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ACADEMIC CATALOG - UNDERGRADUATE

This catalog contains official information about the programs and policies of the College of Saint Benedict ("CSB") and Saint John's University ("SJU"). Prospective students may direct questions about the content of this catalog to the Office of Admissions at either college. Currently enrolled students may direct such questions to the Academic Advising Office at either college or the relevant department.

The College of Saint Benedict and Saint John's University are registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Quick Links

- Introduction (p. 5)
- Academic Calendars (p. 10)
- Academic Policies and Regulations (p. 15)
- Academic Departments and Programs (<https://catalog.csbsju.edu/catalog/academic-departments/>)
- Course Descriptions (p. 196)
- Campus Support Services (p. 402)
- Appendices (p. 421)
- Majors and Minors (p. 53)
- Archives (<https://catalog.csbsju.edu/catalog/archives/>)

Introduction

- College of Saint Benedict (p. 6)
- Saint John's University (p. 7)
- Undergraduate Learning Goals and Objectives (p. 8)

Two colleges, One Education

The College of Saint Benedict and Saint John's University are two liberal arts colleges located four miles apart in Central Minnesota. Saint Benedict's is a college for women and Saint John's is a college for men. The students of these two colleges share in one common education, as well as coeducational social, cultural and spiritual programs. The colleges encourage students to come to terms with their own personal development in relation to their peers and to bring that enriched understanding into the lively coeducational life which characterizes the two campuses.

The College of Saint Benedict and Saint John's University have a common curriculum, identical degree requirements and a single academic calendar. All academic departments are joint, and classes are offered throughout the day on both campuses. The academic program is coordinated by the Provost, who is assisted by the Vice Provost and the Academic Dean. In addition, there is one admission office, a joint Office of Student Records and Registration, a combined library system, joint academic computing services and a myriad of joint student activities and clubs. The two campuses are linked by free bus service throughout the day and late into the night.

The colleges enroll approximately 3200 students from 30 states and 20 foreign countries and trust territories. Saint Benedict's enrolls 1600 women; Saint John's enrolls 1600 men. The combined faculties include approximately 300 professors, among them Benedictines and lay professors with diverse religious and cultural backgrounds. Many faculty members, both lay and Benedictine, live on or near the campuses and participate actively in campus life.

The liberal arts education provided by the College of Saint Benedict and Saint John's University is rooted in the Catholic university tradition and guided by the Benedictine principles of the colleges' founders and sponsoring religious communities. These principles stress cultivation of the love of God, neighbor -and self through the art of listening, worship, and balanced, humane living. The liberal arts, valuable in themselves, are the center of disciplined inquiry and a rich preparation for the professions, public life and service to others in many forms of work. Graduates of the two colleges have a distinguished record in each of these areas.

Recognition of individual worth without regard for wealth or social standing is explicit in The Rule of Benedict. In harmony with this principle, the College of Saint Benedict and Saint John's University seek to exemplify an authentically Christian concern for human rights and to make education broadly available to students on the sole criterion of ability to benefit from enrollment in the colleges. While the College of Saint Benedict and Saint

John's University have historically served first their own region, they welcome growing numbers of students and faculty from diverse cultures and regions, and increasingly serve a national and international community.

College of Saint Benedict

Overview

The College of Saint Benedict was founded by the Sisters of the Order of Saint Benedict, who received an educational charter from the State of Minnesota in 1887 and offered their first college courses in 1913. The institution was one of the first colleges in the Upper Midwest established for the undergraduate education of women, and this year is the celebration of our centennial year.

Located on 315 acres adjacent to the town of St. Joseph, the Saint Benedict's campus is an impressive combination of contemporary and carefully restored and maintained turn-of-the-century buildings. Though the earliest buildings date from the late 1800s, the campus is centered around the modern 40,000 square foot Clemens Library completed in 1986, the Lottie and Frank J. Ardolf, Jr. Science Center completed in 1992, the S.L. Haehn Campus Center completed in 1996, and the Gorecki Dining and Conference Center completed in 2007. The college is also the home of the Benedicta Arts Center, one of the Upper Midwest's most highly regarded cultural arts facilities, and the Claire Lynch Hall, the campus athletic facility. The campus opens toward the recently restored Sacred Heart Chapel, the center for spiritual worship for both the sisters of Saint Benedict's Monastery and the college's students, faculty and staff.

Since its founding in the sixth century, the Order of Saint Benedict has actively encouraged its men and women to participate in the work of the world, not just education and the intellectual life but also other occupations that support the full development of individuals in the context of community.

As such, the Benedictine influence contributes to the close community of faculty, staff and students at the college. Most students - approximately 85 percent - live on campus. The campus residential program includes the active participation of many Benedictine and lay professionals who live and interact with the students they advise.

Saint Benedict's curriculum is taught by a distinguished faculty, with a diverse educational and religious background. Many members of the faculty excel in research and scholarship, in addition to their primary commitment to teaching.

The College of Saint Benedict designs programs to meet the needs and aspirations of young women, emphasizing women's leadership and a personal development profile that includes intellectual, spiritual, emotional and physical development. Our values-based and value-added residential liberal arts education provides the framework for fulfilling lives of disciplined inquiry and leadership in careers devoted to the professions, public life and service to others. This extends to encouraging women's leadership roles in student organizations, clubs and standing college committees as well as participation in a broad range of varsity, intramural and club sports. In recent years, Saint Benedict's intercollegiate athletes have earned championships in the Minnesota Intercollegiate Athletic Conference (MIAC) volleyball, basketball and soccer as well.

College of Saint Benedict Mission and Vision

Mission of the College of Saint Benedict

The mission of the College of Saint Benedict is to provide for women the best undergraduate residential liberal arts education along with select graduate programs, in the Catholic and Benedictine traditions. The college fosters integrated learning, exceptional leadership for change and wisdom for a lifetime.

Vision for the Future

The College of Saint Benedict will be nationally recognized as a community that provides a liberal arts education preparing women to think critically, lead courageously, and advocate passionately.

Accreditation

- American Chemical Society
- Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics
- Association of Theological Schools
- Commission on Collegiate Nursing Education
- Minnesota Board of Nursing
- Minnesota Professional Educators Licensing and Standards Board
- National Association of Schools of Music
- The Higher Learning Commission
- The College of Saint Benedict has been approved to participate in the National Council for State Authorization Reciprocity Agreements.

Saint John's University

Overview

Saint John's University, founded in 1857 by Benedictine monks who came to serve the needs of German Catholic immigrants, is one of the oldest institutions of higher education in the Midwest. From its inception the university has valued the liberal arts as a preparation for careers of leadership in church and society.

Saint John's curriculum is taught by a distinguished faculty, with a diverse educational and religious background. Many members of the faculty excel in research and scholarship, in addition to their primary commitment to teaching.

In addition to the undergraduate program offered in cooperation with the College of Saint Benedict, the Saint John's School of Theology offers master's degrees in theology, pastoral ministry, liturgical studies and liturgical music. The faculty, composed of monks in partnership with lay men and women, diocesan and religious priests, women religious and ministers from other traditions, instructs a diverse student body of men and women, committed with the faculty to the search for God in Jesus Christ. The School of Theology operates in conjunction with the Saint John's Seminary which prepares men for priesthood in the Roman Catholic Church.

The Saint John's campus is remarkable in both its natural and architectural beauty. The greater campus, designated an arboretum in 1997, is located on a 2,830-acre tract of land. It includes an extensive pine and hardwood forest, an oak savannah and 50 acres of restored prairie, as well as Lake Sagatagan, Stumpf Lake, several smaller lakes and 90 acres of restored wetlands. The buildings at Saint John's date from the 1860s and are arranged in a series of quadrangles and courtyards to the north of Lake Sagatagan. At the center of the Saint John's campus is the Abbey and University Church, one of 10 campus buildings designed by Marcel Breuer. With its towering bell banner and three-story wall of stained glass, the church is among the most striking pieces of 20th-century architecture.

Saint John's University designs programs to meet the needs and aspirations of young men, emphasizing leadership and a personal development profile that includes intellectual, spiritual, emotional and physical development. Our values-based and value-added residential liberal arts education provides the framework for fulfilling lives of disciplined inquiry and leadership in careers devoted to the professions, public life and service to others. Saint John's students are active participants in varsity, intramural and club sports. Saint John's teams have excelled in intercollegiate athletics and, in recent years, have earned all-sports awards in the Minnesota Intercollegiate Athletic Conference (MIAC) and have competed nationally in football, tennis, track and field, swimming and diving, cross-country, soccer, wrestling, baseball, golf, rugby, hockey and basketball.

Saint John's University Mission and Vision

Mission of Saint John's University College of Arts and Sciences

Grounded in Catholic and Benedictine values and tradition, Saint John's University provides young men a distinctive residential liberal arts education, preparing them to reach their full potential and instilling in them the values and aspiration to lead lives of significance and principled achievement.

Vision for the College of Arts and Sciences

Saint John's University seeks to be one of the nation's great Catholic liberal arts colleges by providing the best holistic learning experience for men in the country.

We will inspire undergraduate men to new heights of intellectual, spiritual, physical and social development that is informed by ethical reflection and grounded in our Catholic and Benedictine tradition.

Mission of the School of Theology - Seminary

"Therefore, we intend to establish a school for the Lord's service." (Rule of Benedict Prologue 45)

Rooted in the Catholic and Benedictine traditions of study, prayer, and communal life, Saint John's School of Theology and Seminary forms visionary leaders to serve the church and the world.

Vision for the School of Theology - Seminary

As a community of faith and hope, we, the faculty, staff, and students of Saint John's School of Theology and Seminary, worship God and celebrate the life, death, and resurrection of our Lord Jesus Christ through the power of the Holy Spirit.

As an academic community relying on the wisdom of the same Holy Spirit, we root ourselves in the Christian tradition, and interpret that legacy in light of the Roman Catholic and Benedictine heritage passed on to us by Saint John's Abbey with its rich theological, liturgical and ecumenical history.

We commit ourselves to academic, spiritual, pastoral, and professional formation so we might serve the Church in lay and ordained ministry and thus use our diverse gifts for the transformation of our world.

Saint John's University Values

Dedicated to the pursuit of understanding, wisdom, and the common good, Saint John's University is committed to the following values:

- **Community** built upon relationships of hospitality, respect, cooperation, and challenge.
- **Openness** to learning, inquiry, beauty, truth, and difference.
- **Respect** for persons, tradition, creativity, experience, faith, reason, and religious practice.
- **Depth** in understanding, relationships, faith, and spirituality.
- **Sacredness** of God, being, truth, place, nature, and knowledge.
- **Passion** for excellence, truth, learning, beauty, love, and personal growth.

Accreditation

- American Chemical Society
- Accreditation Council for Education in Nutrition and Dietetics
- Association of Theological Schools
- Commission on Collegiate Nursing Education
- Minnesota Board of Nursing
- Minnesota Professional Educators Licensing and Standards Board
- National Association of Schools of Music
- The Higher Learning Commission
- Saint John's University has been approved to participate in the National Council for State Authorization Reciprocity Agreements.

Undergraduate Learning Goals and Objectives

Purpose

At the College of Saint Benedict and Saint John's University, learning happens in classrooms, in labs, across campus and around the world. Drawn from our missions and our Catholic and Benedictine values and traditions, the Institutional Learning Goals are our pledge to students. We are dedicated to ensuring students achieve these learning and developmental outcomes by the time they graduate.

Think Deeply

Think critically, creatively, and with complexity when addressing significant questions.

Our students will demonstrate critical thinking and manage cognitive complexity. These skills include approaching problems in integrative ways from multiple perspectives, as well as to ethically acquire, evaluate and apply information and communicate in multiple formats. The CSB and SJU learning experience will provide students with opportunities for reflective learning, analytic inquiry, investigation, application, problem solving, creativity and communication.

Embrace Difference

Observe life from multiple perspectives.

Our students will demonstrate identity awareness, including power and privilege, and practice inclusivity and cultural agility. These skills include an ability to learn from, respect, and work with people whose identity and perspective are different from their own. Students will engage the world through the lens of gender, with an appreciation of human differences. The CSB and SJU learning experience will provide students with opportunities to reflect on their own cultural identity, engage diverse points of view and learn to respect cultures/values different from their own.

Engage Globally

Embark on a journey of discovery and take part in the world.

Our students will commit to global engagement, civic engagement and citizenship. These skills include an understanding of justice and the common good, awareness of social responsibility and knowledge of world systems and their points of intersection/divergence. The CSB and SJU learning experience will provide students with opportunities to reflect on their place in the world, experience different cultures, and practice social responsibility and leadership both locally and globally.

Serve Graciously

Discover a meaningful life purpose through service and leadership.

Our students will commit to personal reflection, personal development, honesty, service and leadership. Grounded in our Benedictine heritage, these skills include an understanding of spirituality as an important aspect of identity, a commitment to community and principled leadership, and the ability to live a purposeful professional and personal life. The CSB and SJU learning experience will provide opportunities to reflect spiritually, and develop ethical/moral principles for guiding one's actions. Their experiences will integrate professional development, personal development and community engagement.

Live Courageously

Embody the skills and attributes of personal and professional success.

Our students will refine and articulate their educational, career and life goals. These skills include appropriate use of campus resources, resilience in the face of challenges and opportunities, and development of habits for personal success. The CSB and SJU learning experience will provide students with opportunities and resources to make informed academic, personal and professional choices for the future.

Academic Calendars

When introduction of the 4 - 1 - 4 calendar was made in the fall of 1967, the Fall and Spring Terms consisted of 14-week sessions during which time semester credits may be earned. From 1967 through 1987, the January Term consisted of 18 class days and semester credit was not awarded for most January Term courses. Beginning in 1988, the January Term was shortened to 15 class days and most courses were awarded semester credit.

The January Term was removed from the academic year after the 2000 session. In the 2013-2014 academic year, a transition was made to a 15-week semester, which was used only for one year. Since the Fall of 2014, a 14.5-week semester has been in use.

Calendar Changes

The CSB/SJU calendar is subject to modification or interruption due to occurrences such as fire, flood, labor disputes, interruption of utility services, acts of God, civil disorder and war. In the event of such occurrences, the Institutions will attempt to accommodate their students. However, we do not guarantee that courses of instruction, extra curricular activities or other programs or events will be completed or rescheduled. Refunds will be made to eligible students in accordance with College or University policy.

View Calendars:

Current year (p. 10)

Future Years (<https://catalog.csbsju.edu/catalog/calendars/future/>)

Academic Calendar, Undergraduate - Current Year

Fall 2025 Academic Calendar

The undergraduate calendar is based on 72 Instructional Days with a Study Day and Final Exam Period at the end of the term.

Date	Description
August 19	All-Campus Community Forum
August 20	Student Academic Success Workshop
August 21	First Year Student Move In
August 22	2025-2026 Academic Convocation
August 22	Undergraduate Orientation begins
August 25	Fall Classes Begin
September 1	Labor Day (Classes will be held)
September 18	Mod B Begins
September 19	PERM DROP Deadline (Last day to DROP any full term course without a transcript entry)
October 10	Classes end at 6:00 pm
October 13	Indigenous People's Day (No classes)
October 13-14	Fall Break
October 15-31	Registration Advising Period
October 16	Mod C Begins
November 4	Registration for Spring 2026 (Day 1)
November 6	Registration for Spring 2026 (Day 2)
November 11	Mod D Begins
November 11	Registration for Spring 2026 (Day 3)
November 12	W Deadline (last day to withdraw from a full term course for grade of W)
November 13	Registration for Spring 2026 (Day 4)
November 25	Classes end at 6:00 pm
November 26-28	Thanksgiving Break
December 1	Classes Resume
December 9	Last Day of Classes
December 10	Study Day
December 11	First Day of Exams
December 12	Second Day of Exams

December 13	Third Day of Exams/Fall Term closes
December 17	Grades are due by 11:00 pm

For more information regarding Mod dates, please see the Registration Guide (<https://catalog.csbsju.edu/registration/important-dates-spring/#fallmodscheduletext>).

Fall 2025 Mod Schedule

Some departments offer courses of less than a full term's length. These courses begin and end according to the following dates and are called Modules, or "Mods".

Each Mod will be listed by the codes below in the Official Class Schedule for Fall 2025:

Module	Start Date	Last Day for Permanent Drop*	Last Day for Withdrawal**	End Date
A	August 25	September 1	September 9	September 17
AB	August 25	September 9	September 25	October 15
ABC	August 25	September 17	October 15	November 10
B	September 18	September 25	October 3	October 15
BC	September 18	October 3	October 23	November 10
BCD	September 18	October 15	November 10	December 9
C	October 16	October 23	October 31	November 10
CD	October 16	October 31	November 18	December 9
Embedded courses	October 16	November 6	December 3	January 18
D	November 11	November 18	December 1	December 9
Full Semester	August 25	September 19	November 12	December 9

*Course (<https://apps.csbsju.edu/registrar/forms/drop/>) Drop Form - (<https://apps.csbsju.edu/registrar/forms/drop/>) *permanently drop a course with no grade entry on your transcript after the first week of the semester.*

- Full semester course - for weeks 2-4 of semester, see dates listed above
- Mod courses - during the 1st third (1/3) of the course, see dates listed above
- Distinguished Thesis -
 - All College Thesis Proposal, COLG 396, perm drop request must be submitted by October 31st of the senior year
 - All College Thesis, COLG 398, perm drop request must be submitted by March 1st of the senior year

**Link to Withdraw from a course (<https://apps.csbsju.edu/registrar/forms/withdraw/>) - *withdraw from a course with a grade of "W" noted on your transcript*

- Full semester course - after first 4 weeks of the semester, see dates listed above
- Mod courses - during the 2nd third of the course, see dates listed above
- Distinguished Thesis - a "W" will be entered for all requests made after the above permanent drop dates for distinguished thesis

Spring 2026 Academic Calendar

The undergraduate calendar is based on 72 Instructional Days with a Study Day and Final Exam Period at the end of the term.

Date	Description
January 20	Spring Courses begin
February 13	Mod B begins
February 16	PERM DROP Deadline (Last day to DROP any full term course without a transcript entry)
February 17-March 2	Registration Advising Period
March 5	Registration for Fall 2026 (Day 1)
March 9	Registration for Fall 2026 (Day 2)
March 11	Mod C begins
March 11	Registration for Fall 2026 (Day 3)
March 13	Classes End at 6:00 pm
March 16-20	Spring Break

March 23	Classes Resume
April 2	Classes End 6:00 pm
April 3-6	Easter Break
April 7	Classes Resume
April 15	Mod D begins
April 16	W Deadline (last day to withdraw from a full term course for grade of W)
April 30	Scholarship and Creativity Day (night classes held)
May 8	Last Day of Classes
May 11	Study Day
May 12	First Day of Exams
May 13	Second Day of Exams
May 14	Third Day of Exams/Spring Term closes
May 16	CSB and SJU Commencement
May 19	Grades are due by 11:00 pm

For more information regarding Mod dates, please see the Registration Guide (<https://catalog.csbsju.edu/registration/important-dates-spring/#modscheduletext>).

Spring 2026 Mod Schedule

Some departments offer courses of less than a full term's length. These courses begin and end according to the following dates and are called Modules, or "Mods".

Each Mod will be listed by the codes below in the Official Class Schedule for Spring 2026.

Module	Start Date	Last Day for Permanent Drop*	Last Day for Withdrawal**	End Date
A	January 20	January 27	February 4	February 12
AB	January 20	February 4	February 20	March 10
ABC	January 20	February 12	March 10	April 14
B	February 13	February 20	March 2	March 10
BC	February 13	March 2	March 25	April 14
BCD	February 13	March 10	April 14	May 8
C	March 11	March 25	April 2	April 14
CD	March 11	April 2	April 22	May 8
Embedded courses	March 11	April 10	May 4	May 31
D	April 15	April 22	April 30	May 8
Full Semester	January 20	February 16	April 16	May 8

Summer 2026 Academic Calendar

Date	Description
June 1	Summer Session I begins
June 19	Juneteenth (No classes)
July 3	Independence Day observed (No classes)
July 6	Summer Session II begins
August 15	Summer Session ends
August 15	Grades Due by 11:00 pm

Undergraduate Academic Calendar - 2026-2027

Fall Calendar 2026

The undergraduate calendar is based on 72 Instructional Days with a Study Day and Final Exam Period at the end of the term.

Date	Description
August 24	All-Campus Community Forum
August 25	Student Academic Success Workshop
August 26	First Year Student Move In
August 27-30	New Student Orientation
August 28	Academic Convocation
August 31	Fall Term Classes Begin
September 4	Last day to add a full term course
September 7	Labor Day - classes will be held, offices are closed
September 24	B Mod Begins
September 25	PERM DROP Deadline (Last day to DROP any full term course without a transcript entry)
October 3	Family Weekend
October 12 & 13	No Classes - Indigenous People's Day & Long Weekend
October 17	Homecoming
October 22	C Mod Begins
October 22	Embedded Courses Begin
November 3-12	Registration for Spring 2027
November 12	Embedded Courses Perm Drop Deadline
November 17	D Mod Begins
November 18	W Deadline (last day to withdraw from a full term course for grade of W)
November 25-27	Thanksgiving Break - no classes, offices closed
December 15	Last Day of Classes
December 16	Study Day
December 17	1st Day of Exams
December 18	2nd Day of Exams
December 19	3rd Day of Exams
December 20	Winter Break Begins - no classes, offices are open
December 23	Grades are due by 11:00 pm
December 24 - December 31	Christmas Holidays - Campuses Closed
January 17	Last Day for Embedded Courses

Spring Calendar 2027

The undergraduate calendar is based on 72 Instructional Days with a Study Day and Final Exam Period at the end of the term.

Date	Description
January 1	New Years Day - offices are closed
January 2-17	Winter Break continues - no classes, offices are open M-F
January 18	Martin Luther King Jr. Day - no classes, offices are closed
January 19	Spring Courses Begin
January 25	Last day to add a full term course
February 12	B Mod Begins
February 15	PERM DROP Deadline (Last day to DROP any full term course without a transcript entry)
February 19	Free Day- no classes, offices open
March 9-16	Registration for Fall
March 12	C Mod Begins
March 22-29	Spring Break/Easter Break

April 15	D Mod Begins
April 16	W Deadline (last day to withdraw from a full term course for grade of W)
April 29	Scholarship and Creativity Day (night classes held)
May 7	Last Day of Classes
May 10	Study Day
May 11	1st Day of Exams
May 12	2nd Day of Exams
May 13	3rd Day of Exams
May 14	Commencement Practice
May 15	CSB and SJU Commencement
May 18	Grades are due by 11:00 pm

Summer Calendar 2027:

Date	Description
June 1	Summer Session I begins
June 19	Juneteenth (No classes)
July 4	Independence Day (No classes)
July 5	Independence Day observed (No classes)
July 6	Summer Session II begins
August 15	Summer Session ends
August 15	Grades Due by 11:00 pm

Academic Policies and Regulations

The curriculum of the College of Saint Benedict ("CSB") and Saint John's University ("SJU") consists of the Integrations Curriculum, a common sequence of courses for all students, and major fields of study in specific academic disciplines. The Integrations Curriculum reflects the tradition of Benedictine education with its focus on the intrinsic value of understanding the wisdom of the humanities, natural and social sciences and the fine arts. The academic major offers the student the opportunity to develop analytical thinking and intellectual creativity in the context of a particular discipline or subject matter.

- Athletic Eligibility (p. 16)
- Courses (p. 16)
- Credits Earned Elsewhere (p. 20)
- Grades and Credits (p. 21)
- Graduation (p. 24)
- Integrations Curriculum (p. 25)
- Major Fields of Study (p. 28)
- Probation and Suspension (p. 30)
- Records and Privacy (p. 33)
- Rights and Responsibilities (p. 37)
- Special Academic Programs (p. 44)
- Student Location (p. 51)
- Withdrawal from the College (p. 52)

Degrees Offered

The College of Saint Benedict's and Saint John's University offer four-year programs in the liberal arts and sciences leading to the baccalaureate degree. The bachelor of science degree is awarded in nursing. All other four-year programs lead to the bachelor of arts degree.

The College of Saint Benedict offers three graduate degree programs in nursing: a Doctor of Nursing Practice—Family Nurse Practitioner, a Doctor of Nursing Practice—Leadership, and a Master of Science in Nursing.

The School of Theology at Saint John's offers the following degrees: the Master of Theological Studies; the Master of Arts in Liturgical Music; the Master of Arts in Ministry; the Master of Arts in Theology; The Master of Theology; and the Master of Divinity.

Registration and Credits

Semesters

Each semester generally consists of 72 class days and three days of final examinations. Fall semester meets during the months of August, September, October, November and December; spring semester meets during January, February, March, April and May.

Class periods scheduled for Monday-Wednesday-Friday meetings are ordinarily 55 minutes long and class periods scheduled for Tuesday-Thursday meetings are ordinarily 80 minutes long. There are 15 minute intervals between class periods and start/end times are staggered between the two campuses to facilitate travel time to the other campus. Some classes may be scheduled for longer periods of time. An official class schedule is published before each term indicating the instructor, time and place of meeting for each course being offered.

Normal Undergraduate Course Load

Usually four 4-credit courses are taken each semester. A variation in this pattern may occur if students register for programs which combine 4-credit courses with some 1-, 2-, or 3-credit courses. Course loads which exceed 18 credits in a semester incur additional tuition cost. Students whose cumulative GPA is below 2.00 may not register for more than 18 credits in a semester. Permission of the Academic Advising Office is required for loads in excess of 18 credits.

The minimum load for full-time or "in-residence" classification is 12 credits per semester. However, the Minnesota Grant Program requires 15 credits per semester to be considered full-time.

Registration

Registration materials are distributed to eligible students during the preceding semester. In order to register for courses students must have settled their accounts with the college, comply with Minnesota immunization regulations and have an approved academic advisor. Juniors, seniors and second-semester sophomores must also have been accepted to upper division by a department to be eligible to register.

During the registration period, each student meets with a faculty advisor to discuss educational goals and determine appropriate course selection. Once the meeting is complete, the advisor releases the student's registration PIN so that the student may register through the online system. Course registration for new students is completed by academic advisors who select appropriate schedules based on student interests and needs.

Detailed procedures and regulations governing a change of registration are described in the official class schedule.

Continuing students are eligible to register only if they have:

- Met with their advisor and obtained their registration pin number
- Settled all current charges with the Student Accounts Office
- Complied with Minnesota immunization regulations
- Submitted a final High School transcript (applies to first-year students)
- Completed the mandated sexual misconduct training (applies to first semester, new students)
- Been accepted by a department (applies only if a junior or senior during the next full term.)
- Applied for graduation (applies to all seniors or 4th year students)
- Have no other outstanding holds on their registration

Athletic Eligibility

Saint Benedict's and Saint John's institutional policies are guided by the NCAA and MIAC regulations and any additional rules imposed by other governing bodies for competition.

To be eligible, students in their first semester of college must:

- be currently enrolled in at least 12 semester credits.

To be eligible, continuing students must:

- be currently enrolled in at least 12 semester credits.
 - students in their last term may be enrolled in less than 12 credits if they are enrolled in all courses needed to satisfy all remaining degree requirements.
 - NCAA/MIAC exceptions to the 12 credits may apply, with confirmation from the Athletic Compliance Officer.
- be in good academic standing (Academic Probation Details (p. 30)).
- any continuing student placed on academic probation (see minimum academic standards (p. 30)) is ineligible to compete in varsity athletic competitions.
 - However, the student may petition to continue to participate in team activities (practice, training/conditioning, and other appropriate team activities that support the student's progress toward good academic standing). (Petition (<http://www.csbsju.edu/documents/Academic%20Advising/Athletic%20Petition-%20S2020.pdf>))
 - The petition will be reviewed by the athletic director, relevant coaches, and a dean's office designee, usually Academic Advising.
 - The first step of a petition process is a conversation between the student athlete and the coach.
- If a student participated in a CSB/SJU Study Abroad program and the grades from the previous term have not been received by the Office of Student Records and Registration, the student may practice but not compete until the final grades are entered and their eligibility has been determined.
- Transfer Students are considered "Continuing Students" when they have attempted one full-time semester at CSB and SJU.

Transfer Students are not eligible to practice or compete until CSB and SJU:

- has a completed Transfer Tracer from each previous institution.
- has an Official Academic Transcript from each previous institution.
- and the CSB and SJU Office of Student Records and Registration and Compliance Coordinators have determined that all NCAA and MIAC transfer requirements have been met.

Courses

Class Attendance

Academics is the priority at the College of Saint Benedict and Saint John's University. Attendance is fundamental to engagement, involvement, and community in the Benedictine liberal arts tradition, a hallmark of our institutions. Class attendance is a student obligation and a student is responsible for all the work of all class meetings. A student absent from class for any reason assumes the responsibility for work that has been missed. It is the student's responsibility to notify the instructor in advance, if possible, of an absence. It is also the student's responsibility to initiate communication with the instructor to determine what, if any, credit can be obtained for missed classes. Absences in class will likely impact a student's ability to fulfill course requirements and therefore, the student's final grade.

Each instructor determines the attendance policy for his or her class. Because attendance is integral to course design, these policies may be set by instructors at the departmental or individual level. For example, students may be required to interact with others in the class, to demonstrate the ability to think and argue critically, or to participate in group projects. Instructors also determine whether make-up work is possible and if so, its

parameters. Students are entitled to information about course procedures, attendance policy, content, and goals, especially in relation to the grading policy. Students can find this information on their course syllabus.

Attendance policies should reasonably accommodate college-sponsored events, short-term illness, and family emergencies. College-sponsored events include varsity and junior varsity athletics and college sponsored activities led by faculty or staff, not including student organizations. Faculty and staff who organize such events should make all efforts to minimize disruption of course attendance. Directors of college sponsored events will provide notification to students well in advance of each event necessitating absence from class. It is up to the student to communicate and work with their faculty regarding the absence.

Remote Teaching and Learning

Because the mission of the College of Saint Benedict and Saint John’s University is based on residential liberal arts education and we understand the value of an in-person learning environment, most of our undergraduate courses will be taught in-person, with the expectation that both faculty and students are in the classroom. Remote learning is offered in courses specifically designated as synchronous hybrid (some students are in the classroom while some learn remotely) or fully online (remote learning and remote teaching) as approved by the Academic Dean and appropriate department chair.

On an individual basis, a student may request remote attendance for a single or limited number of class periods when they cannot attend in-person because of a college-sponsored event, short-term illness, or a family emergency. The opportunity to attend class remotely is at a faculty member’s discretion and will depend upon the course’s learning goals and pedagogical design. There will be instances where remote learning is not an option. Faculty will address their process for remote learning and whether it is possible in the course syllabus. Students may not request permission to learn remotely in order to travel other than for college-sponsored trips.

Remote instruction may be offered only occasionally and at the discretion of the instructor. In the case of a weather-related emergency or other campus shutdown, for example, instructors may move to remote instruction entirely at their discretion. Faculty may request permission from their department chair and/or Academic Affairs to teach remotely for single or limited number of class periods during a semester. For example, a faculty member who needs to attend a conference might find it beneficial to teach a class remotely while at the conference rather than having to cancel classes.

Course Numbers

Courses are organized numerically in three groups:

Course Numbers	Descriptions
100-299	lower-division undergraduate courses
300-399	upper-division undergraduate courses
400 and above	graduate courses

These numbers distinguish the level of specialization and expertise required at the beginning (100 level), intermediate (200 level), and advanced (300 level) of college study. Courses at the 100 level introduce students to a particular discipline and may involve review of high school material, whereas others require no prior knowledge. These introductory courses are usually prerequisites for coursework at the 200 and 300 level. At the 200 level, students demonstrate intermediate understanding and mastery of concepts, professional standards, methods, and skills. Courses at the 300 level demand independent and critical mastery of methods as well as the ability to integrate theoretical knowledge appropriate to the discipline. These advanced courses may be limited to majors/minors in the program or may be open to others as electives or common curriculum courses.

