

REL 5750 - Senior Seminar

Goals: To examine the concept of religious vocation in the contemporary context.

Taught: Annually.

Prerequisites: Two 3000-level religion courses.

Note: Only religion majors and minors are eligible to enroll in this course.

Credits: 2 credits

REL 5900 - Senior Colloquium

Goals: The course will meet monthly to examine significant topics and developments pertinent to the formation, history, expression, and study of religion. It is designed to stimulate ideas for honors projects among junior majors in the class and to support the work of seniors who are undertaking honors projects.

Content: The idea of "service" as a religious concept will provide a unifying theme for the course, but monthly topics will depend on the interests of the student (or occasionally faculty person) who is presenting for the day.

Taught: Annually.

Required of majors: Two semesters of the junior and/or senior year, although more would be permitted. Only religion majors and minors are eligible to enroll in this course.

Credits: 1 credit

SOC 1110 - Introduction to Sociological Thinking

Goals: To introduce students to the basic sociological concepts. To show how these concepts are used to analyze society. To increase our knowledge of how society is organized and operates. To encourage creative and critical thinking.

Content: Study of culture, socialization, social institutions such as the family, religion, and government, race, gender, social class, and social change.

Taught: Annually, fall and spring terms.

Credits: 4 credits

SOC 1120 - Social Problems

Goals: To understand why we have social problems and what we can do about them. To learn about selected social problems.

Content: Poverty, racism, sexism, urban issues, alcohol, and drug abuse. The social problems selected will vary with the instructor.

Taught: Annually.

Credits: 4 credits

SOC 1330 - Women, Men, and Society

Goals: To introduce students to gender as an area of sociological inquiry.

Content: The course will cover a variety of topics including crosscultural issues, socialization, education, communication, intimate relationships, employment, crime, politics, spirituality, and health.

Taught: Annually, fall or winter terms.

Prerequisite: SOC 1110.

Credits: 4 credits

SOC 3000 - Visual Sociology

Goals: To deepen our sensitivities about the way in which people's "perceptions" are constructed through the works of art, photography, and advertising. To show that images are not neutral objects, but social constructs which shape our attitude about ourselves and others.

Content: Various theoretical and historical works on photography, vision, and art by John Berger, Roland Barthes, Malek Alloula, Stuart Ewen, Susan Sontag, and others.

Taught: Annually

Prerequisite: SOC 1110

Credits: 4 credits

SOC 3250 - Juvenile Delinquency/Juvenile Justice

Goals: To describe the history and field of juvenile justice, apply and evaluate theories of delinquency, describe the organization of the juvenile justice system, and assess intervention strategies.

Content: This course provides a broad overview of juvenile delinquency and the juvenile justice system. The course is designed for both criminal justice and non-criminal justice majors. As part of this course, students will focus on the historical development of "delinquency," the nature and extent of delinquency and juvenile crime in the United States, followed by theoretical perspectives on delinquency. Finally, the course is designed to combine the theoretical understandings about delinquency with current juvenile justice policies and review how the juvenile justice system operates to both treat and/or punish juvenile offenders.

Taught: Annually

Prerequisite: One of the following: SOC 1110, PSY 1330, CJFS 1120, or LGST 1110.

Credits: 4 credits

SOC 3330 - Sociology of Gender

Goals: To understand and evaluate gender as a form of social structure and the consequences that structure holds for individuals and society. To understand gender as a social, rather than purely biological, construct.

Content: Covers a variety of topics including social constructionism, biological explanations of gender difference, feminist theory, and sexuality, as well as a selection of contemporary issues in gender studies.

Taught: Annually, spring term.

Prerequisites: A combination of either (1) SOC 1110 and SOC 1330 OR (2) SOC 1110 and WSTD 1010.

Credits: 4 credits

SOC 3350 - Sociology of Racial and Cultural Minorities

Goals: To develop a critical understanding of the different racial, ethnic, and culturally distinct groups in society. To explore a range of theories which seek to explain the nature of minority relations.

Content: Topical focus will vary with the instructor.

Taught: Annually.

Prerequisite: SOC 1110 or CJFS 1120.

Credits: 4 credits

SOC 3370 - Families in Crisis

Goals: To learn about the different types of family forms and changing functions of the family as a basic social institution. A social problems focus.

Contents: Dating, family violence, divorce, and alternatives to marriage.

Taught: Annually.

Prerequisite: SOC 1110 or WSTD 1010.

Credits: 4 credits

SOC 3390 - Social Psychology

Goals: To provide an overview of sociological social psychology, specifically the perspective of symbolic interaction. To understand how we become social beings and how, through our everyday interactions with one another, we create and re-create both ourselves and the social world in which we live.

Content: The course will begin with a comparison of sociological and psychological theories of social psychology. We will then turn to symbolic interaction with topics that include meaning and symbols as human creations, language and cognition, impression management, the self, and the social construction of reality.

Taught: Annually.

Prerequisite: SOC 1110.

Credits: 4 credits

SOC 3440 - Urban Sociology

Goals: To explore the advent and growth of cities, the key organizations and concerns of everyday urban life, and the movement of people into and out of cities as well as regional shifts in the distribution of America's population.

Content: Urban and suburban domination of American life, the way in which the distribution of power has influenced the shape of cities, gentrification, the rise and fall of the "Southern

Rim," the factors that make cities desirable places to live, the various political and social problems which affect all cities and the possible remedies for these problems.

Taught: Annually.

Prerequisite: SOC 1110.

Credits: 4 credits

SOC 3500 - Culture in Transition

Goals: To become familiar with changing patterns of organization in society. This would include changes in the normative order, the organization of cities, and especially globalization.

Content: The course examines different forms of social organization, ranging from the micro to the macro. We also look at the political and cultural systems of society.

Taught: Annually.

Prerequisite: SOC 1110.

Credits: 4 credits

SOC 3530 - Political Sociology

Goals: To analyze the distribution of power in society. To explore the role of the state and the ways the key institutions of society affect the potential stability of a social system.

Content: An overview of the field of political sociology and an examination of the reigning political ideologies in American society. The variety of available political ideologies, their dissemination, acceptance or rejection, significance of work, and movements for social change.

Taught: Annually.

Prerequisite: SOC 1110.

Credits: 4 credits

SOC 3600 - Consuming Societies

Goals: The purpose of this course is to un-naturalize consumption by teaching students to critically examine the development and the consequences of act of consumption and societies whose dominant feature is based on consumption.

Content: As Western industrial societies have come to outsource their production facilities to the developing nations, they have become societies based on consumption rather than production. This course explores the consequences of this transition by studying various texts that examine the consequences of consumption in relationship to food, childhood, waste, environment, politics, and the dilemma of choice.

Taught: Annually

Prerequisite: SOC 1110

Credits: 4 credits

SOC 3700 - Medicine, Morality, and Mortality

Goals: Upon successful completion of the course, students will be able to:

- 1) describe the socialization experiences of students in medical school;
- 2) identify and describe historical shifts regarding the place and practice of medicine in American society;
- 3) describe patient-doctor interactions and experiences in various clinical settings;
- 4) compare and contrast health and illness across social differences including race, socio-economic status, and gender;
- 5) articulate key ethical issues in medicine including the case of organ transplantation;
- 6) comprehend some of the complexities of medical practice, such as the role of patient compliance, surgical risk, and the anatomy of hope.

Content: This course explores the social worlds of medicine. Topics include the process of becoming a doctor, the history of medicine, patient and doctor experiences, inequities in access to health care, organ transplantation, medical complications, and the anatomy of hope. Using literature, film, text, and guest speakers, we will examine the roles of doctors, patients, and the institution of medicine in a social exploration of health, illness, and healing.

Taught: Alternate years

Prerequisite: SOC 1110 or consent of instructor

Credits: 4 credits

SOC 3750 - Criminology

Goals: This class addresses these basic questions: What is a crime? Why do people commit crime? Who commits crime? The goals are to acquire a theoretically- and empirically-based understanding of crime in American society.

Content: Crime statistics, theories about crime, specific forms of crime, such as murder, sexual assault, and consensual crime.

Taught: Annually, fall and spring terms.

Prerequisite: One of the following: SOC 1110, PSY 1330, CJFS 1120, or LGST 1110.

Credits: 4 credits

SOC 3900 - World System Theory

Goals: To examine the notion of "social change" from a multidisciplinary viewpoint. The emphasis is on theoretical and historical understanding of the macrostructures that are changed from feudalism to capitalism. The major focus is on a world system. The purpose of the course is to equip students with a much broader understanding of the way society and its institutions function in a global perspective.

Content: Works by Wallerstein, Harvey, and others.

Taught: Annually

Prerequisites: SOC 1110

Credits: 4 credits

SOC 3930 - Social Research Methods

Goals: To learn how to design and implement a research project. To become familiar with limits and appropriateness of various qualitative and quantitative research methods.

Content: Various types of research methods such as field research, content analysis, and survey.

Taught: Annually, fall and spring terms.

Prerequisite: SOC 1110.

Credits: 4 credits

SOC 3950 - Critical Social Theory

Goals: To introduce students to sociological theories and to develop a scholarly sensitivity that is guided and shaped by critical concepts, ideas, and theories. Students will learn that understanding social reality is controversial and complicated.

Content: In order to teach students a sociological way of "thinking" and a critical examination of social issues, the course draws on the works of past and present sociologists.

Taught: Annually, fall and spring terms.

Prerequisite: SOC 1110.

Credits: 4 credits

SOC 5330 - Sex and Sexuality: An American Perspective

Goals: To understand and evaluate sexuality as a form of social structure and the consequences that structure holds for individuals and society. To understand sexuality as a social, rather than purely biological, construct.

Content: The course will cover a variety of topics, providing a structural analysis of sexuality. Topics include social construction of sexuality, the history of sexuality in America, sexuality and religion, medicine, law, family, commerce, and education. Students have the option to complete the Leadership, Education, and Development (LEAD) component of the Hamline Plan.

Taught: Annually, fall term.

Prerequisites: A combination of either (1) SOC 1110 and SOC 1330 and SOC 3330 OR (2) SOC 1110 and SOC 3330 and WSTD 1010.

Credits: 4 credits

SOC 5960 - Senior Seminar

Goals: To synthesize the diverse sociology courses taken during the course of the major. To discuss the discipline of sociology—its major issues and debates, its applications, and its occupational relevance. To design and implement a research project or to complete an internship.

Content: Conceptualization, methodology, and analysis of research project, or completion of an internship. Students who complete an internship will fulfill the Leadership, Education, and Development (LEAD) component of the Hamline Plan.

Taught: Annually, fall and spring terms.

Prerequisites: SOC 1110, SOC 3930, and SOC 3950.

Credits: 4 credits

SOCJ 1100 - Introduction to Issues in Social Justice

Goals: This course will introduce students to major streams of social justice thought, including historical social justice movements, theoretical problems having to do with social equality, personal freedom, access to social resources, marginalization, and stigmatization, and the ways in which communities respond to these issues.

Credits: 4 credits

SOCJ 1150 - Living on the Edge: The Asian American Experience

Goals: To familiarize students with various Asian American communities, their origins and immigration to the United States, current conditions in Asian American communities and the challenges they face.

Content: We will learn about Asian immigrants and refugees, read Asian American literature, experience Asian American art and meet members of the local Asian American community. Among the topics we will discuss are stereotype (such as the "model minority"), the role of women in the Asian American community, racism (including the American concentration camps) and assimilation. Students examine the role of cultural heritage in how one views oneself, one's own ethnic group, and community cultures.

Prerequisites: None.

Credits: 4 credits

SOCJ 3200 - Sexuality and the Law

Goals: To provide students with an overview of the way U.S. Federal and state law regulates sexuality and related aspects of social behavior. In particular, to examine the way that the law provides different rights, privileges, and responsibilities dependent upon one's sexual orientation. To further one's understanding of the relationship between the law, as part of the public sphere, and sexuality, which is generally perceived to be a part of the private sphere.

Content: Topical areas include, but are not limited to, the conceptualization of sexual orientation, historical trends, Constitutional law, employment, marriage, military policy, and hate crime legislation.

Prerequisites: None.

Credits: 4 credits

SOCJ 3280 - Shelter for All

Goals: Students will learn about homelessness through the dynamic interplay between theory and practice.

Content: Through service-learning, speakers, and critical articles, students will examine the lived realities of homelessness, investigate its root causes, and identify responses and solutions. Students are required to complete 20 hours of service-learning at community agencies.

Taught: Winter term.

Prerequisites: None

Credits: 4 credits

SOCJ 5900 - Social Justice Capstone

Goals: This course will permit major students to integrate theory, knowledge, and practical experience gained in their major using a series of readings, fieldwork experiences, and a major project.

Note: Students may request permission to substitute PHIL 5750: Senior Seminar with the permission of the faculty advisor and the course instructor.

Credits: 4 credits

SPAN 1110 - Beginning Spanish I

Goals: To introduce students with little or no previous training in the language to the basic grammar and vocabulary necessary for a variety of common activities.

Content: Practical communication in such areas as greetings, descriptions, social and family life, food and restaurant needs, daily routines, the weather and the seasons, cultural values and leisure activities, machismo and feminism; occasional lectures concerning relevant aspects of Hispanic and Latino lives.

Taught: Annually.

Credits: 4 credits

SPAN 1120 - Beginning Spanish II

Goals: To introduce students with little or no previous training in the language to the basic grammar and vocabulary necessary for a variety of common activities.

Content: Practical communication in such areas as greetings, descriptions, social and family life, food and restaurant needs, daily routines, the weather and the seasons, cultural values and leisure activities, machismo and feminism; occasional lectures concerning relevant aspects of Hispanic and Latino lives.

Taught: Annually.

Recommended **Prerequisite:** SPAN 1110 or equivalent.

Credits: 4 credits

SPAN 3210 - Intermediate Spanish I

Goals: To review and strengthen fundamental concepts. To increase writing and speaking skills. To develop an active vocabulary and improve pronunciation. To foster awareness and knowledge of Hispanic cultures and civilizations.

Content: Intensive review of the indicative mood, including the perfect and progressive tenses, and an introduction to the forms and uses of the subjunctive. Vocabulary building, including idiomatic phrases and readings to illustrate grammatical usage and introduce Hispanic topics. Classroom conversation and small group discussion.

Taught: Annually.

Recommended **Prerequisite:** SPAN 1120 or equivalent.

Credits: 4 credits

SPAN 3220 - Intermediate Spanish II

Goals: To develop skills in using compound tenses and the subjunctive in conversation and in writing. To increase vocabulary and fluency through extensive reading, writing, and conversation. Emphasis is given to self-correction and to paragraph-length speech.

Content: A comprehensive refinement of the use of all tenses, with emphasis on the subjunctive. Reading and discussion of short stories and articles to build vocabulary and facilitate oral communication, and explore different aspects of Latino culture. Compositions and some translation.

Taught: Annually.

Recommended **Prerequisite:** SPAN 3210 or equivalent.

Credits: 4 credits

SPAN 3350 - Advanced Communication in Spanish

Goals: To refine skills and attain near-native proficiency in pronunciation and in understanding native speakers.

Content: Concentrated practice with word and sound variations used by native speakers; an analysis of idiomatic material vital to understanding normal conversation; an awareness of the importance of gestures, speech patterns, personal space and body language; and sensitivity to the interplay of language and society as well as the impact of Spanish on English.

Taught: Periodically.

Recommended **Prerequisite:** SPAN 3220 or equivalent.

Credits: 4 credits

SPAN 3600 - Hablemos de cine

Goals: The primary goal is to strengthen the advanced-intermediate student's listening and speaking skills in preparation for 5000-level coursework. Secondary goals include introducing students to the questions and methodologies of film criticism and developing their ability to critique films on the level of narrative and as expressions of Spanish/Latin American culture and society.

Content: Students will view 6-7 films from different parts of the Spanish-speaking world so as to improve their listening skills, particularly their ability to identify and understand regional accents and idiomatic expressions. Oral (and some written) assignments include comprehension exercises, plot summaries and analyses, research presentations, debates, role-playing and a final, in-depth critical review. Significant emphasis on vocabulary building, pronunciation and the confidence and skill needed to speak in longer, more complex sentences. The course is conducted entirely in Spanish, although some films are screened with English subtitles. Prerequisites: SPAN 3220 or equivalent. Note: This course is not intended for native Spanish speakers.

Credits: 4 credits

SPAN 5300 - La cultura popular en America Latina

Goals: To engage in the collaborative and interdisciplinary study of various forms of popular culture in Latin America (festivals, music, foods, television, sports, etc.). To appreciate how both the Humanities and the Social Sciences can help us understand the social, historical, political, economic, and aesthetic dimensions of cultural practices. To improve one's spoken Spanish through class discussion and formal presentations on a research topic.

Content: In the first half of the semester we learn how popular culture is defined and studied, and through readings, lectures, and class discussion we examine a range of popular Latin American cultural figures and practices. By mid-semester students will have formed working groups and chosen study topics, which they will research individually and collaboratively for several weeks. Finally, in a graduated series of oral presentations, students will teach classes on the popular culture genre they researched (e.g., comic books), and will lead us in interpreting a specific example of that genre (e.g., the Chilean comic book Condorito). Although some course readings are in English, all lectures, writing assignments, exams and presentations will be in Spanish.

Taught: Alternate years.

Recommended **Prerequisite:** SPAN 5900 or 5910.

Credits: 4 credits

SPAN 5400 - Borderlands

Goals: To explore and interpret cross-cultural Borderlands experiences as they relate to the Latino world, with a special focus on female iconography and folklore in Mexico and in the United States. This course is designed to help the student understand the role that icons play in forming models of behavior for women (and men) and how those models are perpetuated, challenged, or reinterpreted in our time. The objective is to explore, in theory and in practice, communication across cultural boundaries.

Content: Three female figures, La Llorona, la Malinche, and la Virgen de Guadalupe, are well known Mexican icons that are increasingly important in the U.S. due to the continuing borderlands immigration experience. Emphasis is placed on the origin of stories related to these female figures and to the evolution of the attitudes surrounding them. These icons are redefined according to the wants and needs of successive generations and play an important role in various aspects of social, political, and religious life. Concepts related to these icons are found and discussed in such disparate female figures as Frida Kahlo, Dolores del Rio, Selena, Lilith, Adam's first wife, Medea and Madonna. Readings include works by Rudolfo Anaya, Sandra Cisneros, and Gloria Anzaldúa. Films include the Life of Frida Kahlo, Lone Star, and the Forbidden Goddess.