Final Examinations

The academic calendar concludes each semester with a one-day study and three-day test cycle. Faculty may administer final exams, final projects or presentations for their classes only during the exam period officially scheduled by the Office of Student Records and Registration. Cumulative final examinations, projects or presentations, may not be given during the regularly scheduled class days of the semester, except for night classes. If there is to be a cumulative final exam in a course, students must be given the opportunity to review all tested materials by the last scheduled class. The faculty member has the right to retain the tested materials.

Study day is meant to support student preparation for the final exam period. Faculty or departments may offer study sessions to assist students in their preparation. Please do not schedule required activities on this day (no final exams, final projects or presentations).

Instructors of each full-term course are expected to announce at the beginning of the course whether a two-hour final examination, final project or presentation will be given. Such an exam will be administered during the three-day test cycle according to the schedule above. Note that a class is assigned a test time and day in the schedule according to the cycle and time period it meets during the semester. Night classes may use their last regularly scheduled class period for a final exam or request a multi-section common exam time.

One period has been reserved on each of two test days for the administration of a common exam for multiple-section courses who so desire. A list of such courses, and their exam times, will be announced this fall. The legend, MS, in the accompanying chart signifies times set aside for these multi-section common exams.

The schedule for final examinations can be found in the Registration Guide (<https://catalog.csbsju.edu/registration/course-schedule/>).

Course Auditing

Students intending to audit a course (earn no credit) are required to complete an Audit Change of Status Form during the first four weeks of class. Auditors are expected to attend all regular classes. Courses audited are not included in determining the total credits earned; however, the credit value of any course audited is calculated in the total tuition cost. A student who enrolls for audit status may change to credit status only during the first week of class.

Substitution

In exceptional circumstances, students may petition for a substitution from specific academic regulations. Forms for requesting a substitution are available from the Office of Student Records and Registration's homepage. Students should first consult with their academic advisor. Department chairs are the approving officials for substitutions from requirements within majors and minors. Substitutions from academic regulations beyond major and minor fields require the approval of the academic dean or the dean's designee. Requests for these non-departmental substitutions should be directed to the Academic Advising Offices. The guiding principle in considering requests for any substitution is fidelity to the academic standards of the colleges.

Course Evaluations of Faculty

The Division of Student Success administer course evaluations of the faculty for the campuses through an online system for all credit bearing courses each semester. The Division of Student Success supports faculty by assisting in developing course evaluations questions, educating them on the uses and features of the system, and providing technical support.

Policy on Syllabi

All courses require a syllabus. The syllabus must be available on the first day of class. Course syllabi are required to include the following components:

- CSB/SJU course identification
 - Course prefix and number (ex. ENGL 110 Introduction to Literature); topics courses include a letter (ex. INTG 278A Energy and the Environment)
 - Semester and year the course was offered (ex. Spring 2019)
- Instructor name and contact information
- Catalog description of the course (all sections must adhere to the published academic catalog description)
 - Faculty may include additional, more detailed information about the course.
- Student learning outcomes (all sections must have the same core student learning outcomes); faculty may add additional outcomes as appropriate.
- Assignments and grading procedures
 - Describe how the instructor will compute final grades.
 - Identify required exams and assignments.
 - List required meetings and events that occur outside of regular class times.
 - State S/U policy (see Academic Catalog for the institutions' Satisfactory/Unsatisfactory policy (p. 22)) (p. 22).
- Required textbooks or course materials.
- Links to institutional policies:
 - Course Attendance policy (see the Academic Catalog for the institutions' attendance policy (p. 16))
 - Student Accessibility Services sample Syllabus Statement (<https://www.csbsju.edu/student-accessibility-services/faculty-and-staff-resources/>)
 - Academic Misconduct and Plagiarism policy (p. 37)
 - Sexual Misconduct (<http://www.csbsju.edu/title-ix/policy-and-reporting/>) and Title IX (<http://www.csbsju.edu/title-ix/>) policy
- A permanent copy of the syllabus (for example, as a pdf) must be submitted to the department chair/coordinator

Recording Policy

There are several reasons that faculty might record or allow students to record, all or portions of classes, including:

- The educational needs of students with documented disabilities.
- The educational needs of some students unable to participate synchronously for acceptable reasons.
- If the faculty member wishes to illustrate some particular skill or methodology (e.g., an artistic technique) that would require close proximity to the instructor under conditions of social distancing.

The increased recording or partial recording of class sessions raises two important questions for faculty:

1. Intellectual Property – who owns the recordings?
2. Student and Faculty Privacy – how do we protect the privacy of individual students who might be recorded without their consent as they ask questions and make comments during a typical class?

Intellectual Property Considerations

The material produced by faculty in the regular course of preparing for and teaching classes, including such things as syllabi, worksheets and assignment instructions, examinations and tests, examination review guides, and the like, are regarded as the intellectual property of the instructor who produced them.

Lectures are teaching content that is created by instructors, and thus remain the instructors' intellectual property. There are some caveats and considerations, however. Faculty may legitimately include another individual's copyrighted material (illustrations, graphs, videos, etc.) in their presentations under fair use doctrine since they are for educational rather than commercial purposes and are for a limited duration. The presence of these types of copyrighted material in a lecture does become a consideration when universities wish to record and then monetize those recorded class sessions, since material they contain may no longer be considered "fair use."

There are other important considerations when determining intellectual property rights within a recording of classroom activities. Guest lecturers or student presenters retain copyright of their materials, for example. If a faculty member designs a course using "extraordinary university resources" – as part of a grant, for instance – the terms of the grant might mean that instructional material produced is not the faculty member's intellectual property.

There are several technologies that faculty can use to record instructional material including, but not limited to, recording a voiceover for PowerPoint slides, recording via Camtasia, using an editing software to record the instructor giving brief lectures, or recording a Zoom class meeting. Zoom is a central component of our hybrid learning model, since it is the means by which students learning remotely will interact with the instructor and students in the classroom. When utilizing some of this software, the faculty member can retain control over the recording, since the file can remain on the instructor's computer. In other cases, including Zoom, the file is stored first on the CSB|SJU Zoom website and, while it can be downloaded by the instructor, remains on the CSB|SJU Zoom website for 30 days. Because recordings are automatically deleted after 30 days, faculty who wish to save their save this content for their future use should download and save the recordings.

Privacy Considerations

The recording of class sessions that involve student questions and responses, or classes that involve small or large group discussion is also problematic for student privacy. Because we are a small liberal arts college and our pedagogy is focused on active learning, particularly large and small group discussion, students in the class may be recorded expressing opinions or providing personal information. The privacy of students becomes significantly more concerning in a social media environment where comments can be taken out of context and disseminated widely. Faculty are at risk in this environment, too. It is essential that both students and faculty are protected from doxing and other forms of cyber-bullying.

Thus, instructors must consider the potential impact on students and themselves as they record classroom activities. Instructors should be aware that students have the right to privacy within the classroom experience. The instructor may choose not to record a class discussion of a sensitive topic, when recording that discussion will, in the view of the instructor, inhibit the discussion or present a significant privacy problem for students. They should be aware of the recording and the protections available. It is good practice to notify students of the recording of the class before the recording is made.

If the instructor, for reasons of pedagogy, course content, or student privacy, does not wish class sessions to be recorded, they have the authority to restrict such personal recordings. The syllabus should include a clear statement to this effect.

If the instructor is recording full class periods for most of the class periods in a semester (as might be the case in a remote-learning environment) a statement in the syllabus should make this clear.

If recordings are only used intermittently throughout the course, students should be informed of the recording before each class period via email or through the Canvas announcements.

For suggested language for syllabus statements and course announcements, see Academic Catalog: Policy on Syllabi (p. 18). (<https://catalog.csbsju.edu/catalog/academic-programs-policies-regulations/courses/##/syllabitext>)

Recording for Students with Disabilities

The ADA requires instructors to provide adequate accommodations to students who have a documented disability. For students with certain disabilities, recording of class sessions can be helpful.

In compliance with federal law, therefore, instructors must give permission for students to record classroom activities if doing so qualifies as an appropriate and legitimate academic adjustment. When balancing accessibility needs with the privacy of other students in a discussion-based class, the faculty member, in full consultation with the Student Accessibility Service office, might consider a different accommodation, such as a note-taker rather than recording. Students with permission to record the class are regulated by the same constraints regarding sharing or distribution of course materials as other students.

Students who wish to record a class session using their own devices must be registered with Student Accessibility Services, have an approved accommodation to record the class session, and must request permission from and gain approval of the instructor. The recording must be for personal academic use, may not be shared beyond the course, and must be destroyed at the end of the semester. The student must sign a recording agreement and this form is held by the Student Accessibility Services office for the semester. The instructor has the authority to prohibit the recording, in part or in full, of any class session, provided that an appropriate alternative accommodation is available.

For suggested language for a syllabus statement for students with disabilities, see Academic Catalog: Policy on Syllabi (p. 18). (<https://catalog.csbsju.edu/catalog/academic-programs-policies-regulations/courses/#/#syllabitext>)

The recording agreement is available on the (<https://www.csbsju.edu/student-accessibility-services/>) Student Accessibility Services website. (<https://www.csbsju.edu/student-accessibility-services/>)

Credits Earned Elsewhere

Transfer Credit Policy

At least 48 of the 124 credits required for a degree must be residential credits earned from the College of Saint Benedict or Saint John's University. Residential credits include credits earned at CSB and SJU or one of its sponsored or approved study abroad programs. At least half of the credits required for the major, excluding supporting courses, must be earned from Saint Benedict's or Saint John's University.

Studies at Other Colleges

Students may complete out-of-residence courses and transfer them to Saint Benedict's and Saint John's provided the following conditions are met:

1. The college at which the coursework is completed is accredited by the appropriate regional accrediting agency at the time of enrollment.
2. Courses to be transferred are similar in content to courses offered for credit at Saint Benedict's and Saint John's. However, coursework already completed at CSB and SJU may not be taken again for credit. In addition, if a student has completed a higher level course or placed out of the course at CSB and SJU they may not earn credit again for the course.
3. A grade of C or higher is earned in each course.
4. The CSB and SJU Office of Student Records and Registration receives an official transcript directly from the college at which the courses were completed. An official transcript is a transcript marked with institutional security features, date, and appropriate signature. The College of Saint Benedict and Saint John's University accept official transcripts directly from another institution's Office of Student Records and Registration or a secure authenticated designated party. The transcript must arrive at the CSB and SJU Office of Student Records and Registration in an envelope sealed by the issuing institution or via an encrypted electronic method (adapted from AACRAO).
5. To graduate from CSB and SJU, 24 of your last 32 credits must be completed at CSB and SJU. Any concurrent credits taken elsewhere while enrolled at CSB and SJU would be considered part of the eight allowed.

It should be noted that:

1. Credits accepted for these courses are translated into semester credits according to the appropriate translation formula.
2. Grades earned for transferred coursework are not calculated into the student's cumulative CSB and SJU grade point average.

With advance approval, students may apply these courses toward Integrations Curriculum, major, minor or elective requirements. Coursework taken to complete Integrations Curriculum requirements requires advance consultation with and approval of the Office of Student Records and Registration or Academic Advising. Coursework taken to complete major requirements requires prior consultation and approval of the department chair.

For additional information, visit the Office of Student Records and Registration: Transfer Credits (<https://www.csbsju.edu/student-records/new-students/transfer-credits/>).

Upon completion of the transferable coursework, the student must request that an official transcript be mailed to:

CSB/SJU Office of Student Records and Registration
P.O. Box 5511
Collegeville, MN 56321

Colleges/Universities Outside of the U.S.

- Students who intend to transfer coursework from a foreign college or university must consult and receive approval from the Center for Global Education before beginning such study.
- You must have a professional transcript evaluation completed through World Education Services (WES, <http://www.wes.org/>) or a similar approved professional transcript evaluation service. The results must be sent to CSB and SJU for consideration.

Consult the Center for Global Education (<http://www.csbsju.edu/global/>) for further information.

Advanced Placement (AP)

Saint Benedict's and Saint John's participate in the Advanced Placement Program of the College Entrance Examination Board (CEEB). High school students who perform satisfactorily in advanced, college-level courses before college entrance and who demonstrate their achievement in tests of the Advanced Placement Program may have the results submitted for evaluation. Prospective students (both first-year and transfer) should send the results of AP examinations to the Admission Office prior to matriculation. Consult the Office of Student Records and Registration or the Office of Admission for current policies (<https://www.csbsju.edu/student-records/new-students/transfer-credits/advanced-placement/>).

International Baccalaureate Program (IB)

Saint Benedict's and Saint John's participate in International Baccalaureate, a program assisting high school students to fulfill requirements of various national systems of higher education. High school students who have received the IB diploma and/or certificates are eligible for credit and/or advanced placement as determined by the appropriate academic departments. Prospective students should direct the International Baccalaureate Office to send testing results to the Admission Office prior to matriculation. Consult the Office of Student Records and Registration or the Office of Admission for current policies (<https://www.csbsju.edu/student-records/international-baccalaureate-program-ib/>).

College-Level Examination Program

Saint Benedict's and Saint John's currently participate in the College-Level Examination Program (CLEP). CLEP provides examinations to evaluate nontraditional college-level education; it assists colleges to develop appropriate procedures for placement, accreditation and admission of transfer students; it assists adults who wish to continue their education to meet licensing and certification requirements. College credit will be given for successful subject examinations. The granting of credits is subject to approval by the appropriate academic department. Consult the Office of Student Records and Registration, the Academic Advising Office or the Office of Admission for current policies (<https://www.csbsju.edu/student-records/college-level-examination-program-clep/>).

Credit by Examination

Students may demonstrate that through previous experience or study on their own they possess the knowledge, skills and competencies normally obtained by attending a certain class. This demonstration may allow students to be exempted without credit from a course so that they may enroll in a higher-level course. When appropriate, they may receive credit for the course. Students may consult with the chair of the department in which the course is offered to determine whether an appropriate examination may be arranged.

Grades and Credits

Federal Definition of the Credit Hour

The Federal definition states that "A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks;
- Or at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work and other academic work leading toward the awarding of credit hours."

College of Saint Benedict/Saint John's University Credit Hour Policy

A semester contains 14.5 weeks of classes plus a 3-day final exam period.

Each undergraduate, full (four-credit) course includes, at a minimum, the equivalent of 120 instructional hours. Students are expected to devote a minimum of 2 hours outside of class time for every hour in class. Some courses carry additional lab or discussion sessions.

Each graduate, full (three-credit) course includes, at a minimum, the equivalent of 80 instructional hours. Students are expected to devote a minimum of 2 hours outside of class time for every hour in class.

These basic measures may be adjusted proportionately to reflect a modified academic calendar and/or format of study.

Credit hours are granted for various types of instruction as follows:

- **Individual Learning Project (ILP)**

Independent Studies require a minimum of 40 hours of coursework for each credit awarded, yet have no set meeting dates/times. The learning objectives and academic requirements for these courses are established between individual faculty and individual students, and have specific academic outcomes defined before the course work begins.

For additional information, visit ILP Guidelines (<https://catalog.csbsju.edu/catalog/academic-programs-policies-regulations/special-academic-programs/experiential-learning-programs/>).

• Experiential Learning

Experiential learning requires a minimum of 40 hours for each credit awarded, yet have no set meeting dates/times. The learning objectives and academic requirements for these courses are established between individual faculty and individual students before the course work begins. The expectation is that students earn credits based on the number of hours required on-site.

For additional information, visit Registering for Internship Credit (<http://www.csbsju.edu/xpd/experience-based-programs/internship-program/students/registering-for-internship-credit/>).

• Credits Earned Elsewhere

Credit for published examinations applies to the following test series, provided the specified minimum performance levels are met:

- Advanced Placement (AP) (<https://www.csbsju.edu/student-records/new-students/transfer-credits/advanced-placement/>)
- International Baccalaureate Program (IB) (<https://www.csbsju.edu/student-records/international-baccalaureate-program-ib/>)
- College-Level Examination Program (CLEP) (<https://www.csbsju.edu/student-records/college-level-examination-program-clep/>)

• Credit by Examination

Students may demonstrate that through previous experience or study on their own they possess the knowledge, skills and competencies normally obtained by attending a certain class. This demonstration may allow students to be exempted without credit from a course so that they may enroll in a higher level course. When appropriate, they may receive credit for the course. Students may consult with the chair of the department in which the course is offered to determine whether an appropriate examination may be arranged.

Condensed Formats

Credit hours may be earned in shortened academic sessions (part of term courses, summer sessions, etc.) proportionately to those earned for the same activity during a full term of the institutions. Calculation of credit hours awarded for shortened sessions are verified through the course approval or revision process.

Oversight and Compliance

This credit hour policy applies to all courses that award academic credit at the undergraduate or graduate level. The Academic Curriculum Committee (ACC) reviews and approves new courses for the undergraduate program and the Graduate Theological Studies Committee approves new courses for the graduate School of Theology. Compliance with the credit hour policy is evaluated in their review and approval of all courses. The determination of credit hours is made when a new course or a revision to an existing course is proposed. The submitted syllabus is examined for contact time, as well as for learning outcomes, assignments, and evaluation of student learning.

Last updated 3.20.2018

Grades and Honor Points

Intellectual achievement is more important than grades. Grades, however, are necessary for advisory purposes, for determination of the quality of academic achievements and for transfer of credit to other institutions. Grades are designated by letters. In order to compute averages, numerical values called honor points have been assigned to the grades as follows:

Letter Grade	Interpretation for Each Credit	Honor Points	Credit Earned
A	Excellent	4	Yes
AB		3.5	Yes
B	Good	3	Yes
BC		2.5	Yes
C	Satisfactory	2	Yes
CD		1.5	Yes
D	Minimum Passing	1	Yes
F		0	No
NR	Not Graded	0	No
H	Honors	0	Yes
S	Satisfactory (C or higher - not calculated in GPA)	0	Yes
U	Unsatisfactory (CD or less - not calculated in GPA)	0	No
AU	Audit (Not for Credit)	0	No
W	Withdraw Without Prejudice	0	No
I	Grade Incomplete (letter grade calculated in GPA)	Letter grade earned ex. I/C	Yes, if passing grade
X	In Progress	0	No
*	No Grade Reported	0	No
T	Transfer Coursework	0	Yes

Grade Point Average

The grade point average (GPA) is the ratio of honor points to credits in courses for which the student has received a final grade of A, AB, B, BC, C, CD, D or F. Coursework graded S/U or H are not included in determining the GPA. Also, coursework transferred from other colleges is not counted in determining the GPA.

Dean's List

The faculties of Saint Benedict's and Saint John's have adopted a dean's list for each college to recognize student academic achievement each semester. The following criteria are used for inclusion on the dean's list:

1. Students included on the dean's list must have completed a minimum of 12 credits for which honor points are earned (A, B, C, etc.) during that semester.
2. Students included on the dean's list may have no standing U or I grades for that semester.
3. Students included on the dean's list must have grade point averages greater than or equal to 3.80 for that semester.

Incomplete Grades

The policy of the colleges concerning the temporary grade I/grade includes the following:

When instructors determine that circumstances warrant, they may allow some delay in the completion of coursework. Such extensions may not extend beyond the last day of finals (close) of the following regular fall or spring semester. Earlier limits may be set at the discretion of the instructor.

1. The instructor must report on the official grade roster the grade I, followed by the grade that the student will receive if the coursework is not complete by the end of the following semester (e.g., I/F, or I/C or I/B). That grade will be used in the computation of grade point averages until the incomplete is removed.
2. If by the end of the following semester the instructor reports a single final grade to the registrar, that grade will replace the I/[grade], the incomplete will be removed and averages recomputed accordingly. Otherwise the provisional grade which was assigned along with the I will become a permanent part of the transcript.
3. When an instructor is no longer available to report a change of grade for an incomplete, the student will be given three options:
 - a. The student can take the grade given with the incomplete.
 - b. The student can take an S/U option.
 - c. The student can Withdraw from the class.Exceptions to the above may be granted only by the written permission of the academic dean or the dean's designee. Such exceptions will ordinarily be granted only in cases of medical disability or problems of comparable seriousness as determined in the judgment of the dean.
4. Degree candidates are cautioned that failure to have all degree requirements satisfied (including removal of incomplete grades in courses needed for graduation) by the dates set by the registrar will necessarily postpone their graduation.

Satisfactory/Unsatisfactory Grades

All students may take a maximum of one course (four credits) per semester for which they will receive an S/U grade. This is in addition to those courses offered only on an S/U basis. The grade of S will be recorded for work meriting letter grades of A, AB, B, BC, or C. Coursework meriting a grade of CD, D or F will be recorded as a U and no credit will be granted.

The courses selected for S/U grading may not include offerings in the student's declared major; required supportive courses for that major; or courses announced for A-F grading only. However, a student who is undecided about or changes a major field may be allowed one course with an S grade toward completion of that major. Courses required for a minor may be taken S/U with permission of the department chair.

In a course with standard grading (the option of A-F or S/U), the student may request S/U status up until the deadline specified in the instructor's syllabus (but not later than the end of the semester), after which there can be no change in grade status. Whether the course is S/U or graded, all students must fulfill the same assignments and course responsibilities.

Withdrawal from Courses

Students may withdraw from courses before the final 16 class days of the semester by completing a "drop" form and filing it with the Office of Student Records and Registration.

No transcript entry will be recorded for full-semester courses which are officially dropped before the end of the first four weeks of the semester. Courses officially withdrawn from after this date, and before the final 16 class days of the semester, will be recorded on the student's transcript with the grade of W. Withdrawal from a course is not possible during the final 16 class days of the semester. Students who discontinue attending class during this time will receive a grade of F for the course.

For courses scheduled for less than a full semester, withdrawal during the first third of the course will result in no record entry; during the second third, a W entry; during the final third, a failure.

For information regarding withdrawal from all courses and leaving the institution please see Withdrawal from the College (p. 52)

Repeating Courses

A course which has been failed may be repeated for credit. Courses which have been passed may not be repeated for credit. They may, however, be repeated for additional honor points. In the latter case, although the original grade is not removed from the transcript, it is the higher grade which is computed in the GPA. Credit for a course can be earned only once. Repeating a course in which a passing grade has already been earned may have financial aid implications. Consult Financial Aid Office for additional information. In addition, if a student has completed a higher-level course or placed out of the course at CSB/SJU they may not earn credit again for the course.

Academic Class Standing

Students are classified as follows:

- First-year — 0-27 earned credits
- Sophomore — 28-57 earned credits
- Junior — 58-87 earned credits
- Senior — 88 or more earned credits

Earned credits are credits which have been completed and for which a passing grade has been assigned.

Cohort Standing

Students are classified as follows (for Traditional Students):

Cohort	Year Started at CSBSJU
First Year (FY)	2025-2026 academic year
Sophomore (SO)	2024-2025 academic year
Junior (JN)	2023-2024 academic year
Senior (SR)	2022-2023 academic year

Transfer Students: We approximate cohort groups based on ranges of earned and registered credits combined.

Student Right of Appeal

Students have a right to learn the grounds upon which an instructor has graded their work. If, after discussion with the instructor, a student believes that he or she has been graded unfairly, that student may appeal to the department chair. The department chair will attempt to clarify the positions of both the faculty member and the student and find a consensus position. If the student is still not satisfied, petition may be made to the academic dean or the dean's designee, who will implement the next appropriate process. If the instructor and the department chair are one and the same, the academic dean may be consulted at the second level of appeal.

Unless otherwise specified in this catalog, student appeals against other academic judgments should be conducted in like fashion: seeking knowledge of the grounds for a judgment from the relevant faculty member or academic official; moving to that person's superior if the student believes the judgment is unfair; and then petitioning the academic or the dean's designee if still unsatisfied. The academic program of each college is subject to the academic dean and then to the provost for academic affairs.

Graduation

Scholastic Attainment

The number of credits required for graduation is 124 with a grade point average of 2.00 in the major and minor fields and overall. Of these, at least 40 credits must be earned in upper-division courses.

Some programs require higher grade point averages for admission and graduation. See the individual departmental listings for more information.

Residence

At least 48 of the 124 credits required for a degree must be residential credits earned from the College of Saint Benedict or Saint John's University. Residential credits include credits earned at CSB and SJU or one of its sponsored or approved study abroad programs. At least half of the credits required for the major, excluding supporting courses, must be earned from Saint Benedict's or Saint John's University.

To graduate from CSB and SJU, 24 of your last 32 credits must be completed at CSB and SJU. Any concurrent credits taken elsewhere while enrolled at CSB and SJU would be considered part of the eight allowed.

Integrations Curriculum

A candidate for a degree who entered Fall 2020 and later must fulfill the requirements of the integrations curriculum. (p. 25)

Academic Major

A candidate for a degree must complete the work required for a major in a field of his or her choice. A department may require a comprehensive examination. In September, departments usually inform all majors of departmental policies regarding comprehensives.

Degree Application

Degrees are awarded at the conclusion of a term, in August, December and May. A formal application for the baccalaureate degree must be filed with the Office of Student Records and Registration by the end of the term prior to the term of planned graduation. An audit of the student's progress towards meeting degree requirements is available in Degree Works. It is the student's responsibility to see that they have taken all courses which are needed for graduation are reflected in their program of study on Degree Works.

Candidates for a degree must complete 24 of their last 32 credits at CSB and SJU. Any concurrent credits taken elsewhere while enrolled at CSB and SJU would be considered part of the eight allowed. Students who intend to complete degree requirements through transfer must obtain prior written approval from the Academic Advising Office (for Integrations Curriculum requirements) or their department chair (for major requirements). See also Studies at Other Colleges (p. 20) or consult the Office of Student Records and Registration.

Any concurrent coursework from other colleges intended to fulfill graduation requirements requires proof of enrollment sent to the Office of Student Records and Registration by March 1st in order to be considered eligible to participate in May commencement. An official transcript indicating satisfactory completion of the coursework must be forwarded to the Office of Student Records and Registration prior to a degree being granted. The date of receipt of an official transcript with transfer work will impact the CSB and SJU graduation date if received after degrees have been awarded for the term.

Commencement Participation

Only seniors whose current registration will bring them within 8 credits of completion of all degree requirements may participate in commencement exercises. It must be possible by normal registration for a student to gain the necessary credits by the date declared as the planned graduation date. Registration is normally defined as enrollment in courses at CSB and SJU. Remaining "I/F" grades from previous terms will be considered failures in the degree auditing process.

Graduation with GPA Honors

Honors are conferred at graduation upon students who have maintained high scholastic excellence. To be eligible for graduation honors, students must have the following standing:

- For the degree egregia cum laude, a cumulative grade point average of 4.00;
- For the degree summa cum laude, a cumulative grade point average of 3.90;
- For the degree magna cum laude, a cumulative grade point average of 3.75;
- For the degree cum laude, a cumulative grade point average of 3.65

Transcripts

For current students, paper transcripts are issued without charge. Transcripts are issued to former students for a fee. All electronic transcripts are processed through the National Student Clearinghouse for a fee. See the Office of Student Records and Registration Transcript webpage (<https://www.csbsju.edu/student-records/former-students/transcripts/>) for more information.

A transcript or verification letter may be withheld for any student who has not settled all financial accounts.

Integrations Curriculum

Through the Integrations Curriculum you will fulfill your general education requirements building on the skills and experiences you bring with you to CSB/SJU while exposing you to new topics, new perspectives and career possibilities you may not even know exist. You'll have a top-tier academic experience and be prepared for a rapidly changing world.

Foundational Courses

- College Success (INTG 105 College Success): Must be completed in the first year.
- Learning Foundations (INTG 100 Learning Foundations): Must be completed in the first year.
- Transfer Seminar (INTG 205 Transfer Seminar): 2 credits (required for transfer students, completed in their first semester at CSB and SJU)

- Cultural and Social Difference: Identity (CI designated course). Must be completed in the first year, can be taught in any department, and can count towards majors. May be 100 or 200 level.
- Theological Explorations (THEO 100 Theological Explorations) Course must be completed in the first 4 semesters.

Foundational Courses will not carry engagements, Quantitative Reasoning (QR,) or Ways of Thinking.

Ways of Thinking - Courses

Students will take 5 different Way of Thinking courses (4 credits in each Way of Thinking). Students cannot count more than 2 different Ways of Thinking in any 1 department. One course may carry 2 Ways of Thinking if the course is co-taught by 2 different instructors who applied for the course to carry 2 Ways of Thinking. These courses may be completed as part of a major or minor and you may complete up to two different Ways of Thinking within the same department. These courses may be completed as part of a major or minor.

- Abstract Structures (AS designation)
- Artistic Expression (AE designation)
- Human Experience (HE designation)
- Natural World (NW designation)
- Social World (SW designation)

Themes: 3 courses in either Justice, Movement, or Truth

Student must complete at least 3 different courses with the same theme (justice, movement, or truth) and only need to complete one theme. Students must complete themed courses in no fewer than two separate departments and courses may or may not have an associated way of thinking. Students must complete at least one thematic focus course with any combination of two other themed courses. (i.e., two Thematic Encounter at any level, one Thematic Encounter and one Thematic Focus, or two more Thematic Focus courses.) Students should complete Learning Foundations and Cultural & Social Difference: Identity courses before taking a Thematic Focus course.

- Themed courses are either thematic *encounter* or thematic *focus* courses.
 - Thematic encounter courses have at least 25% of the course content and assignments dedicated to the theme.
 - Thematic focus courses have at least 50% of the course content and assignments focused on the theme.
- Thematic encounter and focus courses may be major or minor courses.
- To complete the themed course requirement: students will successfully complete 3 courses in the same theme, in at least 2 different departments, at least 1 of which is a thematic focus course.

Upper Level Coursework

- Theological Integrations (TI designation)
 - Course may carry engagements. Prerequisite: Theological Explorations
- Cultural and Social Difference: Systems (CS Designated Course)
 - Course may carry engagements. Prerequisite: Cultural and Social Difference: Identity
- Learning Integrations (INTG 300 Learning Integrations)
 - To be completed in one of the students last two semesters
 - Prerequisites:
 - Senior standing and a member of either the junior or senior cohort
 - Completion of THEO 100 Theological Explorations, CSD:I, INTG 100 Learning Foundations/INTG 205 Transfer Seminar
 - Completion of the themed course requirement
 - Theological Integration (TI) is a pre or co-requisite for enrollment in Learning Integrations
 - A Writing Designated course (WR) is a pre or co-requisite for enrollment in Learning Integrations

Global Language Proficiency

According to the goals of Integrations Curriculum, as globally engaged citizens, all students are required to demonstrate proficiency in a world language.

Demonstrating language proficiency will differ based on students' previous language experiences. See Global Language Proficiency Details (p. 27) for more.

Additional Integrations Requirements

- Quantitative Reasoning (QR designation): Attached to an existing course
- Benedictine (BN designation): Attached to an existing course

- Write Requirement (WR designation): Attached to an existing course
- Engagement Requirements (AR, EX, GL designations)

Other Graduation Requirements

- 124 Total Credits
- 40 Upper-Division Credits
- 2.00 GPA* (both cumulative and major)
- At least 24 of final 32 credits must be completed at CSB and SJU.

* Please note some majors/minors may require a higher GPA to earn their degree.

Upon completion of the Integrations Curriculum, students will have advanced adeptness in 12 skill areas highly valued in all career fields.

Analyzing Texts: Elicit and construct meaning from texts.

Collaboration: Interact effectively in a group while incorporating diverse perspectives.

Common Good: Develop a conception of a moral life that incorporates concern for the common good.

Gender: Examine the social construction of gender and related individual and systemic inequities.

Information Literacy: Identify, evaluate and responsibly use information.

Metacognition: Optimize one’s own thinking and learning processes.

Quantitative Reasoning: Solve quantitative problems and develop and communicate arguments supported by quantitative evidence.

Race and Ethnicity: Examine the social construction of race and ethnicity and resulting inequities.

Religious Engagement: Analyze religious engagement with society.

Speak: Construct ideas, opinions and information in appropriate oral forms.

Theological Reasoning: Think critically about sources, doctrines, and themes of the Christian tradition.

Write: Construct ideas, opinions and information in appropriate written forms.