Taught: Alternate years.

Recommended **Prerequisite:** SPAN 1120 or equivalent.

Credits: 4 credits

SPAN 5580 - Golden Age of Spanish Literature

Goals: To acquaint the student with Imperial Spain and its most productive and creative literary period. Major contributions are made to western culture: Cervantes writes the first European novel (*El Quixote*), Tirso writes the first Don Juan drama, Santa Teresa confronts the Catholic Church with quiet mysticism, and social protest comes from street urchins like Lazarillo de Tormes as the picaresque tradition begins. The major focus is on Golden Age plays by Lope de Vega, Tirso de Molina, and Calderon de la Barca. Films of some plays are shown.

Content: Plays from the Golden Age which deal with honor, free will, cloak-and-dagger intrigue and history; establishment of a national theatre; mystical prose and poetry; picaresque novels.

Taught: Periodically.

Recommended **Prerequisite:** SPAN 5900 or 5910, or equivalent.

All coursework done in Spanish.

Credits: 4 credits

SPAN 5600 - Student/Faculty Collaborative Research

Goals: To help interested students develop research skills through individualized independent study activities with one of the Spanish professors. Topics will be of mutual interest and research could potentially lead to student presentations at the yearly National Council for Undergraduate Research (NCUR) meetings. In the past several undergraduate research projects have also been given by students at professional conferences and later submitted for publication.

Content: Primary research on various topics, literary or nonliterary in nature, in collaboration with a faculty member interested in the area chosen by the student. Topics could include literature, culture, political and economic issues, films, or any other aspect of Hispanic or Latino culture.

Taught: Annually.

Recommended **Prerequisite:** SPAN 5900 or 5910, or equivalent.

Credits: 4 credits

SPAN 5610 - The Generation of 1898

Goals: To understand the impact of Spain's defeat by the United States in 1898, and how that defeat caused a generation of Spanish authors to re-examine traditional values and beliefs and initiate a renewal and change in Spanish letters and philosophy.

Content: A selection of texts including novels, short stories, essays, drama, and poetry by authors such as Azorin, Unamuno, Valle-Inclan, Machado, Baroja, and Ortega y Gasset. Excerpts from scholarly works on political and literary history. This intellectually vibrant literary movement led to innovation and enrichment, to a reassessment of Spain's past and present, and it molded Spain into the country that it is today.

Taught: Periodically.

Recommended **Prerequisite:** SPAN 5900 or 5910, or equivalent.

All coursework done in Spanish.

Credits: 4 credits

SPAN 5680 - Spanish Culture and Civilization

This course is designed to give a comprehensive view of Spain and to provide students with a global knowledge of the different and diverse expressions of contemporary Spanish culture. The goal is to introduce students to the diverse realities of Spain through its history, geography, visual arts, politics, sociology and music, as well as its people, languages, traditions and daily life and customs. Spanish Culture and Civilization also presents new and current perspectives regarding Spain and its role in the European Union. Different aspects of modern Spanish culture will be presented to the class through textbooks, contemporary movies, literary works, newspapers and magazine articles. In addition to expanding students' cultural knowledge, this course works to develop students' writing, reading, listening and speaking skills. Students are asked to form opinions on issues, defend their beliefs, and research and explore course topics independently.

Taught: Periodically

Recommended **Prerequisite:** SPAN 5900 or 5910, or equivalent.

Note: All coursework done in Spanish.

Credits: 4 credits

SPAN 5800 - Latin American Novel and Short Story

Goals: To expose the student to the development from realism to magical realism in Latin American novels and short stories, to analyze the importance of the historical reality of the Mexican Revolution in literature, and to examine machismo and hembrismo in the culture and how they are reflected in literature.

Content: Through literature, students move north with the troops of Pancho Villa (*Los de abajo*), experience life in a macho-dominated pueblo where the dead speak (*Pedro Paramo*), examine choices that made a revolutionary into a politically powerful cacique in our modern world (*La muerte de Artemio Cruz*), observe the gender specific "painted woman" and "suffering mother" in relation to the macho male, and understand the impact that Mexican attitudes and customs have had on the United States.

Taught: Alternate years.

Recommended **Prerequisite:** SPAN 5900 or 5910, or equivalent.

All coursework done in Spanish.

Credits: 4 credits

SPAN 5810 - Modern Latin American Fiction

Goals: To explore different literary movements in the 20th century such as indigenismo, regionalismo, la novela psicologica, la vanguardia, lo real maravilloso, and feminismo; to seek connections between literary aesthetics and sociopolitical forces in Latin America; to develop through practice our ability to analyze, discuss, and write about art.

Content: Primary texts: original works of Latin American fiction. Secondary texts: historical, biographical, and analytical readings. Authors vary from year to year. Course may occasionally focus on one or more themes, such as women writers, the regional novel, exile literature, or others.

Taught: Alternate years.

Recommended **Prerequisite:** SPAN 5900 or 5910, or equivalent.

All coursework done in Spanish.

Credits: 4 credits

SPAN 5900 - Advanced Conversation and Composition

Goals: To teach students advanced aspects of oral and written expression in Spanish.

Content: Oral expression, expository and creative writing, syntax, stylistics and idiomatic usage. Some introduction to advanced translation into Spanish.

Taught: Annually

Recommended **Prerequisite:** SPAN 3350 or equivalent.

Credits: 4 credits

SPAN 5910 - Spanish for the Professional

Goals: To provide the student with a working knowledge of the Spanish language and Latino culture as related to the bilingual workplace of the United States and its counterpart abroad.

Content: Work in such technical fields as health care and medicine, education and communication, law enforcement, social services and, in particular, business. Social and cultural issues are also emphasized. Pursuit of individual interests in specific career areas is encouraged. Strong emphasis is placed on relevant cultural issues.

Taught: Annually

Recommended **Prerequisite:** SPAN 3350 or equivalent.

Credits: 4 credits

THTR 1010 - Production Experience (Category I)

Goals: To engage the student in a range of production activities to develop communication abilities and technical skills required in the performing arts.

Content: Stage management, board operation, and running crew for a mainstage show.

Prerequisite: Minimum sophomore status.

Credits: 0.5 credits

THTR 1120 - Introduction to Theatre Arts: Stage and Screen

Goals: To introduce students to the appreciation of theatre, film, and television as unique forms of dramatic art. To gain an understanding of the production process by participating in limited crew work for the Hamline University Theatre. To develop critical skills in analysis of dramatic text and performance review.

Content: Examination of the work of each artist in the creative process (writer, actor, director, designer). Exploration of dramatic aesthetics and theory applicable to theatre, film, and television. An overview of theatre arts which includes historical survey of audience relationships to stage and screen. Intended for the general student and required of all majors and minors.

Taught: Annually.

Credits: 4 credits

THTR 1130 - Dance I

Goals: To demonstrate an understanding of basic modern and jazz dance techniques through proper warm-up, the performance of across-the-floor combinations, a sensibility to music and/or rhythmic structures, and proper use and alignment of the body in terms of mechanical functioning. To acquire an awareness of movement relative to the use of space, time, and weight. To participate in structured improvisation as a vehicle for individual movement expression. To develop an understanding and awareness of modern and jazz dance as a performance art. To acquire an understanding of dance relative to its historical, social, and cultural contexts.

Content: An introduction to modern and jazz dance technique. Performance of fundamental elements which comprise warm-ups, center floor sequences and combinations, and across-the-floor combinations. Basic elements of dance composition and improvisation.

Taught: Annually.

Credits: 4 credits

THTR 1140 - Dance II

Goals: To provide an introduction to the principles and processes involved in making dances. Explore concepts fundamental to creativity and the choreographic process. To develop a deeper understanding of the various motivations for movement in relationship to the elements of space, time, weight, and breath.

Content: This course is a continuation of Dance I. Participants will gain greater self-awareness of the body, explore with greater depth the rhythms and dynamics underlying movement, and explore the orientation of the body moving through space. More emphasis will be placed on longer movement phrases and more in-depth improvisations and creative choreography.

Taught: Annually.

Prerequisite: THTR 1130 or permission of instructor.

Credits: 4 credits

THTR 1150 - Yoga

Goals: To improve body mechanics; develop mental focus and control; reinforce positive body image and language; and introduce yoga philosophy and experiential anatomy.

Content: Work with structural alignment, flexibility and strength technique to improve body mechanics and injury prevention through yoga poses; examination of how yoga philosophy relates to day-to-day living through written material and written reflections.

Taught: Annually

Credits: 4 credits

THTR 1230 - Acting I

Goals: To introduce the student to the basic principles of the actor's craft: physical discipline, vocal control, individual expression, and intellectual/emotional exploration of the role.

Content: Beginning with theatre games and improvisations, the course moves beyond exercises to the exploration of intention, action, and characterization in extensive scene and monologue work, including significant time spent in preparing students for a range of audition situations.

Taught: Each semester.

Credits: 4 credits

THTR 1420 - Stagecraft

Goals: To introduce the theories and practical skills of technical production in theatre. To develop a basis for further work in theatrical design and to qualify the student for theatrical production work.

Content: Materials, methods, and planning skills used in scenery, lighting, costumes, and properties. Projects in basic drafting, computer-aided design, construction, electricity, and electronics.

Taught: Annually.

Credits: 4 credits

THTR 1450 - Drawing for the Theatre

Goal: Beginning drawing class especially intended for students interested in theatre design.

Content: The course covers basic principles of light and shadow, drawing the human form, fabric illustration and the techniques of working in pencil, marker and watercolor.

Taught: Winter, alternate years

Note: Students intending to take Costume Design or interested in fashion illustration are encouraged to take this course prior to taking Costume Design.

Credits: 4 credits

THTR 1700 - Creative Dramatics in the Elementary Classroom

Goals: To introduce students to the idea of using creative dramatics and theatre in the elementary classroom, using it to teach a variety of subject areas and how it can be a vehicle through which children can enhance their creativity, problem-

solving skills, communication skills, literacy, cross-cultural understanding, as well as develop self-esteem. This theoretical understanding will be supported by practical, experiential learning.

Content: Reading and theoretical discussion of why use theatre with children. A great deal of the work is experiential learning and trying out various exercises, games, and programs. These will initially be presented by the professor, then each student will practice leading games and exercises in our college classroom. The last part of the month will include five days of practice teaching in a local elementary classroom.

Taught: Periodically in winter term.

Credits: 4 credits

THTR 3010 - Production Experience (Category II)

Goals: To engage the student in a range of production activities to develop communication abilities and technical skills required in the performing arts.

Content: Directing, designing, and performing in a mainstage show.

Prerequisite: Minimum sophomore status.

Credits: 0.5 credits

THTR 3120 - Analyzing the Dramatic Text

Goals: To develop a strong foundation in script analysis with an emphasis on practical application through assignments geared to exercise the student's ability to engage the dramatic text from a performance, a design, and a historiographic perspective.

Content: Seven plays covering major historical periods and genres—including a focus on a variety of dramaturgical approaches—will be analyzed through close reading and experiential activities.

Taught: Annually.

Prerequisite: THTR 1120 or permission of the instructor.

Credits: 4 credits

THTR 3140 - Theatre and Culture: Ancient to Renaissance

Goals: To become familiar with the broad and diverse history and literature of the theatre; the practical theories of acting, design, and directing; the latest research in dramatic criticism, performance theory and cultural studies; and the ways in which the study of theatre encourages cross-disciplinary thinking. To develop strong critical thinking, creative problem-solving, and writing skills.

Content: Representative texts from ancient Egypt, India, Greece and Rome; medieval Europe; feudal Japan; and the European Renaissance will be studied.

Taught: Annually, fall term.

Prerequisites: THTR 1120 and THTR 3120 recommended.

Theatre majors and minors should take THTR 3140 and THTR 3160 in sequence.

Credits: 4 credits

THTR 3160 - Theatre and Culture: Modern to Postmodern

Goals: To become familiar with the broad and diverse history and literature of the theatre; the practical theories of acting, design, and directing; the latest research in dramatic criticism, performance theory and cultural studies; and the ways in which the study of theatre encourages cross-disciplinary thinking. To develop strong critical thinking, creative problem-solving, and writing skills.

Content: Representative texts from the 17th century through the contemporary age, including non-Western approaches as well as post-colonial theatre in Africa, Canada, the Caribbean, Ireland, and Australia.

Taught: Annually, spring term.

Prerequisites: THTR 1120 and THTR 3140 recommended.

Theatre majors and minors should take THTR 3140 and THTR 3160 in sequence.

Credits: 4 credits

THTR 3180 - Film Studies

Goals: To study prominent film artists and theorists through a close examination of their work.

Content: Landmark films and major film theories will be discussed along with significant trends in technology, aesthetics, and production.

Taught: Alternate years.

Prerequisite: COMM 3320 or THTR 1120 is recommended.

Credits: 4 credits

THTR 3210 - Movement for Actors

Goals: To improve physical communication through gesture, body language, and movement. Students will also develop critical analysis skills.

Content: Physical training in different somatic modalities including Feldenkrais, Laban Movement Analysis, dance, and yoga, which will explore the unique relationship between physical movement and text.

Taught: Periodically.

Prerequisite: THTR 1230.

Credits: 4 credits

THTR 3230 - Acting II

Goals: Building on Acting I, this class is designed to further deepen understanding and mastery of the techniques of acting and to help prepare students for working in the field.

Content: The class focuses on the following areas: auditions, improvisation, character development, resumes, and commercial work. This class includes lab components of voice and speech and make up.

Taught: Annually.

Prerequisite: THTR 1230 and THTR 3210.

Credits: 4 credits

THTR 3410 - Stage Makeup

Goals: To learn the techniques, theory, and application of theatrical makeup. To develop a working knowledge of materials and methods essential to use of principal types of theatrical makeup.

Content: Makeup design and application in relation to character development and the overall production concept. The course focuses on advanced paint techniques and prosthetics.

Taught: Alternate Years.

Prerequisite: THTR 1420 or permission of instructor

Credits: 4 credits

THTR 3440 - Scenic Design

Goals: To develop an awareness of the principles and techniques of the scene designer's art. To qualify the student as a beginning scenic designer.

Content: Script analysis, concept development, visual research, and the use of design elements in the service of coherent and unified production. An exploration of the variety of design styles and the development of rendering, drafting, collage, and model making skills.

Taught: Alternate years.

Prerequisite: THTR 1420 or consent of instructor.

Credits: 4 credits

THTR 3450 - Costume Design

Goals: To introduce principles and practices in the design and execution of costumes for the stage. To prepare the beginning costume designer.

Content: Script and visual research and use of design principles to create costumes appropriate to both individual character and the production as a whole. Summary of development of western dress, figure drawing, rendering skills, and research methods together with the nature and decoration of materials, pattern development, draping, assembly, and finishing methods.

Taught: Alternate years.

Prerequisite: THTR 1420 or consent of instructor.

Credits: 4 credits

THTR 3460 - Lighting Design

Goals: To introduce the student to the basics in design of lighting for theatre and television. To prepare students to attain minimum competencies as lighting technicians and designers.

Content: Basic electricity, wiring and optics, study of current and historic equipment and methods, the nature of color, graphic analysis, and drafting. Script and ground-plan analysis and selection of design elements to reinforce the intentions of specific productions.

Taught: Alternate years.

Prerequisite: THTR 1420 or consent of instructor.

Credits: 4 credits

THTR 3510 - Video Production

Goals: Introduction to digital video production.

Content: This course is an introduction to the art of video production, camera techniques and editing.

Taught: Spring

Credits: 4 credits

THTR 3700 - Children's Theatre

Goals: To provide a combined study of the theories and practical processes involved in creating and presenting theatre for children.

Content: Participants for the course are selected by audition to prepare and tour a participation theatre play for children. In addition to the rehearsal and performance components of the course, there are units of study in script analysis, the development of theatre for children, types of theatre for children, performing for and with children, and an introduction to the roles that theatre can play in an educational setting.

Taught: Annually, winter term.

Prerequisite: Course participants must be cast in the touring children's play.

Credits: 4 credits

THTR 3800 - Dance Ensemble

Goal: To provide performance experience in contemporary concert dance. To learn modern and jazz technique and repertoire work from professional choreographers in the Twin Cities area and explore the choreographic process. Students will perform two concerts during the academic year.

Content: Intermediate and advanced modern and jazz technique will be taught which will be comprised of warm ups; strength training; yoga; center floor sequences; across floor combinations; and partnering techniques. Emphasis will be placed on rehearsals for development of professional and student dance works.

Taught: Annually. This is a two credit class that may be repeated.

Prerequisite: Fall audition.

Credits: 2 credits

THTR 5160 - Special Topics in Theatre Studies

Goals: The critical study of a specific historical movement, theatre company, and/or theatre artist.

Content: Intensive analysis of texts (both written, performance, and historical texts) in their cultural context. Topics will vary.

Taught: Alternate years.

Prerequisite: Junior or senior standing, or permission of the instructor.

Credits: 4 credits

THTR 5230 - Acting III

Goals: To provide the acting student with the technical means to assume roles in various historic dramatic styles.

Content: Significant representative examples of various theatrical modes are explored through work in exercises, monologues, and scenes. Voice and movement are studied in relation to historic styles. An introductory approach to acting for the camera is included. This course includes lab components in stage combat and period movement.

Taught: Periodically.

Prerequisites: THTR 1130 and THTR 3230, or consent of instructor.

Credits: 4 credits

THTR 5400 - Managing the Performing Arts

Goals: To introduce the student to the economic and administrative issues that confront a performing arts organization. To explore the methods, materials, and policies used by successful managers in preserving their organizations.

Content: Units of study on organizational development, staffing procedures, fundraising systems, accounting methods, publicity techniques, and audience development.

Taught: Alternate years.

Prerequisites: Junior or senior standing and M&E 1650, or consent of instructor.

Credits: 4 credits

THTR 5520 - Stage Direction

Goals: To train the student in the essential principles of directing through play analysis, practical exercises, and scene staging.

Content: Emphasis on practical application through the staging of selected scenes from the modern theatre and exercises in composition, interpretation, and movement. Serious and comic texts, staging for traditional and open-stage forms, and working with script, actors, and designers.

Taught: Annually.

Prerequisites: Junior standing, THTR 1230, THTR 1420, THTR 3120, and consent of instructor.

Note: This course is restricted to major students. Enrollment is limited.

Credits: 4 credits

THTR 5700 - Teaching Theatre and Dance K-12

Goals: To prepare the prospective teacher seeking a license in theatre/dance for the professional work.