Global Language Proficiency Fulfillment

The study of a world language fosters communication skills while helping students understand cultural patterns other than their own and gaining a broader outlook on historical and contemporary issues. All students on campus, under our Integrations Curriculum, will achieve a required level of proficiency as part of the process of becoming globally engaged citizens at the heart of our schools’ missions.

Students whose first language is English

Students whose first language is English may choose one of the following ways to reach required proficiency.

****PLEASE NOTE: The placement test result is insufficient proof of the required proficiency for the Integrations Curriculum. The placement test and the proficiency test are different.***

Code	Title	Hours
	Completion of a Language Course at the 211 level or transfer equivalent. ¹	
	Completion of a Hispanic Studies 230 course. ²	
	Passing score on a departmental language proficiency test. ³	

¹ Students who have studied a global language previously will take a placement test which will indicate whether they should enroll in 111, 112, 211. Students new to a language will begin with the 111 course in that language.

² For students who are studying Spanish, if the placement test score is higher than 211 level, there is an option to take Hispanic Studies 230 course (option 2) or ask to take a departmental language proficiency test (option 3) in order to demonstrate the required Global Language Proficiency.

³ For languages not offered at CSB and SJU, contact the language coordinator.

US bilingual/multilingual students when one of their languages is English

US bilingual/multilingual students may choose one of the following ways to reach required proficiency.

***PLEASE NOTE: The placement test result is insufficient proof of the required proficiency for the Integrations Curriculum. The Placement test and the Proficiency test are different.**

Code	Title	Hours
	Strengthen academic English skill with EBS (English for Bilingual Students-2 credits). ¹	
	Completion of a Language Course at the 211 level. ²	
	Completion of a Hispanic Studies 230 course. Need to take a placement test to have this option. ³	
	Passing score on a departmental language proficiency exam on any language other than English AND the evidence of advanced academic English skill. ⁴	

- ¹ Need to complete a bilingual evaluation to determine whether a student is eligible to take EBS for Global Language Proficiency.
- ² Students who have studied a global language previously will take a placement test which will indicate whether they should enroll in 111, 112, 211. Students new to a language will begin with the 111 course in that language.
- ³ Spanish speaking students, whose placement test score is higher than 211 level, may take Hispanic Studies 230 course (option 3) or ask to take a departmental language proficiency test (option 4) in order to demonstrate the required level of proficiency.
- ⁴ If a student demonstrates the advanced academic English skills AND above low intermediate level set by the American Council on the Teaching of Foreign Languages (ACTFL) for any other languages, that is considered as proof of the proficiency required for the Integrations Curriculum. The evidence of advanced academic English skills differs case by case. Please contact the language coordinator for the evaluation.

International bilingual/multilingual students for whom English is not the first or strongest language

International students for whom English is not the first or strongest language will take the CSB and SJU English Proficiency Test during their International Student Orientation when they arrive to campus. This will determine if a student is placed in an ESL class or if they have already acquired advanced academic English.

International bilingual/multilingual students may choose one of the following ways to demonstrate their proficiency.

Code	Title	Hours
	Completing at least one semester of ESL (English as a Second Language-4 credits) to strengthen academic English skill. ¹	
	Earning a passing score on the CSB and SJU English Proficiency Test administered by Languages and Cultures Department. ²	

- ¹ The ESL course is a 4-credit course which is taken in addition to other non-ESL courses during the semester taken. The course is designed to help students succeed in all their classes at CSB and SJU by ensuring a high level of proficiency in communicating in English and strengthening academic English skills necessary for college level of course work. A typical semester course load is 16-18 credits.
- ² This CSB and SJU English Proficiency Test is different from what students have submitted at the time of admission.

Please Note: International/multilingual students may choose to take any global language courses offered at CSB and SJU as an elective (French, German, Japanese, Latin and Spanish).

Major Fields of Study

Academic program

Can consist of majors, minors, and certificates. All requirements to complete the major, minor, or certificate must be explicit, including a clear list of all prerequisites. There may be multiple pathways in which to complete these requirements.

Academic programs can be from a single discipline, cross-disciplinary or interdisciplinary. Programs must have a unique contribution to the college/university, especially if there is overlap in courses from another program. Some courses may be used to fulfill the requirements of both a major and minor, or two majors, though a department/program may impose restrictions.

Students should be able to access any major, minor, or certificate of their choosing, even if their educational plans change while they are enrolled, so that majors, minors, and certificates are available to all students while they attend the institutions. Note that this does not guarantee a student acceptance to a particular major, minor, or certificate, just that they can choose to pursue any major, minor, or certificate while enrolled.

Majors

The major supplies depth to the liberal arts education, providing students with a concentrated study of a discipline or well-defined cross-disciplinary or interdisciplinary area. This depth is just as crucial as the breadth that also characterizes the study of the liberal arts. Through the major, students learn the specialized content and skills that come with sustained, rigorous study of a subject.

Courses in the major move the student from foundational to advanced work. The curriculum is guided by clearly articulated learning goals that lead students to master the hallmarks of the field, including (but not limited to): concepts and ideas; models and theories; methods of research and modes of inquiry.

A program is defined as a major if it meets the following criteria:

- Minimum of 36 credits with a minimum of 16 credits of upper division coursework;
- Clearly defined set of learning goals and a program of assessment.

Minors

The minor supplies another kind of breadth to a liberal arts education, providing students with a focused package of courses in a discipline or well-defined cross-disciplinary or interdisciplinary area that complements their academic major. A minor provides an opportunity for students to explore interests outside their primary major and gain specialized knowledge and skills in another area of study, broadening their educational experience.

A typical liberal arts education consists of roughly three parts: general education, a major, and elective courses. The minor can be a valuable part of the student's electives as it provides an organized set of classes that can supplement their academic major and broaden a student's education.

A program is defined as a minor if it meets the following criteria:

- Minimum of 20 credits with a minimum of 8 credits of upper division coursework;
- Clearly defined set of learning goals and a program of assessment.

Certificates

Any certification program proposals should address target audience and why this particular course collection meets demands and generates a set of skills that allow anyone in a certificate program to achieve goals outside of CSB and SJU.

A certificate is a narrowly focused set of courses designed to develop skills and enhance expertise and employability in a particular area or serves to provide continuing education within a narrow focus. It differs from a minor in that it is typically more compact and aimed at supplementing a liberal arts education with targeted occupational skills. Certificates enhance someone's knowledge and skills in a specialized way, targeting a specific career path or adding competencies sought by employers or industry standards through continuing education. They can be tailored for undergraduate students pursuing degrees and/or anyone else who aims to develop their skills within a narrow focus.

A program is defined as a certificate if it meets the following criteria:

- Minimum of 12 credit hours of coursework
- Certificates are not required to be but are encouraged to be interdisciplinary in nature
- Clearly defined set of learning goals (minimum one) and a program of assessment.

Upon successful completion of the program, students receive an official notation on their academic transcript recognizing their achievement and specialization in the field. How successful completion of the program will be officially notated for non-students is not yet determined. If such a program is adopted, the process for how official recognition will occur will need to be detailed.

Acceptance to Major Study Field

Early in the spring semester of the sophomore year and before registration as a junior, each student must choose a major field of study and make application as a degree candidate to the chair of the appropriate department or division. To be accepted into a major, a student must have achieved a C (2.00) cumulative grade point average by the end of the first three semesters and a C cumulative grade point average in the courses of the intended major. Some departments may require a BC (2.50) or higher cumulative grade point average.

Acceptance to a major is required to be able to register for the first semester of the junior year. A student will be admitted to a major field if the departmental chair of that major approves the application. That acceptance may be conditional. Conditional acceptance means that the student may proceed with registration but must satisfy conditions stipulated by the department before the next registration period. A student not accepted into a major may consult Academic Advising for possible alternatives in proceeding with registration.

Individualized Major

Students may choose from two tracks to create an individualized major at CSB/SJU:

1. Individualize an existing major, or
2. Design their own interdisciplinary major.

Students must select a faculty advisor to work with as they design the major. The student must apply for the major no later than the end of the first semester of their junior year. The following criteria are requirements for approval of the major:

- Minimum 2.0 cumulative grade point average at the time of application;
- Minimum 2.0 major grade point average in courses already completed for the major at the time of application;
- Minimum of 40 credits designated for the individualized major, with a minimum of 16 credits of upper division coursework;
- No more than 8 credits can be counted toward another major or minor;

A capstone experience:

1. If individualizing an existing major, the student may use the capstone in the host department if the chair deems it appropriate,
2. If designing an interdisciplinary major, the student must include a proposal for a capstone experience in the written rationale noted below;

A written and detailed rationale for the individualize major that includes:

1. A title for the individualized major,
2. A statement of the student's educational and career goals, along with an analysis of why the existing majors offered by the institutions do not fit these educational and career goals,
3. A listing of proposed courses, followed by a thorough discussion of how this particular set of courses uniquely meets the student's educational and career goals;

Approval by the faculty advisor, the chair of a host department, and the Assistant Dean/Director of Academic Advising:

1. If individualizing an existing major, signatures of those listed above is sufficient,
2. If designing an interdisciplinary major, the persons listed above must convene in order to hear the student's proposal.

Any appeals to these requirements and the timeframe for submission must be directed in writing to the Assistant Dean/Director of Academic Advising.

Pre-Professional Programs

Saint Benedict's and Saint John's offers the following pre-professional programs, some of which are also part of dual-degree programs with postgraduate schools. The below table lists these pre-professional programs. See also Pre-Professional Programs (p. 171) under Departments and Programs.

- Athletic Training
- Chiropractic
- Dentistry
- Divinity
- Engineering
- Forestry
- Law
- Medicine
- Occupational Therapy
- Optometry
- Pharmacy
- Physical Therapy
- Physician's Assistant
- Priesthood Studies
- Public Health
- Veterinary Medicine

Probation and Suspension

Academic Standing - Probation & Suspension

The academic records of students at the College of Saint Benedict and Saint John's University (CSB/SJU) will be evaluated after final grades are reported at the end of each semester to determine their academic standing. Academic standing is determined by grade point average (GPA) and credit

completion rate (CCR). A student must meet minimum cumulative academic standards to remain in good academic standing. The following are the minimum cumulative standards that students must meet to remain in good standing:

Terms at CSB/SJU	CSB/SJU Cumulative GPA*	Minimum CCR **
First Semester	1.80	50.0%
Second Semester	1.90	66.7%
All remaining semesters	2.00	66.7%

**GPA is the ratio of honor points to credits earned in courses for which the student has received a final grade of A, AB, B, BC, C, CD, D, or F. Coursework graded S/U or H are not included in determining the GPA. Coursework transferred from other colleges is not counted in determining the GPA.*

***CCR is the ratio of credits earned in relation to credits attempted. Attempted credits include any course for which a letter grade was assigned. See Grades and Honor Points Policy. Coursework attempted and completed at another colleges is not counted in determining the CCR.*

Repeat Courses: In the case of a repeated course, both the original course and the repeated course will count as attempted credits; credits will be counted as earned only once. Only the highest grade will count in the GPA.

Incompletes: Incompletes are entered as I/Grade in the student information system (Example: If student would get a B in the course with no additional work provided, "IB" with no slash mark is entered). Incompletes are evaluated based on the grade the student would receive if no additional work were received. Students may request to have their standing reevaluated upon resolution of the incomplete.

Review and Academic Standings

Review of student academic records at the end of each semester will include evaluation of cumulative and term measures of GPA and CCR. Below are the possible academic standings assigned following the review. Academic standings are not considered sequential and can be used at the discretion of the institutions at the end of any term.

Good Academic Standing

A student is in good academic standing when their cumulative institutional GPA and CCR remain at or above the minimums listed.

Academic Concern

A student who is in good standing based on cumulative measures will receive a notice of academic concern after any semester in which their term GPA is below a 2.0, or when they complete fewer than 66.7% of the attempted credits in that term.

Students will no longer be considered an academic concern if their cumulative measures remain above the minimum standards, and they complete a semester with a term GPA above 2.0 and complete 66.7% or more of the attempted credits in that term.

First Academic Probation

A student is on first academic probation when they do not meet one or both cumulative measures for institutional GPA and CCR. Students who are meeting the cumulative measures of GPA and CCR are subject to academic probation at the discretion of the institutions for reasons including but not limited to:

- Multiple terms of academic concern
- Unsuccessful completion (earned grades of U or F) of eight or more attempted credits in a single semester
- A pattern of unsuccessful completion of attempted courses over multiple terms
- Term GPA of 1.0 or lower
- Special cases subject to the judgement of an Academic Dean or Dean's designee

A student on academic probation must improve their cumulative measures of institutional GPA and CCR to meet or exceed the minimum standards to return to good standing. A student on academic probation must sign an Academic Improvement Plan. Conditions of this plan must be met for a student to remain enrolled.

CSB/SJU students who are placed on academic probation are subject to the following conditions and requirements during a probationary semester.

- Are ineligible to participate in varsity or club athletics; practice may be allowed by petition.
- May be ineligible to hold any office or representative position for extracurricular activities.
- Are ineligible to receive an incomplete grade.
- May withdraw ("W") from courses following consultation with Academic Advising.
- Must earn 12 credits during probationary semester.
- Must earn a term GPA of 2.0 or higher; earning a C or higher in each attempted course is recommended.
- May experience a reduction of financial aid.

Continued Academic Probation

A student who was placed on academic probation following the previous term is on continued probation when their cumulative measures for institutional GPA and CCR remain below the minimum standards, but their term GPA is above a 2.0 and they earned at least 12 credits during their probationary term.

Students on continued academic probation must improve their cumulative measures of institutional GPA and CCR to meet or exceed the minimum standards to return to good standing. A student on continued academic probation must also sign an Academic Improvement Plan. Conditions of the plan must be met for a student to remain enrolled. CSB/SJU students on continued academic probation are subject to the same conditions and requirements as those listed for first academic probation.

Final Academic Probation

A student on first academic probation will be placed on final academic probation when their cumulative measures for institutional GPA and CCR remain below the minimum standards, and they do not meet the conditions and requirements of first probation.

Students on final academic probation must improve their cumulative measures of institutional GPA and CCR to meet or exceed the minimum standards to return to good standing. A student on final academic probation must also sign an Academic Improvement Plan. Conditions of the plan must be met for a student to remain enrolled. CSB/SJU students on continued academic probation are subject to the same conditions and requirements as those listed for first academic probation.

Academic Suspension

A student on final academic probation must return to good standing or meet the conditions for continued academic probation or they will be subject to academic suspension from the institutions. Students are also subject to academic suspension from the institutions for reasons including but not limited to:

- Earning a 0.00 GPA and no academic credit completed in the first semester
- Multiple terms of academic probation or continued academic probation
- A pattern of failed and/or unsatisfactory grades earned over multiple academic terms
- A demonstrated level of scholarship that makes the completion of a degree unlikely
- Special cases subject to the judgement of an Academic Dean or Dean's designee

Return from Academic Suspension

A student placed on academic suspension from the institutions can apply for readmission after one or more semesters away. To be considered for readmission, a previously suspended student must complete the Application for Readmission. The application must include a detailed personal statement that reflects on their prior experience at CSB/SJU, what they have been doing in the interim, why they plan to continue, and how they plan to be successful upon return.

Students applying for readmission must demonstrate academic readiness before returning. It is strongly recommended that students complete 12 approved, transferable credits (preferably in a single semester), with a GPA of 2.50 from another institution. Students should consult with an academic advisor to determine appropriate transfer coursework.

CSB/SJU students who return from academic suspension are subject to the same conditions and requirements as those listed for final academic probation.

CSB/SJU reserves the right to deny the readmission application of any previously suspended student at the discretion of an Academic Dean or Dean's designee.

Student and Parent Notification

Students determined to be on academic concern, first or final academic probation, continued academic probation, or academic suspension will be sent notification of their academic standing. Notifications will provide additional information regarding their standing and instructions for next steps. Students are responsible for monitoring appropriate communication channels following each review period to ensure timely notification.

CSB/SJU may notify parents of their student's academic standing to the extent allowable by state and federal law.

Appeals and Request for Review

Appeal of Academic Suspension.

A student on academic suspension status for the first time has the right to appeal the suspension decision to a committee composed of representatives from Academic Affairs, Academic Advising, Financial Aid, and the Office of Student Records and Registration. Appeals must be made in writing following the instructions provided in the notification of suspension letter.

Appeals will be evaluated individually and will consider past academic performance, trends in recent academic performance, and mitigating circumstances beyond the student's control. Supporting documentation must be provided no later than the date indicated in the notification of suspension letter. The committee reserves the right to approve or deny an appeal based on the written statement and supporting documentation.

In some cases, the committee may schedule an appeal hearing or request additional information from the student before approving or denying the appeal.

CSB/SJU students who successfully appeal their academic suspension are subject to the same conditions and requirements as those listed for final academic probation.

A student placed on academic suspension status more than once cannot appeal their status but can apply for readmission to the institution after one or more semesters away. See Return from Academic Suspension for further information.

CSB/SJU reserves the right to deny the appeal of any suspended student at the discretion of an Academic Dean or Dean's designee.

Request for Review of Academic Standing.

A student has the right to request a review of their academic standing. Requests for review will be considered only when there has been a change to the student's academic record following a regular review. Circumstances that warrant a review include but are not limited to the resolution of an incomplete grade, an approved grade change, or completion of summer term coursework.

Results of the review of academic standing will be determined by grade point average (GPA) and credit completion rate (CCR). Any change of academic standing following the review will be reflected in the student's record. The results of a review of academic standing are final.

CSB/SJU reserves the right to assign academic standing in special cases subject to the judgement of an Academic Dean or Dean's designee.

Academic and Non-Academic Suspensions

The College of Saint Benedict and Saint John's University reserve the right to academically suspend students for unsatisfactory academic standing; unsatisfactory progress towards the degree; academic misconduct; violation of academic policy; or other reasons that materially affect the health, safety, property, or welfare of the individual student; of the colleges or their processes; or of other members of the college communities.

CSB/SJU students are also expected to abide by established non-academic standards of conduct under the College of Saint Benedict and Saint John's University Student Codes of Conduct. Violations of non-academic standards, expectations, or policies can result in suspension from the institutions. Please see the Student Codes of Conduct for further information.

Academic Expulsion

Academic expulsion is the permanent separation of a student from CSB and SJU due to severe or repeated violations of the Academic Misconduct Policy. Academic expulsion will be determined at the judgement of an Academic Dean or Dean's designee. A student expelled from the institutions may appeal the decision in writing to the Provost or the Provost's designee (not to be the same as the prior Academic Dean or Dean's designee). Decisions made by the Provost or Provost's designee are final.

Please see the Academic Misconduct Policy for additional information.

Records and Privacy

Family Educational Rights and Privacy Act (FERPA)

FERPA assures protection of student data and access to individual student data by the individuals for whom it is being kept. During the admission process, new students gain access to a FERPA disclosure in which they can indicate if anyone else should be granted access to their academic records. Unless, at some subsequent point we receive a written statement to the contrary, then we honor that disclosure during the duration of the student's enrollment.

Notification of Rights Under the Federal Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. Education records are records directly related to a student which are maintained by the Institutions.

Students' rights with regard to their educational records include the following:

1. The right to inspect and review the student's education records within 45 days after an Institution receives a request for access.
 - Procedure to inspect and review records (p. 34)
2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
 - Procedure to amend an educational record (p. 35)
3. The right to provide written consent before the Institutions disclose personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 - FERPA Disclosure Form (<https://www.csbsju.edu/student-records/wp-content/uploads/sites/106/2024/10/FERPA-Form-7.30.2025.pdf>) (signature required)
 - Definition of school official (p. 35)

- Disclosure of Personally Identifiable Information (p. 35)
 - Directory Information (p. 36)
4. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the Institution.
 5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Institution to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education,
400 Maryland Avenue
SW, Washington, DC 20202

6. Students who do not want directory information to be disclosed by their Institution may notify the Office of Student Records and Registration in writing. The notification must be received within 30 calendar days from the first scheduled day of class of fall term. All written requests for non-disclosure will be honored by the Institutions for one (1) academic year; therefore, authorization to withhold directory information must be filed annually.

- Request to be removed from the directory (<https://www.csbsju.edu/registrar/wp-content/uploads/sites/106/2024/07/DirectoryInfoDisclosure.pdf>)

Parent Right to Information

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents of dependent students are entitled to information on the progress of their sons and daughters. Upon receipt of a request for such information, the Office of Student Records and Registration will forward the student's grade report to the requesting parent. Dependency is determined by federal Internal Revenue Service criteria.

Compliance with Family Educational Rights and Privacy Act of 1974

If a CSB/SJU student signs a FERPA disclosure with the Office of Student Records and Registration, it gives parents the right to request academic information regarding their daughter or son. Parents must contact the Office of Student Records and Registration to request academic information. A request for a copy of their grade report must be made in writing to registration@csbsju.edu. Requests for transcripts require the student's signature and parents may not request them.

While respecting the confidentiality of information imparted to advisers and counselors, the colleges assert their right to inform parents of a student's academic performance or conduct if this seems to be in the best interest of the student and the colleges. Such information will be given in compliance with the Family Educational Rights and Privacy Act.

Non-Discriminatory Access

All students have non-discriminatory access to the financial assistance, facilities, activities and programs available at the colleges. The right is reserved, however, to deny admission or continued enrollment to any student who imposes an unreasonable risk of harm to the health, safety, welfare or property of the individual student, of the colleges or their processes or of other members of the college communities.

The Student Right to Know Act is entirely different. It provides information to students, parents and the general public about such topics as graduation rates and campus crime rates that will enable them to make informed decisions about the colleges. Such information is routinely published in a variety of sources, including the student newspapers and the local and regional press.

FERPA Detail

Procedure to inspect and review educational records

A student should submit a written request that identifies the record(s) the student wishes to inspect.

Office of Student Records and Registration (Registrar)

College of Saint Benedict/Saint John's University
PO Box 5511
Collegeville, MN 56321
registration@csbsju.edu

Academic Affairs (Associate Provost or Academic Dean)

College of Saint Benedict
Mary Commons 2nd floor

Saint John's University
Quad 141

37 South College Avenue
St. Joseph, MN 56374

PO Box 2000
Collegeville, MN 56321

Student Development (Associate Provost or Dean of Students)

College of Saint Benedict
Academic Services Building
37 South College Avenue
St. Joseph, MN 56374

Saint John's University
Sexton 122
PO Box 2000
Collegeville, MN 56321

The appropriate school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

Procedure to amend an educational record

A student who wishes to ask the Institution to amend a record should submit a written request to the Provost,

Richard Ice, Ph.D.

College of Saint Benedict
Mary Commons 2nd floor
37 South College Avenue
St. Joseph, MN 56374

Richard Ice, Ph.D.,

Saint John's University
Quad 141
PO Box 2000
Collegeville, MN 56321

clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the Institution decides not to amend the record as requested, the School will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment.

Following the hearing, in the event the student is not satisfied with the outcome, the student will be given an opportunity to submit an explanatory statement for inclusion with the disputed educational record.

Who is considered a school official?

The Institutions disclose education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests.

A school official is

- A person employed by the Institution in an administrative, faculty, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff)
- A person serving on the board of trustees
- A student serving on an official committee
- A volunteer or contractor outside of the Institution who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, outside investigator, collection agent
- A student volunteering to assist another school official in performing his or her tasks

Because of the close coordinate relationship between the College of Saint Benedict and Saint John's University, including their joint policies, and because students often take classes and are involved in activities on both campuses, employees and volunteers of one institution, may, in many cases, be considered a school official of the other institution.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the Institution.

Disclosure of Personally Identifiable Information

FERPA permits the disclosure of Personally Identifiable Information (PII) from students' education records, without consent of the student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, § 99.32 of FERPA regulations requires the institution to record the disclosure.

Eligible students have a right to inspect and review the record of disclosures.

A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student

- To other school officials, including teachers, within the Institutions whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met.
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34.
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the institution's State-supported education programs.

Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
- To accrediting organizations to carry out their accrediting functions.
- To parents of an eligible student if the student is a dependent for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36.
- Information the school has designated as "directory information" under § 99.37.
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her.
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21.

Items considered Directory Information

Information the Institutions have designated as directory information that would not violate a student's privacy if disclosed, include:

- Student name
- Address
- Student residence halls
- Telephone number(s)
- Email address
- Photograph
- Date and place of birth
- Major field of study
- Class year
- Enrollment status (e.g., undergraduate or graduate, full-time or part-time)
- Dates of attendance
- Participation in recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors and awards received
- Past educational institutions attended

"Directory Information is ... information contained in an educational record of a student which would not generally be considered harmful or an invasion of privacy if disclosed." (Code of Federal Regulations, Title 34, Part 99.3).

Rights and Responsibilities

Student Agreement

By registering at the College of Saint Benedict or Saint John's University, a student agrees to become familiar with and observe the policies, procedures and regulations presented in the catalog, student handbooks, the official class schedules and in other authorized documents of the colleges. Students also agree to comply with the directions of authorized college personnel.

Advisers are provided to assist students in planning their academic program. Advisers are not authorized to change established policy of the colleges. Students are solely responsible for assuring that their academic program complies with the policies of the colleges. Any advice which is at variance with established policy must be confirmed by the academic dean.

Catalog Applicability

Students must fulfill the general graduation requirements of the catalog in effect when they matriculate in the colleges. If those requirements later change, provision will be made in implementing the new requirements, or by specific exemption, to allow currently enrolled students to graduate in a timely fashion.

Students may choose to satisfy the specific academic major requirements of any catalog which is in effect during their years of study in the colleges. However, they must fulfill all of the requirements for the academic major in the catalog which they select.

Changes in policies or procedures which are only marginally related to degree requirements (such as grading or registration) apply to all enrolled students. Exceptions can only be granted by decision of the appropriate academic officer.

Student Complaint and Resolution Policy

As liberal arts institutions in the Benedictine tradition, CSB and SJU seeks to live the values of an engaged and transformative community, attentive listening, and respect for persons. We encourage students to address any concerns or issues they encounter as soon as possible. This policy provides a procedure to help ensure that the student is heard and a resolution can be identified. Should a complaint arise, the policy asks the parties involved to first use an informal resolution process to attempt to settle the alleged disagreement or violation within the department or office. If the issue cannot be resolved informally or when informal action is not allowed by federal regulations, the formal resolution process as stated in the policy can be initiated.

Students initiate the complaint process when there has been a claimed violation of policy, regulation, or established practice. Complaints fall under two categories: academic and non-academic. This policy does not include complaints regarding College/University employment, student conduct procedures under the Student Handbook, academic progress or grades or admission decisions.

Resolution under this policy may include student reinstatement or other corrective action for the benefit of the student, including refunds, but may not award monetary damages or, unless related to the dispute resolution and grievance procedures, direct disciplinary action against any employee of the College.

This policy does not limit the College's right to change policies, regulations, or practices related to the provision of academic or non-academic services and education.

A student in the graduate program with the School of Theology can use the process identified in their handbook to initiate a complaint.

Definitions

Academic Complaints:

Academic complaints include issues brought by students regarding the institutions' delivery of their education and academic services. Academic complaints in this policy do not include disputes on academic misconduct or grade appeals. However, if these policies and/or procedures are believed to be violated, a student may choose to follow this complaint process.

The procedures for the following student complaints are found in the academic catalog:

- grade appeal process (p. 21)
- academic misconduct process (p. 39)

Non-Academic Complaints:

Non-academic complaints include those issues brought by students regarding the institutions' delivery of non-academic services. This policy does not include disputes related to admissions and financial aid decisions, residential life issues related to housing assignments and roommate concerns) sexual misconduct, or harassment, bias, and discrimination. The procedure for these complaints is located at the appropriate links:

- Title IX and Sexual Misconduct (<https://www.csbsju.edu/title-ix/policy/>)
- Harassment, Bias, and Discrimination (<https://www.csbsju.edu/inclusive-excellence/bias-reporting/>)
- Student conduct: CSB (<https://catalog.csbsju.edu/bennie-book/>) and SJU (<https://catalog.csbsju.edu/j-book/>)

- Residential Life: CSB (<https://catalog.csbsju.edu/bennie-book/bennie-bookresidential-life-policies/>) and SJU (<https://catalog.csbsju.edu/j-book/j-book-residential-life-policies/>)
- Admissions (admissions@csbsju.edu) and financial aid (sjufinaid@csbsju.edu)

Procedure

Informal Resolution for Student Complaints:

The first step of any resolution should occur between the student and the appropriate parties within the department, office, or site involved in the complaint. A third party (e.g., other faculty, the department chair, staff member, hall director, etc.) may be appropriate when holding these conversations. The policy encourages this process to be done as soon as possible.

Students completing online course work are urged to speak by phone or email or other messaging services with the relevant supportive offices or they can follow the steps above. Students attending the college as distance education students, regardless of their state of residence, should contact the State Portal Agent (<https://ohe.mn.gov/student-resources/other-resources/file-complaint/>) at the Minnesota Office of Higher Education if their complaint is not resolved informally with their professor or through the CSB and SJU complaint processes.

If no informal resolution is reached within the office, department, or site involved in the complaint, a student may seek informal resolution by talking with staff in Academic Affairs (if an Academic Complaint) or Student Development (if a non-Academic complaint).

Formal Resolution for Student Complaints:

If the complaint is not resolved following informal procedures, a student may choose to officially document the complaint to see formal resolution. Students may file both academic and non-academic complaints through this process as defined by this policy.

1. Students must submit, using the online form (<https://forms.csbsju.edu/TK9BRA7UAP/>), an explanation of the complaint including:
 - A full description of the concern
 - A description of the informal procedure or previous steps to attempt resolution
 - A statement of requested resolution.
 - Students will be asked to provide their contact information for further discussion.
 - Copies of relevant evidence or material should be included.
2. Students can select where the complaint is to be directed. If an Academic Complaint, the student should send the form to one of the following:
 - If it is an academic issue that involves their work as a student, the concern will be directed to the Dean of Curriculum and Assessment.
 - If it is an academic issue that concerns distance learning, the concern will be directed to the Dean of Curriculum and Assessment.
 - If it is an academic issue that concerns a faculty member or staff, the concern will be directed to the Dean of Faculty. The Provost will be made aware of any formal Academic complaint.
 - If a non-Academic complaint, the form will be sent to the Dean of Students at CSB or SJU depending on the student's enrollment status.
 - If the concern reaches more than one area, a student can select "multiple issues" and that concern will be directed to the appropriate person or persons.
3. The appropriate dean receiving the complaint will complete or designate someone to complete an investigation of the matter. It is the responsibility of the investigator to inform all parties involved of the formal complaint. Please note, any personal/medical information will remain confidential. The investigator may request a consultation with the parties involved or external parties to collect relevant information. All parties will have the opportunity to provide the investigator with information or evidence relevant to the complaint.
4. Upon completion of the investigation, a resolution will be decided by the appropriate dean. Decisions made by the deans are final and may not be appealed. This policy allows no retaliation. The investigator should be notified immediately should retaliation occur. If retaliation is implied or occurs, the institutions will take appropriate action, up to and including termination of employment if an employee is found to have retaliated. Students will be held accountable for retaliation through the Student Handbook and related disciplinary procedures.

Institutional Records and Management of Student Complaints:

Upon resolution, the investigator completes a report to be stored electronically with the initial formal submission, additional evidence, and details on the final decision regarding the complaint. Meetings once per semester between Student Development and Academic Affairs senior leadership will discuss formal complaints and resolutions to identify any necessary changes to institutional policies and/or actions. Additional meetings may occur as needed.

The tracking system for academic complaints will be maintained in the Provost's Office; the tracking system for non-academic complaints will be maintained by respective Student Development offices at CSB and SJU. All information submitted and collected as part of the formal process will be saved.

For emergencies on campus: Dial 911

CSB Security: 320-363-5000

SJU Life Safety Services: 320-363-2144

File a Student Complaint (<https://forms.csbsju.edu/TK9BRA7UAP/>)

Additional Resources:

- CSB and SJU Ethics Hotline (<https://secure.ethicspoint.com/domain/media/en/gui/15392/>)
- CSB and SJU Title IX Coordinators and contact info (<https://www.csbsju.edu/title-ix/title-ix-coordinators/>)
- CSB and SJU Title IX student resources (<https://www.csbsju.edu/title-ix/student-resources/>)
- Student Accessibility Services (<https://my.csbsju.edu/external/login-success/?redirectTo=%2Fpages%2Fstudent-accessibility-services>)
- Well-Being Center (<https://www.csbsju.edu/well-being-center/>)

Academic Honesty

Academic honesty is central to the mission, character and reputation of the College of Saint Benedict and Saint John's University. As Catholic and Benedictine institutions, we uphold ethical standards of conduct that demand integrity in all aspects of our lives, including the academic. The liberal arts mission of our institutions demands honesty, as academic manifestations of the Benedictine commitments to truthful living and love of learning. CSB/SJU are committed to our students' scholarly and holistic development within a context of mentorship and guidance; we expect that students will progress, as in an apprenticeship, to greater levels of skill, originality, effectiveness, and autonomy as they complete each year of undergraduate education. Faculty members are committed to support and evaluate impartially the aptitudes and achievements of their students, a developmental process that works only when students present their own work. The reputation of our students, alumni/alumnae, faculty, staff, and benefactors depends on our devotion to the highest of academic standards.

Academic Misconduct

Academic Expectations

Implicit in the model of developmental education is the expectation that faculty will serve as mentors for their students as they grow in understanding of scholarly conventions, and in all academic skills and autonomy. Early in their college career, students review how to understand the value of intellectual property, avoid insufficient citation of sources, inappropriate paraphrasing of sources, and wholesale reproduction of unacknowledged sentences and paragraphs including those produced using emergent technologies, which are serious offenses in the scholarly world. This is especially pertinent in the case of a draft of an assignment; faculty are encouraged to work closely with students at the draft stage(s) to help the student avoid an official charge of plagiarism on the final draft. If plagiarism remains on the final draft, and in the case of other forms of academic misconduct, faculty must assist students in understanding the CSB/SJU academic misconduct policy and procedures. Students learn the skills of scholarship and the expectations of academic honesty under the tutelage of their instructors.

Academic Misconduct

Academic misconduct is defined as any activity that tends to compromise the academic integrity of the College/University or subverts the educational process. Academic misconduct impedes the development of the student engaging in misconduct and undermines the community of learners that is a necessary component of a residential, Benedictine, liberal arts education. Students are assumed to be the author of all coursework they submit, and that all submitted work is completed in a manner ensuring that the core intellectual substance of the assignment is carried out by the student themselves. Academic misconduct includes but is not limited to:

- Cheating: copying the work of another student; receiving unauthorized assistance during an exam; use of content not authored by the student for homework, exams, or other assignments; submitting an assignment from one course for another course or other similar acts.
- Plagiarism: the act of using ideas, words, or work from another source (including generative AI or other emerging content creating tools) and presenting it as one's own without giving credit to the source creator(s).
- Fabricating information: submitting falsified information as if it were genuine; submitting content that is unverifiable or invented, including fabricated information generated through unauthorized use of generative AI; or providing false excuses as a means of gaining extensions or special circumstances for assignments.
- Intentionally damaging the coursework of others
- Assisting others in acts of academic misconduct (e.g. giving exam questions or course materials to other students or agencies without the consent or knowledge of the instructor).
- Actions indicating a general disregard of institutional or course-level policies, guidelines, or expectations regarding academic honesty and misconduct.

Acts of plagiarism that result from poor scholarship are addressed in a spirit of apprenticeship and treated as an opportunity for learning. An appropriate penalty, therefore, is the same as for any other situation in which students fail to achieve the goals of a course: a reduced grade for the assignment in question and further instruction to remedy the deficiencies demonstrated by the student. Acts of plagiarism deemed to be an academic misconduct violation should follow the procedures outlined in this policy.

All courses designed for first-year students are the essential milieu for the presentation and discussion of academic honesty and academic misconduct, with special attention to the elements of proper citation and plagiarism. While first-year courses provide an essential first opportunity for discussion of academic misconduct, they should not be the only forum for discussion and learning. Other integration and discipline-specific courses introduce students to the discipline-specific principles and practices of academic honesty. Faculty work with students, no matter the penalty for

academic misconduct, to understand better the expectations of scholarly work and to remedy the deficiencies represented by the student's work that leads to the process of evaluating academic misconduct.

Cases of Academic Misconduct

The institutions ensure that all students receive instruction in the institutions' academic conduct policies and have opportunities to learn how to avoid plagiarism and other forms of poor scholarship. In addition to institutional policy, instruction on course level guidelines and expectations will also be provided, if applicable. Once this training has taken place, instructors and students must consider the following:

1. Timing: Was there any failure on the part of the institutions to relay the CSB/SJU policies related to academic honesty and misconduct?
2. Scope: How substantial a portion of the course material or of the assignment is affected by the infraction?
3. Context: In the judgment of the instructor, is this a single incident that meets the definition of academic misconduct, or does the incident in question represent a pattern of misconduct?

In those cases where plagiarism remains on a final draft, or where other academic misconduct warrants response, the burden of proof rests with the instructor to demonstrate that one or more students have engaged in academic misconduct. If an instructor suspects academic misconduct, they must present compelling evidence of this misconduct.

I. General Procedure

Note: Any instructor who suspects academic misconduct and any student suspected of academic misconduct may seek guidance from the Assistant Dean/Director of Academic Advising regarding the procedures at any point in the process.

1. An instructor suspecting a violation of the misconduct policy must gather evidence and fill out the instructor portion of the Report of Academic Misconduct Form (<https://my.csbsju.edu/pages/faculty-resources/>).
 - a. Evidence may include input and responses from the student, including evidence gathered in conversation with the student.
 - b. Gathered evidence should be attached to the Academic Misconduct Form.
 - c. The Academic Misconduct Form should outline the proposed penalty and an educational component determined by the instructor.
2. The instructor must communicate with the student to present the Academic Misconduct Form and the evidence of the specific offense. It is recommended this communication takes place in person with a third-party present whenever possible.
 - a. The student must select one of the following options, given the evidence presented.
 - i. The student acknowledges the violation and agrees with the actions proposed by the instructor.
 - ii. The student acknowledges the violation and requests to appeal the actions proposed by the instructor.
 - iii. The student does not acknowledge that a violation has occurred and requests to appeal the charge to the appropriate Dean or Dean's designee.
3. The Academic Misconduct Form is completed and sent to the Academic Affairs Office for appropriate action. The student is encouraged to write a personal statement about the alleged incident and submit it to Academic Affairs within one week of signing the form.
 - a. If the student has acknowledged the violation and agrees to the proposed actions, the case is resolved. All documentation will be held in a closed file in the Academic Affairs Office.
 - b. If the student has requested to appeal either the proposed penalty or the occurrence of a violation, the case will be referred to the appropriate Dean or Dean's designee and the Appeal Process is initiated (see Section III. APPEALS PROCESS (p. 41)).
 - c. Upon resolution of each case, the appropriate Dean or Dean's designee will review the Report of Academic Misconduct Form and determine if any prior violations have occurred. In the case of prior offense, the Dean or Dean's designee will review all evidence and determine an appropriate penalty (See Section II. CONSEQUENCES (p. 40)).
4. By refusing to view the evidence, or by refusing to acknowledge having viewed it, a student will not prevent imposition of the instructor's recommended penalty nor prevent the case from going into the closed file.
5. The actions determined by the instructor (or by the appropriate Dean or Dean's designee in cases of a second or third offense) will stand unless and until the student's appeal leads to a finding that the incident is not in fact a case of academic misconduct.
6. A student accused of academic misconduct who maintains their innocence has the right to remain enrolled in the course while the appeal process is pending.
7. The closed file located in the Academic Affairs Office will be maintained in accordance with institutional records retention practices.
 - a. If a student's appeal of the violation is successful, the material will be removed from the closed file and destroyed.
8. The proof of academic misconduct in an earlier offense does not imply any assumption of misconduct when a student is accused in a future case.

II. Consequences

Penalties for academic misconduct vary according to whether the case involves a first or a repeat offense, and according to the character of the offense itself. If the evidence of academic misconduct comes to light only after course grades have been turned in, the instructor may change the course grade retroactively.

It is recommended that all proposed penalties include an educational component that is intended to support student learning and to prevent future violations of the policy.

First Offense

1. The penalty for a first offense of academic misconduct is commensurate with the type of misconduct. Possible penalties may range from, and are not limited to, failure of the assignment to failure of the course in which the academic misconduct occurred, as decided upon by the faculty member. Faculty may allow work to be resubmitted with a grade penalty at their discretion.
2. The process of written acknowledgement and closed file described in Section I will be implemented.
3. If a student commits two acts of academic misconduct of similar type in different courses concurrently, it is at the discretion of the Dean or Dean's designee whether they are regarded as one or two offenses. If the two instances seem to manifest from a single misunderstanding, and the student can demonstrate their lack of understanding, they may be regarded as one offense.
4. The priority throughout this process is to help the student learn about proper citation, the dignity of intellectual property, their own and others, and the requirements of the CSB/SJU educational mission. For this reason, it is recommended that an educational component be included in the penalty for each violation.

Second Offense

1. The instructor should follow the general procedure indicated above. The appropriate Dean or Dean's designee will be aware that this is not the student's first instance of academic misconduct, and because of the increased gravity of the situation, will consult with the instructor and other parties deemed necessary to learn as much as possible about this instance of misconduct. The faculty member and the Dean or Dean's designee will discuss a penalty commensurate with the gravity of the incident, which is ordinarily failure of the course in which the academic misconduct occurred.
2. If a student commits two acts of academic misconduct of similar types in different courses concurrently, it is at the discretion of the appropriate Dean or Dean's designee whether they should be regarded as one or two offenses.
3. The process of written acknowledgment and closed file described in Section I will be implemented.
4. If the incident of academic misconduct is egregious, the student may be suspended or expelled from the college after a second offense. This decision will be made by the appropriate Dean or Dean's designee.

Third Offense

1. The instructor should follow the general procedure indicated above. The appropriate Dean or Dean's designee will be aware that this is the student's third instance of academic misconduct, and because of the increased gravity of the situation, will again consult with the instructor and other parties deemed necessary to learn as much as possible about this instance of misconduct. The student will fail the class in which the academic misconduct occurred.
2. The student will be suspended or expelled from the college.
3. The steps of written acknowledgement and closed file described in Section I will be implemented.

Appeals Process

1. The appeal process for academic misconduct is initiated by the student's choice indicated on the Report of Academic Misconduct form, which is then reviewed by the appropriate Dean or Dean's designee.
2. The student must provide detailed information related to the alleged misconduct and dispute the evidence presented. The student may present any or all of the following:
 - a. a prepared, written statement rebutting the evidence.
 - b. material evidence that supports the claim that the work is the student's own and that documents the process by which the assignment in question was generated.
 - c. the testimony of any others who may have been involved in the incident.
3. The Dean or Dean's designee will review the materials and evidence presented by the student and request further clarification from instructor(s) and/or the student as needed. The Dean or Dean's designee may consult others in Academic Affairs as needed. The standard for proof considered by the Dean or Dean's designee will be a preponderance of evidence or, is it more likely than not that a violation has occurred.
 - a. If a student's appeal of the violation is successful, the material will be removed from the closed file in the Academic Affairs office and destroyed.
 - b. If a student's appeal of the action taken by the instructor is successful, the Dean or Dean's designee will determine actions that are commensurate with the type of misconduct (See Section II. CONSEQUENCES (p. 40)).
 - c. If the student appeal of the violation is denied, the Dean or Dean's designee will uphold the action taken by the instructor as indicated on the Report of Academic Misconduct form.
4. The Dean or Dean's designee will notify the student and the instructor as to the outcome of the appeal. The decision of the Dean is final.

Generative Artificial Intelligence (AI) and Academic Misconduct FAQs**Student Right to Information**

The College of Saint Benedict's and Saint John's University maintain an educational record for each student who is or has been enrolled at the colleges. In accordance with the Family Educational Rights and Privacy Act of 1974 (PL 93-380, as amended) the following student rights are covered by the act and afforded to all students of the colleges:

1. The right to inspect and review information contained in the student's educational records.
2. The right to challenge the contents of their educational records.
3. The right to a hearing if the outcome of the challenge is unsatisfactory.
4. The right to submit an explanatory statement for inclusion in the educational record if the outcome of the hearing is unsatisfactory.
5. The right to prevent disclosure, with certain exception, of personally identifiable information.
6. The right to secure a copy of the institutional policy.
7. The right to file complaints with the Minnesota Department of Education concerning alleged failures by the College of Saint Benedict or Saint John's University to comply with the provisions of the act.

Each of these rights, with any limitations or exceptions, is explained in the institutional policy statement, a copy of which may be obtained from the Office of Student Records and Registration.

The College of Saint Benedict's and Saint John's University may provide directory information in accordance with the provisions of the Family Educational Rights and Privacy Act without the written consent of the student unless the student requests in writing that such information not be disclosed (see below). The items listed below are designated as directory information and may be released for any purpose at the discretion of the colleges unless a request for non-disclosure is on file:

- Category I: Name, address, telephone number, dates of attendance, class.
- Category II: Previous institution(s) attended, major field of study, awards, honors, degree conferred.
- Category III: Past and present participation in officially recognized sports and activities, physical factors of athletes (height and weight), date and place of birth.

Although information regarding students' dorm and room numbers is designated as Directory Information, the College of Saint Benedict and Saint John's University generally do not provide such information publicly without the individual student's consent. One exception is disclosure to governmental entities to verify the residency of a student. Similarly, student email addresses are designated as Directory Information but are not generally provided except for the limited purpose of being disclosed to authorized users of the College's and University's internal network.

Students may withhold directory information by notifying the Office of Student Records and Registration, in writing, specifying the categories to be withheld, within 40 calendar days from the first scheduled day of class of each fall semester. The student is responsible for the consequences of withholding information. Regardless of the effect, the colleges assume no liability for honoring a student's request that such information be withheld. It will be assumed that the failure on the part of a student to request the withholding of specific categories of directory information indicates the student's approval of disclosure.

Extra Curricular Activities Policy

CSB and SJU Joint Policy on Extra-Curricular Activities and Academic Responsibilities

The College of Saint Benedict and Saint John's University (CSB and SJU) recognize that a wide range of experiences contributes to the liberal education of a student and encourage students to seek extra-curricular activities that will enrich their college experience. At the same time, the two institutions uphold the primacy of the academic program. There is no necessary conflict between these two objectives.

When extra-curricular events are scheduled that conflict with academic programs, CSB and SJU expect the persons in charge of the extra-curricular event to remind the students of the priority of their academic responsibilities, students to make prior arrangements with the instructors, and faculty to make reasonable accommodations whenever possible.

The specific elements of this policy follow.

Student Responsibilities

1. Students are expected to complete all their academic responsibilities – to attend required classes and laboratories, complete class and laboratory assignments and meet all scheduled examinations.
2. Students who choose not to attend classes or other required academic exercises must realize the potentially serious consequences of their choice. For example, faculty members who include class participation in their evaluation of students' performance would be justified in lowering their evaluation of those students who miss class.
3. Students should be aware that it may not be possible for instructors to schedule make-up exams or make-up assignments. In this matter the instructor's decision prevails.

Institutional Philosophy and Responsibilities

1. CSB and SJU expect those faculty and/or staff members administering extra-curricular activities to develop an awareness of the critical dates of the academic calendar and avoid scheduling activities during examination periods and other special events whenever possible. If scheduled extra-curricular activities cause more than occasional conflicts with academic programs, then steps should be initiated to review the future of this extra-curricular activity. As part of the ongoing review of this policy, unresolved conflicts should be communicated to the designated CAPS Liaison for Extra-Curricular Activities.

2. In order to accommodate extra-curricular activities, the institutions encourage faculty members to avoid scheduling single-section classes in the 4:00 to 6:00 p.m. time period. In addition, faculty should refrain from rescheduling entire classes or laboratories without compelling academic reasons.

Rights Reserved by the Colleges

The College of Saint Benedict and Saint John's University do not hold themselves bound to offer any course for which there is insufficient registration and reserve the right to withdraw any course described in this catalog.

The College of Saint Benedict and Saint John's University reserve the right to terminate or modify program requirements, content and the sequence of program offerings from term to term for educational reasons which they deem sufficient to warrant such actions.

Further, the College of Saint Benedict and Saint John's University reserve the right to terminate programs from term to term for financial or other reasons which they determine warrant such action. The content, schedule, requirements and means of presentation of courses may be changed at any time by the College of Saint Benedict or Saint John's University for educational reasons which they determine are sufficient to warrant such action.

Programs, services or other activities of the colleges may be terminated at any time due to reasons beyond the control of the colleges including, but not limited to, acts of God, natural disasters, destruction of premises, labor disturbances, governmental orders, financial insolvency or other reasons or circumstances beyond the control of the colleges.

The course descriptions in this catalog are based upon reasonable projections of faculty and faculty availability and appropriate curriculum considerations. The matters described are subject to change based upon changes in circumstances upon which these projections were based and as deemed necessary by the College of Saint Benedict and Saint John's University to fulfill their respective roles and missions.

Special Academic Programs

- Continuing Education (p. 44)
- Education Abroad (p. 44)
- Experiential Learning Programs (p. 47)
- Honors Program (p. 48)
- Tri-College Exchange (p. 49)
- CIC Course Sharing Consortium (p. 50)

Continuing Education

Saint Benedict's and Saint John's provide on-campus educational opportunities for the part-time adult learner on a space-available basis. Persons with full-time occupations other than that of student are welcome to register in continuing education for 11 or fewer credits per semester. Anyone applying for continuing education must have been out of high school or college for at least two years, except as noted. With verification of degree completion, CSB/SJU alumnae/i may enroll in continuing education the semester following the completion of their baccalaureate degree. Special reduced tuition rates are set for continuing education students. Continuing education students should be aware their course registration follows the registration period for regularly matriculated students, and they are ineligible for most types of financial aid.

Courses throughout the entire undergraduate curriculum of the colleges are available through continuing education.

Continuing education students are subject to all college academic policies regarding probation, dismissal and readmission.

Continuing education students may be:

1. Adults taking classes for personal enrichment without working toward any particular degree.
 - These students may enroll without abiding by a formal admission process. These courses may not be used towards completion of a baccalaureate degree from the colleges until the student formally applies for admission as a degree-seeking student and is admitted as such to the college.
2. Adults taking classes in order to complete a baccalaureate degree.
 - CSB/SJU returning undergraduate students who have not attended for a minimum of two years qualify for the CE rate when enrolled for 11 credits or less per semester. In addition, non-traditional adult learners who are completing their degree may qualify for the CE rate when enrolled in 11 credits or less per semester. These students must formally apply and be accepted for readmission as a degree seeking student.
 - New, or transfer students in this category must submit high school and college transcripts from previously attended schools and formally apply to the Office of Admission and be (re)admitted to CSB/SJU.
3. Adults taking a variety of special academic programs.
 - Saint John's offers a part-time study program for adults with a bachelor's degree (or its academic equivalent) who wish to take graduate level theology courses in the School of Theology. Students can take no more than three graduate credits in a given semester and cannot be enrolled in a degree program in the School of Theology. Auditors are allowed on a space-available basis. Both men and women can enroll in this program; special tuition rates apply. For further information contact the dean of the School of Theology at Saint John's.
 - Post-baccalaureate adults seeking continuing education enrollment for licensure completion or second degrees must submit to the Academic Advising Office verification of degree completion. Such students are subject to college academic policies regarding probation, dismissal and readmission.
 - Students working toward education licensure may enroll in student teaching if their baccalaureate degree is earned and awarded (demonstrated by the posting of the degree on the transcript).
 - Transfer students seeking second degrees must submit high school and college transcripts from previously attended schools and formally apply to the Office of Admission and be admitted to CSB/SJU.

For further information about continuing education contact the Office of Student Records and Registration.

Education Abroad

The Center for Global Education (CGE) provides full-semester education abroad experiences for undergraduate students limited to between 15 and 35 participants. In addition to semester-long programs, CGE coordinates with CSB and SJU academic departments to offer 10-15 credit-bearing short-term study abroad options each year embedded in the semester. Finally, students can choose to study abroad elsewhere through an External Study Abroad Program.

In keeping with the goals of a liberal arts education, the curricular emphasis of education abroad is upon a disciplined and focused curriculum which is designed to take full advantage of local, regional and national opportunities at each site. Courses taught abroad are integrated fully into the

Integrations Curriculum and/or departmental offerings. Each program includes required pre-departure orientation sessions, which include readings, lectures, discussions, writing assignments and audio-visual components. These on-campus meetings, together with individualized academic planning and increased attention to building upon the international experience after return to campus, serve to integrate the study abroad programs into the overall CSB and SJU curriculum.

All CSB and SJU students are encouraged to connect with the Center for Global Education on ways to fit global into their time at CSB and SJU. Students are urged to consider study abroad early in their four-year planning process and to meet with CGE staff to discuss their options. For detailed information about the courses offered and policies through Education Abroad programs at CSB and SJU, please consult the CGE website. (<https://www.csbsju.edu/global/>)

Argentina - Buenos Aires

The CSB and SJU semester study abroad program in Buenos Aires, Argentina offers courses taught in English and Spanish. Course options include history, literature, art, psychology, political science, marketing, economics, environmental studies, business, and Spanish language. Students take classes at the IES Study Center and the Catholic University of Argentina (UCA) located in the heart of Buenos Aires. Students on this program also have the option to complete an internship or community-based learning for credit. The Argentina program is open to students who have successfully completed HISP 112 prior to the start of the program, and all students on the program must take one Spanish language course appropriate to their skill level. In addition to the Spanish language course and elective courses, students are required to take the Study Abroad Seminar taught by the CSB and SJU faculty director (with a program of 10 students or more). Students live with host families and have the opportunity to engage in Argentinian life and culture through non-credit volunteer opportunities and program excursions.

Australia - Fremantle

Fremantle is home to the University of Notre Dame Australia (UNDA), Australia's first private, Catholic university in Western Australia. Students have access to a large variety of courses because they enroll directly at UNDA. Students live in a residence hall with other international and Australian students. All students are required to take the Australian History and Culture course, taught by a UNDA faculty member. Students choose three additional courses from the academic course catalog at UNDA that can satisfy requirements in the Integrations Curriculum or in their major or minor. There is not a CSB and SJU faculty director who accompanies this study abroad program.

Austria - Salzburg

The CSB and SJU study abroad semester program in Salzburg, Austria focuses on German language and European history, culture, art, and politics. Students take classes at the AIFS Study Center in the baroque city of Salzburg, surrounded by alpine mountains. No previous German language is required for this program. While in Salzburg, each student has the option to enroll in a German course appropriate to their skill level. In addition to the language courses, the program offers courses in art history, business, history, music, political science, and philosophy as well as the Study Abroad Seminar taught by the CSB and SJU faculty director. Most courses except the German language courses are taught in English. Students live in international student residence halls and have the opportunity to engage in Austrian life and culture through program excursions.

France - Montpellier

Students on France program live and study in Montpellier, one of France's fastest-growing cities and home to thousands of university students from around the world. Near both the Mediterranean Sea and the Cévennes Mountains, a semester in Montpellier give students easy access to the cultural activities and historical sites of the city and the beauty of the natural world. An overnight excursion to the medieval cities of Carcassonne, Lagrasse and the Cathars' castles, and day trips across the south of France included. The program is offered with the partnership of the University of Minnesota's Montpellier Study Abroad Program. Students live two to a family with French families. There is no language prerequisite for this program. Students also select from a variety of courses, taught in French or English, that can satisfy Integrations Curriculum and major or minor requirements. Students with 2 years of French can complete an internship during their semester abroad. There is not a CSB and SJU faculty director who accompanies this study abroad program.

Greece - Athens

In Greece, students study in Athens – the cradle of western art, philosophy and democratic ideals. Contrasts between the ancient and contemporary in this lively and boisterous Mediterranean metropolis provide a backdrop for an exploration of the origins and legacy of classical culture. In Athens, CSB and SJU partner with College Year in Athens (CYA) to offer an academic program that focuses on classical art, business, environmental studies, history, psychology, religion and literature. Courses are taught in English in classrooms, on historical and archaeological sites, and in museums. The faculty consists of a CSB and SJU professor who accompanies the group and distinguished professors from universities and colleges in Athens. Students live in shared apartments a short distance from the CYA campus.

Ireland - Cork

The CSB and SJU Ireland program is based in Cork, which is the second largest city in the Republic of Ireland. Cork is located on the river Lee in the southern region of Ireland. Students directly enroll at University College Cork and take a full load of courses for the semester. Students select from a wide range of the University's regularly scheduled humanities and science courses. CSB and SJU students live in furnished apartments located within walking distance of the campus. There is not a CSB and SJU faculty director who accompanies this study abroad program.

Italy - Rome

The CSB and SJU Italy program is based in the iconic city of Rome. Students live and learn within walking distance of the centers of power that have shaped Western Civilization for millennia. In Rome, CSB and SJU partners with CEA CAPA Education Abroad to provide students an experience that allows them to explore vast resources of antiquity; layer after layer of ecclesiastical and political development form the basis for analysis.

This program is focused on the study of Italian language and culture, art, history, religion, psychology, business, sociology and sustainability.

Courses are taught in classrooms, on historical and archaeological sites, and in museums. This program also offers the option of completing a 6-credit international internship in English or Italian. The faculty consists of a CSB and SJU professor who accompanies the group and distinguished professors from universities and colleges Rome. Students live in apartments located within a short commute of the CEA CAPA Study Center.

Japan - Tokyo

The Japan program is located in central Tokyo, ideally situated for a study abroad program. The program is hosted by Bunkyo Gakuin University, a collaborative partner of CSB and SJU for more than twenty-five years. Students take one Japanese language course at their appropriate level. All other courses are taught in English with a focus on arts, culture, politics, and the economy. The faculty consists of the CSB and SJU program director, who accompanies the group, and professors from Bunkyo Gakuin University. Students are housed in the international student residence hall, a five-minute walk from campus. Excursions to Kyoto, Hiroshima, and Karuizawa, as well as visits to important sites in the vicinity of Tokyo enhance the student learning experience.

South Africa - Stellenbosch

Stellenbosch is a university town within the mountain ranges of the Western Cape. The elegant Cape Dutch, Georgian and Victorian houses that grace the oak tree-lined streets reflect the history of one of South Africa's oldest towns. Students will study at Stellenbosch University (SU) where, in addition to the CSB and SJU faculty-led Study Abroad Seminar course, they will also choose classes from a large catalog of courses offered by SU that can satisfy requirements in the Integrations Curriculum or in their major or minor. The university is among South Africa's leading institutions based on research output, student success and rated scientists, and is recognized internationally as an academic institution of excellence. Its campus includes state-of-the-art, environmentally friendly facilities and technology. Community Engaged Learning is also a major component of this program. Students will live in apartments located on the grounds of the campus.

Spain - Seville

CSB and SJU partners with CEA CAPA Education Abroad and Universidad Pablo de Olavide to allow students to experience the architecture, history, and warm hospitality of the ancient city of Seville, the base of our Spain program. This program offers a study of Spanish culture, art, history, government, religion, business, and language as well as the option to complete a 6-credit international internship in English or Spanish. The Spain program is open to students who have successfully completed HISP 112 prior to the start of the program. Courses are taught in both English and Spanish. Visits to national monuments, historic cities, and museums occur on excursions that are integrated into the academic experience. Students live with Spanish host families. The faculty consists of a director from CSB and SJU who accompanies the group and distinguished professors from Seville's universities and colleges.

United Kingdom - London

London provides the perfect environment for examining British life, culture, business, literature, theology, art, and more. This program partners with FIE located in the Kensington area of London. This program is offered both fall and spring semesters. Students can choose courses from a wide range of disciplines. Along with lectures and assigned readings, professors use the city as a classroom and explore area like Museums, Art Galleries, places of worship, Theatre, and the Houses of Parliament. Students will also have two or three excursions outside London that are integrated into their full academic experience. Students on this program all participate in a credit bearing internship to gain international professional experience that serve a wide variety of majors and minors. Students are housed in furnished flats within walking distance of FIE. The faculty consists of a director from CSB and SJU who accompanies the group during the spring semester and distinguished professors from London's universities and colleges.

Embedded Programs

An embedded course is defined at CSB and SJU as a credit bearing course that students will take as part of their semester course offerings. The embedded course will occur over the full semester or during CD mod and then have an international field component during the semester or after the semester ends. A student enrolled in the course will need to complete all portions of the course to receive credit. Course offerings change from year to year. Find embedded course offerings (<https://www.csbsju.edu/global/explore-programs/embedded-study-abroad-programs/>) on the CGE website.

External Study Abroad Programs

Students who want to go abroad through another college, university, or provider program will be registered under External Study Abroad. Students interested in this option need to work with the Center for Global Education to learn the steps of the process. All external study abroad programs need to adhere to our International Travel Policy. Students will maintain their status as CSB and SJU students for purposes of registration and certain federal and state financial aid. Seniors must ordinarily be in residence for the two semesters immediately preceding commencement (graduation). "In residence" is defined as enrollment as a full-time student at CSB and SJU for a minimum of 12 credits per semester. Any student wishing to register for an External Study Abroad program during their last two semesters of their senior year must receive approval from the Academic Advising Office.

Seniors will not be allowed to register for a year-long External Study Abroad (<https://www.csbsju.edu/global/explore-programs/external-study-abroad/>) program. Find more information on the External study abroad process, application, and fee on the CGE website.

Experiential Learning Programs

Individual Learning Projects (ILPs):

An individual learning project (ILP) is a well-developed course of study planned and carried out by a student. It provides opportunity to pursue academic interests in several ways: tutorial studies, directed studies and individually studied courses. ILPs are often offered as DEPT 271 or 371.

In undertaking an individual learning project, a student structures a college-level course and assumes responsibility for bringing it to fruition. A student plans a syllabus which identifies the goals, problems, methods, resources and evaluative criteria of the study. The faculty moderator gives initial approval of the project, is available for consultation and assumes responsibility for submitting a final evaluation. A department chair must approve any ILP. Unless a specific department specifies an earlier deadline, students must submit a detailed proposal for an ILP to the faculty moderator and department chair prior to the beginning of the semester.

Restrictions:

- Students are not eligible for ILPs until the start of their second year in college as a degree seeking student.
- No more than four ILP credits may be undertaken within a semester.
- A total of 16 credits of ILP may be applied to graduation except where the Dean of Curriculum and Assessment approves a greater amount.
- Upper-division ILPs have as a prerequisite the completion of 12 other credits of coursework within the department prior to the start of the ILP semester.
- Summer ILPs may only be moderated by tenured faculty who are under contract for the following academic year.
- Summer ILPs may only be completed by students who have accumulated at least 84 academic credits.
- An ILP may not count toward a major unless approved by the department chair.
- An ILP may not count toward the Integrations Curriculum unless approved by Academic Advising, in consultation with the Dean of Curriculum and Assessment if needed.

Current students go to Individual Learning Projects (ILPs) & Internships (<https://my.csbsju.edu/pages/ilp-guidelines/>) on myCSBSJU for additional details and to access the ILP Application form (<https://forms.csbsju.edu/registrar/ilp/>).

Academic Internships:

The CSB/SJU internship experience is a form of experiential education that integrates knowledge and theory learned in the classroom with practical application and skill development in a professional setting. Students earn academic credit in various departments across the disciplines offered for study at CSB and SJU. Academic (for-credit) internships are a work/learning arrangement and constitute a three-way partnership between CSB/SJU, the host organization, and the student intern. The internship is usually the length or equivalent of an academic term, may be part-time or full-time, paid or unpaid. **An integral component of the experience, which distinguishes it from other types of work, is one or more forms of structured and deliberate reflection contained within the required internship learning contract's goals and objectives.** Internships are usually offered as DEPT 397.

—adapted from Michael True's *Internship-Net* listserv definition created in April/May 2010.