Content: Techniques and content ideas for addressing the State of Minnesota Rules Chapter 8710.4300 subpart 3, curriculum and season planning considerations for the teacher, methods of evaluating creative work in an academic setting, best practices for the drama classroom, portfolio development, and the uses of drama techniques in teaching other content areas.

Taught: By arrangement. See instructor to make arrangements for the course.

Prerequisites: Substantial completion of the theatre arts major, EDU 3150 and EDU 3250.

This is a tutorial class that involves both online learning and seminar sessions.

Credits: 4 credits

THTR 5910 - Senior Theatre Project and Seminar

Goals: To provide senior theatre majors with the opportunity to demonstrate their professional abilities through the creation of a substantial research or production project and to prepare students for the transition to careers and/or graduate school.

Content: This seminar course focuses on the development of the performing arts professional. Topics include issues in ethics, union and professional association membership, career planning strategies, graduate schools and advanced training opportunities, parallel industry careers, and analyzing growth and change in the performing arts. Parallel to these seminars participants will also be developing their senior project. Techniques for the written and visual documentation of a performance will be examined as well as individual meetings with the project advisor.

Taught: Annually.

Prerequisites: This is a two semester, two credits per semester course sequence. Seniors must complete both semesters. Only theatre arts majors are eligible to enroll for the senior project seminar. An approved project is required prior to enrolling. Approval of department chair is required.

Credits: 2 credits fall; 2 credits spring

WRIT 1100 - Introduction to Creative Writing

Goals: To introduce students to the practice of creative writing at the introductory level in poetry, fiction, and creative nonfiction. Students will begin to develop their understanding of creative writing as an art form, the writing process, and their ability to read as writers.

Content: Each week practicing artists will discuss their own writing process in relationship to particular published works. Individual sections will meet to discuss the visiting writer's work, to do writing exercises and share writing assignments designed to develop specific skills and techniques, and to workshop each other's work. Each student will complete a creative writing portfolio combining poetry, fiction, and creative nonfiction.

Taught: Spring term.

Prerequisite: ENG1110 or its equivalent before or concurrent with "Introduction to Creative Writing."

Credits: 4 credits

WRIT 3000 - Creating Across Genres

Goals: This course is open to all students interested in creative writing. Students are introduced to the practice of reading as creative writers in three genres: poetry, fiction, and creative nonfiction.

Content: The primary text, Janet Burroway's *Imaginative Writing*, gives guidance in creative process and writing skills across genres; supplemental anthologies or texts may be added at the instructor's discretion. Students engage creatively with texts as writers, participate in class discussions, and begin to develop a writing practice. Emphasis is on developing an awareness of the diverse social contexts in which writers write and readers read. The course combines lecture, discussion, readings in and across genres, weekly writing exercises, and other assignments. Students who successfully complete this course with a grade of "C" or better may apply for acceptance into the BFA program.

Taught: Annually

Prerequisite: ENG 1110 or its equivalent.

Recommended: ENG 3010 or one survey course (ENG 1210, 1220, 1230, 1240, 1250, 1270).

Credits: 4 credits

WRIT 3110 - Forms & Elements of the Craft I: Poetry

Goals: In this course students explore some of the fundamental elements of poetry, including image, metaphor, simile, rhythm, rhyme, voice, tone, syntactical structures of the line, the sentence, the stanza, ideas of unity and fracture, and fragment and wholeness in the body of a poem, and the ways these elements interact with a poem's form.

Content: Attention is paid to the ways in which poets integrate these elements into the form of the poem. The course combines lecture, discussion, reading, writing exercises and experiments, and other assignments. Students who successfully complete this course with a grade of "C" or better may apply for acceptance into the BFA program.

Taught: Annually

Prerequisite: ENG 1110 or its equivalent and WRIT 3000.

WRIT 3000 may be taken simultaneously with WRIT 3110. Recommended: ENG 3010 or one survey course (ENG 1210, 1220, 1230, 1240, 1250, 1270)

Credits: 4 credits

WRIT 3120 - Forms & Elements of the Craft I: Fiction

Goals: In this course students explore and practice the fundamental elements of fiction, including character development, scene building, plot, point of view, structure, time, setting, and dialogue. Students will work in a variety of lengths and forms—flash fiction, the short story, realism and fabulism—to study how the elements of fiction are expressed by a writer's formal choices.

Content: Students will build skills through writing exercises and the study of contemporary and classic fiction, culminating in the completion of several pieces of short fiction. The course

combines lecture, discussion, reading, writing exercises and experiments, and other assignments. Students who successfully complete this course with a grade of “C” or better may apply for acceptance into the BFA program.

Taught: Annually

Prerequisite: ENG 1110 or its equivalent and WRIT 3000. WRIT 3000 may be taken simultaneously with WRIT 3120. Recommended: ENG 3010 or one survey course (ENG 1210, 1220, 1230, 1240, 1250, 1270).

Credits: 4 credits

WRIT 3130 - Forms & Elements of the Craft I: Creative Nonfiction

Goals: In this course students expand their literary writing skills through the study of diverse subgenres co-existing under the creative nonfiction umbrella, learning the basics of writing the literary memoir, the personal essay, the lyric essay, literary reportage, the nonfiction short, and blended forms.

Content: Students write across nonfiction form and read classic and contemporary creative nonfiction, as well as writings about nonfiction form, narrative and lyric craft, and other issues related to this hard-to-pin-down and still-developing genre. The course combines lecture, discussion, reading, writing exercises and experiments, and other assignments. Students who successfully complete this course with a grade of “C” or better may apply for acceptance into the BFA program.

Taught: Annually

Prerequisite: ENG 1110 or its equivalent and WRIT 3000. WRIT 3000 may be taken simultaneously with WRIT 3130. Recommended: ENG 3010 or one survey course (ENG 1210, 1220, 1230, 1240, 1250, 1270).

Credits: 4 credits

WRIT 3210 - Forms & Elements of the Craft II: Poetry

Goals: In this course students study the use and history of metrics, including scansion and substitution; received poetic forms, such as the sonnet, the sestina, the villanelle, the haiku, the triolet, the pantoum, the ghazal; and the open form of free verse.

Content: Students examine the structure of poems and experiment with a wide variety of meters and forms, and how they affect elements of craft within a poem, to help them to discern the choices they have as writers in creating their own work. Readings include classic and contemporary poetry from various cultures, as well as one or more texts about the forms of poetry. The course combines lecture, discussion, reading, writing exercises and experiments, and other assignments.

Taught: Annually

Prerequisite: WRIT 3000 and WRIT 3110

Credits: 4 credits

WRIT 3220 - Forms & Elements of the Craft II: Fiction

Goals: In this course students explore and practice the fundamental elements of fiction, including character development, scene building, plot, point of view, structure, time, setting, and dialogue. Students will work in a variety of lengths and forms—flash fiction, the short story, realism and fabulism—to study how the elements of fiction are expressed by a writer’s formal choices.

Content: Students will build skills through writing exercises and the study of contemporary and classic fiction, culminating in the completion of several pieces of short fiction. The course combines lecture, discussion, reading, writing exercises and experiments, and other assignments. Students who successfully complete this course with a grade of “C” or better may apply for acceptance into the BFA program.

Taught: Annually

Prerequisite: WRIT 3000 and WRIT 3120.

Credits: 4 credits

WRIT 3230 - Forms & Elements of the Craft II: Creative Nonfiction

Goals: In this course students explore and practice the fundamental elements of creative nonfiction writing, including showing and telling, character and portraiture, figurative language, point of view and narrative distance, setting and place, and variations in literary structure, and examine how these elements operate across the diverse subgenres co-existing under the creative nonfiction umbrella.

Content: Students develop their ability to create portraits of actual people, recreate themselves as characters on the page, manage time and event, construct narrative or lyric structures, compose effective reflection and description, identify deep subject, and apply these craft skills across nonfiction form. The course combines lecture, discussion, reading, writing exercises and experiments, and other assignments.

Taught: Annually

Prerequisite: WRIT 3000 and WRIT 3130.

Credits: 4 credits

WRIT 5110 - Advanced Poetry: Workshop

Goals: In this course students write and revise a small collection of poems and respond to peer work. Special attention is paid to use of poetic techniques and forms.

Content: Participants provide oral and written feedback that reflects an advanced understanding of craft. Respectful and constructive workshop methods are practiced. Students are introduced to the work of organizing, arranging, and balancing a manuscript of their own. The class may include student presentations and reading of selected poetry as creative writers.

Taught: Annually

Prerequisites: WRIT 3000, 3110, and 3210.

Note: Restricted to creative writing majors or consent of the instructor.

Credits: 4 credits

WRIT 5120 - Advanced Fiction: Workshop

Goals: In this workshop-centered course, students write and revise their own fiction and respond to peer work for successful application of fictional techniques such as plot, character, setting, dialogue, point of view, unity and subtext.

Content: Participants provide oral and written feedback which reflects an advanced understanding of craft. Respectful and constructive workshop methods are practiced. The class may also include reading of selected contemporary fiction, encouraging students to read as creative writers.

Taught: Annually

Prerequisites: WRIT 3000, 3120, and 3220.

Note: Restricted to creative writing majors or consent of the instructor.

Credits: 4 credits

WRIT 5130 - Advanced Creative Nonfiction: Workshop

Goals: Students in this course focus on generating new creative nonfiction writing for peer workshop review. The primary work of the course is the development of respectful and constructive workshop methods, and the application of craft-based critique to significant revision.

Content: Students analyze their classmates' drafts and come to workshop prepared to contribute to a supportive, yet rigorous, discussion of work-in-progress. Students may also read selected contemporary texts, to further explore the diversity of CNF forms and study ways to apply an advanced understanding of craft to their drafts.

Taught: Annually

Prerequisites: WRIT 3000, 3130, and 3230.

Note: Restricted to creative writing majors or consent of the instructor.

Credits: 4 credits

WRIT 5960 - Senior Seminar in Creative Writing

Goals: Students will choose a genre of writing in which to execute a major writing project.

Content: Through discussions, reading assignments and practice, they will extend their awareness of the genre they have chosen, and will compile a polished portfolio. Individual conferences and attendance at readings may be required.

Taught: Annually

Prerequisites: One of the following Advanced courses: WRIT 5110, 5120, or 5130. Creative Writing major in senior year or consent of the department chair.

Credits: 4 credits

WSTD 1010 - Foundations of Women's Studies

Goals: This multidisciplinary course is designed to raise awareness of women's status and women's diversity; to critically examine disciplines and social practices through the lens of feminist theory; to recover past achievements of women and survey the work women now do; to expand perspectives; and to provide a basis for critical evaluation of future learning.

Content: An overview of women's status in contemporary and historical periods, various disciplines' theories about women, and women as agents of social transformation.

Taught: Annually.

Credits: 4 credits

WSTD 1500 - Topics in Women's Studies

Goals: to provide introductory study of one or more subject areas relating to women's studies.

Content: Focus varies. A student may register for this course more than once for different topics. Topics have included courses such as "Women and Popular Culture," and "Socially (Ir)responsible Fashion."

Credits: 4 credits

WSTD 3500 - Topics in Women's Studies

Goals: To study in depth one or more subject areas relating to women's studies.

Content: Focus varies. Previous topics have included courses such as "The Politics of Sisterhood, 1960-1980," "Women of the Prairies and Plains," "Engendering Justice," and "Women, Conflict, and Social Change."

Prerequisite: WSTD 1010 or equivalent, or permission of instructor.

Note: A student may register for this course more than once for different topics.

Credits: 4 credits

WSTD 3750 - Feminist Scholarship in Action

Goals: Build on foundational knowledge about gender inequality; understand ways specific aspects of women's lives shape and are shaped by cultural contexts; draw upon feminist theory to identify implications and propose courses of action; recognize and explore connections among disciplinary perspectives on particular aspects of women's lives.

Content: This middle-level course closely examines the dynamics of gender inequality through theoretical perspectives drawn from disciplines with a focus on one particular area of inquiry or one specific aspect of women's lives. Focus of the course varies with instructor. Past topics have included courses such as "Transforming a Rape Culture," and "History of Women Organizing for Social Change."

Taught: Alternate years.

Prerequisite: WSTD 1010 or equivalent, or permission of instructor.

A student may register for this course more than once for different topics.

Credits: 4 credits

WSTD 3850 - Feminist Theory

Goals: This multidisciplinary course is designed to introduce students to the major areas of feminist theory.

Content: This course is designed to examine the major areas of feminist theory across the disciplines. Focus may vary, and may include feminist theorists from the fine arts, history, literary studies, philosophy, psychology, the sciences, and sociology.

Taught: Alternate years.

Prerequisite: WSTD 1010 or equivalent, or permission of instructor.

Credits: 4 credits

WSTD 5900 - Senior Seminar

Goals: To examine significant developments in feminist/womanist theory and to provide a synthesis of what women's studies majors have learned and an opportunity for them to share their research.

Content: Student-generated research topics and presentations, with an emphasis on the application of feminist theories.

Taught: Annually within ACTC.

Prerequisite: WSTD 1010 or equivalent, or permission of instructor.

Credits: 4 credits

Admission Procedures, Finances, and Financial Aid

Admission

Admission Procedure for First-Year Students

Students applying for first-year admission to the university must submit the following credentials:

1. An application form completed by the applicant. Hamline accepts the Common Application.
2. An official secondary school transcript. Students may submit transcripts from ninth through eleventh grades and a list of senior year courses with the understanding that full admission is granted only after the receipt and approval by the admission committee of the final year's record. In many cases, grades earned during the first semester of the senior year will be requested before a decision is made. Official transcripts must be sent directly to the Office of Undergraduate Admission by the secondary school. First-year student applicants who have earned college credit before graduating from secondary school must list the colleges they have attended on the application and contact those colleges and request that official college transcripts be sent to Hamline University (see Transfer of Credit and Advanced Placement).
3. The results of the American College Test (ACT) or the Scholastic Assessment Test (SAT). It is recommended that the SAT or ACT be taken late in the junior year or early in the senior year. When registering for the tests, students should request that copies of the score results be sent to Hamline University. The ACT institution code for Hamline is 2114, the SAT code is 6265.
4. Applicants should submit at least one teacher recommendation.
5. Other information as requested by the admission committee during consideration of an individual applicant. Such information might include recommendations, SAT or ACT writing exams, the results of additional coursework, and/or a formal admission interview. Hamline University is a member of the National Association for College Admission Counseling and adheres to the *Statement of Principles of Good Practice*.

Minnesota State Colleges and Universities System (MnSCU) Transfer Students

Students transferring from the Minnesota State Colleges and Universities system who have completed the Minnesota Transfer Curriculum, have earned the Associate degree from MnSCU prior to enrolling at Hamline, and have a 2.50 cumulative GPA (on a 4.0 scale) from the degree-granting institution will be given transfer status as outlined below:

- Students will be granted a maximum of 64 Hamline course credits in transfer from two-year institutions. No additional credits will be accepted from two-year institutions.
- The Hamline Plan will be adjusted so students need only to complete the following:
 - Writing Intensive (T) course(s). 1 course each year attending Hamline University is required.
 - Computer Intensive (C) course. 1 course required.
 - Individual Ability in Learning (Q) course. 1 course required.
 - LEAD: Leadership, Education, and Development (W) course. 1 course required.
 - Speaking Intensive (O) - 1 course required to be taken at Hamline.
 - Cultural Breadth (G, I or L) - 1 course may be required.
 - Humanities (H) and Fine Arts (F) - 1 or more courses may be required.

The Associate degree and Minnesota Transfer Curriculum must be completed prior to enrolling at Hamline University in order to qualify for this transfer status.

Note: Additional coursework beyond the Associate degree will be required in the major. Students are advised to consult with an academic adviser in the major department to discuss major requirements. Courses must be considered college-level, relevant to a liberal arts degree, and a student must have earned a C- or above.

Click here [Hamline Plan alignment with Minnesota Transfer Curriculum](#) to view the transfer grid.

Community College Transfer Students

The university welcomes students from community and junior colleges to transfer to Hamline for their final years of undergraduate work. In most cases, students who transfer to the university after having completed an associate degree or two years of comparable work will have acquired sufficient scope in their program to satisfy a large portion of the general education goals of the Hamline curriculum. A maximum of 96 quarter hours or 64 semester hours of work from two-year colleges will be accepted as transfer credit.

Community and junior college students who are planning to transfer to Hamline are encouraged to consult with the Office of Undergraduate Admission in order to correlate their coursework with Hamline's curriculum guidelines.

To be considered for admission to Hamline, the applicant must have graduated from or be eligible to return to the institution from which he or she wishes to transfer and must have earned an overall grade point average of C (2.0) or better in all college courses completed. Students who have

earned college credit after secondary school graduation apply as transfer students.

Students applying for transfer admission to the university must file the following credentials:

1. An application form completed by the applicant. Students may apply online at www.hamline.edu/undergraduate/admission/apply.html.
2. Official copies of college transcripts. Transcripts must be sent directly to the Office of Undergraduate Admission.
3. A teacher/advisor recommendation. Applicants should submit at least one teacher/advisor recommendation.
4. Official secondary school transcripts and test scores if the applicant has completed fewer than 24 semester hours or 36 quarter hours at the time of application or has graduated from high school within the past five years.

Four-Year College Transfer Students

Students planning to transfer to Hamline University from accredited institutions of collegiate rank should ordinarily transfer early enough in their college career to permit at least two full years of study at Hamline. Students who have completed more than two years of study should schedule an admission interview with a member of the admission staff.

To be considered for transfer admission, students transferring from four-year colleges must provide the same information as described under Community College Transfers. Official transcripts must be provided from all post-secondary institutions attended.

Transfer of Credit

The Registration and Records office, using official transcripts from a student's previous schools, works with the faculty to determine the requirements met by transfer work. Only transfer work from regionally accredited colleges and universities will be considered for transfer. Transcripts and other documents submitted from other institutions and agencies are the property of Hamline University and will not be reissued to applicants, students, alumni, or other parties. Information about the accreditation of colleges/universities in the north central region is available at www.ncahigherlearningcommission.org.

Classes will be evaluated on a course-by-course basis. Courses must be considered college-level, relevant to a liberal arts degree, and a student must have earned a C- or above. If a course is taken as Pass/No Pass, and the school awards a Pass for grades below a C-, a letter must be submitted from the institution's registrar indicating the student would have received a C- or above before transfer credit is awarded. Please note that acceptance of credit may be for elective credit only; equivalency to Hamline courses is determined by individual departments. Students transferring credit will not receive credit twice for similar courses taken at Hamline. Grade point averages do not transfer.

A transfer student who chooses to retake a Hamline course that is equivalent to a course accepted for transfer credit may do so on an audit or zero-credit basis. The student may request the repeat only for the purpose of ensuring competency in a foreign language or other discipline before enrolling in continuation courses, and no additional credit or grade point average impact will result.

A maximum of 64 semester credits may be brought in from two-year colleges. Credit in narrowly vocational courses is not transferable. Nursing, mental health, chemical dependency, law enforcement, military, and other focused professional program credits are transferable up to a limit of 32 semester credits if the course content is suitable for a liberal arts program. 1.5 quarter credits equal 1 semester credit.

Students must earn at least 56 semester credits at Hamline in order to receive a Hamline degree (60 credits at Hamline are required to earn Latin Honors). A minimum of 16 semester credits in a student's major must be taken at Hamline. The credit amount of transfer courses will not change if equivalency to a Hamline course is granted (i.e. a 3 credit course granted equivalency to a 4 credit Hamline course will remain at only 3 credits).

Articulation manuals showing Hamline course equivalencies for local community colleges are available at: www.hamline.edu/undergraduate/admission/transfer/guide.html. These articulation manuals are subject to change. Students earning credits at other institutions may be asked to provide copies of appropriate course catalogs or syllabi to assist in the evaluation transfer credit.

Transcripts from foreign schools must be submitted to an outside agency for course-by-course evaluation and processing before an evaluation can be completed. The agency must be a member of the National Association of Credential Evaluation Services (NACES). Three commonly used agencies are World Education Service (WES) online at www.wes.org, Educational Credential Evaluators (ECE) online at www.ece.org, or American Association of Collegiate Registrars and Admissions Officers (AACRAO) online at www.aacrao.org/international/foreignEdCred.cfm. These organizations usually charge students a fee for these services.

Students who have transferred in course work which they would like to have approved for their major or minor (which did not previously articulate as such) should follow these steps:

1. Obtain a copy of the course syllabus and/or course description from the official course bulletin of the institution where the course was taken.
2. Obtain a Course Substitution/Prior Approval for Transfer Credit form available online at www.hamline.edu/registrar/forms or at the Student Administrative Services office.
3. Have the course reviewed by their major/minor advisor or the chair of the department.
4. If the chair or advisor in the major/minor department approves the course he or she will sign the form.

5. Return the signed form to the Student Administrative Services office.

Students who have transferred in course work that they would like evaluated for Hamline Plan requirements (which did not previously articulate as such) should follow these steps:

1. Obtain a copy of the course syllabus. If a student no longer has a copy of the syllabus he or she may have to contact the former institution or instructor in order to provide a more complete description of the course than the course description provides.
2. Attach a memo and/or the Course Substitution/Prior Approval for Transfer Credit form (available at www.hamline.edu/registrar/forms or at the Student Administrative Services office) to the syllabus listing the course and the desired Hamline Plan designation(s).
3. Submit the memo and syllabus to the Student Administrative Services office to the attention of the Transfer Articulation Coordinator.
4. The Transfer Articulation Coordinator will work with the faculty to review the course and will e-mail the decision.
5. Additional information is at www.hamline.edu/cla/admission/transfer_credits

Advanced Placement (AP)

A student earning a score of 4 or 5 on an Advanced Placement Examination sponsored by the College Board may generally be awarded 4 credits. Scores of 3 may be accepted at the discretion of the appropriate departments. Scores of 1 or 2 will not be accepted. An official transcript must be received from the College Board. For instructions on ordering an AP transcript see:

www.collegeboard.com/student/testing/ap/exgrd_rep.html.
Hamline course equivalencies are determined by the appropriate departments. A maximum of 20 semester credits from AP exams may transfer. A student may not exceed a total of 64 credits among AP, IB, PSEO, CIS, CLEP, and DSST coursework. AP exams, International Baccalaureate (IB) exams, and college course work may be duplicative. In those cases, a student will receive credit only once.

International Baccalaureate (IB)

Students taking the Higher Level International Baccalaureate exams may be eligible to receive credit at Hamline. An official transcript must be received from IB and can be obtained by emailing a request to transcripts.iba@ibo.org. A student must earn at least a score of 4 or 5 depending on the subject area for credit to be considered. If accepted the student will receive either 4 or 8 credits depending on the exam. Hamline course equivalencies are determined by the appropriate departments. A maximum of 20 credits from IB courses may transfer. A student may not exceed a total of 64 credits among AP, IB, PSEO, CIS, CLEP, and DSST coursework. AP exams, International Baccalaureate (IB) exams, and college course

work may be duplicative. In those cases, a student will receive credit only once.

Post-Secondary Enrollment Option (PSEO)

The PSEO program is a Minnesota State program which allows qualified high school students to attend college classes while completing their high school degree. An official transcript must be received from the college or university (not the high school) for transfer credit to be considered. A maximum of 64 credits may be transferred in through AP, IB, PSEO, CIS, CLEP, and DSST coursework. Other policies under the Transfer of Credit section (listed above) apply.

College in the Schools (CIS)/College Courses Taken at the High School

Transfer credit may be awarded for CIS courses or other college classes taken at a student's high school provided an official transcript is received from the college or university awarding college credit (not the high school). A maximum of 16 credits from CIS courses may transfer. A student may not exceed a total of 64 credits among AP, IB, PSEO, CIS, CLEP, and DSST course work. Other policies under the Transfer of Credit section (listed above) apply.

College Level Examination Program (CLEP)

CLEP examinations are administered by the College Board and are designed for individuals who have acquired knowledge outside the formal educational channels. The exams enable such individuals to demonstrate their college-level learning by taking tests that assess the knowledge and skills taught in introductory college courses. The exams are offered for a small fee at regional testing centers.

There are two types of exams: general exams and subject exams. Credit will not be awarded for a CLEP subject exam if a student has already taken a college level course in an equivalent subject area. Generally students who score at or above the American Council on Education's (ACE) recommended score (usually 50) may be eligible to receive academic credit subject to approval by the appropriate department. English Composition CLEP exams are not accepted.

A maximum of 16 credits from CLEP exams may transfer. A student may not exceed a total of 64 credits among AP, IB, PSEO, CIS, CLEP, and DSST coursework.

More information about CLEP is available at www.collegeboard.com/student/testing/clep/about.html.

DSST Examination Program (DANTES)

DSST exams are approved and accepted by the American Council on Education (ACE) and are designed for individuals who have acquired knowledge outside the formal educational channels. The exams are offered for a small fee at regional testing centers.

Credit will not be awarded for DSST exams if a student has already taken a college-level course in an equivalent subject area. Generally, students who score at or above the American Council on Education's (ACE) recommended score (usually ranging from the mid- to upper-40s) may be eligible to receive academic credit subject to approval by the appropriate department. Technical Writing DSST exams do not fulfill Hamline's first-year writing requirement.

A maximum of 16 credits from DSST exams may transfer. A student may not exceed a total of 64 credits among AP, IB, PSEO, CIS, CLEP, and DSST coursework.

More information about is available at www.getcollegedcredit.com.

Credit Limitation for Transfer Work Completed While in High School

Hamline University will accept no more than 64 credits for accredited college level coursework taken while concurrently enrolled as a high school student. This includes course work from AP, IB, PSEO, CIS, and CLEP. In addition, AP and IB programs are limited to 20 credits each. CIS, CLEP and DSST programs are limited to 16 credits each. Students may transfer in up to 64 credits of PSEO course work. The aggregate total for all programs must not exceed 64 credits.

Accepting an Offer of Admission

Admitted first-year students and transfer students accept the offer of admission by submitting a \$400 admission deposit. This deposit may be paid after notification of admission. Deposits can also be made online, via Piperline, Hamline's secure website for student services.

All matriculating first-year students must submit final transcripts from their secondary school. The college reserves the right to withdraw admission/enrollment for students who fail to perform adequately in their final term(s) of high school after accepting an offer of admission.

New Student Housing

On-campus residence is not required but is very strongly recommended for new students.

Your housing deposit is included in your \$400 admission deposit. No additional deposit is collected for undergraduate students who apply to live on campus. See your individual housing contract for additional housing information.

International Student Admission

Applicants should have completed a college preparatory program. All applicants for admission must demonstrate their ability to be successful in college courses where English is the language of instruction. Students whose first language is English should file the results of one of the tests described under Admission Procedure for First-Year Students. Students

whose first language is not English must demonstrate a proficiency in English by scoring a minimum of 550 on the written TOEFL examination, 213 on the computer based TOEFL, 79-80 Internet-based TOEFL, IELTS score of 7.0, or through the completion of an approved English as a Second Language program. Students who will need additional training in English before beginning their college work are encouraged to attend an English as a Second Language program.

Hamline University supports international student enrollment by providing international programs and an advisor on campus. The advisor is available to assist international students in adjusting to the university's academic programs, in immigration matters, and in taking fullest advantage of the academic and social opportunities the university provides.

Early Admission

Students who have not completed a secondary school diploma or who have graduated from non-accredited high schools may be admitted as degree seeking students upon application review and provided they are recommended for such admission by their secondary school. Students must demonstrate through their coursework, test results, personal statement, and an admission interview that they are capable of satisfactory work at a selective liberal arts college.

Students who have not completed secondary school may also be considered for admission as special students under the Minnesota Post-Secondary Enrollment Options (PSEO) Program. These options are designed to provide talented high school seniors and juniors the opportunity to broaden their educational backgrounds through college-level classes. Admission is very selective and enrollment is limited.

Additional information about the Post-Secondary Enrollment Options Program is available from the Office of Undergraduate Admission.

Adult Special Students

(non-degree seeking)

Students who are not degree candidates may enroll in Hamline courses provided they satisfy the requirements of the instructors concerned and are registered properly. Students planning to enroll as special students should contact the Office of Undergraduate Admission for information and forms. Students planning to audit classes should contact the Office of Registration and Records.

Postbaccalaureate Students

Students who have already completed a college degree and would like to enroll to complete a teacher licensure program, or one of the certificate programs (paralegal, forensic science, international journalism, or conflict studies) must contact the Office of Graduate Admission. The admission staff will provide program information and application forms.

Readmission of Students

Former students who wish to return to Hamline after any interruption of registration must apply for readmission to the Office of Undergraduate Admission unless they have been on an approved leave of absence. If a student has taken courses at another college since leaving Hamline, an official transcript is required from each college the student has attended. A personal statement discussing activities since leaving Hamline is also necessary to complete an application for readmission. The student should also address the reasons for returning to Hamline in the statement.

All students applying for readmission will be required to interview with a member of the undergraduate admission staff prior to consideration of the application. Students who left Hamline on probation or who were suspended must also interview with a member of the admission staff prior to consideration of the application. The deadline for filing a readmission application is August 1 for the fall term and January 1 for the spring term.

Students who interrupt enrollment for more than one academic year must fulfill the *Bulletin* requirements in effect at the time of reentry/readmission, or they may opt to fulfill the requirements published in the last previous *Bulletin*. Only with written approval of the appropriate department chairperson or program director can students elect to fulfill the requirements of any previous *Bulletin*.

Veterans

Hamline is approved by the Veterans Administration for the education of veterans under the provisions of the Vocational Rehabilitation Act (Public Law 16 and the Vocational 894). A certificate of eligibility should be secured by the veteran from the regional office of the Veterans Administration and presented to the Student Administrative Services office prior to registration. Hamline is responsible for certifying, training, and transmitting necessary credentials and information to the Veterans Administration. Advice is available at the Student Administrative Services office or through email at va-rep@hamline.edu.

Finances

Tuition 2012-2013

Full-time students enrolled for the academic year, tuition per year	\$33,236
Part-time students, charge per credit	\$1,040
Current rates are provided by the Student Accounts office at www.hamline.edu/tuition .	
Audit fee for part-time and special students only, per course	\$100

In unusual circumstances, a student may petition to take an overload, which is more than 20 credits for either fall or spring term, or more than 5 credits in winter term. If the overload is approved, the student will be charged the per credit rate for each credit above the limit.

Fees 2012-2013

Student fees (estimated)	\$362
Health and accident insurance (estimated) (see note at the end of this section)	\$1,672

Note: All students are required to have health and accident insurance and will be charged for Hamline insurance coverage. Students who have their own insurance will have the opportunity to go online and waive this insurance fee. If students do not submit an online waiver request, they will be enrolled in the school policy and will be responsible for the cost of that coverage.

Room and Board 2012-2013

Room per student per academic year:*

Room

Single:	\$5,250
Double, Triple, Quad:	\$4,500

A room reservation deposit is required of all new students who wish to reserve a room in a college residence hall. It will be applied to the room charge for the first year. Returning students are charged a cancellation fee if, during spring room selection, they reserve a room for the subsequent year and cancel that reservation after May 1, but prior to occupancy. Damage to a room or its furnishings, beyond ordinary wear and tear, will be charged to the student.

Meal Plans*

Residence Hall Meal Plan:	\$4,200
25 Block Meal Plan:	\$3,100

*For other options, contact Residential Life. Students living in residence halls are required to have a meal plan through Dining Services. The 25 Block Meal Plan is available to third year, fourth year, graduate, and law residents only.

Payment Options

Prior to the start of each term an E-bill showing basic charges and any credits designated by the financial aid office is prepared for each student by the student accounts office. This E-bill is early enough for plans to be made for the school year.

Hamline students may elect the following payment options:

1. Semester payment plan-fall term due August 15 and spring term due January 15 as billed; or
2. Installment plan-tuition, fees, room and board are paid in monthly payments through Tuition Management Systems for an annual fee; or
3. Prepayment discount-tuition, fees, room and board (less any financial aid) for the entire year paid in full by June 15 receives a discount determined annually.

Withdrawal Charges

For students who officially withdraw from college during a term, the amount of tuition owed is calculated from the date on record of their withdrawal or leave, not from the date the student ceases to attend classes. Students who officially withdraw from classes before the end of the 10th day of class will not be responsible for any tuition charges. After that date, the amount of tuition owed will be calculated daily on an increasing scale based on the percentage of days in the term before the withdrawal date. Students who withdraw after 60 percent of the term has passed will be responsible for all tuition charges.

The same schedule is used to calculate the amount of tuition owed when a student drops from full-time to part-time or from overload to full-time.

Financial aid will be canceled or prorated as required by the programs. See the financial aid instruction guide for details.

Student fees assessed by the university or the Student Congress are not refundable.

Registration

It is important that students register during the stated registration periods. Students who fail to complete registration (including financial arrangements) by the first day of classes will be charged a late registration fee.

Late Payment Policy

Late payment penalties are imposed thirty days after the start of fall and spring semesters:

- For account balances over \$1000, a late payment fee of 5% (up to \$500) will be assessed.

Insurance

Hamline does not carry insurance on the personal property of faculty, students, or staff and is not responsible for the loss or damage of such property.

Financial Aid

Financial assistance is granted on the basis of the student's estimated financial eligibility as measured by the Free Application for Federal Student Aid (FAFSA). Along with most other colleges and universities, Hamline uses the FAFSA to provide a fair, objective, and unbiased estimate of a student's eligibility for assistance. Assistance is granted through a combination of scholarships or grants, loans, and campus employment.

An award is made one year at a time. The exact amount of eligibility is determined each year on the basis of confidential income information.

Students must maintain full-time status to be eligible for Hamline-sponsored grant or scholarship assistance. Students are normally allowed grant assistance for a total of eight cumulative terms, including all previous postsecondary work. Financial aid eligibility for fifth year students is limited to non-Hamline sponsored programs. Selected Title IV funds are available to eligible students maintaining at least one half of the full-time course load. Eligibility for these funds is determined both by the amount of demonstrated financial eligibility and maintenance of minimal satisfactory progress toward a degree.

Minnesota state residents: the Minnesota definition of full-time enrollment for students qualifying for the State Grant Program is 15 credits per semester. The estimated grant is based on full-time enrollment of fifteen credits per semester and will be pro-rated if registered for less. Winter term credits may be combined with either fall or spring semesters to achieve fifteen credits.

Minnesota State Grants are given by the State of Minnesota. Students are eligible for State Grant for the equivalent of eight full-time semesters in total. This total includes all previous postsecondary credits attempted or earned at other institutions.

Application Procedures

Students who wish to apply for financial assistance should file the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov indicating that he or she wants the results sent to Hamline University (FAFSA Code #002354). A Hamline application and supporting income tax information may be required.

It will take one to two weeks for the FAFSA to be processed by the US Department of Education.

Financial Aid Adjustments

In the event that we receive new or additional information including, but not limited to, housing, outside funding, or enrollment, your financial aid is subject to change.

Transfer Students

Students who have transferred credits to Hamline begin their course of study at the grade level approved by Registration and Records. Coursework that has not transferred will not be reviewed as part of the maximum time frame requirement for aid eligibility.

Financial Aid for Summer Term

Financial aid is available for summer students enrolled in at least six credits. Financial aid for summer term normally consists of a portion of your Federal Subsidized or Unsubsidized Stafford Loan, SELF, private loans, or Federal PLUS Loans. Minnesota State and Pell Grants may also be available. Contact the Office of Financial Aid at 651-523-3000 for more information on eligibility and application deadlines.

If you are eligible to receive VA educational benefits during the academic year, you are probably eligible to receive them for the summer. For further information, consult the Hamline VA representative, at 651-523-3000.

Types of Financial Aid

Scholarships and Grants

Hamline grants of various types are available to new and returning students on the basis of demonstrated financial eligibility. Over 150 different endowed and restricted scholarships are available to students who both meet the requirement of the donors and demonstrate financial eligibility or meet requirements established by campus departments.

In addition, Hamline offers merit-based scholarships to incoming students recognizing academic excellence. Hamline merit-based aid may be used to meet demonstrated financial need. If a student withdraws from the University and subsequently re-enrolls, he/she forfeits the original merit-based scholarship. A combination of Hamline-sponsored scholarships, grants, and/or federal or state scholarships/grants may not exceed Hamline tuition.

A list of individual scholarship funds appears under the "Scholarship Funds" section below.

Loans

Long-term, low-interest loans are available to Hamline students through the following programs:

The **Federal Perkins Loan Program** is funded by both Hamline and the federal government, and is administered by Hamline. Students with exceptional financial need are automatically considered for this loan when they apply for assistance through the school.