1. **On-Site Component.** Academic internships at CSB/SJU would require students to complete a minimum of 40 hours on-site over the course of at least four weeks with increasing hours required on-site as credit hours increase (see Table 1 below). It is up to each academic department, under the purview of department chairs and faculty moderators, to determine whether or not minimum institutional policies are appropriate and/or allowed for credit-bearing internships within their discipline (or if requirements would need to be expanded). Further, institutional and department-specific guidelines for internships must frame experiences that continue to incorporate the learning goals. Lastly, students are also advised to check with their internship host organization to identify whether or not they will be required to complete more than the 40 hours over four weeks minimum required to earn one credit at CSB and SJU.
2. **Academic Component.** Students seeking academic internship credit must be able to demonstrate what they have learned at the internship site through complementary academic work (a.k.a. the "internship evaluation components," which should be outlined on their Learning Contract (<https://apps.csbsju.edu/internship/learning-contract/>)). Faculty moderators should assign evaluation components that are both fitting within their academic discipline, as well as appropriate for the number of credits sought. Academic work should increase as credit hours increase. **It should be noted that typical internships are registered for academic credit in the amount ranging from 1-4 credits.** To align academic internships with EX Designation requirements, evaluation components must minimally include either a weekly reflective journal or a final paper, as well as a virtual visit and internship reports outlined by the XPD - Experience and Professional Development Office. Faculty members may assign both a journal and a final paper or other means of evaluation that could include: an annotated bibliography, portfolio, final presentation, regular meetings with faculty moderator, required readings, etc. For more information on registration and academic internship guidelines, please visit XPD's website (<https://www.csbsju.edu/xpd/experience-based-programs/>).

REVISED INSTITUTIONAL STANDARDS AND GUIDELINES FOR ON-SITE HOURS AND MEANS OF EVALUATION RELATED TO ACADEMIC INTERNSHIPS

Number of Credits	Minimum Total Hours On-Site	Minimum Internship Duration(Weeks)	Minimum Academic Component (Means of Evaluation)
1	40	4	Weekly journal or final, reflective paper
2	80	4	Weekly journal or final, reflective paper and additional coursework determined by faculty moderator and outlined on the learning contract.
3	120	4	Weekly journal or final, reflective paper and additional coursework determined by faculty moderator and outlined on the learning contract.
4	160	4	Weekly journals, academic paper (6-10 pages, citing peer-reviewed sources) or discipline appropriate assignment and final reflective paper
5	200	5	Weekly journals, academic paper (6-10 pages, citing peer-reviewed sources) or discipline appropriate assignment and final reflective paper and additional coursework determined by faculty moderator and outlined on the learning contract.
6	240	6	Weekly journals, academic paper (6-10 pages, citing peer-reviewed sources) or discipline appropriate assignment and final reflective paper and additional coursework determined by faculty moderator and outlined on the learning contract.
7	280	7	Weekly journals, academic paper (6-10 pages, citing peer-reviewed sources) or discipline appropriate assignment and final reflective paper and additional coursework determined by faculty moderator and outlined on the learning contract.
8	320	8	Weekly journals, academic paper (6-10 pages, citing peer-reviewed sources), or discipline appropriate assignment, final reflective paper, and a second, larger project (e.g., another academic paper, presentation or portfolio)

These are Academic Curriculum Committee approved guidelines, please consult with your faculty moderator for specific information.

Please note: Academic internships over eight credits are rare and the workload for such an internship would require correspondingly more hours of on-site and academic work. The terms of an 8+ credit internship will have to be negotiated with the sponsoring academic department and XPD - Experience and Professional Development Office.

Honors Scholars Program

The mission of the CSB/SJU Honors Scholars Program is to transform ideas into action. The program provides a supportive intellectual community for a self-motivated and diverse group of students to take intellectual risks, participate in a challenging, integrative, and interdisciplinary liberal arts curriculum, develop their collaborative leadership skills, and apply their learning to community-engaged projects that contribute to the common good. The program welcomes students from all majors.

Key Features

- **Integrated Curriculum:** The curriculum consists of a common set of five Honors courses that students move through with their cohort. Each course fulfills CSB/SJU Integrations Curriculum requirements in a unique way, with scaffolded learning outcomes and civic engagement through developmental experiential learning activities. Through interdisciplinary courses, one of which will be team-taught in two different Ways of Thinking, students will learn to apply concepts, methods, theories and skills to complex social issues.
- **Collaborative Leadership:** The program incorporates a collaborative understanding of leadership and a commitment to the common good that is consonant with the Benedictine notions of the responsibilities of living in community and with the aspirations of CSB/SJU for transformative inclusivity.
- **Liberal Arts in Action:** The interdisciplinary liberal arts curriculum of Honors provides students with the opportunity to wrestle with universal questions about the human condition in particular contexts, to uncover the root causes of diverse societal inequalities and the particular nature of power dynamics. Students will integrate coursework and leadership skills in experiential learning projects; in collaboration with community partners, students identify opportunities and challenges, develop proposals, and design strategies for change that support the common good of their communities.

For further and more detailed information see Honors Program. (p. 139)

Tri-College Exchange

Tri-College Exchange

Saint Benedict's, Saint John's and nearby St. Cloud State University have an agreement, since Fall 1973, designed to allow cross-registration for undergraduate courses on any of the three campuses by full-time students. Saint Benedict's and Saint John's students may register for courses offered in the St. Cloud State University course schedule provided they are registered for a minimum of 12 credits at Saint Benedict's and Saint John's. The request to take a course at St. Cloud State University is filed through the Office of Student Records and Registration. The Office of Student Records and Registration will determine whether space is available and confirm registration. Registration is limited to a maximum of one course each semester (1 class in Fall and 1 class Spring). The exchange program is not available during the summer term and is subject to change without notice or obligation.

Tuition and Fees

Students will be billed tuition and any fees (such as for laboratory or studio materials) at the rates prevailing at Saint Benedict's and Saint John's.

Transportation

Transportation to and from St. Cloud State University is the student's responsibility, for which the student must assume all obligation and risk.

Repeat Courses

It has been determined that repeating course through Tri-College Exchange of a course that was originally completed at St. Ben's and St. John's will not be allowed.

What if I enroll as a student at St. Cloud State?

Registration for Tri-College courses are on a space available basis, and a CSB or SJU student cannot reserve a space as a special student and later roll it over to the Tri-College Program. You have to decide before you register whether you want to enroll as a special student at SCSU and pay them tuition, or if you want to enroll as a Tri-College student and pay no additional tuition up to 18 credits at CSB and SJU.

CIC Course Sharing Consortium

CIC Course Sharing Consortium

Saint Benedict's, Saint John's and the Council of Independent Colleges (CIC) have an online sharing consortium, powered by Acadeum.

The CIC Online Course Sharing Consortium (CIC-OCSC) allows member institutions to work together to develop innovative solutions in a challenging academic landscape. Colleges and universities can expand academic capacity, quickly launch new programs, deliver workforce-aligned micro-credentials and stackable certificates, and reach new populations of learners.

CIC-OCSC helps member institutions support student success, expand curricular offerings, drive enrollment by engaging collaboratively. The Consortium is powered by Acadeum, and is designed to allow cross-registration for courses on any of the CIC campuses.

Undergraduate Students

Registration for consortium courses is limited to the summer term, and courses are available on a space-available basis.

Registration

1. Application

- Submit your request using the Acadeum Student Application during summer registration.
- Approval is required from the Office of Student Records and Registration, which will check eligibility and space availability in requested course(s). The student must satisfy all the course prerequisites of the Teaching Institution, if any.

2. Approval and Access

- Once approved, you will receive welcome information from the Teaching Institution, including login information for their learning management system.
- Important dates, such as drop dates to avoid charges, and textbook or supporting material requirements will also be included in the welcome information.

Benefits

- Any course completed through CIC-OCSC will appear as a CSB and SJU course on your transcript, along with a corresponding grade.
- CIC-OCSC courses will factor into your cumulative GPA calculation.

Tuition, Fees and Financial Aid

Tuition and any additional fees (e.g., for laboratory or studio materials) will be billed at the rates prevailing at College of Saint Benedict and Saint John's University.

Courses completed through CIC-OCSC will be counted towards full-time status for academic and financial aid purposes, but restrictions apply. Contact the CSB or SJU Financial Aid Office for any financial eligibility questions.

Repeating Courses

Repeating a course through CIC-OCSC that was originally completed at CSB and SJU requires department chair approval.

Important Considerations:

- The CIC-OCSC course share program is subject to change without notice or obligation.
- Ensure you understand the policies and deadlines to avoid any issues with registration or billing.

Determination of Student Location for Professional Licensure Programs

Determination of Student Location for Professional Licensure Programs

Purpose

This policy establishes how the College of Saint Benedict (CSB) and Saint John's University (SJU) determine the primary location of prospective and enrolled students in accordance with the state authorization requirements of 34 CFR § 600.9(c), the program participation agreement certification requirements of 34 CFR § 668.14(b), the professional licensure disclosure requirements of 34 CFR §668.43(a)(5)(v) and 668.43(c), the National Council for State Authorization Reciprocity Agreement (NC-SARA) (Manual 21.1), and other applicable requirements.

Federal regulations require that for programs leading to licensure, the CSB and SJU must certify that the program meets educational requirements for licensure where the institution is located and where distance education students are located. Additionally, the CSB and SJU must notify students if academic programs meet or do not meet the U.S. State or territory requirements for professional licensure or certification in the State in which they are located.

Scope

This policy applies to all CSB and SJU prospective and current students (US and International). This policy applies to students in all modalities including but not limited to students who are enrolled as full-time and part-time students.

Definitions

Student Type Definitions

- **Admitted Student:** A student who receives a letter of admission to CSB and SJU. The student is not yet considered a current student.
- **Current Student:** An individual who has been admitted and who has paid the tuition deposit and has not graduated or been discontinued or otherwise dismissed from CSB and SJU. Current students have the ability to enroll.
- **Enrolled Student:** A student who is registered for coursework in the current semester.
- **Prospective Student:** An individual who has submitted a complete college admissions application including all required documents for admission decision review and does not meet the definition of an admitted or current student.

Address Type Definitions

- **Local:** The address at which an enrolled student has identified as "a physical address, not on the CSB or SJU campuses, where the student puts their head down at night." A local address cannot be the same address as the Permanent/Home address.
- **Mailing:** The address at which a student has identified as the address where they will receive USPS mail. If a student does not indicate a mailing address at the time of application, the mailing address will be assigned the same address as indicated in the Permanent/Home Address.
- **Permanent/Home Address:** The address of the student designating their permanent principal home as provided to CSB and SJU on the application for admission or otherwise indicated in the student information system of record; it is the address where the student considers their permanent address and intends to stay or return to if the student is temporarily living at another address.

Determining Student Location

A student's location is determined in the following manner:

Undergraduate students

All students pursuing an undergraduate degree program are required to relocate to, or near , the CSB and SJU campuses to participate in face-to-face, non-distance education programs, so their location will be considered the state of Minnesota[BC5] [OT6] .

Graduate students

A prospective or admitted student's location is the state of the prospective student's residency at the time the student has applied for admission, intends to enroll and is then entered into the student information system. For students whose permanent address does not include a U.S. state or territory (e.g., students living outside the United States), their location will be considered the state of Minnesota.

A current or enrolled student's location is determined by the physical address where the student puts their head down at night. Priority of addresses from the student information system utilized in this determination are:

1. Residential, on-campus address
2. Local address
3. Permanent/Home address

For students whose permanent address does not include a U.S. state or territory (e.g., students living outside the United States), their location will be considered the state of Minnesota.

Procedure for Updating Student Location

Relocation during the course of a program

Licensing and authorization requirements can vary by State therefore any relocation by prospective and current students can impact their ability to continue a course, meet the eligibility requirements of that State, and/or receive financial aid funding. Any student considering relocation should consult with their program's department chair to check for authorization and licensure eligibility requirements. It is the student's responsibility to seek guidance on this issue prior to relocation.

On at least an annual basis, the Colleges will send a notice to current students to review current address information in the student information system, and if address updates are required, students will be required to submit the student change of address form available on the Office of Student Records and Registration online forms page available in my.csbsju.edu.

Reporting Student Location

When student location data is needed for data reporting purposes, such as reports required by the U.S. Department of Education or the National Council for State Authorization Reciprocity Agreements (NC-SARA), the Colleges will follow the applicable reporting entity's rules for determining student location.

Withdrawal from the College

The College of Saint Benedict and Saint John's University recognize that students may decide to discontinue their enrollment either during the semester or between semesters for a variety of reasons. Students may voluntarily withdraw or seek a leave of absence. There are also circumstances that may result in the involuntary withdrawal of a student.

Voluntary Withdrawal

A withdrawal from college is most appropriate for a student who is discontinuing enrollment at CSB or SJU to attend another college or university or a student who has decided to pursue options outside higher education. The proper withdrawal form must be completed for the withdrawal to be official. Withdrawal forms are available at the appropriate Residential Life Office.

Leave of Absence

A leave of absence is most appropriate for a student who is temporarily discontinuing enrollment at CSB or SJU for a period of time. Circumstances that may merit a leave of absence include medical situations or family emergencies. The Dean of Students and Office of Academic Advising will determine whether a leave of absence is to be granted. The length of the leave shall be no more than two semesters, one semester being the one in which the student was granted the leave. The proper leave of absence form must be completed for the leave to be considered. Leave of absence forms are available at the appropriate Residential Life Office.

Involuntary Withdrawal

A student may be involuntarily withdrawn if the student is unwilling or unable to voluntarily withdraw and if the Associate Provost for Student Success or Dean of Students deems it necessary to protect the health and safety of the student or others. Any decision must consider not only the overall functioning of the student, but also the broader emotional impact and safety of the campus community.

Academic Transcript

No record of your classes for a term display on an academic transcript if a student voluntarily withdraws, involuntarily withdraws or takes a leave of absence from CSB or SJU during the first 20 days of the semester. Students who withdraw or leave after that date, but before the final 16 class days of the term, receive a grade of "W" for all courses registered for

that semester. Official withdrawal or leave during the last 16 class days of any term will be considered on a case-by-case basis.

Refunds

In the event of a voluntarily withdrawal, involuntarily withdrawal or leave of absence pursuant to this policy, the normal tuition refund schedule will apply. If a student leaves the institution before completing 60% of a term, the College or University may be required to return some or all of the federal or state financial aid awarded to the student.

Readmission

Students who have voluntarily withdrawn or taken a leave of absence from CSB or SJU must apply for readmission to the colleges in order to continue their studies. Consult the Admission Office for further information on readmission.

A student who wishes to return after an involuntary withdrawal must submit documentation from an appropriate health professional attesting to the welfare of the student. This documentation must be released to the Dean of Students and will be reviewed in consultation with the Director of Counseling and Health Promotions and others as deemed appropriate. Additionally, the student must apply for readmission to the colleges. Final authority on returning to classes will rest with the Associate Provost for Student Success or the Dean of Students.

Please Note - for information on Withdrawing from a Course, please go to GRADES (p. 21)

Majors and Minors

A

- Accounting Major (p. 56)
- Accounting Minor (p. 58)
- Ancient Mediterranean Studies Minor (p. 59)
- Art Education (p. 62)
- Art History Minor (p. 64)
- Athletic Training (p. 171)

B

- Biochemistry Major (p. 65)
- Biology Major (p. 67)
- Biology Major - Secondary Education (p. 69)
- Biology Minor (p. 71)
- Book Arts Minor (p. 64)

C

- Chemistry Major (p. 71)
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- Chemistry Minor (p. 75)
- Chiropractic (p. 172)
- Climate Studies Minor (p. 76)
- Computing - Computer Science Concentration (p. 83)
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D

- Data Analytics Minor (p. 87)
- Data Science Major (p. 88)
- Dentistry (p. 173)
- Doctor of Nursing Practice - Family Nurse Practitioner (<https://catalog.csbsju.edu/catalog/graduate-programs/nursing/programs/dnp-family-nurse-practitioner/>)
- Doctor of Nursing Practice- Leadership (<https://catalog.csbsju.edu/catalog/graduate-programs/nursing/programs/dnp-leadership/>)

E

- Economics Major (p. 90)
- Economics Major with a Data Analytics Concentration (p. 91)
- Economics Major with a Finance Concentration (p. 93)
- Economics Major with a Policy Concentration (p. 94)
- Economics Minor (p. 96)
- Elementary Education Major (p. 98)
- Engineering (p. 175)
- English Major (p. 106)
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- Entrepreneurship Minor (p. 111)
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- Exercise and Health Science Major (p. 114)
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F

- Finance Major with a Business Finance Concentration (p. 117)
- Finance Major with a Financial Economics Concentration (p. 119)
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G

- Gender Studies Minor (p. 121)
- Global Business Leadership Major (p. 123)
- Global Business Leadership Major with a Concentration in Marketing (p. 125)
- Global Business Leadership Major with a Concentration in Nonprofit and Social Innovation (p. 127)
- Global Business Leadership Major with a Concentration in Supply Chain Management (p. 129)
- Global Business Leadership Minor (p. 130)
- Global Health Minor (p. 131)
- Global Language and Cultures Minor (p. 141)

H

- Hispanic Studies Major (p. 132)
- Hispanic Studies Major - Secondary Education (p. 134)
- Hispanic Studies Minor (p. 136)
- History Major (p. 137)
- History Minor (p. 138)

L

- Latino/Latin American Studies Minor (p. 143)
- Law (p. 175)

M

- Master of Arts in Liturgical Music (<https://catalog.csbsju.edu/catalog/graduate-programs/theology/programs/ma-liturgical-music/>)
- Master of Arts in Theology (<https://catalog.csbsju.edu/catalog/graduate-programs/theology/programs/ma-theology/>)
- Master of Divinity - Lay Ministry (<https://catalog.csbsju.edu/catalog/graduate-programs/theology/programs/md-lay-ministry/>)
- Master of Divinity - Priesthood Studies (<https://catalog.csbsju.edu/catalog/graduate-programs/theology/programs/md-priesthood/>)
- Master of Theological Studies (<https://catalog.csbsju.edu/catalog/graduate-programs/theology/programs/master-theo-studies/>)
- Master of Theology (<https://catalog.csbsju.edu/catalog/graduate-programs/theology/programs/master-theology/>)
- Mathematics Major (p. 144)
- Mathematics Major - Secondary Education (p. 146)
- Mathematics Minor (p. 147)
- Medicine (p. 176)
- MSN - Leadership and Education (<https://catalog.csbsju.edu/catalog/graduate-programs/nursing/programs/msn-leadership-and-education/>)

- Music Education (p. 150)
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N

- Narrative Practice Minor (p. 110)
- Natural Science Major with Secondary Education Minor (p. 103)
- Neuroscience Minor (p. 154)
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O

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P

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- Physics Minor (p. 169)
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- Priesthood Studies (p. 187)
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S

- Secondary Education Minor (p. 99)
- Social Science Major with Secondary Education Minor (p. 101)
- Sociology and Anthropology Major (p. 191)
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- Strategic Communication Studies Major (p. 77)
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T

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- Theater+Dance Minor (p. 193)
- Theology Major (p. 194)

- Theology Major with Minor in Secondary Education (<https://catalog.csbsju.edu/catalog/academic-departments/theology-undergraduate/theology-major-secondary-education/>)
- Theology Minor (p. 195)

W

- Writing Minor (p. 110)

Accounting and Finance

Accounting and Finance Chair: Steven Welch

Faculty: Warren (Boz) Bostrom, Ann Bruemmer Erickson, Lei Fan, Jaclyn Gabrielson, Jinwoong Lee, Lauri Miller, Brian Rademacher, Tonya Schmidt, Steven Welch

The accounting major provides the student the opportunity to develop a solid conceptual foundation as well as the skills required for positions in public accounting and private and governmental accounting. In addition, it allows students to prepare for graduate programs in such areas as business and law.

Accounting requires that students develop an ability to think analytically and to organize and categorize a mass of data. It further requires the student to develop an ability to synthesize the information and present it in a summarized fashion understandable to others. Citizens in a highly developed economic society must understand economic descriptions of its complex organizations and financial instruments. As accountants, our graduates will be expected to present and interpret financial information, both in writing and orally, to others in organizations and to the public.

Students majoring in accounting have a choice between the more flexible accounting major and the more rigorous public accounting concentration.

Majors

- Accounting Major (p. 56)
- Public Accounting (p. 57)

Minors

- Accounting Minor (p. 58)

Introduction

Students majoring in accounting at CSB & SJU take classes that help them to prepare for success in passing the various sections of the CPA exam, as well as assist them in choosing a career path within the accounting industry. Students are eligible to sit for the CPA exam in Minnesota by taking the courses listed in the accounting major (either concentration) at CSB & SJU. Laws in the 50 US states regarding educational requirements to sit for the CPA and become licensed are currently in flux. Minnesota is a leader in this effort, due in part to one of our faculty leading the Minnesota Society of CPAs to help introduce new legislation in Minnesota which took effect on January 1, 2026. Students no longer need 150 college-level credit hours to attain a CPA license in Minnesota as long the student includes courses that have a minimum of 24 upper division accounting course credits and 24 credit hours of business-related or certain other accounting courses. Students should also be aware that many employers of CPAs require their job applicants to affirm that they expect to sit for the CPA exams prior to, or early in their careers for continuing employment.

Licensure/Certification Disclosure

What is a professional licensure disclosure?

A professional licensure disclosure is a requirement by the U.S. Department of Education for all colleges and universities to communicate publicly and directly to prospective and current students about academic programs that will or will not fulfill educational requirements for specific professional licensure that is required for employment in that field; and

academic programs that meet or do not meet the education requirements for licensure for each state and U.S. territory regardless of the delivery mode of the program. The regulations are published in the Code of Federal Regulations, CFR §668.43 (<https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-668/subpart-D/section-668.43>), section (a)(5) (v) and section (c).

Does This Program Meet Requirements for Licensure in My State?

Each state and territory have different professional licensure and certification requirements. Other licensure requirements may include

- professional examinations,
- background checks,
- years of work experience,
- fingerprinting requirements,
- etc.

Students who are considering an academic program that may allow them to pursue professional licensure in their state/territory are strongly encouraged to check the appropriate licensing agency to seek information and additional guidance before beginning a program outside of their state/territory.

Professional Licensure Requirements

Licensure and certification are post-graduation processes and cannot be completed without a posted degree. The Accounting curriculum for Public Accounting at the College of Saint Benedict and Saint John's University only requires you to have 124 credits to earn your degree and complete the Accounting program. However, In order to sign up for the CPA examination, you MUST have completed 150 credits of educational coursework.

The states/jurisdictions where the CSB/SJU public accounting curriculum does not meet state educational requirements for initial licensure as of July 1, 2024:

Alabama	Kentucky	Ohio
Alaska	Louisiana	Oklahoma
American Samoa	Maine	Oregon
Arizona	Maryland	Pennsylvania
Arkansas	Massachusetts	Rhode Island
California	Michigan	South Carolina
Colorado	Minnesota	South Dakota
Connecticut	Mississippi	Tennessee
Delaware	Missouri	Texas
Distict of Columbia	Montana	Utah
Florida	Nebraska	Vermont
Georgia	Nevada	Virginia
Guam	New Hampshire	Virgin Islands
Hawaii	New Jersey	Washington
Idaho	New Mexico	West Virginia
Illinois	New York	Wisconsin
Indiana	North Carolina	Wyoming
Iowa	North Dakota	

Kansas Northern Mariana Islands

To assist students who now live or may one day live outside of Minnesota, CSB and SJU provide the following information resources:

- It is important that you understand the regulations for your state before enrolling in your academic program. Please check the licensing requirements for the state where you will seek employment.
 - Requirements for Minnesota (<https://www.mncpa.org/becoming-a-cpa/education-requirements/>)
 - Links to Requirements for all States (<https://us.aicpa.org/advocacy/state/statecontactinfo/>)
 - Visit the National Association of State Boards of Accountancy for details on new licensure pathways (<https://nasba.org/blog/2025/07/01/new-licensure-pathways/>), and Minnesota CPA (MNCPA) for more information about National Pathways to CPA (<https://www.mncpa.org/involvement/legislative/broadening-pathways-to-cpa/national/>) and CPA License Pathways Timeline (<https://www.mncpa.org/involvement/legislative/broadening-pathways-to-cpa/cpa-license-pathways-implementation-dates/>).

Accounting Major

This concentration is ideal for students interested in understanding the language of business. It is more flexible than the public accounting concentration. It is ideal for students who are planning to study abroad, planning on double majoring in accounting and another discipline, planning on minoring in one or more unrelated disciplines, planning to explore entrepreneurial opportunities, looking for a career in a business' accounting department, or may be expecting to graduate early.

The accounting major (no concentration) DOES prepare students for the CPA exam, but not to the extent of the public accounting concentration. Students who expect to attain a CPA license will still need to abide by the 150 credit hour rule in order to attain the CPA license. However, students may sit for the CPA exam with fewer credits as long as they will be graduating with an accounting degree.

Acceptance to Major Requirements

Course Requirements: ACFN 111 Principles I, ACFN 112 Principles II, and ACFN 325 Intermediate Accounting I

Minimum Grade and/or GPA for required courses: 2.0 in ACFN courses

60 credits required

Required Courses for all Accounting majors

Code	Title	Hours
ACFN 111	Principles I	4
ACFN 112	Principles II	4
ECON 111	Introduction to Economics	4
MATH 124	Probability and Statistical Inference	4
One of the following:		4
MATH 119	Calculus I	
MATH 125	Discrete Mathematical Modeling	
Any CSCI 100-level course		4
ACFN 210	Business Communication	2

ACFN 335	Business Law	2
ACFN 325	Intermediate Accounting I	4
ACFN 326	Intermediate Accounting II	4
ACFN 331	Cost Accounting (Normally Spring Semester Only)	4
ACFN 338	Advanced Accounting	4
ACFN 340	Accounting Information Systems ((Normally Fall Semester Only))	4
ACFN 341	Introduction to Income Taxation	2
One of the following:		2
ACFN 342	Advanced Individual Income Taxation	
ACFN 343	Business Taxation Topics	
ACFN 344	Tax Research and Communication	
ACFN 355	Auditing	4
Total Hours		56

Required Additional Courses for Accounting (no concentration)

Code	Title	Hours
One of the following:		4
ACFN 310	Fundamentals of Managerial Finance	
GBUS 202	Principles of Management Under Global Context	
Any 300-level ECON course		
Total Hours		4

Suggestions

Students wanting to minor in economics or finance should take MATH 119 Calculus I.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Accounting Major (No Concentration)

Course	Title	Hours
First Year		
Fall		
ACFN 111	Principles I	4
ECON 111	Introduction to Economics (SW/QR)	4
THEO 100	Theological Explorations (TE)	4
INTG 100	Learning Foundations (LF)	4
INTG 105	College Success	1
Hours		17
Spring		
ACFN 112	Principles II	4
Language 111		4
MATH 124	Probability and Statistical Inference	4
Elective (CI)		4
Hours		16
Second Year		
Fall		
ACFN 325	Intermediate Accounting I	4
ACFN 335	Business Law	2
ACFN Elective		4
Language 112		4
Elective (AE)		4
Hours		18
Spring		
ACFN 326	Intermediate Accounting II	4
ACFN 341	Introduction to Income Taxation	2
CSCI 150	Introduction to Computing in the Liberal Arts and Sciences	4
MATH 119 or MATH 125	Calculus I or Discrete Mathematical Modeling	4
Language 211		4
Hours		18
Third Year		
Fall		
Study Abroad (HE)		17
Hours		17
Spring		
ACFN 210	Business Communication	2
Select one of the following:		2
ACFN 342	Advanced Individual Income Taxation	
ACFN 343	Business Taxation Topics	
ACFN 344	Tax Research and Communication	
ACFN 338	Advanced Accounting	4
Elective (CS)		4
General Elective		4
Hours		16
Fourth Year		
Fall		
ACFN 340	Accounting Information Systems	4
ACFN 355	Auditing	4
THEOLOGICAL INTEGRATIONS (TI)		4
Elective (BN)		4
Hours		16
Spring		
ACFN 331	Cost Accounting (QR)	4
INTG 300	Learning Integrations (LI)	4
Elective (NW)		4

General Elective	4
Hours	16
Total Hours	134

Public Accounting

Students in this concentration take classes in all the major accounting and business disciplines, which prepare them for success in passing the different sections of the CPA exam, as well as assist them in choosing a career path within the accounting industry. All US states' rules require applicants for a license as a CPA to have accumulated 150 higher education credit hours, as recommended by the AICPA. These hours must include 24 upper division accounting course credits and 24 credit hours of business-related or certain other accounting courses. Students should also be aware that many employers of CPAs require their job applicants to have accumulated 150 credit hours prior to beginning their employment.

Acceptance to Major Requirements

Course Requirements: ACFN 111 Principles I, ACFN 112 Principles II, and ACFN 325 Intermediate Accounting I

Minimum Grade and/or GPA for required courses: 2.0 in ACFN courses

74 credits required

Required Courses for all Accounting Majors

Code	Title	Hours
ACFN 111	Principles I	4
ACFN 112	Principles II	4
ECON 111	Introduction to Economics	4
MATH 124	Probability and Statistical Inference	4
One of the following:		4
MATH 119	Calculus I	
MATH 125	Discrete Mathematical Modeling	
Any CSCI 100-level course		4
ACFN 210	Business Communication	2
ACFN 335	Business Law	2
ACFN 325	Intermediate Accounting I	4
ACFN 326	Intermediate Accounting II	4
ACFN 331	Cost Accounting (Normally Spring Only)	4
ACFN 338	Advanced Accounting	4
ACFN 340	Accounting Information Systems (Normally Fall Only)	4
ACFN 341	Introduction to Income Taxation	2
One of the following:		2
ACFN 342	Advanced Individual Income Taxation	
ACFN 343	Business Taxation Topics	
ACFN 344	Tax Research and Communication	
ACFN 355	Auditing	4
Total Hours		56

Required Additional Courses for Public Accounting Concentration

Code	Title	Hours
ACFN 310	Fundamentals of Managerial Finance	4
ACFN 312	Financial Modeling & Analysis	4

GBUS 202	Principles of Management Under Global Context	4
6 credits from the following:		6
ACFN 315	Theory of Investments (4 credits)	
GBUS 330	International Dimensions of Organizational Behavior (4 credits)	
GBUS 341	Operations and Supply Chain Management (4 credits)	
300-level ECON elective (4 credits)		
ACFN 330	Governmental and Not-for-Profit Accounting (2 credits)	
ACFN 342	Advanced Individual Income Taxation (2 credits)	
ACFN 343	Business Taxation Topics (2 credits)	
ACFN 344	Tax Research and Communication (2 credits)	
ACFN 353	Fraud Examination (2 credits)	
Total Hours		18

Suggestions

Students wanting to minor in economics or finance should take MATH 119 Calculus I.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

- Credits:** 124 total credits, 40 of which must be from upper division coursework
- GPA:** 2.0 or higher*
- Residency:** At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

** Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.*

Public Accounting Concentration

Course	Title	Hours
First Year		
Fall		
ACFN 111	Principles I	4
ECON 111	Introduction to Economics	4
THEO 100	Theological Explorations (TE)	4
INTG 100	Learning Foundations	4
INTG 105	College Success	1
Hours		17
Spring		
ACFN 112	Principles II	4
Language 111		4

MATH 124	Probability and Statistical Inference	4
Elective (CI)		4
Hours		16
Second Year		
Fall		
ACFN 325	Intermediate Accounting I	4
ACFN 335	Business Law	2
ACFN 310	Fundamentals of Managerial Finance	4
Language 112		4
Elective (AE)		4
Hours		18
Spring		
ACFN 326	Intermediate Accounting II	4
ACFN 341	Introduction to Income Taxation	2
CSCI 150	Introduction to Computing in the Liberal Arts and Sciences	4
MATH 119 or MATH 125	Calculus I or Discrete Mathematical Modeling	4
Language 211		4
Hours		18
Third Year		
Fall		
Study Abroad (EX, GL, HE)		17
Hours		17
Spring		
ACFN 331	Cost Accounting	4
Select one of the following:		2
ACFN 342	Advanced Individual Income Taxation	
ACFN 343	Business Taxation Topics	
ACFN 344	Tax Research and Communication	
ACFN 338	Advanced Accounting	4
GBUS 202	Principles of Management Under Global Context	4
Elective (CS)		4
Hours		18
Fourth Year		
Fall		
ACFN 340	Accounting Information Systems	4
ACFN 355	Auditing	4
ACFN 210	Business Communication	2
THEOLOGICAL INTEGRATIONS (TI)		4
Elective (NW)		4
Hours		18
Spring		
ACFN 312	Financial Modeling & Analysis	4
ACFN Elective (4 credits)		4
ACFN Elective (2 credits)		2
INTG 300	Learning Integrations	4
Elective (BN)		4
Hours		18
Total Hours		140

Accounting Minor

20 credits required¹

Code	Title	Hours
ACFN 111	Principles I	4
ACFN 112	Principles II	4
ACFN 325	Intermediate Accounting I	4
8 credits from the following:		8
ACFN 326	Intermediate Accounting II	

ACFN 330	Governmental and Not-for-Profit Accounting
ACFN 331	Cost Accounting
ACFN 340	Accounting Information Systems
ACFN 341	Introduction to Income Taxation
ACFN 342	Advanced Individual Income Taxation
ACFN 343	Business Taxation Topics
ACFN 344	Tax Research and Communication
ACFN 353	Fraud Examination
ACFN 338	Advanced Accounting
ACFN 355	Auditing

Total Hours **20**

¹ 8 credits must be unique to this minor, and not also counting towards meeting the requirements for another major or minor.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

** Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.*

Ancient Mediterranean Studies

Ancient Mediterranean Studies (also known as "Classics") is the interdisciplinary study of the ancient peoples and cultures of the Mediterranean basin, especially Greeks and Romans, including their interactions with one another and other peoples and cultures in the Middle East. It is an attempt to understand the origins of western society through study of related languages, literature, history, philosophy, religion, and archaeology and art. AMED is fascinating and practical, and its students are capable and successful. They are agile, visionary thinkers and articulate, persuasive global citizens. AMED students are professionals who pursue multiple career paths. They become outstanding teachers, lawyers, elected officials, diplomats, writers, editors, journalists, education and arts administrators, museum curators, doctors, nurses, information technology specialists, and business professionals. Students may minor in Ancient Mediterranean Studies.