The **Federal Stafford Loan Program** is funded by the federal government. Application forms can be obtained on the Office of Financial Aid web site at www.hamline.edu/fa.

The **Federal Parent Loan for Undergraduate Students** (PLUS) is funded by the federal government and requires prior credit approval of the parent borrower. Application forms can

be obtained on the Office of Financial Aid web site at www.hamline.edu/fa.

The **United Methodist Student Loan Fund** is available to students who are full members of the United Methodist Church. Students complete a loan application, available online at www.gbhem.org.

The **Minnesota Supplemental Educational Loan Fund** (SELF) is intended to help students who need to borrow more than is allowed under existing programs and students who have limited access to other financial aid programs. The SELF loan application can be completed on-line at www.hamline.edu/fa. The SELF loan has a variable interest rate and a requirement for quarterly interest payments. A credit-worthy co-signer is required to obtain a SELF loan.

Alternative/Private Loans

There are a variety of private loans available. All private loans are based on satisfactory credit history. Contact the Financial Aid Office for term of loans. Students may apply on-line at www.hamline.edu/fa.

Employment

For a description of employment opportunities, see Campus Employment in this *Bulletin*.

Satisfactory Academic Progress

Financial aid eligibility is based on satisfactory academic progress (SAP) standards that Hamline University of Financial Aid is required by the U. S. Department of Education to establish, publish, and apply. The Financial Aid Office measures academic performance and enforces SAP standards to ensure that financial aid recipients progress toward completion of their degree or certificate program. Students who fail to meet these standards become ineligible to receive financial aid until compliant with all of the requirements detailed in this policy.

To demonstrate Satisfactory Academic Progress, a student's academic performance must meet two main SAP components. The first is a qualitative component, represented by grade point average (GPA). The second is a quantitative component measured by credit completion (the ratio between attempted and completed credits) and the maximum timeframe to complete the degree or certificate program.

Section 1. Standards of Satisfactory Academic Progress

Grade Point Average - All undergraduate students are required to maintain a minimum cumulative GPA of 2.0 by the end of their second year.

Credit Completion - Students must complete 67% of all credits attempted. A completed credit has a grade of A, B, C,

D, H, or HP. Withdrawals, incompletes, and repeated courses are included in attempted credits.

Minimum Academic Progress Standards for Financial Aid

Cumulative Attempted Credits	Cumulative GPA	Completion Rate
Up to 16.0 credits	1.50	50%
16.1 - 32.0 credits	1.75	60%
32.1 - 48.0 credits	1.90	65%
48.1+ credits	2.00	67%

Maximum Time Frame - All students are expected to finish their degree or certificate within an acceptable period of time. Financial aid recipients may continue to receive federal aid through their cumulative attempted credit that equals 150% of the required number of credits needed to complete their program, including transfer credits from another college that apply to the Hamline program. Students who require developmental coursework may appeal to have the 150% limit extended.

Section 2. Definitions/Conditions

Credit - A credit is the unit by which academic work is measured.

Attempted credit - An attempted credit includes all credits for which you are registered at the beginning of each term.

Cumulative credits - Cumulative credits represent the total number of credits evaluated (attempted and earned) for all periods of enrollment at the University, including summer and J-terms or terms for which the student did not receive aid.

Earned credits - Earned credits are those that are successfully completed with a grade of A, B, C, D, HP, and P and all plus and minus variations. Grades of I, W, N, F, and EX, or drops are not counted as earned credits. Audit credits are not counted as attempted or earned credits.

Grade Point Average (GPA) - The GPA is calculated using a grade point value outlined in the catalog for grades A, B, C, D, and F and all plus or minus variations. Although a grade of P or HP will count as credit earned, it carries no grade point value.

Incompletes - An "I" or "EX" are included in the cumulative credits attempted. These credits cannot be used as earned credits until a passing grade is assigned.

Repeat Credits - Repeats may be allowed in order to improve a grade or meet program requirements. They are included in credit completion and maximum time frame standards. The most recent grade will become the grade calculated for GPA.

Transfer Credits - Grades associated with transfer credits are not included in the cumulative GPA calculation. Transfer credits accepted by Hamline University that are applicable to the current degree program apply toward the maximum time frame calculation for that program.

Change of Major, and Dual Degree - Many students receive multiple awards from Hamline University. Only attempted credits eligible for application toward the student's

current degree program will count toward the maximum time frame of that degree. Attempted and earned credits under all majors will be included in the calculation of GPA and credit completion. Students who change majors or seek a dual degree may appeal for an extension of the maximum time frame provision of this policy. Appeals will be evaluated on an individual, case-by-case basis.

Post Secondary Education Options (PSEO) - Credits earned while a PSEO student at Hamline University will be included in the cumulative credit completion standard, GPA, and maximum time frame calculation. PSEO credits earned at another postsecondary institution will be treated as transfer credits for federal financial aid purposes.

Consortium/Joint Program Credits - Credits accepted by the University are included with attempted and earned credit totals.

Section 3. Implementation

Academic progress for every financial aid applicant will be monitored after each semester, including summer term. If the program is less than one year in length the review will take place at the mid-point. All of a student's academic coursework is considered in the review process, whether the student received aid that term or not. The assessment will be based on the student's entire academic record, including all transfer credit hours accepted.

Financial Aid Warning Status

If the student does not meet either the GPA or Credit Completion standard, the student will be placed on Financial Aid warning for the next registered term. While on warning status, students are eligible to receive financial aid. Students on warning status are encouraged to use the many academic support services on campus to improve their academic standing.

To be removed from financial aid warning status the student must meet GPA and credit completion standards. A student who has reached the maximum time frame prior to completing the program will no longer be eligible for financial aid.

Financial Aid Ineligibility/Suspension

Students who do not meet the minimum cumulative GPA and/or credit completion ratio or do not meet the terms of financial aid warning status will be no longer eligible for federal, state or institutional aid. Students may be eligible for private loan programs and outside assistance that does not require SAP.

Provided the student's academic status allows for registration, s/he may attend the University at his or her own expense until the minimum cumulative GPA and credit completion requirement has been met.

Hamline University may immediately deem a student ineligible for financial aid in the event of extraordinary circumstances, such as a student who registers for but does not earn any credits for two consecutive terms, or a student

who demonstrates an attendance pattern that abuses the receipt of financial aid.

Students who failed to meet these standards due to unusual circumstances may appeal the financial aid SAP suspension status.

Academic Suspension

Students who have been suspended by the University are no longer eligible for financial aid. If a student is readmitted, s/he may need to complete the financial aid suspension appeal process. Eligibility for financial aid will be determined based on financial aid SAP standards through a review of the academic record.

Section 4. Right to Appeal

Financial Aid Ineligibility/Suspension

A student who is unable to achieve satisfactory academic progress and is suspended from receiving financial aid has the right to appeal based on unusual or extenuating circumstances, such as illness, injury or other special circumstance. The student may appeal the financial aid suspension status at any time during the term if:

- The record shows that the student has now earned the required cumulative minimum GPA and credit completion ratio to meet SAP standards.
- The student is readmitted after suspension by the University.
- Unusual circumstances interfered with the student's ability to meet SAP standards, including but not limited to:
 - Illness, accident, or injury experienced by the student or a significant person in the student's life.
 - Death of a family member or significant person in the student's life.
 - Divorce experienced by the student or parent.
 - Reinstatement after an academic dismissal or extended break in the student's enrollment.
 - Personal problems or issues with spouse, family, roommate, or other significant person.
 - Exceeding time frame while in a second undergraduate or dual degree program or as a result of changing major.

To appeal, students must submit to the Financial Aid Office the following:

1. A statement from the student explaining the nature of the extenuating circumstances that contributed to the SAP deficiency.
2. Third party documentation to support the circumstances.
3. An explanation of how the barriers/circumstances to academic success have been removed.
4. Approved academic plan developed by the student and Center for Academic Services (CAS).

Financial Aid Probation

If the student successfully appeals the financial aid ineligibility/suspension status, the student will be placed on Financial Aid probation for their next registered term. While on probation, students are eligible to receive financial aid. Students on probation status are encouraged to use the many academic support services on campus to improve their academic standing.

To be removed from financial aid probation for following terms, the student must meet the GPA and credit completion standards.

In order to continue on probation for additional terms, the student must be meeting the terms listed in their specific approved academic plan.

Return of Financial Aid

Change in enrollment status

A student that withdraws or decreases enrollment status may receive a decrease in the institutional charges. (See withdraw charges policy from Student Accounts Office)

Return of financial aid

The date on record of a student's withdrawal or leave is calculated based on when the student officially notifies Hamline of the withdrawal or leave. However, the withdrawal from all your classes prior to the term census date (generally after the first 10 days of the semester, or a rolling census date in the case of short/modular courses) will necessitate the return of all of your financial aid. However, if a student is able to document class attendance for each course prior to the term census date, the last date of attendance may be used. The documentation must be completed within 10 days of the withdrawal date to be considered.

At any point that a student receives a 100% refund of tuition; all state, institutional and private sources of aid will be returned.

If a student changes enrollment status after census day, the financial aid package may be adjusted to reflect the eligible available aid at the new enrollment level.

Federal (Title IV) refund policy:

Students that receive federal aid who cease enrollment after a term starts and before completing 60% of the term will need to return a portion of their federal aid. The percentage of federal aid returned is determined from a calculation using the effective withdrawal or leave date on record and number of days in the period of enrollment.

The federal refund calculation and return of federal aid may also need to be completed for any withdrawn or dropped courses within the term, if the student is enrolled in a term which has at least one class that is offered in modules or short classes that do not extend the entire term.

State refund policy:

Students that receive state aid who cease enrollment prior to census date will have all their state aid returned. If a student ceases attendance after the census date and before completing 60% of the term they will need to return a portion of their state aid. The percentage of state aid returned is determined from a calculation using the effective withdrawal or leave date along with other considerations such as percentage of award funded by state funds, payment on accounts, and amount refunded to federal programs.

Institutional refund policy:

Students who receive merit and/or need based institutional grants and scholarships who cease enrollment prior to the census date will have all of their institutional aid returned. If they cease attendance after the census date, the aid is reduced by the same percent as the student's tuition is reduced.

Scholarship Funds

Students eligible for financial aid are provided assistance through a variety of scholarships from several sources, annual and endowed. Hamline is especially grateful to the many benefactors who have established permanent endowed scholarships, the income from which forms an integral part of Hamline's financial aid program.

Scholarships for New Students

Hamline University offers academic merit scholarships for new students based on their high school records and standardized test scores. Students who transfer to Hamline with 24 or more college credits receive scholarships based on the college grades. Contact the Office of Undergraduate Admission for details.

United Methodist Matching Scholarship Program (Local)

Hamline University will match up to \$1000 per year, renewable for three additional years, a scholarship awarded to a student from their local United Methodist Church. The scholarship check should be mailed directly to the Hamline University Financial Aid Office and identify the student recipient. Only one contribution will be matched if a student has both a local United Methodist Church Scholarship and a National United Methodist Church Scholarship.

United Methodist Church Scholarship (National)

Please see the United Methodist Church General Board of Higher Education and Ministry's Web site at available online at www.gbhem.org and www.umhcf.org to obtain updated information on national UMC scholarship options available to active United Methodist Church members. Financial Aid will match qualifying national scholarships up to \$1000. Only one contribution will be matched if a student has both a local

United Methodist Church Scholarship and a qualifying National United Methodist Church Scholarship.

Life as a Hamline Student

Twin Cities Location

The Twin Cities of Saint Paul and Minneapolis are widely regarded as among the "most livable" in the nation. Because Hamline University is located within ten minutes of the downtown areas of these two major cities, students and faculty enjoy some of the most impressive and interesting facilities and organizations in the country.

A number of major corporations maintain world headquarters in the Twin Cities, including General Mills, 3M, Cargill, Medtronic, Northwest Airlines, and Target Corporation. The vitality, innovation, and leadership of these corporations, combined with the exciting entrepreneurship of hundreds of other large and small businesses, make the Twin Cities a prime source of internships during college and career employment after graduation.

In addition, Saint Paul is Minnesota's capital city, vibrant with political and governmental activity. The result is a total educational, cultural, social, and professional resource of incalculable value to students, faculty, and staff-and to the entire community.

Extraordinary benefits abound throughout the Twin Cities: fine repertory theatre, magnificent concert halls and stages, museums, and numerous art galleries, with rich and varied exhibitions. Twin Citians are among the most active and healthy people you'll find anywhere. In summer, baseball, jogging, biking, swimming, and boating; in fall, football and the Twin Cities marathon; in winter, hockey, ice skating, cross-country skiing; in spring, the whole population is outdoors enjoying hundreds of parks and thousands of lakes.

Campus Buildings

The campus in Saint Paul covers 45 attractive acres with a combination of new and old buildings set with gardens and restful areas. The central symbolic landmark of Hamline's 37-building campus is Old Main, built in 1884 and listed in the National Register of Historic Places.

New in 2004, the innovative Klas Center combines a new sports stadium with a community and learning facility, including casual dining, an outdoor plaza, classroom and conference space, and a third-level ballroom with panoramic views of the fields and Old Main Mall.

Classrooms and Labs

Campus facilities include, among others, technology classrooms in East Hall, the fully equipped Robbins Science Center, and architectural award-winning buildings designed for interaction-the Law Center, Bush Library, and the Giddens/Alumni Learning Center.

Bush Library

Housed in an award-winning building, the Bush Library is the center of intellectual activity on campus. The Library recently received a \$4 million renovation that was completed in 2001. Students encounter faculty and other students engaged in study and research, as well as librarians to help negotiate the world of information in print and on the web. Hamline maintains a print collection of over 130,000 books and 1,300 periodical subscriptions. Hamline's subscription online databases are also extensive-Hamline students annually log over 200,000 database searches!

Besides research, you can utilize the library for private study, group study, and casual conversation. Bush Library has an excellent reference service and delights in helping students master the skills of information literacy. Hamline's reference staff is available to help students with their library research throughout the day and evening, seven days a week.

The Bush Library has ready access to the major libraries in the state through various online library catalogs and a daily, metropolitan courier service. Periodical articles and books that are not in the Bush Library are available both through the state network and through a national network. Undergraduate students may also check out materials and study at the Hamline University Law Library.

The Library also houses other offices: Center for Academic Services, Computer Support Services, Dean's Office, ITS Helpdesk, University Archives, and Writing Center. A well-equipped TV studio, used to support student productions, present a regular campus TV show, and create educational materials is housed in the basement of Bush Library.

Drew Fine Arts Complex

Art Gallery

Hamline's art collection includes works of early expressionists Edvard Munch and Emil Nolde; French cubists Ferdinand Leger and Marie Laurencin; Mexican muralist Diego Rivera; and abstract expressionist pieces by Arshile Gorky, Hans Hoffman, Willem deKooning, and Adolf Gottlieb. Also included are contemporary works by Andy Warhol, James Rosenquist, John Chamberlain, and Richard Stankiewicz; graphic works by Francisco Goya, Pablo Picasso, William Stanley Hayter, and Mauricio Lasansky; and Midwest artists such as Cameron Booth and Paul Manship. African art is also well represented in Hamline's collection by both recent acquisitions and a number of objects collected by a Hamline missionary in the 1890s. Art exhibitions are on campus frequently.

A.G. Bush Center

The A.G. Bush Center contains the Hamline University bookstore, the chapel, several university offices, the Commuter Center, and a lounge area.

Anne Simley Theatre

Students of all majors may participate in theatre performances or as a part of the production crews. The 300-seat Simley Theatre is one of the best-equipped college stages in Minnesota. Our facilities include a large scene shop with equipment for both steel and wood construction, the costume shop stores hundreds of period costumes used in performances and our control booth houses state of the art lighting and sound equipment. A Studio Theatre in Drew Hall serves as the production base for a regular series of student directed one-acts and original works. In addition to theatre work, the department has a dance ensemble that performs twice a year and a small television station that produces a weekly show as well as serving as a production base for the creation of original student films.

Sundin Music Hall

Sundin Music Hall is a 315-seat concert hall featuring a German Steinway grand piano and perfect acoustics. Concerts at Sundin Hall attract people from all over the region.

Athletics and Fitness

Hamline University offers intercollegiate and intramural athletics as well as individual fitness opportunities. From team sports to individual activities, Hamline gives students the opportunity to have fun, get exercise, and form friendships outside of the residence hall and classroom.

The Lloyd W.D. Walker Fieldhouse is one of the highest quality physical activity facilities in the state. It contains three courts for basketball, tennis, and volleyball as well as a gymnastics training center, strength and fitness training center, and sports medicine center. Students can also use the building's three racquetball courts, jogging track, swimming pool, and the adjacent Hutton Arena.

Built in 2004, the Klas Center offers an improved athletic stadium, as well as learning, gathering and meeting spaces. The facility includes a synthetic playing surface for year-round usability and a state-of-the-art nine-lane track.

Hamline is a member of the NCAA Division III and the Minnesota Intercollegiate Athletic Conference (MIAC). Hamline's men's cross country team won the conference championship in 2005 and has qualified for the NCAA Championships in three of the last six years. The Piper gymnastics team also has a strong tradition of success, winning the NCGA National Championship in 2000. In the last six seasons, Hamline gymnasts have been named All-American 13 times. Hamline teams won three consecutive AIAW Division III Championships in women's swimming and diving and nine

straight MIAC conference championships during the 1980s. Hamline won MIAC conference titles in football in 1984 and 1988.

Intercollegiate sports include (for men) baseball, basketball, cross country, football, ice hockey, soccer, swimming and diving, tennis, and track and field; (for women) basketball, cross country, fast pitch softball, gymnastics, soccer, ice hockey, swimming and diving, tennis, track and field, and volleyball.

Campus Resources

Campus Employment

A wide variety of campus employment opportunities are available for eligible students. To be eligible for campus employment during the academic year, a Hamline University student must be degree-seeking, registered for at least half-time status for each full term worked, and eligible to work in the U.S. To be eligible for summer employment, a student must be registered for at least half-time status or pre-registered for the fall term and eligible to work in the U.S.

Students who have received financial aid work-study awards are offered referrals to campus jobs during the month of September if they have returned the application for work study along with four resumes by the August deadline. If openings exist during the school year, students without work-study awards are eligible to apply at various campus offices and departments. There are numerous opportunities for off-campus employment in the neighboring community and in the Saint Paul/Minneapolis metropolitan area if you have a Federal or State Work Study Award. Inquiries about both on- and off-campus employment should be directed to the Human Resources office.

International students may face work restrictions both on and off-campus due to visa status or other legal considerations. The International Student Advisor and the Center for International Students & Scholars can assist students with these questions.

Campus Recreation

Campus Recreation is responsible for the development and implementation of a comprehensive recreation program which promotes wellness, leadership, and sportsmanship, through a variety of Intramural Sports, competitive and social Sport Club organizations, and other special events.

Opportunities to be involved with Campus Recreation include:

Intramural Sport

Provides a wide range of open and inclusive competitive intramural leagues, tournaments and special events, available to all eligible Hamline students, staff, and faculty. Activities include: volleyball, soccer, basketball, flag football, badminton, racquetball, and more.

Sport Clubs

Recognized, student lead organization, comprised of individuals sharing a common interest in competitive, recreational, and/or instructional sport activity.

Sport Clubs allows students to participate and compete in a variety of sport activities at the intercollegiate club level. Sport Clubs are created and managed by students, which provides numerous learning experiences that further enhance the overall collegiate experience for those involved.

For more information regarding recreation at Hamline please visit: www.hamline.edu/campusrec -or- email campusrec@hamline.edu

Career Development Center

The Career Development Center (CDC) believes that effective career planning should begin the moment students matriculate into Hamline. Throughout the undergraduate experience, the CDC offers students a variety of services, programs and support to explore career and vocational interests, gain relevant experience, and develop the skills to compete effectively in the job marketplace or obtain admission into graduate programs. The CDC leads Bridges Scholars, a vocational exploration and career skill building course for students in their first or second year at Hamline. The CDC also partners with many academic departments to coordinate the Practice Interview Program, a semi-annual event linking hundreds of alumni, employers, and community members with students for practice interviewing, resume critiques, and networking. In addition, the CDC publishes The Career Guide & Roadmap, a career planning guide developed specifically for Hamline students. The CDC also utilizes NACElink, an online job/internship posting, recruiting and communication system which allows students to search for internships and jobs, post their resume and cover letter, research employers, register for events and programs, and access CDC documents. NACElink also contains the Career Advisors Network consisting of alumni, employers, and community members available for students to contact with questions. Other services provided by the CDC include career interest assessment and counseling, on-campus recruiting and job fairs, individual job search assistance, internship programs, graduate school planning, a career resource library, and career information services online at www.hamline.edu/cdc.

Center for Academic Services

Academic Advising. The Center for Academic Services coordinates academic advising and serves as a resource for students and professors who have questions about progress toward graduation and related academic matters. The office also administers new student registration, leaves of absence, and withdrawals.

Each student at Hamline has an academic advisor who is a faculty member. The faculty advisor helps students develop academic and career goals and assists students in planning a

course of education appropriate to these goals. The advisor is a primary resource for consultation and information on courses, majors, curriculum requirements, and other academic concerns.

First-year advisors are the students' first-year seminar professors. Advisors of upper-class students are usually faculty members in the departments of the students' majors. Upper-class students choose their advisors, and all students may change advisors at any time in accordance with their academic interests or personal preferences. Student must have an advisor in their major(s).

Tutoring Program. Peer tutors recommended by faculty are available to help students in many undergraduate courses. Drop-in assistance is offered for math, physics, biology, and chemistry. For courses that do not have drop-in sessions, individual tutoring may be arranged.

Academic Skills. Individual consultations are available to assist students with time management, critical reading, note taking, and other academic skills.

Commuter Student Services

Commuter Student Services provides resources and services to assist students who live off-campus in non-university housing (services located in Bush Library lower level). The Commuter Lounge has a refrigerator, microwave, flat-screen TV, sofas, tables and chairs, and plenty of space to relax or study.

Counseling and Health Services

The Counseling and Health Services Center is located in Manor Hall. Counseling is provided by mental health professionals to promote personal growth and to help students cope with individual difficulties that might adversely affect their educational goals.

All counseling services are provided free of charge to Hamline students. Appointments can be arranged by telephone (651-523-2204) or in person. Information shared with counselors is confidential. Services offered include:

- Counseling and psychotherapy. Individuals, couples, and groups talk with counselors about a wide range of issues including stress, loneliness, depression, anxiety, relationships, and sexual abuse.
- Seminars and workshops. Topics cover a range of interests including relaxation, body image, chemical health, and self-esteem.
- Consultation and training.
- Referrals. The counselors also help people find resources in the community to manage problems with chemical abuse, eating disorders, and other challenges.

Health Services. Health Services provides health evaluations, assessments, recommendations, and referrals at no charge to Hamline students. Registered Nurses are available for the treatment and prevention of many health

concerns. Referrals are made as needed to local clinics. Emergency contraception is also available. Tests in the clinic can be done for strep throat, pregnancy, anemia, urinalysis, blood pressure, vision screening, and TB skin tests. Students can receive immunizations (Tetanus, Hepatitis A and B, Meningitis, Influenza, and HPV) as well as borrow equipment (crutches, heating pads, humidifiers, and wheelchairs). There is a fee for some tests and all immunizations. Fees can be billed to student accounts.

Clinic visits are between 8:30-11:00 and 1:00-4:00 Monday-Friday by appointment. If you have needs that cannot wait for office hours, please call 651-523-2204 for referrals to urgent care centers or contact Safety and Security or a Residential Life staff member. The staff in these offices have a list of local urgent care centers that provide medical care after clinic hours. You may also call Parkway Family Physicians, 651-690-1311. This number is answered day and night.

All students are required to have health and accident insurance and will be charged for Hamline insurance coverage. Students who have their own insurance have the opportunity to waive this insurance fee online. If students do not submit an online waiver request, they will be enrolled in the school policy and will be responsible for the cost of that coverage.

Students are responsible for submitting any insurance claims and making co-payments. Appointments for counseling or health services can be arranged by telephone (651-523-2204) or in person.

Disability Services

Hamline University shall make reasonable accommodations to any qualified individual with a disability. Hamline University is committed to ensuring all qualified students equal access to academic and extracurricular activities.

To be eligible for accommodations, a student must have a documented disability as defined by the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. Under the ADA and Section 504, a person has a disability if he or she has a physical or mental impairment that substantially limits one or more major life activity such as self-care, walking, seeing, hearing, speaking, breathing, or learning. A qualified student with a disability is defined by Section 504 as anyone who meets the academic and technical standards required for admission or participation in a post-secondary institution's programs and activities.

Qualified students with a disability requiring reasonable accommodations must provide:

- Recent and appropriate documentation from a qualified professional to verify the need for reasonable accommodations
- Current documentation, including testing and diagnosis information that has occurred within the past three years

- Timely requests for all accommodations, especially testing
- Advance notice for any request for alternate format materials. These materials can take up to six weeks to obtain

Hamline University has the right to:

- Identify and establish essential elements and technical standards, abilities, skills, knowledge, and standards for courses, programs, and services
- Request and receive recent and appropriate documentation from a qualified professional that verify and support the request for accommodations
- Consult with the student in making the final determination regarding the selection of effective, appropriate, and reasonable accommodations
- Make the final decision regarding which accommodations will be provided
- Deny a request for accommodations if the due documentation does not identify a disability according to Section 504 and the ADA, fail to verify the need for requested services, or is not provided in a timely manner
- Refuse to provide any accommodation that is inappropriate or unreasonable, including any that:
 - Pose a direct threat to the health and safety of the individual requesting the accommodation or of others
 - Consists of a fundamental change or alteration of an essential element of a course or program
 - Pose undue financial or administrative burden on the institution

Students who require accommodations should contact Director of Disability Services at 651-523-2521.

Hedgeman Center for Student Diversity Initiatives and Programs

The Center for Multicultural and International Student Affairs (MISA) helps create and sustain an inclusive community that appreciates, celebrates and advances multiculturalism, internationalism, and diversity at Hamline University. We support, empower, and promote the success of students of color, international students, and other diverse populations. In partnership with community members, our initiatives help prepare students to live, serve and succeed in a global, multicultural world. Specifically, we offer:

- Activities that assist students of color and international students in their transition to and success at Hamline, including Student of Color Orientation, International Student Orientation, Lunch Series, the annual awards banquet, and the "Voice & Vision" newsletter;
- Assistance, advice and counsel for international students on immigration and visa regulations, processes, and matters;
- Eleven student organizations that support and advocate for students of color and issues of diversity, including

Multicultural Alliance, Hispanic and Latino Organization (HALO), Asian American Coalition (APAC), Hamline Graduate International Student Association, Hmong Student Association (HSA), FUSION the multi-racial and trans-racial adoptee organization, International Student Organization (ISO), Hamline American Indian Student Society (HAISS), PRIDE Black Student Alliance, Students for a Free Tibet, and Commitment to Community;

- Traditional cultural awareness and history events, including Hispanic Heritage Month, Native American Awareness Week, Black History Month, Asian Heritage Month, Kwanzaa Celebration, and Hmong New Year;
- Other activities and programs that provide opportunities for participants to learn about diversity and multiculturalism issues, including World Fest, Social Justice Symposium, Dr. Martin Luther King, Jr. Commemoration, "This Is My Story: Conversations of Identity and Community," and the Hamline University Conference on Race & Ethnicity (HU-CORE).

Information Technology Services

Approximately 200 computers are housed in public computing labs across the campus. The labs are open 90-100 hours a week, including a 24-hour lab in Sorin Residence Hall, and provide access to the Internet and a diverse range of software applications. Secure wireless is available in all instructional areas and areas frequented by students.

The main computer center is located in the basement of Bush Library and also houses the ITS Helpdesk which is staffed by student lab consultants. There is also a public lab in the Law School which offers software unique to the legal profession.

Public printing and photocopying is available in all computer labs managed by Information Technology Services. Specific information about public printing is available from the ITS web site (www.hamline.edu/its) or the ITS Helpdesk (651-523-2220).

In addition to the computer labs managed by Information Technology Services, many departments maintain specialized computer labs for student use. For example, the Music Department has a Music lab with keyboards and composition software, and the Physics department has an Optics lab in Robbins Science.

Residence Halls: Access to the Internet and campus network is available in all residence hall rooms either via wireless or network jack. Specific information about minimum hardware and OS requirements are available from the ITS web site (www.hamline.edu/its). In addition to the network jacks and wireless, every residence hall room is equipped with a cable television port.

Leadership Development and Campus Activities

The Office of Leadership Development and Campus Activities provides students with opportunities to immerse themselves in a variety of on and off-campus activities. Working collaboratively with students, staff, and faculty, the office encourages the involvement of students in co-curricular programs to complement their academic experience. Students may become engaged and empowered at Hamline through student organizations, service-learning, paraprofessional activities, and campus programs.

There are over 60 clubs and organizations that students may join. Organizations cover a wide variety of interests related to the performing arts, social justice/service, publications, multicultural, special interest, and academic majors. Clubs are responsible for programming a number of activities throughout the year such as speakers, concerts, movie nights, and off-campus trips. These activities are almost always free and open to all students.

The office also works to develop and recognize student leadership on the campus. The HULEAD (How You Lead, Emerge and Develop) and the Women's Leadership Retreat are just some of the leadership development programs aimed at students who are looking to develop their leadership skills and get more involved on campus. Students can also be involved with the Hamline Undergraduate Student Congress (HUSC). HUSC works with faculty, staff, and administration to make sure students voices are heard. There are approximately 30 elected and appointed positions within HUSC including an executive board, representatives from each class, student of color representatives, commuter representatives, nontraditional student representatives, and an international student representative.

Residential Life

All of Hamline's residence halls are coeducational, managed by a degreed, professional coordinator who lives in the hall and is trained to work with student concerns and enrich the residential experience. Assistant coordinators and resident advisors are trained student staff who are carefully selected and assigned to each floor or wing to act as peer liaisons.

The Charles M. Drew residence hall houses 200 male and female undergraduates. Manor House provides housing for 150 students and is next to Sorin Hall, which houses 100 students. Sorin Hall is barrier free and houses Hamline's dining facilities. Schilling, Osborn, and Peterson Halls house nearly 100 students each. Special Interest Housing is available to all students, they include: Substance Free, Men and Women Honor's Floors, Advocacy and Action, Quiet Lifestyle, and Multicultural and International Interest.

In addition to traditional residence hall living, the on-campus apartment building offers the convenience of residential living with the luxuries of apartment style furnishings and space. The apartment building houses law and graduate students, juniors

and seniors, married students, and same-sex domestic partners. Each apartment houses between one and four residents, and features a bathroom, kitchen, living room, and the option of shared or private bedrooms. Apartments are fully furnished and contain cable and internet connections.

When it comes to food on campus, there are a variety of meal plans to choose from. Detailed information about meal plans and declining balance can be found on the dining services Web site at www.campusdish.com/en-us/CSMW/Hamline and in the Hamline Housing Contracts. There are many different restaurants on campus for students to visit, all with different menus and hours of service. Students are encouraged to play an active role in food selection and may participate in the Food Advisory Committee meetings. For more information, please visit us at www.campusdish.com/en-us/CSMW/Hamline. Welcome to our kitchen!

Leadership opportunities are also available in the residence halls through participation in Hall Councils. Hall Councils offers an opportunity for residents to develop social, recreational, and educational activities, assist in establishing policies that are in the best interest of all residents, and act as an advocate of residents' needs.

Whether students choose to become actively involved in Hall Councils, participate in floor activities, or simply enjoy the privacy of their rooms, the residence hall experience is designed to enhance their academic development and progress at Hamline.

ROTC

Hamline University enrolls students who participate in ROTC (Air Force ROTC at the University of St. Thomas and Army ROTC at the University of Minnesota). ROTC programs require enrollment at the University of St. Thomas or the University of Minnesota for ROTC-sponsored courses. Hamline University does not accept ROTC credit toward a degree or curricular requirements as a matter of academic policy. Contact Registration and Records for additional information regarding registration policies. For ROTC information call St. Thomas at 651-962-6320 or 1-800-328-6819, ext. 6320.

Safety and Security

The Office of Safety and Security Services is open 24 hours a day serving the campus community. The office is located in 128 Drew Hall and is staffed by 23 professionals and approximately 15 student staff. Professional staff includes a director, two assistant directors, office manager, investigator, three supervisors, and patrol officers.

Additionally, students serve in positions as dispatchers. The office is responsible for the general safety and security of the Hamline University campus and is the first to respond for emergencies until assistance is available by police, fire, or medical emergency agencies.

The Office of Safety and Security Services also provides students, staff, and faculty with their university ID cards. The Office of Safety and Security maintains a close working relationship with university campuses, local, state, and federal law enforcement agencies. The office can be reached at 651-523-2100.

Student Affairs Division and the Dean of Students Office

Student Affairs Division

Student Affairs has the primary responsibility for making the out-of-classroom environment an integral aspect of your education. This is done through the work of student affairs professionals who understand the development of college students and are committed to enriching the lives of Hamline students. This group of professionals anticipates, solves, and manages the daily activities of the students that constitute the area of responsibility in Student Affairs-Residential Life, Counseling Center, Health Services, Disability Services, Multicultural and International Student Affairs, Office of Service Learning and Volunteerism, Student Activities and Leadership Development, the Bookstore, and Dining Services.

Dean of Students Office

The Dean of Students Office assists you in achieving your academic and personal goals. Office staff answer questions and help resolve issues or concerns when appropriate, refer you to various departments, offices, or community resources, that can best serve you and meet your needs. The Dean of Students Office serves as the point of contact for students who want to talk about issues of harassment, discrimination, and sexual misconduct.

The staff members of the Dean of Students Office review and formulate policies that pertain to students, their rights, and their services. The staff also oversees the Parents Council, the judicial process, the Bookstore, and Dining Services. This Office is also the contact for undergraduate emergency loans. The dean and his staff serve as the main administrative contacts for students.

University Center

The Carol Young Anderson and Dennis L. Anderson University Center, located on the prominent corner of Snelling and Englewood, will be the official entrance to campus. Opening up a vista on residential life at Hamline and to Hamline Church, an icon of our founding tradition, the University Center will create an image that reflects our commitment to being a diverse, learning-centered university. The University Center will announce arrival at Hamline. It will welcome visitors, alumni, parents, and the community, and will create a positive first impression of the university as energetic yet modest, down-to-earth yet ambitious. The University Center

will be the anchor gathering place on the south end of campus, appropriate for virtual and person-to-person connections and a wide array of users.

The University Center will invite living and learning activities with the amenities of good food, essential services, and spaces that fit the users and purposes of gathering together. The University Center will have quiet places and robust spaces: areas where the Faculty Council is as comfortable as the debate team, and commuter students meet before class to complete a team assignment and have a nutritious meal. Although the University Center will have designated spaces, such as the kitchen and dining areas, ideally the facility will accommodate multiple constituencies that rotate with ease throughout the days, weeks, and seasons of the year. To ensure its high performance and effective use, the University Center will function as the most people-oriented, community-centric facility on campus, worthy of a walk to its door, even in the most inclement weather. Some of these spaces and features include:

- Campus life – Campus Life offices and work space for student organizations.
- Mixed dining – The mixed dining spaces will cater to all visitors, whether enjoying a meal from all-you-care-to-eat cafeteria, a bag lunch, or a treat from the coffee shop.
- Forum for events – Large and flexible event and meeting spaces.
- Tech connectivity – The University Center’s computer bars and lounge offer a convenient place to stay connected while on campus.
- Meditation room – Open to all who desire a quiet space for reflection or prayer.
- Fireplace – When it’s cold outside, the lounge offers a toasty place to warm up.
- Responsible design – Constructed with sustainable building materials and energy-efficient design.
- Spirit Shop – Get your favorite Hamline gear at the Spirit Shop!
- Outdoor terrace – Offers the perfect venue to enjoy some fresh air and sunshine.

Just as Old Main represents Hamline as a revered place of tradition, authenticity, and academic excellence, Hamline’s University Center will become a welcoming icon of an innovative, diverse, learning-centered university for generations of students.

Veterans Affairs

Veterans Affairs seeks to help veterans become successful students at Hamline University. This group will focus on helping veterans with understanding their financial aid award, how student billing works in relation to accessing your federal funding, understanding Hamline University policies and services, counseling needs, and other issues.

At this time we do not have one specific individual to work with veterans, but instead we have developed a team of

professional staff and faculty who are familiar with services needed by veterans. Questions and procedures for undergraduate and graduate veterans and veterans’ dependents can be answered by the Dean of Students Office (651-523-2421).

For additional information, please visit www.hamline.edu/students/veterans/.