In the course of study, Ancient Mediterranean Studies students become:

Deep intellectuals who understand the interconnections of our world.

- They evaluate how the cultures of ancient Greeks and Romans and their neighbors shape the modern world on a global scale.
- They understand how to use these cultures to develop comparative models of thought and behavior leading to enhanced self-understanding.

Creative problem-solvers who can devise multiple solutions for a conundrum.

- They apply analytical skills from fields including language, literature, history, philosophy, religion, and archaeology and art.
- They utilize this interdisciplinary skillset to solve important problems in the study of the ancient Mediterranean and Middle East.

Language experts who understand others and are masters of self-expression.

- They understand and engage other cultures through effective analysis of their language structures and close textual reading.
- They synthesize excellent communication skills, including the ability to translate, write, and present in multimedia formats.

Intercultural diplomats who are attuned to difference and thrive in its presence.

- They demonstrate awareness of cultural difference in language, art, politics, gender, race and ethnicity, religion, and/or socio-economics.
- They apply this insight when examining intellectual, professional, and personal questions to better themselves and act with empathy.

The Ancient Mediterranean Studies minor is dynamic and flexible, allowing students to explore the rich cultural landscape of the ancient Mediterranean and Middle East while complementing other programs of study and distinguishing their resumes. It combines study of language, literature, history, philosophy, religion, and archaeology and art for an interdisciplinary approach to the ancient world. It is the quintessential liberal arts experience, allowing students to apply multiple fields of inquiry to past human experience and then to apply insights about this behavior to pressing modern concerns and problems.

Majors

(None)

Minors

- Ancient Mediterranean Studies Minor (p. 59)

Ancient Mediterranean Studies Minor

A student takes 24 credits of AMED courses in any combination. They may include Latin (or Greek) language courses of any level and/or any of the numerous courses taught in English translation approved for AMED. These courses may be taken on campus at CSBSJU or abroad in our Greece and Italy programs. Students may apply up to two courses for another degree program at CSBSJU to an AMED minor.

Eligible courses include:

Code	Title	Hours
24 credits from the following:		24
Language		
LATN 111	Introduction to Latin I	
LATN 112	Introduction to Latin II	
LATN 211	Intermediate Latin	
LATN 270	Intermediate Latin 1 Abroad	
LATN 370	Advanced Latin 1 Abroad	
SSNT 401	New Testament Greek	
SSNT 402	New Testament Greek II	
GREK 170	Beginning Ancient Greek abroad	
GREK 270	Intermediate Ancient Greek I abroad	
Literature		
CLAS 223	Classical Mythology	
CLAS 279A	Scientific Etymology	
CLAS 379B	Truth, Lies, & Fiction in Classical Literature	
ENGL 230	Early Western Literature: Homer to Dante	
ENGL 334	Medieval Women	
LNGS 370IA		
LNGS 370GA		
LATN 331	Virgil and Epic Poetry	
LATN 333	Elegiac and Lyric Poetry	
LATN 338	Roman Comedy	
LATN 343	Ovid's Metamorphoses	
History		
CLAS 379A	Grand Strategy	
HIST 220	Sword and Scroll: Violence and Cultural Exchange in Antiquity	
HIST 330	Parties and Wars: Greece in the Classical Period	
HIST 377A	Roman Empire	
HIST 370GA	((abroad))	
HIST 370GD	Biography of an Empire: The Surprising Life of "Byzantium" (324-1453) ((abroad))	
HIST 370GE	Life & Death in Ancient Greece & Everything in Between: an Intro to Athenian Society ((abroad))	
HIST 370GF	Sports, Games and Spectacles in the Graeco-Roman World ((abroad))	
HIST 370GG	To the Strongest: The Ancient Near East from the Death of Alexander to the Coming of Rome ((abroad))	
HIST 370IA	((abroad))	
HIST 370IB	History of Rome from its Origins to Charlemagne ((abroad))	
LATN 327A	Topic: Cicero and Pliny	
LATN 327C	The Catilinarian Conspiracy	
LATN 327D	The Life and Death of Augustus	
LATN 349	Roman Historians	
Philosophy		
PHIL 121	Great Issues in Philosophy	
PHIL 331	Ancient Philosophy	
PHIL 346	Philosophy of Religion	

PHIL 370GA	The Concept of Life in Ancient Greek Philosophy & Its Relevance Today ((abroad))
LATN 342	Cicero
Religion	
THEO 305	Jesus and the Gospels
THEO 306	Paul and His Letters
THEO 318	Apocalypsemania: the Bible, the Environment, and the Future
THEO 365	Islam
HCHR 400	Patristics
HCHR 402	History of Christianity I
HCHR 404	History of Christianity II
THEO 370GB	ANCIENT GREEK MYTH/REL (TI) ((abroad))
THEO 370GD	RELIGIONS OF MIDDLE EAST (TI) ((abroad))
THEO 370GA	((abroad))
THEO 370IA	The Western Church in Context ((abroad))
LATN 327E	Jews and Christians in the Roman World
Archaeology and Art	
ART 230	Art Moves I: Art History Neolithic-1400
ART 379A	Museum Ethics and History
HIST 130	Introduction to Archaeology
ART 370GA	Art History of Greece - Abroad ((abroad))
ART 370GB	Ancient Greek Sculpture ((abroad))
ART 370IA	((abroad))
ART 370IB	((abroad))
ART 370IC	Renaissance Art & Architecture of Rome ((abroad))
HIST 370GB	Aegean & Ancient Greek Art & Archaeology ((abroad))
HIST 370GC	Aegean Prehistory: The Rise & Fall of the Bronze Age Cultures ((abroad))
HIST 370	Topography and Monuments of Athens abroad
SA 370GB	INTRO TO DIGITAL ARCH/VR ((abroad))
THEA 370GA	Greek Theater: Ancient and Modern ((abroad))

In addition, we allow students to apply one of the following courses with significant Classics content or applicable theory to the minor as a substitution (in consultation with AMED faculty and with permission of the Department Chair).

Code	Title	Hours
Examples may include:		
ART 370GC	The Art and Craft of Curating: Making Sense of Art in the 21st Century	
ENTR 101B	Innovation: This is Water?	
HIST 278A	Confusingly Confucian: Creating East Asia to 1600	
PHIL 123	The Philosophy of Human Nature	
PHIL 125	What is Justice?: Social Philosophy	
PHIL 150	Philosophy in Literature	
PHIL 321	My Goodness!: Moral Philosophy Moral Philosophy	
POLS 221	Political Theory: An Introduction	
POLS 311	Classics/Political Theory	
POLS 356	Security: Defense, Diplomacy and Development	
SOCI 111	Introduction to Sociology	
SOCI 121	Introduction to Anthropology	

SOCI 304	Social Theory
SOCI 326	Cultural Thought and Meaning

Art

Department Chair: Rachel Melis

Faculty: Carol Brash, Samuel Johnson, Rachel Melis, Scott Murphy, Simon-Hòa Phan OSB, Elaine Rutherford, Andrea Shaker, Steven Lemke, Joseph Singewald

The art department educates both art majors and non-majors in the theory, practice and history of art. This education involves the understanding of historical development of art in contemporary and past cultures, understanding the critical process used to assess art forms, understanding the meaning and evolution of art theories, understanding the basic concepts related to the structure of forms and understanding the technical aspects of art. This education is intended to prepare students for careers or further education in art. For the non-major, this education provides a preliminary understanding of art forms, the creative process and a beginning ability to employ critical analysis.

The department's studios, located on both campuses, provide facilities for drawing, design, painting, ceramics, printmaking, sculpture, book arts, papermaking, computer art, photography, and video. The Benedicta Arts Center Galleries and Saint John's Art Galleries schedule diverse exhibitions of artwork throughout the year. Special areas are available for exhibition of student work. Visiting artists, speakers, artists-in-residence, field trips and workshops supplement the students' experience of the art world.

Assessment

Student learning and progress is assessed by means of critiques and exhibition/portfolio reviews. Each course within the department has a strong component that addresses the critique process. Students learn how to interact with one another and the instructor to determine their strengths, weaknesses and how they might achieve better results in their work. At the conclusion of each semester's work in studio art courses, a final critique is held with the instructor and student to assess the student's progress.

Exhibition/Portfolio reviews are made to assess the student's growth within their course of studies.

Major

The art department offers a concentration in studio art, and minors in art history, book arts and art education.

Majors

- Art Education (p. 62)
- Studio Art (p. 61)

Minors

- Art History Minor (p. 64)
- Book Arts Minor (p. 64)
- Studio Art Minor (p. 64)

Studio Art

The studio art major allows students to combine a liberal education with preparation for entry into careers as exhibiting artists, designers, elementary or secondary school teachers, or other art-related fields, such as advertising, marketing, illustration, museum/gallery curation, criticism, writing/reporting, as well as for graduate school in studio art, art history, design, architecture, landscape architecture, or art therapy.

Acceptance to Major Requirements

Course Requirements: ART 248 New Art Major Seminar

Minimum Grade and/or GPA for required courses: Passing grade in ART 248 New Art Major Seminar

Code	Title	Hours
ART 118	Design: 2D/4D	4
ART 119	Design: 3D/Drawing	4
ART 230	Art Moves I: Art History Neolithic-1400	4
ART 260	Art Moves: Art History 1400-1850	
ART 248	New Art Major Seminar	2
ART 300	Modern and Contemporary Art	4
ART 351	Senior Studio Thesis	4
ART 352	Senior Studio Thesis Part II	2
ART Studio (200 or 300-Level)		12
ART (300-Level) Studio ¹		4
Total Hours		40

¹ Course must be in intended studio concentration area.

Special Requirements

Prerequisite for ART 351 Senior Studio Thesis: Art 248

Additional Requirements:

General Education Requirements:

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Graduation Requirements:

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GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Four Year Plan

Course	Title	Hours
First Year		
Fall		
INTG 105	College Success	1
INTG 100	Learning Foundations	4
Language 111		4
ART 119	Design: 3D/Drawing	4
ART 200	Environmental Art and Architecture	4
Hours		17
Spring		
ART 118	Design: 2D/4D	4
Cultural & Social Difference-Identity (CS)		4
Language 112		4
Way of Thinking (SW)		4
Hours		16
Second Year		
Fall		
ART 260	Art Moves: Art History 1400-1850 (or elective)	4
Language 211		4
THEO 100	Theological Explorations (TE)	4
Integrations Requirement (BN)		4
Hours		16
Spring		
ART 248	New Art Major Seminar	2
ART 230	Art Moves I: Art History Neolithic-1400 (or elective)	4
200-300-Level Studio Art elective		4
Integrations Requirement (AS/QR)		4
Integrations Requirement (HE)		4
Hours		18
Third Year		
Fall		
Study Abroad Semester		16
	Culture and Social Differences: Systems	
	Global and Experiential Engagement	
	Electives	
Hours		16
Spring		
ART 300	Modern and Contemporary Art	4
ART 3@@ Elective		4
Integrations Requirement (TF)		4
Integrations Requirement (NW)		4
Hours		16
Fourth Year		
Fall		
ART 351	Senior Studio Thesis (Fall Only)	4
ART 3@@ Studio Art Elective		4
Theological Integrations (TI)		4
300-level Elective		4
Hours		16
Spring		
ART 352	Senior Studio Thesis Part II	2
INTG 300	Learning Integrations	4
Electives		10
Hours		16
Total Hours		131

Art Education

Acceptance to Major Requirements

Course Requirements: ART 248 New Art Major Seminar

Minimum Grade and/or GPA for required courses: Passing grade in ART 248 New Art Major Seminar

Admission to Teacher Education

Students who want to major or minor in Education need to complete the Education Department's admission process. Admission typically occurs during the sophomore year and is required for all students seeking an Elementary Education major and Secondary Education minor.

The following items are required for application:

- A cumulative, licensure content major, and education coursework GPA of 2.50 or above
- Completed Intent to Apply form (available in the Education Portal in Canvas)
- Disposition reflection and faculty review (usually completed as part of EDUC 111)
- Completion of a 35-hour teacher shadow in a classroom aligned with the student's licensure program, written reflection, and supervisor evaluation (<https://www.csbsju.edu/forms/HIVM8YGXJD/>)
- Submission of a professional recommendation (<https://www.csbsju.edu/forms/TK3D1UYAJN/>) completed by a CSB+SJU faculty member, coach, advisor, or supervisor
- Entry survey form (<https://www.csbsju.edu/forms/A7KUZS93ND/>)

Descriptions of all admission requirements and the application process are specified on the Education Department's website at <https://www.csbsju.edu/education/student-resources/apply-to-the-program> (<https://www.csbsju.edu/education/student-resources/apply-to-the-program/>)

Required Art Courses¹

Code	Title	Hours
ART 118	Design: 2D/4D	4
or ART 119	Design: 3D/Drawing	
ART 230	Art Moves I: Art History Neolithic-1400	4
or ART 260	Art Moves: Art History 1400-1850	
ART 215	Introduction to Painting	4
ART 217	Introduction to Photography	4
or ART 224	Introduction to Printmaking	
or ART 243A	Introduction to Graphic Design	
ART 218	Introduction to Computer Art	4
or ART 262	Introduction to Video	
ART 219	Introduction to Ceramics	4
ART 248	New Art Major Seminar	2
ART 300	Modern and Contemporary Art	4
ART 351	Senior Studio Thesis	4
ART 355	Senior Thesis Exhibit	1
ART Studio (200 or 300-Level) Electives ²		8
ART 214	Introduction to Drawing	
ART 216	Introduction to Sculpture	
ART 315	Intermediate/Advanced Painting	

ART 317	Intermediate/Advanced Photography
ART 318	Intermediate/Advanced Computer Art and Graphic Design
ART 319	Intermediate/Advanced Ceramics
ART 362	Intermediate/Advanced Video
Total Hours	43

¹ Students concentrating in art education are required to have two areas of emphasis which are met by taking additional approved courses in the areas of drawing, sculpture (including ceramics), painting, graphic arts (including photography, or printmaking) or computer graphics (including computer art and digital video).

² Students concentrating in art education may receive special credit towards core, and upper-division requirements. Please contact the department chair.

Required Education Courses

The following courses are required for the Secondary Education minor which accompanies this major.

Code	Title	Hours
Required Education Courses		
EDUC 111	Introduction to Teaching and Learning in a Diverse World	4
EDUC 203	Development, Learning, and Mental Health in Childhood and Adolescence	4
EDUC 213	Clinical Experience for K-12/5-12 Majors	1-2
EDUC 305	Human Exceptionalities: School, Home, and Community	1
EDUC 352	Teaching Reading in the Middle/Secondary Classroom	1-2
EDUC 359	Issues in Education K-12	1-2
EDUC 379A	Educational Psychology: Myths Versus Science	4
EDUC 390	Ethics in Human Relations	4
Content Specific Pedagogy Courses ¹		4-10
Student Teaching		16
Total Hours		40-49

¹ The number of courses and credits required varies from program to program (see this program's specific requirements below).

Required Art Pedagogy Courses

Code	Title	Hours
EDUC 241	Fine Arts Content and Pedagogy: K-6	4
EDUC 340	Art Education/Methods and Materials K-12	4

Additional Requirements:

General Education Requirements:

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Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

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GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

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* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Four Year Plan

Course	Title	Hours
First Year		
Fall		
ART 119	Design: 3D/Drawing	4
EDUC 111	Introduction to Teaching and Learning in a Diverse World	4
INTG REQ		4
INTG 100	Learning Foundations	4
INTG 105	College Success	1
Hours		17
Spring		
LANG 111		4
INTG REQ		4
ART 215	Introduction to Painting	4
ART 217	Introduction to Photography	4
Hours		16
Second Year		
Fall		
ART 219	Introduction to Ceramics	4
ART 230	Art Moves I: Art History Neolithic-1400	4
or ART 260	or Art Moves: Art History 1400-1850	
THEO 100	Theological Explorations (TE)	4
LANG 112		4
EDUC 241	Fine Arts Content and Pedagogy: K-6	4
Hours		20
Spring		
LANG 211		4
ART 248	New Art Major Seminar	2
EDUC 203	Development, Learning, and Mental Health in Childhood and Adolescence	4
EDUC 379A	Educational Psychology: Myths Versus Science	4
INTG REQ/Elective		4
Hours		18
Third Year		
Fall		
Theological Integrations (TI)		4
INTG 300	Learning Integrations	4
ART 218	Introduction to Computer Art	4
ART emphasis		4
EDUC 213	Clinical Experience for K-12/5-12 Majors	2
Hours		18
Spring		
ART 300	Modern and Contemporary Art	4

EDUC 301	Multilingual Learners: Essential Understandings and Strategies for Success	2
ART emphasis		4
EDUC 340	Art Education/Methods and Materials K-12	4
EDUC 305	Human Exceptionalities: School, Home, and Community	1
EDUC 352	Teaching Reading in the Middle/Secondary Classroom	2
Hours		17
Fourth Year		
Fall		
ART 344	Critical Theory	4
ART 351	Senior Studio Thesis	4
EDUC 390	Ethics in Human Relations	4
INTG REQ/Elective		4
EDUC 359	Issues in Education K-12	1
Hours		17
Spring		
Student Teaching		16
ART 355	Senior Thesis Exhibit	1
Hours		17
Total Hours		140

Studio Art Minor

24 credits required

Code	Title	Hours
ART 118	Design: 2D/4D	4
ART 119	Design: 3D/Drawing	4
ART (300-Level) Studio		4
ART Studio		8
ART History		4
Total Hours		24

Note: Book Arts Minors: ART 118 Design: 2D/4D can be used to fulfill requirements in both Studio Art and Book Arts minors.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

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Art History Minor

24 credits required

Code	Title	Hours
ART 230	Art Moves I: Art History Neolithic-1400 ¹	4
ART 260	Art Moves: Art History 1400-1850 ¹	4
ART 300	Modern and Contemporary Art	4
ART Studio ²		4
ART (300 level) Art History		4
ART (200 or 300 level) Art History		4
Total Hours		24

¹ One of these may double count if the student is an Art Major
² May double count if the student is also an Art Major

Additional Requirements:

General Education Requirements:

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* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Book Arts Minor

24 credits required

Code	Title	Hours
ART 118	Design: 2D/4D	4
ART 239	Introduction to Letterpress Printing and Design	4
ART 397	Internship	4
ENGL 315B	Editing and Publishing	4
8 credits from the following		8
ART 212	Introduction to Biological Illustration	
ART 213	Introduction to Artist's Books	
ART 218	Introduction to Computer Art	
ART 224	Introduction to Printmaking	

ART 243A	Introduction to Graphic Design
ART 271/371	Individual Learning Project (ILP, only one allowed, 4 credits)
ART 324	Intermediate/Advanced Printmaking
ART 339	Intermediate/Advanced Letterpress Printing and Design
ENGL 213	Creative Writing: Fiction and Poetry
or ENGL 313A	Advanced Creative Writing: Poetry
or ENGL 313B	Advanced Creative Writing: Fiction
Total Hours	
24	

ILPs and Internships must be approved by the Book Arts Coordinator. (In some cases, an ILP or Internship may also be done through the English Department and/or may replace an Internship.)

Note: Studio Art Minors: ART 118 Design: 2D/4D can be used to fulfill requirements in both Studio Art and Book Arts minors. . English Majors/Minors: can double-count one English class to fulfill requirements.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

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GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Biochemistry

Program Director: Alicia Peterson

This interdisciplinary major entails the study of the structure, synthesis, properties and regulation of biomolecules. Cellular, organ, and organismal processes are examined through the study of the complex molecular networks that comprise and regulate them. As such, biochemistry has strong components from the fields of both biology and chemistry. This major is especially appropriate for those who intend to pursue careers in any of the medical fields, graduate education in biochemistry, medical research or employment in the biotechnology industry.

Majors

- Biochemistry Major (p. 65)

Minor

(None)

Biochemistry Major

54 credits required

Code	Title	Hours
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
BIOL 200	Principles of Biology 2: Biological Response to Challenge	4
BIOL 311	Cell Biology	4
BIOL 317	Biochemistry	4
BIOL 318	Molecular Genetics	4
CHEM 125	Introduction to Chemical Structure and Properties	4
CHEM 250	Reactions of Nucleophiles and Electrophiles (Reactivity 1)	4
CHEM 251	Intermediate Reactions of Nucleophiles and Electrophiles (Reactivity 2)	4
CHEM 255	Macroscopic Chemical Analysis	4
CHEM 315	Advanced Reactions (Reactivity 3)	4
CHEM 201	Purification and Separation Lab I	1
CHEM 202	Purification and Chromatography Lab II	1
CHEM 203	Synthesis Lab	1
CHEM 205	Chemical Measurement Lab	1
BCHM 317	Biochemistry I ¹	4
BCHM 375	Biochemistry Capstone	2
BCHM XXX		0
4 credits from the following		4
CHEM 323A	Food Toxicology	
CHEM 323B	Topics in Biochemistry: Fermentation	
CHEM 323C	The Biochemistry of SARS-CoV-2 (COVID-19)	
CHEM 323D	Biochemical Pharmacology	
CHEM 323E	Supramolecular Chemistry: Beyond the Molecule	
CHEM 347	Chemical Biology	
CHEM 352	Signal Transduction	
CHEM 353	Xenobiotic Metabolism	
CHEM 358	Biomacromolecules	
CHEM 364	Medicinal Chemistry	
BIOL 307	Biology of Microorganisms	
BIOL 319	Immunology	
BIOL 320	Neurobiology	
BIOL 323	Animal Physiology	
BIOL 329	Histology and Technique	
BIOL 339	Evolution	
BIOL 373L	Mathematical Modelling in Biology	
BIOL 373S	Biostatistics in R	
One of the following		8
PHYS 105 & PHYS 106	Physics for the Life Sciences I and Physics for the Life Sciences II	
PHYS 191 & PHYS 200	Foundations of Physics I and Foundations of Physics II	
MATH 119	Calculus I	4

MATH 120	Calculus II	4
or MATH 124	Probability and Statistical Inference	
Total Hours		70

¹ Students enroll in BIOL 317 Biochemistry. The Office of Student Records and Registration will convert the registration to BCHM 317 Biochemistry I.

Supporting Courses

Code	Title	Hours
PHYS 191	Foundations of Physics I	4
or PHYS 105	Physics for the Life Sciences I	
PHYS 200	Foundations of Physics II	4
or PHYS 106	Physics for the Life Sciences II	
MATH 119	Calculus I	4
MATH 120	Calculus II	4
or MATH 124	Probability and Statistical Inference	
Total Hours		16

Special Requirements

Student must enroll in BCHM XXX and fulfill the requirement by taking either the Biology or Chemistry Major Field Assessment Test (MFAT) in the spring of their senior year.

Students pursuing a major in Biochemistry cannot major or minor in Biology or Chemistry.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Four Year Plan

Course	Title	Hours
First Year		
Fall		
CHEM 125	Introduction to Chemical Structure and Properties	4

INTG 100	Learning Foundations (LF)	4
Language 111		4
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
CHEM 201	Purification and Separation Lab I	1
INTG 105	College Success	1
Hours		18
Spring		
CHEM 250	Reactions of Nucleophiles and Electrophiles (Reactivity 1)	4
Elective (CI)		4
BIOL 200	Principles of Biology 2: Biological Response to Challenge	4
Language 112		4
CHEM 202	Purification and Chromatography Lab II	1
Hours		17
Second Year		
Fall		
CHEM 251	Intermediate Reactions of Nucleophiles and Electrophiles (Reactivity 2)	4
THEO 100	Theological Explorations (TE)	4
PHYS 105	Physics for the Life Sciences I	4
or PHYS 191	or Foundations of Physics I	
Language 211		4
CHEM 203	Synthesis Lab	1
Hours		17
Spring		
CHEM 255	Macroscopic Chemical Analysis	4
PHYS 106	Physics for the Life Sciences II	4
or PHYS 200	or Foundations of Physics II	
MATH 119	Calculus I	4
Elective (SW)		4
CHEM 205	Chemical Measurement Lab	1
Hours		17
Third Year		
Fall		
CHEM 315	Advanced Reactions (Reactivity 3)	4
BIOL 317	Biochemistry	4
BIOL 3@@ or CHEM 3@@		4
MATH 120	Calculus II	4
or MATH 124	or Probability and Statistical Inference	
Hours		16
Spring		
Possible Study Abroad Semester (EX)		4
Elective (CS)		4
Elective (AE)		4
Elective (GL)		4
Hours		16
Fourth Year		
Fall		
Theological Integrations (TI)		4
Elective (HE)		4
Elective		4
BIOL 311	Cell Biology	4
Hours		16
Spring		
INTG 300	Learning Integrations (LI)	4
BCHM 375	Biochemistry Capstone	2
BCHM XXX		0
Elective (BN)		4
BIOL 318	Molecular Genetics	4
Hours		14
Total Hours		131

Biology

Department Chair: Demelza Larson

Faculty: Manuel Campos, Katharine Cary, Clark Cotton, Diana Fenton, Ashley Fink, Ella Gray, Mark Grover, Trevor Keyler, Stephen Jameson, Demelza Larson, Kayla Miller, David Mitchell, Lydia Nixon, Kyle Rauch, Alexa Roemmich, Justin Rost, Jennifer Schaefer, Kristina Timmerman, Emily Willaert, Tod Worner

The biological sciences are rapidly expanding our understanding of the natural world, from the inner workings of cancer cells to the evolution of the human genome to the role that the oceans play in controlling the composition of the atmosphere. The faculty of the Biology Department seeks to share the excitement of these discoveries with students. Our goal is to educate students in biology to prepare for graduate school or for professions including those in education or allied health professions, as well as to become life-long learners and well-informed citizens.

The students and faculty of the Biology Department are a community of learners, using inquiry-based methods to investigate the breadth of biology, its connection to other disciplines, and its relevance to individuals and to society.

The department offers a popular major and minor, supports students in the Nursing, Biochemistry, Exercise and Health Science, and Nutrition majors, and provides courses that fulfill Integrations Curriculum requirements. Our major and minor introduce students to the breadth of biological studies while enabling them to focus on areas of particular interest for further study. Our courses feature bench and/or field labs allowing students to engage in the process of scientific investigation first-hand. We occupy two buildings furnished with extensive laboratory equipment including transmission and scanning electron microscopes, NanoDrop UV spectrophotometers, a flow cytometer, a DNA sequencer, high-speed refrigerated centrifuges, mammalian cell-culture facilities, an animal-care suite, walk-in environmental, metabolic, and cold chambers, and bright-field, dark-field, fluorescence, and inverted microscopes fitted with video and digital cameras. Extensive collections of plants, birds, and mammals help to acquaint students with the flora and fauna of central Minnesota. The rural setting of the two campuses is ideal for field studies, providing easy access to a variety of natural habitats including prairie, oak savanna, wetlands, coniferous and deciduous forests, ponds, and several lakes. The Melancon greenhouse, the Bailey Herbarium, the Saint John's Abbey Arboretum, and the SJU maple-sugar bush and sugar shack all provide excellent facilities for ecological and field research.

Assessment

The Biology Department has adopted a multifaceted approach to assessing the effectiveness of its curriculum. In addition to standard measures, such as monitoring performance on tests, the Biology Department requires the following:

- 1. Every student in an introductory course takes a post-test of basic information that they would be expected to gain from taking the course.
- 2. Seniors take a comprehensive exam during their last semester (BIOL XXX).
- 3. Students enrolled in an upper division biology course during their last semester take the "Annual Biology Department Assessment Survey".
- 4. The department surveys alumni at five-year intervals.