Wesley Center for Spirituality, Service and Social Justice

What’s your part in making a difference in our world and creating the common good? Are you interested in growing as a whole person—head, heart and hands? How can we act more compassionately in our communities? And learn to reflect courageously on issues vital to social justice or interfaith dialogue? The Wesley Center for Spirituality, Service and Social Justice offers students opportunities to explore these questions through the following:

Service-Learning and Volunteerism

Service-learning is learning to serve, to participate, and to contribute to community. It develops one’s sense of social responsibility, self-confidence, critical thinking, conflict resolution, and skills for cross-cultural communication and leadership. Service-learning influences career choices, personal values, social justice, and the world. Student initiated programs include Spring Into Service (including the Catalyst service-learning spring break trips), Election Action, and Students Mobilize to End Homelessness. Wesley Center service-learning staff work closely with Hamline’s LEAD program and the Hamline-Hancock Elementary School Collaboration.

Hancock-Hamline Collaboration

Bridging Snelling Avenue, Hancock-Hamline University Collaborative Magnet School and Hamline University are one integrated campus. We are known as an international peace site that gathers the energies and aspirations of a diverse population from near and far. Each member of our community is both a teacher and a student, engaged in a journey of life-long learning on a campus that provides a rich variety of resources to support that learning. Several opportunities for students are: tutoring K-6th grade students through the America Reads/America Counts program; mentoring children in social skills for college-readiness with the Hand in Hand program; and learning more about arts, environment or homelessness through collaborative mini-grants available in spring and fall.

McVay Youth Partnership

The McVay Youth Partnership is an after-school program where Hamline students serve as mentors and role models working with inner-city, middle-school youth three afternoons per week. McVay Fellows are typically juniors and seniors.

They work in teams of three, from 3:15 p.m. to 6:15 p.m. on Mondays, Wednesdays and Fridays, and are responsible for planning and leading the programming. They are assisted by McVay Interns who bring their own unique talents to the program, and work one or two afternoons per week. All staff receives training and participates in weekly Monday night meetings.

Religious and Spiritual Life Programs

Grounded in the United Methodist heritage, Hamline provides a variety of opportunities for students of many faith traditions or for those who have no religious background to explore and practice their faith through service, study and celebration. Student groups include Buddhist meditation, Gospel Choir, InterVarsity, Jewish Student Life, Muslim Students Group, and the Multi-Faith Student Alliance. Special activities include Shabbat meals, Christmas Candlelight, Iftaar meals for Ramadan, Muslim prayers, Centering Prayer, and Torah Study. We provide a calendar of multi-faith Holy Days.

Women's Resource Center

The Women's Resource Center (WRC), established in 1983, is a place for Hamline women and men to get together to work toward making the world a better place for everyone. The purpose of the WRC is to focus on nonpartisan social and intellectual action and educational programming directed toward the issues of women's health, children and family, careers and internships, as well as to further education about current social topics relating to women. The WRC serves as a resource base to meet the needs of women on campus and to educate the university on the contributions of women to society. Past WRC activities include the celebration of Women's History Month, topical "coffee talks" and other speakers, and book discussion groups.

Writing Center

The Writing Center offers assistance to improve students' writing skills and provides help on any writing assignment. In individual appointments, trained writing consultants help students develop clarity and precision in writing.

Students Organizations and Special Programs for Students

Annual Events and Convocations

During the course of each year, the College of Liberal Arts hosts a wide range of events, bringing in well-known speakers to address specific themes and issues. Many of these events are held during the weekly convocation hours on Tuesday and Thursday mornings, during which no classes are scheduled, to enable students to attend these special programs.

Some of the events include:

- Commitment to Community Lecture Series
- Founders Day
- Hamline University Symposium on the Humanities
- Hanna Lecture in Philosophy
- Honors Day and Scholarship Fair
- Howard W. Alkire Symposium in International Business and Economics
- International Roundtable Series
- Kay Malmstrom Lecture in Physics
- National Mock Trial Tournament
- Phi Beta Kappa Visiting Scholar Series
- Seminar in Contemporary Religious Thought
- 3M-Ron Mitsch Chemistry Lecture

Student Congress

Hamline Undergraduate Student Congress (HUSC) is the undergraduate student governing body. The Congress is comprised of class representatives and members from many student organizations.

Any Hamline undergraduate student may speak on issues before Congress, whether or not one is an elected representative. Some of HUSC's responsibilities are to allocate student activities fees to fund campus organizations, appoint student representatives to the standing committees of the university to ensure student input into matters of campus governance, to serve as the official "voice" of undergraduate college students on issues of campus-wide importance, and to pass legislation referred to it by student groups, the faculty, or an administrative body.

Student Organizations

Student organizations sponsor a variety of activities on campus. The Office of Leadership Development and Campus Activities supports and works with student groups, but all the groups exercise a great deal of autonomy and are, in fact, the students' organizations. Listed below are a few of the undergraduate student groups at Hamline University

Departmental

Anthropological Society
Communications Club
Forensic Sciences Society
Paralegal Society
Mock Trial Team
Model United Nations (HUMUN)
Psychology Interest Group
Society of Physics Students

Arts and Literature

A Cappella Choir
Fulcrum (literary)
The Guild (science fiction)
Jazz Ensemble

Liner
Mamadada Art League
Merely Players
Music Council
Oracle (newspaper)
Orchestra
Pep Band
Piper Radio Station
Wind Ensemble
Women's Chorale

Cultural

African Student Association
HALO
Asian Pacific American Coalition
Hmong Student Association
International Student Organization
HAISA
PRIDE (African-American student group)

Honoraries

Alpha Kappa Delta (sociology, social research, social service)
Beta Beta Beta (biology)
NRHH (National Residence Hall Honorary)
Omicron Delta Kappa (leadership)
Phi Beta Kappa (honorary scholastic fraternity)
Pi Delta Phi (French)
Pi Epsilon Delta (National Collegiate Players)
Pi Gamma Mu (social science)
Pi Lambda Theta
Psi Chi (psychology)
Sigma Delta Pi (Spanish)
Sigma Tau Delta (English)
Torch and Cycle (scholarship, leadership, service)\

Advocacy

Access Now!
Commitment to Community
Feminist Majority Leadership Alliance
Habitat for Humanity
Hamline College Democrats
Hamline College Republicans
Hand in Hand (Hancock Elementary School)
Hamline University Student Congress (HUSC)
MPIRG
Spectrum (GLBT student group)
Women's Resource Center

Social/Recreational

Delta Tau Sorority
Greek Alliance
Hamline Entertainment & Activities Team (HEAT)
Hamline Outdoor Recreation Club
Hamline Rock Stars (rock climbing)
Hamline Ultimate Frisbee

Hamline University Anime and Manga Club
Theta Chi Fraternity

Spiritual/Religious

Christian Centering Prayer
Fellowship of Christian Athletes
Gospel Choir
InterVarsity Christian Fellowship
Jewish Student Alliance
Labrynith Walk
Multifaith Student Alliance
Muslim Student Group
Zen Meditation Group

Student Publications

Three publications offer students hands-on experience in journalism and photography. Hamline students publish the *Fulcrum*, art and literature review; the *Oracle*, the newspaper for the campus; and the *Liner*, the undergraduate yearbook. These publications, along with the student photography lab, are funded by HUSC and report to the Student Congress.

Faculty

Full-Time Undergraduate Faculty

For the academic year 2012-2013

Year following name is first year of appointment.

*Indicates part-time.

Hossein Akhavi-Pour, 1982-1988*, 1988

Professor of Economics

BA 1969, Faculty of Law, University of Tehran

MA 1975, Economics, Kansas State University

PhD 1980, Economics, Kansas State University

Rees Allison, 1970

Professor and Chair of Music

LRAM 1963, GRSM 1964, Recital Diploma

1965, Royal Academy of Music, London

MM 1978, Washington University, St. Louis

PhD 1970, Performance Practise, Washington University, St. Louis

Thomas Anderson, 2005

Assistant Professor of Chemistry

BA 1994, Chemistry, Rice University

PhD 2001, Biophysical Chemistry, Stanford University

Stephen Arnott, 2008

Assistant Professor of Legal Studies

BA 1981, Political Science, University of Tasmania

JD 1994, William Mitchell College of Law

Jerry Artz, 1977

Professor of Physics

BS 1965, Electrical Engineering, University of Cincinnati

MS 1966, Electrical Engineering, Stanford University

PhD 1974, Physics, Florida State University

Aida Audeh, 2002

Associate Professor of Art History

Chair of Studio Arts and Art History

BA 1985, Philosophy and Psychology, Cornell College

JD 1988, University of Iowa College of Law

MA 1995, Art History, University of Iowa

PhD 2002, Art History, University of Iowa

Letitia Basford, 2008

Assistant Professor of Education

BA 1995, International Relations, University of Minnesota

MA 2000, Special Education, San Francisco State University

PhD 2008, Curriculum Instruction and Second Languages and Cultures,

University of Minnesota

Andrea Bell, 1991

Professor of Modern Languages

BA 1982, Foreign Languages and Literature: Spanish and German, Whitman College

MA 1984 and 1985, Spanish and Latin American Studies, Stanford University

PhD 1991, Spanish, Stanford University

Colleen Bell, 1990

Professor of Women's Studies and Conflict Studies

Certificate in Dispute Resolution, 1998, Hamline University

BS 1975, Child Development, Iowa State University

MS 1979, Child and Family Studies, University of Wisconsin-Madison

PhD 1986, Educational Policy Studies, University of Illinois-Urbana-Champaign

David M. Berg, 2009

Assistant Professor of Economics, Strategy and Marketing

BA 1981, Mathematics, St. Olaf College

MIBS 1984, International Business Studies, University of South Carolina

PhD 1998, Business Administration, University of Minnesota

Mark Berkson, 2000

Associate Professor and Chair of Religion

BA 1987, Public and International Affairs, Princeton University

MA 1992, East Asian Studies, Stanford University

PhD 2000, Religious Studies, Stanford University

Katharine Bjork, 2002

Associate Professor of History

BA 1985, English, University of California, Berkeley

MA 1989, History, University of Chicago

PhD 1998, History, University of Chicago

Mary Bochnak, 1990

Professor of Accounting

BS 1972, Business Administration, University of Minnesota

MBA 1976, Finance, University of Minnesota

PhD 1982, Business Administration, University of Minnesota

Bruce Bolon, 2002

Associate Professor and Chair of Physics

BS 1991, Physics, Southwest Missouri State University

MS 1994, Experimental Condensed Matter Physics, Iowa State University

PhD 2000, Theoretical Plasma Physics, University of Missouri-Columbia

Stacie Bosley, 2012

Assistant Professor of Economics
BBA 1994, Finance, University of Wisconsin-Madison
PhD 2001, Applied Economics, University of Minnesota

Russell Christensen, 1987

Professor of German
BA 1966, German Studies, Carleton College
MA 1969, German Studies, University of Minnesota
PhD 1988, German Studies, University of Minnesota

George Chu, 1979

Professor of Music
Choral Director
BA 1969, Romance Languages and Literature, Yale University
MM 1976, Choral Conducting, Indiana University
DM 1979, Choral Conducting, Indiana University

Verna Corgan, 1989

Associate Professor of Communication Studies
BA 1984, Speech Communications, University of Minnesota
MA 1986, Speech Communications, University of Minnesota
PhD 1992, Speech Communications, University of Minnesota

David Davies, 2002

Associate Professor of Anthropology
BA 1991, Anthropology and East Asian Studies, Hamline University
MA 1997, Anthropology, University of Washington
PhD 2002, Anthropology, University of Washington

Kristina K. Deffenbacher, 1998

Professor and Chair of English
Gender Studies Certificate 1998, University of Southern California
BA 1991, English, Carleton College
PhD 1998, English, University of Southern California

Veena Deo, 1991

Professor of English
BA 1969, English, Fergusson College
MA 1971, English, University of Poona
PhD 1989, English, University of Kentucky

Leila DeVriese, 2008

Assistant Professor
MA 1996, Political Science, University of Toronto
PhD 2002, Political Science, Concordia University, Montreal

Dorothee Dietrich, 1990

Professor of Psychology
BA 1984, Psychology, California State University-Humboldt
MA 1987, Psychology, University of Wisconsin-Madison
PhD 1990, Psychology, University of Wisconsin-Madison

Verne A. Dusenbery, 1992

Professor of Anthropology
AB 1973, Anthropology, Stanford University
AM 1975, Anthropology, University of Chicago
PhD 1989, Anthropology, University of Chicago

Melissa S. Embser-Herbert, 1995

Professor of Sociology
BA 1978, Sociology, The George Washington University
MA 1990, Sociology, University of Massachusetts-Amherst
PhD 1995, Sociology, University of Arizona
JD 2004, Hamline University

Rachel Endo, 2010

Assistant Professor of Education
BS, Political Science, University of Nebraska at Omaha
MPA, Public Management, University of Nebraska at Omaha
MA, Secondary Education/Instructional Technology, University of Nebraska at Omaha
PhD, Education, University of Illinois at Urbana-Champaign

Michael Farris, 1987-88*, 1988

Professor of Biology
BS 1978, Botany, Miami University
MS 1981, Botany, Ohio State University
PhD 1985, Biology, University of Colorado

Kathryn Geurts, 2002

Associate Professor of Anthropology
BA 1984, Sarah Lawrence College
MA 1991, Anthropology, University of Pennsylvania
PhD 1998, Anthropology, University of Pennsylvania

Jodi Goldberg, 2003

Assistant Professor of Biology
BA 1989, Biology, Macalester College
PhD 1998, Immunology, Stanford University

Janet Greene, 1998

Associate Professor of Music
BA 1978, Music, Smith College
MM 1982, Performance, Manhattan School of Music
DMA 1996, Performance, Rutgers University

Robert Kim Guenther, 1977

Professor of Psychology
BA 1970, Psychology, University of Illinois
MA 1973, Psychology, San Diego State University
PhD 1977, Experimental Psychology, University of California-Santa Barbara

Arthur Guetter, 1987

Professor of Mathematics
BA 1981, Mathematics, Macalester College
MA 1983, Mathematics, Northwestern University
PhD 1987, Mathematics, Northwestern University

Elizabeth Gunderson, 1980

Professor of Finance, Accounting and Quantitative Methods
BAS 1976, University of Minnesota
MBA 1981, College of St. Thomas
PhD 1991, Management, The Union Institute

James Hagen, 2008

Associate Professor of Economics, Strategy and Marketing
AB, 1974, Economics, University of Michigan
MS, 1988, Agricultural and Applied Economics, University of Minnesota
PhD, 1997, International Business, University of Illinois

Leondra Hanson, 2008

Assistant Professor of Legal Studies
BA 1995, Political Science, Concordia College
JD 1999, University of Minnesota

Leif Hembre, 2001

Associate Professor of Biology
BA 1993, Biology, St. Olaf College
MS 1997, Ecology, Evolution, and Behavior, University of Minnesota
PhD 2001, Ecology, Evolution, and Behavior, University of Minnesota

Sarah Hick, 2007

Assistant Professor of Education
BA 1992, Political Science, Grinnell College
MES 1996, Ecosystem Science Management, Yale University
PhD 2008, Curriculum and Instruction in Science, University of Minnesota

Wai Leong (Henry) Ho, 2012

Assistant Professor of Marketing
Graduate Certificate in Education, 2012, University of Southern Queensland
MS 2002, Marketing, Victoria University
PhD 2010, Business Administration, Southern Cross University

Margaret Hobday, 2006

Associate Professor of Legal Studies
BA 1992, Liberal Studies (Great Books) and Spanish, University of Notre Dame
JD 1995, University of Minnesota

Brian Hoffman, 2002

Associate Professor and Chair of Anthropology
BA 1983, Anthropology, Augsburg College
MA 1994, Anthropology, University of Wisconsin-Madison
PhD 2002, Anthropology, University of Wisconsin-Madison

Nancy Holland, 1981

Professor and Chair of Philosophy
BA 1969, Philosophy, Stanford University
PhD 1981, Philosophy, University of California-Berkeley

David Hudson, 1989-99*, 1999

Professor of English
BA 1979, English and Journalism, University of Minnesota
MA 1987, English, University of Minnesota
PhD 1994, English, University of Minnesota

Samuel Oluoch Imbo, 1996

Professor of Philosophy
BA 1985, Philosophy and Linguistics, University of Nairobi
MA 1990, Philosophy, Purdue University
PhD 1995, Philosophy, Purdue University

Suda Ishida, 2002

Associate Professor of Communication Studies
Chair of Certificate in International Journalism Program
BA 1988, English, Chiang Mai University, Thailand
MA 1996, International Communication, Macquarie University, Sydney, Australia
PhD 2002, Mass Communication, University of Iowa

Margaret Jensen, 1979

Professor of Sociology
Honors BA 1971, Sociology, McMaster University
MA 1974, Sociology, McMaster University
PhD 1980, Sociology, McMaster University

Deborah Keenan, 2012

Professor of Creative Writing
BA 1974, English, Macalester College

Jennifer Keil, 2000

Associate Professor of Management and Marketing
BBA 1986, Accounting and Finance, University of Michigan
MBA 1992, Human Resource Management, University of Kansas
PhD 1999, Business, University of Kansas

Stephen H. Kellert, 1994

Professor of Philosophy
BA 1985, Physics and Philosophy, Yale University
MA 1989, Philosophy, Northwestern University
PhD 1990, Philosophy, Northwestern University

Kaori Kenmotsu, 2007

Assistant Professor
BA 1993, Japanese and History, University of Minnesota
MFA 2002, Choreography and Performance, University of Wisconsin-Milwaukee

Serena King, 2005

Associate Professor of Psychology
BA 1998, University of Michigan, Dearborn
MA 2002, PhD 2005, University of Minnesota

Martin Knight, 1973

Professor of Physical Education
BS 1969, Physical Education, University of Minnesota
MA 1972, Physical Education, University of Minnesota
PhD 1988, Physical Education, University of Minnesota

Kim Koeppen, 2004

Associate Professor of Education
BA 1984, Political Science, Iowa State University
MS 1991, Curriculum and Supervision, Northern Illinois University
PhD 1996, Curriculum, University of Iowa

Wojciech Komornicki, 1977

Professor and Chair of Mathematics
BA 1971, University of Chicago
PhD 1977, University of Illinois-Chicago Circle

Jeanne Kosieradzki, 1992-96*, 1996

Associate Professor and Chair of Legal Studies
BS 1986, Paralegal Studies, Winona State University
JD 1991, William Mitchell College of Law

Marcela Kostihová, 2004

Associate Professor of English
BA 1998, English and German, North Central College
PhD 2004, English Literature, University of Minnesota

Jerry Krause, 1999

Professor of Criminal Justice
BS 1978, Law Enforcement, Mankato State University
JD 1984, University of Wisconsin Law School

Maria Jesus Leal, 2007

Assistant Professor of Spanish
BA 1998, English, University of Valladolid, Spain
MA 1995, Hispanic Philology, University of Valladolid, Spain
PhD 2007, Comparative Hispanic and English Linguistics, University of Valladolid, Spain

J. Dan Lehmann, 2010

Director of MBA Programs and Professor of Practice
BS 1974, Agricultural Science, University of Illinois
MS 1975, Agricultural Economics, University of Illinois
PhD 1982, Finance, University of Illinois

Carolyn Levy, 1994-99*, 1999

Associate Professor of Theatre
AB 1973, Theatre Arts, Cornell University
MFA 1976, Directing, University of Wisconsin-Madison

Rita Majerle, 2002

Associate Professor and Chair of Chemistry
BS 1978, Chemistry and Biology, University of Minnesota-Duluth
PhD 1989, Synthetic Organic Chemistry, University of Minnesota-Minneapolis

Irina Makarevitch, 2007

Assistant Professor of Biology
BS 2000, Molecular Biology, Novosibirsk State University
MS 2002, Agronomy and Plant Breeding/Plant Molecular Genetics, University of Minnesota
PhD 2005, Agronomy and Plant Breeding/Plant Molecular Genetics, University of Minnesota

Kristin Mapel-Bloomberg, 2001

Professor and Chair, Women's Studies
Hamline University Endowed Chair in the Humanities
BA 1989, English and Philosophy, Hamline University
MA 1992, English, St. Cloud State University
PhD 1998, English, University of Nebraska-Lincoln

Martin Markowitz, 1973

Professor of Sociology
BA 1967, Sociology, Hofstra University
MA 1970, Sociology, State University of New York-Stony Brook
PhD 1972, Sociology, State University of New York-Stony Brook

Presley Martin, 1996

Professor and Chair of Biology
BS 1971, Biology, Indiana University
PhD 1978, Biology, Johns Hopkins University

Betsy Martinez-Vaz, 2006

Associate Professor of Biology
BS 1995, Chemistry, Universidad del Turabo
PhD 2001, Biochemistry, University of Minnesota

John Matachek, 1984

Professor of Chemistry
BA 1979, Chemistry, University of Minnesota
PhD 1984, Inorganic Chemistry, Iowa State University

John Mazis, 2001

Professor and Chair of History
BA 1989, History, University of Minnesota
MA 1993, History, University of Minnesota
PhD 1998, History, University of Minnesota

Aaron McKain, 2011

Assistant Professor of English
BA 1988, English and Political Science, University of Nebraska
MA 2004, English, Ohio State University
MSL 2012, Law, Ohio State University
PhD 2012, Ohio State University

Lewis C. Messenger, Jr., 1984-88*, 1988

Professor of Anthropology
BA 1971, History, Hiram College
MA 1975, Anthropology, Universidad De Las Americas
PhD 1984, Anthropology, University of Minnesota

Navid Mohseni, 1989

Professor of Sociology
BS 1978, Accounting, Tehran Business College
MA 1981, Economics, University of Kentucky
PhD 1990, Sociology, University of Kentucky

Alice Moorhead, 1985

Associate Professor of English
BA 1972, Michigan State University
MA 1974, University of Chicago
DA 1984, University of Michigan

Susan Thurston Myster, 1990-96*, 1996

Professor of Anthropology
Forensic Sciences Director
BA 1984, Anthropology, Hamline University
MA 1989, Bioarchaeology, University of Tennessee
PhD 2001, Forensic Anthropology, University of Tennessee

Paula Y. Mullineaux, 2009

Assistant Professor of Psychology
BA 1998, Psychology, Indiana University Southeast
MA 2003, Psychology-Brain and Cognitive Sciences Program,
Southern Illinois University
PhD 2006, Psychology-Brain and Cognitive Sciences Program,
Southern Illinois University

Sheila O'Connor, 2012

Assistant Professor of Creative Writing
BA 1982, English, University of Minnesota
MFA 1986, Poetry, Iowa Writers Workshop

Mark A. Olson, 1994-97*, 1997

Professor of English
BA 1977, English and Philosophy, University of Wisconsin,
LaCrosse
MA 1981, English, University of Minnesota
PhD 1999, English, University of Minnesota

Matthew Olson, 1977

Professor of Psychology
BA 1973, Psychology, University of California-Davis
PhD 1977, Experimental Psychology, University of Michigan

Alina Oxendine, 2005

Associate Professor of Political Science
BA and MA 1997, International Studies, Political Science,
Emory University
PhD 2007, Political Science, University of Minnesota

Binnur Ozkececi-Taner, 2008

Associate Professor of Political Science
BA 1998, International Relations, Middle East Technical
University
MA 1999, Peace Studies, University of Notre Dame
PhD 2004, Political Science, Syracuse University

Patricia Palmerton, 1985

Professor of Communication Studies
BA 1972, Psychology, Macalester College
MA 1979, Speech Communication, University of Minnesota
PhD 1984, Speech Communication, University of Minnesota

Robin Hornik Parritz, 1992

Professor and Chair of Psychology
BA 1983, Psychology, Brandeis University
PhD 1989, Clinical Psychology, University of Minnesota

Joseph Peschek, 1987

Professor and Chair of Political Science
BA 1974, Political Science, University of Washington-Seattle
PhD 1984, Political Science, University of Massachusetts-
Amherst

Bonnie Ploger, 1995

Professor of Biology
BA 1981, Biology, Mount Holyoke College
MS 1985, Zoology, University of Oklahoma
PhD 1992, Zoology, University of Florida

Sharon Preves, 2001

Professor and Chair of Sociology
BA 1991, Psychology and Sociology, Hamline University
PhD 1999, Sociology and Feminist Studies, University of Minnesota

Jack Reardon, 2008

Professor of Economics, Strategy and Marketing
BA 1981, Economics, College of the Holy Cross
MA 1984, Economics, University of Notre Dame
PhD 1991, Economics, University of Notre Dame

Scott Relyea, 2011

Assistant Professor of History
BS 1992, Journalism, Northwestern University
MA 1997, International Affairs, The George Washington University
MA 1999, Chinese Studies, School of Oriental and African Studies
PhD 2010, Chinese History, The University of Chicago

Michael Reynolds, 2001

Associate Professor of English
BA 1989, English, St. Lawrence University
PhD 2000, English, University of Southern California

Ioannis Roussos, 1990

Professor of Mathematics
BS 1977, Mathematics, University of Athens
MS 1982, Mathematics, University of Minnesota
PhD 1986, Mathematics, University of Minnesota

Robert L. Routhieaux, 2006

Associate Professor of Organizational Leadership and Public Policy
BS, 1987, Business Administration, California State University, Chico
MS, 1993, Management and Policy, University of Arizona
PhD 1995, Organizational Behavior/Human Resource Management, University of Arizona

Andrew Rundquist, 2000

Associate Professor of Physics
BA 1993, Physics, College of St. Benedict/St. John's University
MS 1995, Physics, Washington State University
PhD 1998, Physics, Washington State University

Shelly Schaefer, 2012

Assistant Professor of Criminal Justice
BA 2000, Psychology, Sociology, University of Minnesota
MA 2007, Psychology, Sociology, University of Minnesota
PhD 2011, Psychology, Sociology, University of Minnesota

Nicholas Schlotter, 2002

Assistant Professor of Chemistry
BA 1974, Chemistry, Carleton College
MS 1978, Physics, Chemistry, Stanford University
PhD 1979, Physics, Chemistry, Stanford University

Earl Schwartz, 1993*

Assistant Professor of Religion
Director of Social Justice Program
BA 1975, Jewish Studies, University of Minnesota
BS 1977, Education, University of Minnesota

Frank Shaw, 2006

Assistant Professor of Mathematics
BA 1976, English Literature, Oberlin College
MA 1977, Medieval Studies, University of York
MSE 1983, Civil Engineering, Duke University
PhD 1992, Mathematics, University of California-Riverside

Jermaine Singleton, 2005

Associate Professor of English
BA 1996, University of Illinois-Urbana Champaign
MA 1999, University of Illinois
PhD 2005, University of Minnesota

Karen Somerville, 2008

Assistant Professor of Management
CGA 1985, Certified General Accountants Association of Ontario
MBA 1990, University of Ottawa
PhD 2008, Management, Carleton University

Susie Steinbach, 1996

Associate Professor of History
AB 1988, History and Literature, Harvard University
MA 1990, History, Yale University
MPhil 1992, History, Yale University
PhD 1996, History, Yale University

David S. Stern, 2006

Professor of Philosophy
BA 1977, Political Science, Louisiana State University
MA 1981, Philosophy, University of California, San Diego
PhD 1985, Philosophy, University of California, San Diego

Jean Strait, 2004

Professor of Education
BS 1987, Elementary Education, University of Pittsburgh
MS 1991, Reading, Moorhead State University
PhD 1994, Curriculum and Instruction, University of Minnesota
PhD 1995, Educational Psychology, Adult Literacy and Statistics, University of Minnesota

Ken Takata, 2006

Associate Professor of Mathematics
BA, American Studies, Yale University
PhD, Mathematics, University of Illinois-Chicago

Imen Tebourbi, 2009

Assistant Professor of Finance
BBA 2000, Finance, IHEC Tunis
MS 2002, Finance, HEC Montreal
PhD 2006, Finance, University of Paris Dauphine

Deanna Thompson, 1996

Professor of Religion
BA 1989, Religion and American Studies, St. Olaf
MAR 1992, Religion, Yale Divinity School
PhD 1998, Theology, Vanderbilt University

Kathy Thomsen, 1988-96*, 1996

Associate Professor of Music
License in Dalcroze Eurhythmics, Longy School of Music, 2003
BA 1976, Music, Hamline University
MM 1980, Piano Performance, University of Michigan
DMA 2000, Piano Performance, University of Minnesota

Julius (Jeff) Turner, 2002

Associate Professor of Theatre
BA 1984, English, Centre College
MA 1986, Theatre: Critical Studies, University of California-Los Angeles
MA 1991, Educational Counseling, Appalachian State University
PhD 2000, Theatre Studies, University of Colorado

Karen Vogel, 1989

Professor of Political Science
BA 1980, Political Science and English, Pitzer College
MA 1982, Political Science, University of Oregon
PhD 1986, Political Science, University of Oregon

William Wallace, 1986

Professor of Theatre
Chair of Theatre and Communication Studies
Designer and Technical Director of Theatre
BA 1972, Speech/Theatre and English, Concordia College, Illinois
MFA 1981, Design and Technical Theatre, University of Minnesota

Andrew Wykes, 2001

Associate Professor of Studio Arts
Surrey Diploma in Foundation Art and Design 1978, 79,
Richmond upon Thames College,
London
BFA 1982, Painting, Epsom School of Art and Design, University
of London
MFA 1997, Painting, American University

Huiying Hellen Yin, 1994*

Instructor of Chinese
BA 1965, International Business and English, University of
International Business
and Economics (Beijing, China)
MA 1991, Curriculum and Instruction, University of St. Thomas

Yali You, 1996

Professor of Music
BA 1984, Cello Performance, Shanghai Conservatory of Music
MM 1987, Cello Performance, Cello Performance Certificate,
1988, Northwestern University
DMA 1996, Cello Performance, University of Cincinnati

Barbara Younoszai, 1964-1965*, 1965

Professor of Spanish and Latin American Studies
Chair of Modern Languages and Literature
BA 1955, Spanish, University of California-Berkeley
MA 1962, Political Science, University of California-Berkeley
PhD 1971, Latin American Studies, University of Minnesota

Zhenqing Zhang, 2012

Assistant Professor of Political Science
BA 1998, English/Diplomacy, Foreign Affairs College, Beijing
China
MA 2001, International Studies, Foreign Affairs College,
Beijing China
PhD 2011, Political Science, University of Minnesota

Nurith Zmora, 1993

Professor of History
BA 1974, History and International Relations, Hebrew
University of Jerusalem
MA 1983, History, Hebrew University of Jerusalem
MA 1985, History, Johns Hopkins University
PhD 1990, American History, Johns Hopkins University

Professor Emeriti

Gary Anderson, 1958-1997

Professor Emeritus of Mathematics
BA 1956, Concordia College
MA 1958, University of Nebraska

George Appel, 1966-1989

Associate Professor Emeritus of English
BS 1951, Northwestern University
MA 1960, PhD 1973, University of Minnesota

Walter Benjamin, 1966-1994

Professor Emeritus of Religion
BA 1950, Hamline University
BD 1953, Garrett Theological Seminary
PhD 1957, Duke University

Walter Blue, 1971-2008

Professor Emeritus of French
BA 1963, Muhlenberg College
MA 1965, Rice University
PhD 1975, Yale University

John Brennan, 1973-2001

Professor Emeritus of Biology
BA 1960, Hamilton College
PhD 1970, State University of New York

Cynthia Cone, 1973-2002

Professor Emeritus of Anthropology
BA 1956, MA 1971, PhD 1976, University of Minnesota

Clifford Creswell, 1962-1999

Professor Emeritus of Chemistry
BS 1958, Franklin and Marshall College
PhD 1962, Northwestern University

F. Garvin Davenport, 1966-2006

Professor Emeritus of English
BA 1961, Grinnell College
MA 1963, PhD 1967, University of Minnesota

William Downing, 1963-1988

Professor Emeritus of Biology
BA 1943, MS 1948, PhD 1951, University of Iowa

Walter Fleming, 1957-1985

Professor Emeritus of Mathematics
BA 1942, University of Saskatchewan
MA 1944, PhD 1949, University of Minnesota

Mary Gotz, 1976-1995

Professor Emeritus of Education
BA 1958, College of St. Catherine
MA 1964, Notre Dame University

Jerry Greiner, 1975-2004

Professor Emeritus of Psychology
BA 1971, Aquinas College
MA 1973, PhD 1974, University of Cincinnati

Quay Grigg, 1963-1993

Professor Emeritus of English
BA 1949, MA 1950, Duke University
PhD 1961, University of Pennsylvania

John Harrigan, 1969-1999

Professor Emeritus of Political Science
BS 1961, Loyola University
MA 1962, University of Chicago
PhD 1970, Georgetown University

Bert Hawkins, 1935-1968

Assistant Professor Emeritus of Biology
BS 1930, Hamline University
MA 1932, University of Minnesota

Baldwin Hergenhahn, 1966-1991

Professor Emeritus of Psychology
BA 1959, Western Washington College
MA 1965, PhD 1966, University of Arizona

Donovan Hull, 1969-1996

Professor Emeritus of Religion
BA 1952, University of Kansas
BD 1955, STD 1970, Garrett Theological Seminary

Donald Irish, 1963-1985

Professor Emeritus of Sociology
BA 1941, MA 1950, University of Colorado
MS 1944, George Williams College
PhD 1957, University of Washington

Paul Jessup, 1988-2008

Professor Emeritus of Management and Economics
BA 1963, MA 1983, University of Oxford
AM 1963, Harvard University
BS 1960, PhD 1966, Northwestern University

Scott Johnston, 1947-1992

Professor Emeritus of Political Science
BA 1944, BS 1945, MA 1947, PhD 1952, University of Minnesota

Richard C. Kagan, 1973-2005
Professor Emeritus of History
BA 1960, MA 1963 University of California-Berkeley
PhD 1969, University of Pennsylvania

Alan Kaske, 1972-1973*, 1979-1999
Professor Emeritus of Physics
BS 1958, MS 1961, PhD 1965, University of Minnesota

Carol Kelly, 1973-1996
Professor Emeritus of Music
BM 1958, Eastman School of Music, University of Rochester
MM 1960, Indiana University

Sylvia Kerr, 1972-1977*, 1977-2002
Professor Emeritus of Biology
BA 1963, Carleton College
MS 1966, PhD 1968, University of Minnesota

William Kimes, 1964-2002
Professor Emeritus of Theatre
BA 1958, Beloit College
MS 1962, PhD 1976, University of Wisconsin-Madison

Jack King, 1965-1997
Professor Emeritus
BA 1953, MA 1957, MALS 1962, University of Minnesota

Charles LaBounty, 1972-2008
Professor Emeritus of Psychology
BA Ed 1963, MS 1966, Eastern Washington State College
PhD 1971, University of California-San Diego

James Lynskey, 1965-1987
Professor Emeritus of Political Science
BS 1956, University of Maryland
MA 1960, PhD 1966, University of Minnesota

Richard Marsh, 1950-1983
Professor Emeritus of History
BA 1941, MA 1946, University of Illinois
PhD 1951, University of Minnesota

Charles (Dick) Moyer, 1958-1994
Professor Emeritus of English
MA 1951, University of Chicago
PhD 1959, University of Kansas

Richard Mulkern, 1962-1989
Professor Emeritus of Physical Education
BS 1948, MA 1949, University of Minnesota

Nadine Myers, 1979-1989*, 1990-2005
Professor Emeritus of Mathematics
BS 1967, Bemidji State University
MS 1969, PhD 1971, University of Iowa

Clarence Nelson, 1946-1973
Professor Emeritus of Physical Education and Health
Education
BS 1923, MEd 1939, University of Minnesota

Rodney Olsen, 1962-1999
Professor Emeritus of Chemistry
BA 1958, University of Minnesota-Duluth
MS 1960, PhD 1962, Iowa State University

Faith O'Reilly, 1989-2008
Professor Emeritus of Legal Studies
BS 1974, Western Carolina University
JD 1982, Drake University Law School

Paul Pizner, 1961-1996
Jazz Conductor Emeritus
BME 1955, MME 1960, University of Illinois

Timothy Polk, 1982
Professor of Religion
BA 1968, Wesleyan University
MEd 1971, Temple University
MDiv 1974, Yale Divinity School
PhD 1982, Yale University

Richard Pontinen, 1959-1961*, 1961-2000
Professor Emeritus of Physics
BS 1955, Hamline University
PhD 1962, University of Minnesota

Donald Rice, 1969-2004
Professor Emeritus of French
BA 1958, State University of New York
MA 1962, Middlebury College
PhD 1969, University of Wisconsin

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