Majors

- Biology Major (p. 67)
- Biology Major - Secondary Education (p. 69)

Minors

- Biology Minor (p. 71)

Biology Major

Acceptance to Major Requirements

Course Requirements: BIOL 100 Principles of Biology 1: Fundamentals of Living Things, BIOL 200 Principles of Biology 2: Biological Response to Challenge, and any other 4-credit course in the major

Minimum Cumulative GPA: 2.00

Other Requirements: Must have a Biology faculty member as Academic Advisor

Code	Title	Hours
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
BIOL 200	Principles of Biology 2: Biological Response to Challenge	4
24 credits from the following ^{1,2}		24
BIOL (300-Level) courses		
CSCI 317D	Bioinformatics	
2 credits from the following		2
BIOL 380@ (Topics)		
BIOL 372	Biological Research	
COLG 398	Distinguished Thesis Essay, Research or Creative Project	
BIOL XXX (comprehensive exam)		0
MATH 124	Probability and Statistical Inference	4
CHEM 125	Introduction to Chemical Structure and Properties	4
CHEM 201	Purification and Separation Lab I	1
One of the following:		4
MATH 118	Essential Calculus	
MATH 119	Calculus I	
MATH 120	Calculus II	
PHYS 105	Physics for the Life Sciences I	
PHYS 191	Foundations of Physics I	
CHEM 250 & CHEM 202	Reactions of Nucleophiles and Electrophiles (Reactivity 1) and Purification and Chromatography Lab II	
CHEM 251 & CHEM 203	Intermediate Reactions of Nucleophiles and Electrophiles (Reactivity 2) and Synthesis Lab	
CHEM 255 & CHEM 205	Macroscopic Chemical Analysis and Chemical Measurement Lab	
CSCI 130	Concepts of Computing: Science and Applications	
CSCI 140	Concepts of Computing: Science and Mathematics	
CSCI 150	Introduction to Computing in the Liberal Arts and Sciences	
CSCI 239	Discrete Computational Structures	

ENVR 175	Earth Systems Science
Total Hours	47

¹ Cannot count BIOL 371, 373A, 373B, 373J, 373O, 373P, 373R, or 374.
² At least 4 credits must come from each of the following distributions (see below for courses that fulfill each distribution): cellular biology, organismal biology, field biology

Biology Course Distributions
Cellular Biology

Code	Title	Hours
BIOL 307	Biology of Microorganisms	4
BIOL 311	Cell Biology	4
BIOL 316	General Genetics	4
BIOL 317	Biochemistry	4
BIOL 318	Molecular Genetics	4
BIOL 319	Immunology	4

Organismal Biology

Code	Title	Hours
BIOL 320	Neurobiology	4
BIOL 323	Animal Physiology	4
BIOL 325	Human Anatomy and Physiology I	4
BIOL 326	Human Anatomy and Physiology II	4
BIOL 327	Plant Physiology	4
BIOL 329	Histology and Technique	4
BIOL 330	Comparative Anatomy of Vertebrates	4
BIOL 339	Evolution	4

Field Biology

Code	Title	Hours
BIOL 308	Plant Systematics	4
BIOL 332	Natural History of Terrestrial Vertebrates	4
BIOL 334	General Ecology	4
BIOL 336	Behavioral Ecology	4
BIOL 337	Aquatic Ecology	4
BIOL 341	Natural History of the Bahamas	4
BIOL 373G	Ecology and Evolution of the Galapagos Islands	4
BIOL 373Q	Ecology and Evolution of the Serengeti Ecosystem	4

Additional Requirements:
General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*
Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

** Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.*

Four Year Plan

Course	Title	Hours
First Year		
Fall		
INTG 105	College Success	1
Language 111		4
INTG 100	Learning Foundations (LF)	4
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
CHEM 125	Introduction to Chemical Structure and Properties	4
CHEM 201	Purification and Separation Lab I	1
Hours		18
Spring		
Cultural and Social Difference-Identity (CI)		4
Language 112		4
THEO 100	Theological Explorations (TE)	4
BIOL 200	Principles of Biology 2: Biological Response to Challenge	4
Hours		16
Second Year		
Fall		
Language 211		4
MATH 124	Probability and Statistical Inference	4
BIOL 3@@		4
Elective (INTG Requirement)		4
Hours		16
Spring		
Elective (SW or HE)		4
BIOL 3@@		4
Elective (NW)		4
Elective (INTG Requirement)		4
Hours		16
Third Year		
Fall		
BIOL 3@@		4
BIOL 3@@		4
Elective (WR)		4
Elective (AR)		4
Hours		16
Spring		
ABROAD		12
Cultural and Difference-Systems (CS)		4
Hours		16
Fourth Year		
Fall		
Theological Integrations (TI)		4
BIOL 3@@		4
Elective (INTG Requirement)		4
Elective (INTG Requirement)		4
Hours		16
Spring		
INTG 300	Learning Integrations (LI)	4

BIOL 3@@	4
Elective	4
BIOL 380@ (Topics)	2
Hours	14
Total Hours	128

Biology Major - Secondary Education

Acceptance to Major Requirements

Course Requirements: BIOL 100 Principles of Biology 1: Fundamentals of Living Things, BIOL 200 Principles of Biology 2: Biological Response to Challenge, and any other 4-credit course in the major

Minimum Cumulative GPA: 2.50

Other Requirements: Must have a Biology faculty member as Academic Advisor

Admission to Teacher Education

Students who want to major or minor in Education need to complete the Education Department's admission process. Admission typically occurs during the sophomore year and is required for all students seeking an Elementary Education major and Secondary Education minor.

The following items are required for application:

- A cumulative, licensure content major, and education coursework GPA of 2.50 or above
- Completed Intent to Apply form (available in the Education Portal in Canvas)
- Disposition reflection and faculty review (usually completed as part of EDUC 111)
- Completion of a 35-hour teacher shadow in a classroom aligned with the student's licensure program, written reflection, and supervisor evaluation (<https://www.csbsju.edu/forms/HIVM8YGXJD/>)
- Submission of a professional recommendation (<https://www.csbsju.edu/forms/TK3D1UYAJN/>) completed by a CSB+SJU faculty member, coach, advisor, or supervisor
- Entry survey form (<https://www.csbsju.edu/forms/A7KUZS93ND/>)

Descriptions of all admission requirements and the application process are specified on the Education Department's website at <https://www.csbsju.edu/education/student-resources/apply-to-the-program> (<https://www.csbsju.edu/education/student-resources/apply-to-the-program/>)

All Biology Secondary Education Majors must also have a Secondary Education Minor. Review Education Department, Secondary Education Minor Requirement (p. 100)s as well as Biology Requirements below.

Required Biology Major Courses

Code	Title	Hours
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
BIOL 200	Principles of Biology 2: Biological Response to Challenge	4
24 credits from the following ^{1, 2}		24
BIOL (300 Level) courses		
CSCI 317D	Bioinformatics (2 credits from the following)	
2 credits from the following		2

BIOL 380@ (Topics)

BIOL 372	Biological Research	
COLG 398	Distinguished Thesis Essay, Research or Creative Project	
BIOL XXX (Comprehensive Exam)		
MATH 124	Probability and Statistical Inference	4
CHEM 125	Introduction to Chemical Structure and Properties	4
CHEM 201	Purification and Separation Lab I	1
One of the following:		4
MATH 118	Essential Calculus	
MATH 119	Calculus I	
MATH 120	Calculus II	
PHYS 105	Physics for the Life Sciences I	
CHEM 250 & CHEM 202	Reactions of Nucleophiles and Electrophiles (Reactivity 1) and Purification and Chromatography Lab II	
CHEM 251 & CHEM 203	Intermediate Reactions of Nucleophiles and Electrophiles (Reactivity 2) and Synthesis Lab	
CHEM 255 & CHEM 205	Macroscopic Chemical Analysis and Chemical Measurement Lab	
CSCI 130	Concepts of Computing: Science and Applications	
CSCI 140	Concepts of Computing: Science and Mathematics	
CSCI 150	Introduction to Computing in the Liberal Arts and Sciences	
CSCI 239	Discrete Computational Structures	
ENVR 175	Earth Systems Science	

Total Hours **47**

¹ Cannot count BIOL 371, 373A, 373B, 373J, 373O, 373P, 373R, or 374.

² At least 4 credits must come from each of the following distributions (see below for courses that fulfill each distribution): cellular biology, organismal biology, field biology.

Biology Course Distributions

Cellular Biology

Code	Title	Hours
BIOL 307	Biology of Microorganisms	4
BIOL 311	Cell Biology	4
BIOL 316	General Genetics	4
BIOL 317	Biochemistry	4
BIOL 318	Molecular Genetics	4
BIOL 319	Immunology	4
BIOL 320	Neurobiology	4

Organismal Biology

Code	Title	Hours
BIOL 320	Neurobiology	4
BIOL 323	Animal Physiology	4
BIOL 325	Human Anatomy and Physiology I	4
BIOL 326	Human Anatomy and Physiology II	4
BIOL 327	Plant Physiology	4
BIOL 329	Histology and Technique	4

BIOL 330	Comparative Anatomy of Vertebrates	4
BIOL 339	Evolution	4

Field Biology

Code	Title	Hours
BIOL 308	Plant Systematics	4
BIOL 332	Natural History of Terrestrial Vertebrates	4
BIOL 334	General Ecology	4
BIOL 336	Behavioral Ecology	4
BIOL 337	Aquatic Ecology	4
BIOL 341	Natural History of the Bahamas	4
BIOL 373G	Ecology and Evolution of the Galapagos Islands	4
BIOL 373Q	Ecology and Evolution of the Serengeti Ecosystem	4

Required Education Courses

The following courses are required for the Secondary Education minor which accompanies this major.

Code	Title	Hours
Required Education Courses		
EDUC 111	Introduction to Teaching and Learning in a Diverse World	4
EDUC 203	Development, Learning, and Mental Health in Childhood and Adolescence	4
EDUC 213	Clinical Experience for K-12/5-12 Majors	1-2
EDUC 305	Human Exceptionalities: School, Home, and Community	1
EDUC 352	Teaching Reading in the Middle/Secondary Classroom	1-2
EDUC 359	Issues in Education K-12	1-2
EDUC 379A	Educational Psychology: Myths Versus Science	4
EDUC 390	Ethics in Human Relations	4
Content Specific Pedagogy Courses ¹		4-10
Student Teaching		16
Total Hours		40-49

¹ The number of courses and credits required varies from program to program (see this program's specific requirements below).

Life Science Pedagogy Requirement

Code	Title	Hours
EDUC 355D	Science Pedagogy in Grades 9-12	4

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Biology Major with a Minor in Secondary Education

Course	Title	Hours
First Year		
Fall		
CHEM 125 & CHEM 201	Introduction to Chemical Structure and Properties and Purification and Separation Lab I	5
INTG 100	Learning Foundations (LF)	4
THEO 100	Theological Explorations (TE)	4
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
INTG 105	College Success	1
Hours		18
Spring		
EDUC 111	Introduction to Teaching and Learning in a Diverse World	4
LANG 111		4
Elective (INTG Requirement)		4
BIOL 200	Principles of Biology 2: Biological Response to Challenge	4
Hours		16
Second Year		
Fall		
MATH 119	Calculus I	4
LANG 112		4
Elective (INTG Requirement)		4
BIOL 3@@		4
EDUC 213	Clinical Experience for K-12/5-12 Majors	1-2
Hours		17-18
Spring		
EDUC 203	Development, Learning, and Mental Health in Childhood and Adolescence	4
BIOL 316	General Genetics	4
LANG 211		4
EDUC 379A	Educational Psychology: Myths Versus Science	4
Hours		16
Third Year		
Fall		
BIOL 323 or BIOL 327	Animal Physiology or Plant Physiology	4
BIOL 334 or BIOL 337	General Ecology or Aquatic Ecology	4
MATH 124	Probability and Statistical Inference	4
INTG REQ or Elective		4
EDUC 352	Teaching Reading in the Middle/Secondary Classroom	1-2
Hours		17-18
Spring		
INTG REQ or Elective		4
BIO 3@@		4
Additional MATH/COMP SCI/SCI course		4

Theological Integrations (TU)	4
EDUC 305 Human Exceptionalities: School, Home, and Community	1
Hours	17
Fourth Year	
Fall	
EDUC 355D Science Pedagogy in Grades 9-12	4
EDUC 390 Ethics in Human Relations	4
BIOL 307 Biology of Microorganisms	4
Bio Capstone	2
EDUC 359 Issues in Education K-12	2
Hours	16
Spring	
Student Teaching	16
Hours	16
Total Hours	133-135

Biology Minor

Code	Title	Hours
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
BIOL 200	Principles of Biology 2: Biological Response to Challenge	4
BIOL (300-Level) courses ¹		16
Total Hours		24

¹ Cannot count BIOL 371, 373A, 373B, 373J, 373O, 373P, 373R, or 374.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Chemistry

Department Chair: Alicia Peterson

Faculty: Elyse Boyle, Sam Brunclik, Md Abul Fazal, Edward McIntee, Rukshana Mohamad-Ramshan, Justine Olson, Claire Otteson, Alicia Peterson, Annette Raigoza, Christen Strollo

A degree in chemistry, in addition to being an excellent preparation for industrial employment, graduate study or secondary teaching, also prepares students to apply for further study in the areas of medicine, forensics, environmental science, law, business administration, government service and agriculture science. To this end, the department offers a variety of introductory and advanced courses.

CHEM 125 Introduction to Chemical Structure and Properties is intended as an introductory chemistry course. It provides students with a comprehensive survey of chemical structure and ensuing chemical and physical properties that arise from structure.

CHEM 125 Introduction to Chemical Structure and Properties, together with the separate lab course, CHEM 201 Purification and Separation Lab I, fulfills the Common Curriculum Natural Science requirement and the Integrations Curriculum Natural World requirement. Courses at the 200-300 level are intended for the students seeking a major degree in chemistry or biochemistry, or a minor degree in chemistry; they also serve as supporting courses for students majoring in biology, or nutrition, and for pre-health profession students.

The Chemistry major consists of one introductory course (4 credits), four foundation courses (4 credits each), four separate lab courses (0-1 credits each), two in-depth advanced lab courses (1 credit each), and 12 credits of in-depth courses.

Assessment

Each year, the Chemistry Department assesses its overall program and its students in a number of ways. For example, several courses will periodically employ standardized final exams for which there are national norms. All chemistry majors are required to take a nationally-normed exam (CHEM XXX) in the spring of their senior year. In addition, senior majors are asked to complete an anonymous survey to probe the extent to which they believe the department meets its stated goals and objectives. Assessment data is critical for periodic re-accreditation by the American Chemical Society. All of this information is employed to improve our program and ensure that the educational opportunities we provide are the best possible.

Majors

- Chemistry Major (p. 71)
- Chemistry Major - Secondary Education (p. 73)

Minors

- Chemistry Minor (p. 75)

Chemistry Major

Acceptance to Major Requirements

Course Requirements:

Code	Title	Hours
CHEM 125	Introduction to Chemical Structure and Properties	4
CHEM 201	Purification and Separation Lab I	1
CHEM 202	Purification and Chromatography Lab II	1

CHEM 250	Reactions of Nucleophiles and Electrophiles (Reactivity 1)	4
CHEM 251	Intermediate Reactions of Nucleophiles and Electrophiles (Reactivity 2)	4
CHEM 255	Macroscopic Chemical Analysis	4

Other Requirements: Courses must be either completed or in progress

48-53 credits required

59-63 credits required with ACS

Required Courses for all Chemistry Majors

Code	Title	Hours
CHEM 125	Introduction to Chemical Structure and Properties	4
CHEM 250	Reactions of Nucleophiles and Electrophiles (Reactivity 1)	4
CHEM 251	Intermediate Reactions of Nucleophiles and Electrophiles (Reactivity 2)	4
CHEM 255	Macroscopic Chemical Analysis	4
CHEM 315	Advanced Reactions (Reactivity 3)	4
0 or 1 credit Lab		0-4
CHEM 201	Purification and Separation Lab I	
CHEM 202	Purification and Chromatography Lab II	
CHEM 203	Synthesis Lab	
CHEM 205	Chemical Measurement Lab	
CHEM 304	Analytical Method Development and Validation Laboratory	1
One of the following:		1
CHEM 306A	Advanced Electronics & Instrumentation Lab	
CHEM 306B	Advanced Biochemical Techniques Lab	
CHEM 306C	Advanced Lab Topic: Synthesis	
CHEM 306D	Advanced Lab Topic: Materials	
CHEM 306E	Advanced Lab Topic: Protein Engineering	
CHEM 349	Chemistry in Experience and Practice	1
CHEM 360	Junior/Senior Capstone Research	2
or COLG 398	Distinguished Thesis Essay, Research or Creative Project	
CHEM XXX		0
MATH 119	Calculus I	4
PHYS 105	Physics for the Life Sciences I	4
or PHYS 191	Foundations of Physics I	
PHYS 106	Physics for the Life Sciences II	4
or PHYS 200	Foundations of Physics II	
Total Hours		37-41

Required Additional courses for Chemistry Major

Code	Title	Hours
CHEM (300-Level) courses ¹		12
Total Hours		12

¹ Students must take 12 credits of CHEM 3XX, except CHEM 316 Catalysts & Initiators, CHEM 330 Chemistry Lab Research, CHEM 349 Chemistry in Experience and Practice, CHEM 360 Junior/Senior Capstone Research, CHEM 390 Science Ethics: How Science and Policy Shape How We Live in the World. Note: students can elect to

take CHEM 359 Symmetry & Spectroscopy or CHEM 318 Microscopic Chemical Analysis, but not both

Required Additional Courses for ACS Certification

Students major can be certified by the ACS with these additional courses:

Code	Title	Hours
CHEM 318	Microscopic Chemical Analysis	4
MATH 120	Calculus II	4
One of the following: additional CHEM 306 lab from the following:		1
CHEM 306A	Advanced Electronics & Instrumentation Lab	
CHEM 306B	Advanced Biochemical Techniques Lab	
CHEM 306C	Advanced Lab Topic: Synthesis	
CHEM 306D	Advanced Lab Topic: Materials	
CHEM 306E	Advanced Lab Topic: Protein Engineering	
CHEM 330	Chemistry Lab Research	2
Total Hours		11

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Four Year Plan

Course	Title	Hours
First Year		
Fall		
CHEM 125	Introduction to Chemical Structure and Properties	4
INTG 100	Learning Foundations (LF)	4
Language 111		4
CHEM 201	Purification and Separation Lab I	1
INTG 105	College Success	1
Hours		14
Spring		
CHEM 250	Reactions of Nucleophiles and Electrophiles (Reactivity 1)	4
Elective (CI)		4
Language 112		4

CHEM 202	Purification and Chromatography Lab II	1
Elective (Integrations Req)		4
Hours		17
Second Year		
Fall		
CHEM 251	Intermediate Reactions of Nucleophiles and Electrophiles (Reactivity 2)	4
THEO 100	Theological Explorations (TE)	4
PHYS 105 or PHYS 191	Physics for the Life Sciences I or Foundations of Physics I	4
Language 211		4
CHEM 203	Synthesis Lab	1
Hours		17
Spring		
CHEM 255	Macroscopic Chemical Analysis	4
PHYS 106 or PHYS 200	Physics for the Life Sciences II or Foundations of Physics II	4
MATH 119	Calculus I	4
CHEM 205	Chemical Measurement Lab	1
CHEM 349	Chemistry in Experience and Practice	1
CHEM 3@@		2
Hours		16
Third Year		
Fall		
CHEM 315	Advanced Reactions (Reactivity 3)	4
Elective (INTG Requirement)		4
Elective (INTG Requirement)		4
CHEM 304	Analytical Method Development and Validation Laboratory	1
CHEM 3@@		2
Hours		15
Spring		
CHEM 3@@		2
CHEM 3@@		2
Elective (INTG Requirement)		4
Elective (INTG Req)/ACS Requirement		4
CHEM 306 Topics Course		1
Elective (INTG Requirement)		4
Hours		17
Fourth Year		
Fall		
Elective (INTG Requirement)		4
Elective (INTG Requirement)		4
Elective (INTG Requirement)		4
CHEM 3@@		2
CHEM 3@@		2
Hours		16
Spring		
INTG 300	Learning Integrations	4
CHEM 360	Junior/Senior Capstone Research	2
CHEM XXX		0
Elective (INTG Requirement)		4
CHEM 3@@		2
Elective (INTG Req)/ACS Requirement		4
Hours		16
Total Hours		128

Chemistry Major - Secondary Education

Acceptance to Major Requirements

Chemistry Course Requirements:

Code	Title	Hours
CHEM 125	Introduction to Chemical Structure and Properties	4
CHEM 201	Purification and Separation Lab I	1
CHEM 202	Purification and Chromatography Lab II	1
CHEM 250	Reactions of Nucleophiles and Electrophiles (Reactivity 1)	4
CHEM 251	Intermediate Reactions of Nucleophiles and Electrophiles (Reactivity 2)	4
CHEM 255	Macroscopic Chemical Analysis	4

Other Requirements: Courses must be either completed or in progress

Admission to Teacher Education

Students who want to major or minor in Education need to complete the Education Department's admission process. Admission typically occurs during the sophomore year and is required for all students seeking an Elementary Education major and Secondary Education minor.

The following items are required for application:

- A cumulative, licensure content major, and education coursework GPA of 2.50 or above
- Completed Intent to Apply form (available in the Education Portal in Canvas)
- Disposition reflection and faculty review (usually completed as part of EDUC 111)
- Completion of a 35-hour teacher shadow in a classroom aligned with the student's licensure program, written reflection, and supervisor evaluation (<https://www.csbsju.edu/forms/HIVM8YGXJD/>)
- Submission of a professional recommendation (<https://www.csbsju.edu/forms/TK3D1UYAJN/>) completed by a CSB+SJU faculty member, coach, advisor, or supervisor
- Entry survey form (<https://www.csbsju.edu/forms/A7KUZZS93ND/>)

Descriptions of all admission requirements and the application process are specified on the Education Department's website at <https://www.csbsju.edu/education/student-resources/apply-to-the-program> (<https://www.csbsju.edu/education/student-resources/apply-to-the-program/>)

Required Courses for all Chemistry Majors

Code	Title	Hours
CHEM 125	Introduction to Chemical Structure and Properties	4
CHEM 250	Reactions of Nucleophiles and Electrophiles (Reactivity 1)	4
CHEM 251	Intermediate Reactions of Nucleophiles and Electrophiles (Reactivity 2)	4
CHEM 255	Macroscopic Chemical Analysis	4
CHEM 315	Advanced Reactions (Reactivity 3)	4
CHEM 201	Purification and Separation Lab I	1
CHEM 202	Purification and Chromatography Lab II	1

CHEM 203	Synthesis Lab	1
CHEM 205	Chemical Measurement Lab	1
CHEM 304	Analytical Method Development and Validation Laboratory	1
One of the following:		1
CHEM 306A	Advanced Electronics & Instrumentation Lab	
CHEM 306B	Advanced Biochemical Techniques Lab	
CHEM 306C	Advanced Lab Topic: Synthesis	
CHEM 306D	Advanced Lab Topic: Materials	
CHEM 306E	Advanced Lab Topic: Protein Engineering	
CHEM 349	Chemistry in Experience and Practice	1
CHEM 360	Junior/Senior Capstone Research	2
or COLG 398	Distinguished Thesis Essay, Research or Creative Project	
CHEM XXX		0
MATH 119	Calculus I	4
PHYS 105	Physics for the Life Sciences I	4
or PHYS 191	Foundations of Physics I	
PHYS 106	Physics for the Life Sciences II	4
or PHYS 200	Foundations of Physics II	
3@@ Chemistry Courses ¹		12
Total Hours		53

¹ Students must take 12 credits of CHEM 3@@, except CHEM 316 Catalysts & Initiators, CHEM 330 Chemistry Lab Research, CHEM 349 Chemistry in Experience and Practice, CHEM 360 Junior/Senior Capstone Research, CHEM 390 Science Ethics: How Science and Policy Shape How We Live in the World. Note: students can elect to take CHEM 359 Symmetry & Spectroscopy or CHEM 318 Microscopic Chemical Analysis, but not both

Required Education Courses

The following courses are required for the Secondary Education minor which accompanies this major.

Code	Title	Hours
Required Education Courses		
EDUC 111	Introduction to Teaching and Learning in a Diverse World	4
EDUC 203	Development, Learning, and Mental Health in Childhood and Adolescence	4
EDUC 213	Clinical Experience for K-12/5-12 Majors	1-2
EDUC 305	Human Exceptionalities: School, Home, and Community	1
EDUC 352	Teaching Reading in the Middle/Secondary Classroom	1-2
EDUC 359	Issues in Education K-12	1-2
EDUC 379A	Educational Psychology: Myths Versus Science	4
EDUC 390	Ethics in Human Relations	4
Content Specific Pedagogy Courses ¹		4-10
Student Teaching		16
Total Hours		40-49

¹ The number of courses and credits required varies from program to program (see this program's specific requirements below).

Chemistry Pedagogy Required Course

Code	Title	Hours
EDUC 355D	Science Pedagogy in Grades 9-12	4

ACS Certification

Students major can be certified by the ACS with these additional courses:

Code	Title	Hours
CHEM 318	Microscopic Chemical Analysis	4
MATH 120	Calculus II	4
One of the following: additional CHEM 306 lab from the following:		1
CHEM 306A	Advanced Electronics & Instrumentation Lab	
CHEM 306B	Advanced Biochemical Techniques Lab	
CHEM 306C	Advanced Lab Topic: Synthesis	
CHEM 306D	Advanced Lab Topic: Materials	
CHEM 306E	Advanced Lab Topic: Protein Engineering	
CHEM 330	Chemistry Lab Research	2
Total Hours		11

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Chemistry Major with a Minor in Secondary Education

Course	Title	Hours
First Year		
Fall		
CHEM 125 & CHEM 201	Introduction to Chemical Structure and Properties and Purification and Separation Lab I	5
EDUC 111	Introduction to Teaching and Learning in a Diverse World	4
INTG 100	Learning Foundations (LF)	4

INTG 105	College Success	1
MATH 119	Calculus I	4
Hours		18
Spring		
CHEM 250 & CHEM 202	Reactions of Nucleophiles and Electrophiles (Reactivity 1) and Purification and Chromatography Lab II	5
Language 111		4
PHYS 105	Physics for the Life Sciences I	4
Elective (INTG requirement)		4
Hours		17
Second Year		
Fall		
EDUC 203	Development, Learning, and Mental Health in Childhood and Adolescence	4
EDUC 213	Clinical Experience for K-12/5-12 Majors	1
Language 112		4
CHEM 251 & CHEM 203	Intermediate Reactions of Nucleophiles and Electrophiles (Reactivity 2) and Synthesis Lab	5
THEO 100	Theological Explorations (TE)	4
Hours		18
Spring		
CHEM 255 & CHEM 205	Macroscopic Chemical Analysis and Chemical Measurement Lab	5
Elective (INTG Requirement)		4
CHEM 300-level Elective		2
CHEM 349	Chemistry in Experience and Practice	1
Language 211		4
EDUC 305	Human Exceptionalities: School, Home, and Community	1
Hours		17
Third Year		
Fall		
CHEM 315	Advanced Reactions (Reactivity 3)	4
CHEM 304	Analytical Method Development and Validation Laboratory	1
EDUC 355	Pedagogy in Grades 9-12 (fall only)	4
EDUC 352	Teaching Reading in the Middle/Secondary Classroom	1
EDUC 379A	Educational Psychology: Myths Versus Science	4
CHEM 300-level elective		2
Hours		16
Spring		
CHEM 306 Lab		1
CHEM 300-level Electives		4
EDUC 390	Ethics in Human Relations	4
Theological Integrations (TI)		4
Elective (INTG Requirement)		4
Hours		17
Fourth Year		
Fall		
PHYS 106	Physics for the Life Sciences II	4
INTG 300	Learning Integrations	4
CHEM 300-level Electives		6
Hours		14
Spring		
Student Teaching		16
CHEM 360	Junior/Senior Capstone Research	2
Hours		18
Total Hours		135

Chemistry Minor

The minor is recommended for those students whose major interests are in other academic areas, which can be strengthened by a concentration in chemistry.

Code	Title	Hours
CHEM 125	Introduction to Chemical Structure and Properties	4
3 of the following:		0-3
CHEM 201	Purification and Separation Lab I	
CHEM 202	Purification and Chromatography Lab II	
CHEM 203	Synthesis Lab	
CHEM 205	Chemical Measurement Lab	
CHEM 250 or higher ^{1, 2}		20
Total Hours		24-27

¹ Except CHEM 316 Catalysts & Initiators, CHEM 330 Chemistry Lab Research, CHEM 349 Chemistry in Experience and Practice, CHEM 360 Junior/Senior Capstone Research, CHEM 390 Science Ethics: How Science and Policy Shape How We Live in the World.

² Students can elect to take CHEM 359 Symmetry & Spectroscopy or CHEM 318 Microscopic Chemical Analysis, but not both.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Climate Studies

Climate change is one of the most pressing issues of our world today; it is the defining crisis of our time. With Climate Studies minor students examine the global crisis of climate change through a diverse range of courses while developing the skills, knowledge, and experience necessary to help develop solutions.

The Climate Studies minor invites students to focus specifically on the topic of climate change through a diverse range of disciplinary lenses in ways that complement their interests and their major, whatever those might be. Understanding climate change, and seeking solutions

to the global climate crisis, is a quintessentially interdisciplinary field that complements any major or future career plan. Through an interdisciplinary approach, students have the opportunity to explore courses not only in environmental studies, but also art, nutrition, economics, education, sociology, chemistry, political science, global business, communication and other fields, all with a focus on climate and climate solutions.

Hands-on experience also defines our approach to climate studies: each year CSB+SJU sends one of the largest delegations of undergraduate students from the U.S. to the annual United Nations global climate conference—the “COP” Student participants conduct original research at the COP and share their research with the community afterward. Similarly, classes in the minor regularly include applied work that explores and develops possible solutions for the real-world challenges of our changing climate.

Majors
(
None
)

Minors

- Climate Studies Minor (p. 76)

Climate Studies Minor

20 credits required

Code	Title	Hours
ENVR 150	Introduction to Environmental Studies	4
ENVR 306	Global Climate Policy	2
4 credits from the following:		4
INTG 278A	Energy and the Environment	
ENVR 331	Science of Climate Changes	
CHEM 343	Climate & Habitat Change (2 credits)	
CHEM 344A	Environmental Chemistry: Atmosphere (2 credits)	
CHEM 344B	Environmental Chemistry: Lithosphere and Hydrosphere (2 credits)	
4 credits from the following:		4
ENVR 303	Climate Action Workshop	
ENVR 305	United Nations Climate Change Conference (2 credits)	
ENVR 377A	Energy and Society	
2 credits of the following:		2
ENVR 371	Individual Learning Project (Climate Studies Capstone - 2 credits)	
4 credits from the following:		4
ART 218	Introduction to Computer Art	
CHEM 343	Climate & Habitat Change (2 credits)	
CHEM 344A	Environmental Chemistry: Atmosphere (2 credits)	
CHEM 344B	Environmental Chemistry: Lithosphere and Hydrosphere (2 credits)	
CHEM 346	Nanomaterials (2 credits)	
CHEM 354	Sustainable Energy (2 credits)	
COMM 378A	Environmental Rhetoric	
ENVR 215	Sustainability Workshop	
ECON 318	Natural Resource and Environmental Economics	

EDUC 323	Elementary Science Content
ENVR 300D	World Literature of Climate Change
ENVR 300Q	Environmental Health
ENVR 303	Climate Action Workshop
ENVR 305	United Nations Climate Change Conference (2 credits)
ENVR 315	American Environmental Literature
ENVR 327	Gender & Environment
ENVR 331	Science of Climate Changes
ENVR 377A	Energy and Society
GBUS 368	Sustainable Business
INTG 278A	Energy and the Environment
NUTR 240	Food Systems: Policy and Controversies (2 credits)
NUTR 326	Global Malnutrition and Disease
PCST 354	Global Environmental Politics
POLS 330	Environmental Politics and Policy
POLS 350A	Sustainable Urban Planning
SOCI 349	Environmental Anthropology

Total Hours
20

Strategic Communication Studies

Department Chair: Kelly Berg

Faculty: Kelly Berg, Terence Check, Dana Drazenovich, Katherine Johnson, Elizabeth Johnson, Jennifer Kramer, Shane Miller, Emily Berg Paup, Aric Putnam, Erin Szabo

The field of Strategic Communication Studies examines how people communicate and how that communication constructs shared beliefs and shapes human community. Scholars of communication promote analysis of, and reflection on, the practical and ethical effects of communication in diverse situations, e.g. between individuals, in the public sphere, and in a variety of mediated contexts.

Our mission is to ensure our students thrive while learning in dynamic classes where they build professional and supportive relationships with professors, other students and with a strong alumni/alumnae network. We empower our students and prepare them for success for careers of today while being adaptable for the careers and world of tomorrow.

Strategic Communication Studies courses are designed to provide students with the theory and skill necessary for college work and for personal and professional development after graduation. The department emphasizes written and oral communication skills, message analysis, and communal responsibility.

Assessment

The Strategic Communication Studies Department conducts regular assessment of specific department learning goals and objectives. Assessment is embedded throughout the curriculum and includes analysis of student work samples. Outcomes are evaluated to assess student learning and inform pedagogical changes.

Students are required to complete 40 credits for the Strategic Communication Studies major with or without a concentration and 44 credits to complete the major if they complete both concentrations. Students can choose one of three paths through the major.

- Strategic Communication Studies Major with no concentration
- Strategic Communication Studies Major with a concentration:
 - Public Relations, Advertising and Marketing (PRAM)
 - Public Advocacy Leadership (PALD)
- Strategic Communication Studies Major with both concentrations:
 - Requires completion of an additional 4 credits of Communication Studies courses

Majors

- Strategic Communication Studies Major (p. 77)
- Strategic Communication Studies Major with a PR, Advertising, and Marketing Concentration (p. 79)
- Strategic Communication Studies Major with a Public Advocacy and Leadership Concentration (p. 80)

Minors

- Strategic Communication Studies Minor (p. 82)

Strategic Communication Studies Major

Acceptance to Major Requirements

Course Requirements: COMM 102 Public Speaking and the Public Sphere, COMM 103 Media and Society and COMM 105 Introduction to Human Communication (must complete 2 of 3)

Minimum Grade and/or GPA for required courses: GPA 2.0

Minimum Cumulative GPA: 2.0

40 credits

Requirements

Code	Title	Hours
COMM 102	Public Speaking and the Public Sphere	4
COMM 103	Media and Society	4
COMM 105	Introduction to Human Communication	4
COMM 390	Communicating Ethically	4
Goal Area Requirements ¹		12
Message Design Elective		
Analysis Elective		
Communication and Community Elective		
Additional Approved Strategic Communication Studies Electives ²		12
Total Hours		40

¹ Minimum of four credits from each goal area.

² 16 credits of 300-level COMM courses must be completed in the Strategic Communication Studies Department (COMM 390 Communicating Ethically plus 3 more 4-credit courses). Internships and individual learning projects cannot be used to satisfy the 300-level course requirement but up to 4 credits of internships and independent learning projects may be used to satisfy the requirement of 40 overall credits.

Message Design (at least 4 credits of the following)

Code	Title	Hours
COMM 220	Debate & Democracy	4
COMM 225	Argumentation and Advocacy	4
COMM 240	Digital Video Communication	4
COMM 245	Introduction to Media Writing	4
COMM 283A	Public Relations Branding	2
COMM 283B	Advertising Branding	2
COMM 346	Strategic Communication Campaigns Design Experience	4

Analysis (at least 4 credits of the following)

Code	Title	Hours
COMM 110	Voices Unheard: Gender, Race, and Power in America	4
COMM 112	Adulthood and Identity	4
COMM 205	Interpersonal Communication	4
COMM 248	Media & Youth	4
COMM 251	Communication and Conflict	4
COMM 265	Group Communication	4
COMM 277A	Listening for Justice	4
COMM 278A	Rhetoric of Social Change	4
COMM 282A	Public Relations	4
COMM 336	Marketing, Advertising and Public Relations Campaign Design	4
COMM 338	Strategic Social Media Marketing and Communication	4
COMM 342	Communication in an AI Era	4
COMM 352	Health Communication	4
COMM 354	Gender, Media, and Political Campaigns	4
COMM 367	Organizational Communication	4
COMM 379B	Rhetoric of Advertising	4

Communication and Community (at least 4 credits of the following)

Code	Title	Hours
COMM 304	Political Communication	4
COMM 305	Gender, Voice, and Power	4
COMM 310	Black Civil Rights Rhetoric	4
COMM 312	Rhetorical Dimensions of Sport	4
COMM 330	Apology and Crisis Communication	4
COMM 314	Public Health Marketing	4
COMM 341	News and Democracy	4
COMM 347	Media Effects	4
COMM 350	Intercultural Communication	4
COMM 350A	Intercultural Communication	4
COMM 351	Gender and Communication	4
COMM 353A	Intercultural Health Communication	4
COMM 361	Fat Studies	4
COMM 378A	Environmental Rhetoric	4
COMM 379A	Freedom of Speech	4

COMM 379C	The Truth Wars: Media and the Limits of the First Amendment	4
COMM 384B	Rhetoric and Popular Music	4

Additional Approved Strategic Communication Studies Electives

Code	Title	Hours
COMM courses		
Any COMM course from the goal areas may count as an elective ³		
Up to 4 credits		
COMM 271	Individual Learning Project	1-4
COMM 371	Individual Learning Project	1-4
COMM 397	Internship	1-4
Approved Courses from Other Departments (up to 4 credits)		
ART 217	Introduction to Photography	4
ART 218	Introduction to Computer Art	4
ART 317	Intermediate/Advanced Photography	4
ART 318	Intermediate/Advanced Computer Art and Graphic Design	4
ART 333A	Computer Art: Portrait	2
ART 333D	Computer Art: Visual Narrative	2
DATA 162	Introductory Data Analysis and Visualization	2
ENGL 217	Data and Narrative Writing	4
ENGL 311	Creative Nonfiction	4
PSYC 221	Applied Behavioral Statistics	4
PSYC 235	Research Methods	4
SOCI 206	Qualitative Research Methods	4
SOCI 379B	Quantitative Methods	4

³ You may use additional COMM courses from the Goal Areas Above to complete the 12 elective credits.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Four Year Plan

The following is an example of how a student could complete the major. Courses may be taken in another order.

Course	Title	Hours
First Year		
Fall		
INTG 105	College Success	1
INTG 100	Learning Foundations	4
COMM 103	Media and Society	4
Language 111		4
Way of Thinking		4
Hours		17
Spring		
CSD: Identity		4
Language 112		4
THEO 100	Theological Explorations	4
COMM 102	Public Speaking and the Public Sphere	4
Hours		16
Second Year		
Fall		
COMM 105	Introduction to Human Communication	4
Language 211		4
Elective		4
Thematic Encounter - not COMM		4
Hours		16
Spring		
Way of Thinking		4
COMM Message Design		4
COMM 2XX Elective with BN		4
Elective		4
Hours		16
Third Year		
Fall		
Way of Thinking		4
Elective		4
Elective		4
COMM Analysis Course 3@@@		4
Hours		16
Spring		
CSD: Systems		4
COMM 3@@@		4
COMM 2@@-3@@@ Thematic Focus		4
Elective 3@@@		4
Hours		16
Fourth Year		
Fall		
Theological Integrations		4
COMM 3@@@ Communication & Community		4
COMM 3@@@ Elective		4
Elective		4
Hours		16
Spring		
INTG 300	Learning Integrations	4
COMM Capstone 3@@@		4
Elective 3@@@		4
Internship 3@@@		4
Hours		16
Total Hours		129

Strategic Communication Studies Major with a PR, Advertising, and Marketing Concentration

Acceptance to Major Requirements

Course Requirements: COMM 102 Public Speaking and the Public Sphere, COMM 103 Media and Society and COMM 105 Introduction to Human Communication (must complete 2 of 3)

Minimum Grade and/or GPA for required courses: GPA 2.0

Minimum Cumulative GPA: 2.0

Code	Title	Hours
COMM 102	Public Speaking and the Public Sphere	4
COMM 103	Media and Society	4
COMM 105	Introduction to Human Communication	4
COMM 336	Marketing, Advertising and Public Relations Campaign Design	4
COMM 390	Communicating Ethically	4
Goal Area Requirements ¹		12
Message Design Elective		
Analysis Elective		
Communication and Community Elective		
Additional Approved Strategic Communication Studies Electives ²		8
Total Hours		40

¹ Minimum of four credits from each goal area.

² In addition to COMM 390 Communicating Ethically and COMM 336 Marketing, Advertising and Public Relations Campaign Design, 8 300-level credits will be fulfilled through Goal Area Requirements or Electives. While 4 credits of internships and ILPs may be applied to the overall major credit requirement, they do not count towards the 300-level credit requirement.

Additional Requirements for Dual Concentration in both PRAM and PALD

For a dual concentration in PRAM and PALD, instead of completing 8 credits of approved Strategic Communication Studies Electives, student will take 8 credits from the PALD goal area requirement (p. 80)s (p. 79). (p. 80)

Dual Concentration requires a total of 48 credits.

Goal Area Requirements (PRAM)

Message Design (at least 4 credits of the following)

Code	Title	Hours
COMM 240	Digital Video Communication	4
COMM 245	Introduction to Media Writing	4
COMM 283A	Public Relations Branding	2
COMM 283B	Advertising Branding	2
COMM 346	Strategic Communication Campaigns Design Experience	4

Analysis (at least 4 credits of the following)

Code	Title	Hours
COMM 110	Voices Unheard: Gender, Race, and Power in America	4
COMM 282A	Public Relations	4
COMM 112	Adulthood and Identity	4
COMM 338	Strategic Social Media Marketing and Communication	4
COMM 354	Gender, Media, and Political Campaigns	4
COMM 379B	Rhetoric of Advertising	4

Communication and Community (at least 4 credits of the following)

Code	Title	Hours
COMM 312	Rhetorical Dimensions of Sport	4
COMM 314	Public Health Marketing	4
COMM 330	Apology and Crisis Communication	4
COMM 379C	The Truth Wars: Media and the Limits of the First Amendment	4

Additional Approved Strategic Communication Studies Electives

Code	Title	Hours
COMM courses		
COMM 110	Voices Unheard: Gender, Race, and Power in America	4
COMM 220	Debate & Democracy	4
COMM 225	Argumentation and Advocacy	4
COMM 248	Media & Youth	4
COMM 251	Communication and Conflict	4
COMM 265	Group Communication	4
COMM 277A	Listening for Justice	4
COMM 278A	Rhetoric of Social Change	4
COMM 304	Political Communication	4
COMM 305	Gender, Voice, and Power	4
COMM 310	Black Civil Rights Rhetoric	4
COMM 341	News and Democracy	4
COMM 342	Communication in an AI Era	4
COMM 347	Media Effects	4
COMM 350	Intercultural Communication	4
COMM 350A	Intercultural Communication	4
COMM 351	Gender and Communication	4
COMM 352	Health Communication	4
COMM 353A	Intercultural Health Communication	4
COMM 358	Family Communication	4
COMM 361	Fat Studies	4
COMM 367	Organizational Communication	4
COMM 378A	Environmental Rhetoric	4
COMM 379A	Freedom of Speech	4
COMM 384B	Rhetoric and Popular Music	4
COMM 379C	The Truth Wars: Media and the Limits of the First Amendment	4
COMM 397	Internship	4

Approved Courses from Other Departments (up to 4 credits)

ART 217	Introduction to Photography	4
ART 218	Introduction to Computer Art	4
ART 317	Intermediate/Advanced Photography	4
ART 318	Intermediate/Advanced Computer Art and Graphic Design	4
ART 333A	Computer Art: Portrait	2
ART 333D	Computer Art: Visual Narrative	2
DATA 162	Introductory Data Analysis and Visualization	2
ENGL 217	Data and Narrative Writing	4
ENGL 311	Creative Nonfiction	4
PSYC 221	Applied Behavioral Statistics	4
PSYC 235	Research Methods	4
SOCI 206	Qualitative Research Methods	4
SOCI 379B	Quantitative Methods	4

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

** Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.*

Four Year Plan

The following is an example of how a student could complete the major. Courses may be taken in another order.

Course	Title	Hours
First Year		
Fall		
INTG 100	Learning Foundations	4
INTG 105	College Success	1
Language 111		4
Way of Thinking		4
COMM 105	Introduction to Human Communication	4
Hours		17
Spring		
CSD: Identity		4
Language 112		4
THEO 100	Theological Explorations	4

COMM 102	Public Speaking and the Public Sphere	4
Hours		16
Second Year		
Fall		
Language 211		4
Elective		4
COMM 103	Media and Society	4
Thematic Encounter - not COMM		4
Hours		16
Spring		
Way of Thinking		4
COMM Message Design		4
COMM 2XX Elective with BN		4
COMM 3@@ Elective		4
Hours		16
Third Year		
Fall		
Way of Thinking		4
Elective		4
Elective		4
COMM Analysis Course 3@@		4
Hours		16
Spring		
CSD: Systems		4
COMM 3@@		4
COMM 2@@-3@@ Thematic Focus		4
Elective 3@@		4
Hours		16
Fourth Year		
Fall		
Theological Integrations		4
COMM 3@@ Communication & Community		4
COMM 3@@ Elective		4
Elective		4
Hours		16
Spring		
INTG 300	Learning Integrations	4
COMM Capstone 3@@		4
Elective 3@@		4
Internship 3@@		4
Hours		16
Total Hours		129

Strategic Communication Studies Major with a Public Advocacy and Leadership Concentration

Acceptance to Major Requirements

Course Requirements: COMM 102 Public Speaking and the Public Sphere, COMM 103 Media and Society and COMM 105 Introduction to Human Communication (must complete 2 of 3)

Minimum Grade and/or GPA for required courses: GPA 2.0

Minimum Cumulative GPA: 2.0

Code	Title	Hours
COMM 102	Public Speaking and the Public Sphere	4
COMM 103	Media and Society	4

COMM 105	Introduction to Human Communication	4
COMM 390	Communicating Ethically	4
Goal Area Requirements ¹		12
Message Design Elective		
Analysis Elective		
Communication and Community Elective		
Additional Approved Strategic Communication Studies Electives ²		12
Total Hours		40

¹ Minimum of four credits from each goal area.

² Students are required to complete 16 300-level credits in the Strategic Communication Studies Department. In addition to COMM 390 Communicating Ethically, 12 300-level credits will be fulfilled through Goal Area Requirements or Electives. While 4 credits of internships and ILPs may be applied to the overall major credit requirement, they do not count towards the 300-level credit requirement.

Additional Requirements for Dual Concentration in both PRAM and PALD

For a dual concentration in PRAM and PALD, instead of completing 12 credits of approved Strategic Communication Studies Electives, student will take COMM 336 Marketing, Advertising and Public Relations Campaign Design and complete 4 credits from each of the PRAM goal area requirement (p. 79)s (p. 79).

Dual Concentration requires a total of 48 credits.

Goal Area Requirements (PALD)

Message Design (at least 4 credits of the following)

Code	Title	Hours
COMM 220	Debate & Democracy	4
COMM 225	Argumentation and Advocacy	4

Analysis (at least 4 credits of the following)

Code	Title	Hours
COMM 110	Voices Unheard: Gender, Race, and Power in America	4
COMM 205	Interpersonal Communication	4
COMM 248	Media & Youth	4
COMM 251	Communication and Conflict	4
COMM 265	Group Communication	4
COMM 277A	Listening for Justice	4
COMM 278A	Rhetoric of Social Change	4
COMM 352	Health Communication	4

Communication and Community (at least 4 credits of the following)

Code	Title	Hours
COMM 305	Gender, Voice, and Power	4
COMM 341	News and Democracy	4
COMM 347	Media Effects	4
COMM 353A	Intercultural Health Communication	4
COMM 361	Fat Studies	4

COMM 378A	Environmental Rhetoric	4
COMM 379A	Freedom of Speech	4

Additional Approved Strategic Communication Studies Electives

Code	Title	Hours
COMM courses		
COMM 110	Voices Unheard: Gender, Race, and Power in America	4
COMM 112	Adulthood and Identity	4
COMM 240	Digital Video Communication	4
COMM 245	Introduction to Media Writing	4
COMM 282A	Public Relations	4
COMM 283A	Public Relations Branding	2
COMM 283B	Advertising Branding	2
COMM 304	Political Communication	4
COMM 310	Black Civil Rights Rhetoric	4
COMM 312	Rhetorical Dimensions of Sport	4
COMM 314	Public Health Marketing	4
COMM 330	Apology and Crisis Communication	4
COMM 338	Strategic Social Media Marketing and Communication	4
COMM 342	Communication in an AI Era	4
COMM 346	Strategic Communication Campaigns Design Experience	4
COMM 350	Intercultural Communication	4
COMM 350A	Intercultural Communication	4
COMM 351	Gender and Communication	4
COMM 354	Gender, Media, and Political Campaigns	4
COMM 358	Family Communication	4
COMM 367	Organizational Communication	4
COMM 379B	Rhetoric of Advertising	4
COMM 379C	The Truth Wars: Media and the Limits of the First Amendment	4
COMM 384B	Rhetoric and Popular Music	4
COMM 397	Internship	4

Approved Courses from Other Departments (up to 4 credits)

ART 217	Introduction to Photography	4
ART 218	Introduction to Computer Art	4
ART 317	Intermediate/Advanced Photography	4
ART 318	Intermediate/Advanced Computer Art and Graphic Design	4
ART 333A	Computer Art: Portrait	2
ART 333D	Computer Art: Visual Narrative	2
DATA 162	Introductory Data Analysis and Visualization	2
ENGL 217	Data and Narrative Writing	4
ENGL 311	Creative Nonfiction	4
PSYC 221	Applied Behavioral Statistics	4
PSYC 235	Research Methods	4
SOCI 206	Qualitative Research Methods	4
SOCI 379B	Quantitative Methods	4

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

- Credits:** 124 total credits, 40 of which must be from upper division coursework
- GPA:** 2.0 or higher*
- Residency:** At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

** Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.*

Four-Year Plan

Course	Title	Hours
First Year		
Fall		
INTG 100	Learning Foundations	4
INTG 105	College Success	1
Language 111		4
Way of Thinking		4
COMM 105	Introduction to Human Communication	4
Hours		17
Spring		
COMM 102	Public Speaking and the Public Sphere	4
THEO 100	Theological Explorations	4
CSD: Identity (may be COMM 110 or COMM 112)		4
Language 112		4
Hours		16
Second Year		
Fall		
COMM 103	Media and Society	4
Language 211		4
Thematic Encounter - not COMM		4
Elective		4
Hours		16
Spring		
Abstract Structures (AS)		4
COMM 220 or COMM 225	Debate & Democracy or Argumentation and Advocacy	4
COMMElective		4
COMM 346	Strategic Communication Campaigns Design Experience	4
Hours		16
Third Year		
Fall		
COMM 3@@ Elective		4
Way of Thinking		4
Elective		4

Elective		4
Hours		16
Spring		
COMM 2@@-3@@ Thematic Focus		4
COMM 3@@		4
Elective 3@@		4
CSD: Systems		4
Hours		16
Fourth Year		
Fall		
Theological Integrations (TI)		4
COMM 3@@ Communication & Community		4
COMM 3@@ Elective		4
Elective		4
Hours		16
Spring		
INTG 300	Learning Integrations	4
COMM Capstone 3@@		4
Elective 3@@		4
Internship 3@@		4
Hours		16
Total Hours		129

Strategic Communication Studies Minor

20 credits required

Code	Title	Hours
COMM 102	Public Speaking and the Public Sphere	4
One of the following:		4
COMM 103	Media and Society	
COMM 105	Introduction to Human Communication	
4 credits from the following:		4
COMM 220	Debate & Democracy	
COMM 225	Argumentation and Advocacy	
COMM 240	Digital Video Communication	
COMM 245	Introduction to Media Writing	
COMM 283A	Public Relations Branding ((2 credits))	
COMM 283B	Advertising Branding ((2 credits))	
COMM 346	Strategic Communication Campaigns Design Experience	
4 credits from the following:		4
COMM 110	Voices Unheard: Gender, Race, and Power in America	
COMM 112	Adulthood and Identity	
COMM 205	Interpersonal Communication	
COMM 248	Media & Youth	
COMM 251	Communication and Conflict	
COMM 265	Group Communication	
COMM 277A	Listening for Justice	
COMM 278A	Rhetoric of Social Change	
COMM 282A	Public Relations	
COMM 336	Marketing, Advertising and Public Relations Campaign Design	

COMM 338	Strategic Social Media Marketing and Communication	
COMM 342	Communication in an AI Era	
COMM 352	Health Communication	
COMM 353A	Intercultural Health Communication	
COMM 354	Gender, Media, and Political Campaigns	
COMM 361	Fat Studies	
COMM 379B	Rhetoric of Advertising	
COMM 384@		
4 credits from the following:		4
COMM 304	Political Communication	
COMM 305	Gender, Voice, and Power	
COMM 310	Black Civil Rights Rhetoric	
COMM 312	Rhetorical Dimensions of Sport	
COMM 330	Apology and Crisis Communication	
COMM 341	News and Democracy	
COMM 350	Intercultural Communication	
COMM 350A	Intercultural Communication	
COMM 351	Gender and Communication	
COMM 384B	Rhetoric and Popular Music	
COMM 378A	Environmental Rhetoric	
COMM 379A	Freedom of Speech	
COMM 379C	The Truth Wars: Media and the Limits of the First Amendment	
COMM 387@		
Total Hours		20

Please note:

- COMM 392 Communication Practicum does not count toward the major or minor.
- COMM 397 Internship does not count toward the minor.
- Study Abroad courses do not count toward the Communication minor.
- During some semesters, selected courses may be restricted to majors only. Students should contact the instructor to determine if seats are available for minors.

Additional Requirements:**General Education Requirements:**

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Computer Science

Department Chair: Robert Hesse

Faculty: Heather Amthauer, Michael Heroux, Noreen Herzfeld, Robert Hesse, Peter Ohmann, Imad Rahal, Paul Schumacher, Vijay Tida, Srikanth Vemula

Problem solving is at the core of computer science. Beginning with the hands-on laboratory sessions in the first four courses of the major, all the way through your senior research project, you will hone your problem-solving skills. Study in the field of computer science provides both computer users and professionals with an understanding of what is computable, how it can be computed and how the power of computation affects human society. If you choose to study computer science at CSB/SJU, you will design and create models of how a computation could be done and you will often implement your model as a computer program. Along the way you will ask questions such as, "Can this be computed?" and, reflecting the ethical traditions that CSB/SJU were founded on, "Should this be computed?"

A degree in computer science from CSB/SJU will prepare you well to begin a career in computing or to go on to graduate school, but it is also a good preparation for employment in business, law, medicine, and many other areas where problem solving is important.

Majors

- Computing - Computer Science Concentration (p. 83)
- Computing - Interdisciplinary Concentration (p. 85)

Minors

- Computing Minor (p. 86)

Computing - Computer Science Concentration

Acceptance to Major Requirements

Course Requirements:

Code	Title	Hours
CSCI 150	Introduction to Computing in the Liberal Arts and Sciences	4
CSCI 155	Conceptual Approaches to Computing	2
CSCI 160	Problem Solving, Programming, and Computers	4
CSCI 200	Abstraction, Data Structures, and Large Software Systems	4

Minimum Grade for required courses: No more than one of the above courses has a grade below C

Minimum GPA for required courses: The GPA in the above courses is 2.5 or better

Other: Students will be conditionally accepted into the CSCI major if they have not yet completed all the courses needed for unconditional acceptance into the major but are currently enrolled in the courses which are lacking and they meet the other two criteria for acceptance on the courses completed thus far.

Computing Major

Students can select from two concentrations: computer science (p. 83) and interdisciplinary computing (p. 85). The computer science major concentration focuses on the study and implementation of algorithms and the theoretical foundations of computing. It is appropriate for students interested in the full range of computing including software design, systems analysis, and graduate study in computer science.

Data Science Major

The Computer Science Department offers a major in computer science; Computer Science also offers a major in Data Science jointly with the Mathematics Department. Students may not double major in Computer Science (either concentration) and Data Science. Information about data science (p. 87) major is in a separate section for that major. In addition, students may develop individualized majors which meet their particular interests. (See the section on individualizing a traditional major under Academic Regulations.)

Code	Title	Hours
One of the following:		4
MATH 118	Essential Calculus	
MATH 119	Calculus I	
MATH 120	Calculus II ¹	
MATH 124	Probability and Statistical Inference	
CSCI 150	Introduction to Computing in the Liberal Arts and Sciences	4
CSCI 155	Conceptual Approaches to Computing	2
CSCI 160	Problem Solving, Programming, and Computers	4
CSCI 200	Abstraction, Data Structures, and Large Software Systems	4
CSCI 210	Computer Systems	4
CSCI 220	Software Development Skills	2
CSCI 239	Discrete Computational Structures ¹	4
CSCI 338	Algorithms and Concurrency	4
One Software Project course from the following:		4
CSCI 330	Software Engineering	
More Software Project Options Coming Soon!		
CSCI 377A	Ethical Issues in Computing	4
CSCI 373	Senior Research in Computer Science	4
CSCI Electives ²		12
Total Hours		56

¹ Students who complete MATH 120 Calculus II may substitute MATH 239 Linear Algebra for CSCI 239 Discrete Computational Structures.

² Students may use up to 4 credits from the following courses: MATH 315 Operations Research, MATH 322 Graph Theory, MATH 338 Numerical Methods, or MATH 339 Mathematical Modeling.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Four Year Plan

Course	Title	Hours
First Year		
Fall		
CSCI 150	Introduction to Computing in the Liberal Arts and Sciences	4
CSCI 155	Conceptual Approaches to Computing	2
Language 111		4
INTG 105	College Success	1
INTG 100	Learning Foundations	4
Hours		15
Spring		
CSCI 160	Problem Solving, Programming, and Computers	4
One of the following:		4
MATH 119	Calculus I	
MATH 120	Calculus II	
MATH 124	Probability and Statistical Inference	
Cultural/Social Difference-Identity		4
Language 112		4
Hours		16
Second Year		
Fall		
CSCI 200	Abstraction, Data Structures, and Large Software Systems	4
CSCI 239	Discrete Computational Structures	4
Language 211		4
Theological Explorations		4
Hours		16
Spring		
CSCI 210	Computer Systems	4
CSCI 220	Software Development Skills	2
Natural World		4
Social World		4
Artistic Expression		4
Hours		18

Third Year**Fall**

CSCI 330	Software Engineering	4
CSCI 3@@ (upper division elective)		4
Artistic Engagement		4
Theology Integrations		4
Hours		16

Spring

Cultural/Social Difference-Systems		4
Global Engagement		4
Experiential Engagement		4
Other study abroad coursework		4
Hours		16

Fourth Year**Fall**

CSCI 373	Senior Research in Computer Science	4
CSCI 3@@ (upper division elective)		4
Benedictine Raven		4
Elective		4
Hours		16

Spring

CSCI 338	Algorithms and Concurrency	4
CSCI 3@@ (upper division elective)		4
INTG 300	Learning Integrations	4
CSCI 377A	Ethical Issues in Computing	4
Hours		16
Total Hours		129

Computing - Interdisciplinary Concentration

Acceptance to Major Requirements

Course Requirements:

Code	Title	Hours
CSCI 150	Introduction to Computing in the Liberal Arts and Sciences	4
CSCI 155	Conceptual Approaches to Computing	2
CSCI 160	Problem Solving, Programming, and Computers	4
One of the following:		4
CSCI 200	Abstraction, Data Structures, and Large Software Systems	
CSCI 210	Computer Systems	
CSCI 239	Discrete Computational Structures	

Minimum Grade for required courses: No more than one of the above courses has a grade below C

Minimum GPA for required courses: The GPA in the above courses is 2.5 or better

Other: Students will be conditionally accepted into the CSCI major if they have not yet completed all the courses needed for unconditional acceptance into the major but are currently enrolled in the courses which are lacking and they meet the other two criteria for acceptance on the courses completed thus far.

Computing Major

Students can select from two concentrations: computer science (p. 83) and interdisciplinary computing (p. 85). The interdisciplinary computing major concentration focuses on the intersection of computing with another area of study; students will study how computing is used in their second area of study, and the impact of this area on computer systems, computing in society, and/or the foundations of computing. It is appropriate for students interested in intersecting computing with another area, including software design in a specific field, user experience design, digital humanities, health informatics, modeling and simulation, and many more.

Data Science Major

The Computer Science Department offers a major in computer science; Computer Science also offers a major in Data Science jointly with the Mathematics Department. Students may not double major in Computer Science (either concentration) and Data Science. Information about data science (p. 87) major is in a separate section for that major. In addition, students may develop individualized majors which meet their particular interests. (See the section on individualizing a traditional major under Academic Regulations.)

Code	Title	Hours
CSCI 150	Introduction to Computing in the Liberal Arts and Sciences	4
CSCI 155	Conceptual Approaches to Computing	2
CSCI 160	Problem Solving, Programming, and Computers	4
One of the following:		4
CSCI 200	Abstraction, Data Structures, and Large Software Systems	
CSCI 210	Computer Systems	
300-level CSCI elective		
CSCI 239	Discrete Computational Structures ¹	4
CSCI 377A	Ethical Issues in Computing	4
CSCI 373	Senior Research in Computer Science	4
Courses from pre-approved discipline ²		16
CSCI Electives		10
Total Hours		52

¹ Students who complete MATH 120 Calculus II may substitute MATH 239 Linear Algebra for CSCI 239 Discrete Computational Structures.

² Courses must be from a pre-approved discipline and part of an existing major or minor. Consult with a CSCI advisor for specific concentrations. At least 4 credits must be at the 300-level.

Four Year Plan

Course	Title	Hours
First Year		
Fall		
CSCI 150	Introduction to Computing in the Liberal Arts and Sciences	4
CSCI 155	Conceptual Approaches to Computing	2
Language 111		4
INTG 105	College Success	1
INTG 100	Learning Foundations	4
Hours		15

Spring		
CSCI 160	Problem Solving, Programming, and Computers	4
Course from Another Major/Minor		4
Cultural/Social Difference-Identity		4
Language 112		4
Hours		16
Second Year		
Fall		
One of the following:		4
CSCI 200	Abstraction, Data Structures, and Large Software Systems	
CSCI 210	Computer Systems	
CSCI 3@@ elective		
CSCI 239	Discrete Computational Structures	4
Language 211		4
Theological Explorations		4
Hours		16
Spring		
CSCI 3@@ elective		4
Course from Another Major/Minor		4
Natural World		4
Artistic Expression		4
Hours		16
Third Year		
Fall		
Course from Another Major/Minor		4
CSCI 3@@ (upper division elective)		2
Artistic Engagement		4
Social World		4
Elective Course		2
Hours		16
Spring		
Cultural/Social Difference-Systems		4
Global Engagement		4
Experiential Engagement		4
Other study abroad coursework		4
Hours		16
Fourth Year		
Fall		
CSCI 377A	Ethical Issues in Computing	4
CSCI 3@@ (upper division elective)		4
Benedictine Raven		4
Theological Integrations		4
Hours		16
Spring		
CSCI 373	Senior Research in Computer Science	4
Course from Another Major/Minor		4
INTG 300	Learning Integrations	4
Elective course		4
Hours		16
Total Hours		127

Computing Minor

Code	Title	Hours
CSCI 150	Introduction to Computing in the Liberal Arts and Sciences	4
CSCI 155	Conceptual Approaches to Computing	2
CSCI 160	Problem Solving, Programming, and Computers	4
CSCI (300-Level) course ¹		4

CSCI courses ²	8
Total Hours	22

¹ Internship credits (CSCI 397 Internship) cannot be counted toward the minor but can be used for elective credits toward graduation.

² Students who complete MATH 120 Calculus II may substitute MATH 239 Linear Algebra for CSCI 239 Discrete Computational Structures.

Additional Requirements:

General Education Requirements:

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Graduation Requirements:

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GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

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* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Data Analytics

Program Co-Chairs: Bob Hesse (Mathematics) and Imad Rahal (Computer Science)

The Data Analytics (DATA) minor, rooted in the liberal arts and interdisciplinary in nature, provides opportunities for students to discover new knowledge and explore problems through the ethical acquisition and analysis of data. Data Analytics provides students with the opportunity to acquire the tools of data visualization, statistical analysis, and programming and to use those tools to answer meaningful questions related to problems and topics in a wide variety of fields. Depending on the student, data analytics will allow students to think of ways to shape policy, direct business, manage finance, understand health outcomes, assess biological and ecological systems, and even understand language and history. Upon completing the Data Analytics minor:

- Our students will be able to ask meaningful questions of data relevant to their primary disciplinary interest.
- Our students will prioritize the ethics of the collection, communication, and curation of the data they analyze.
- Our students will effectively visualize and analyze data and communicate their findings persuasively.
- Our students will be prepared to take the questions, ethics, and tools they acquire in this program to their future careers and academic studies.

Majors

(None)

Minors

- Data Analytics Minor (p. 87)

Data Analytics Minor

Code	Title	Hours
College-Level Statistics		4
DATA 162	Introductory Data Analysis and Visualization	2
CSCI 150	Introduction to Computing in the Liberal Arts and Sciences	4
DATA 272	Intermediate Data Analysis and Visualization ¹	2
DATA 314	Data Analytics Project ²	2
Approved (300-Level) course ³		4
Approved courses ³		4
Total Hours		22

¹ Prerequisite: CSCI 1XX, DATA 162 Introductory Data Analysis and Visualization, and 1 college-level statistics course

² Prerequisite: DATA 272 Intermediate Data Analysis and Visualization and completion of 1 Elective course

³ No more than 4 elective credits can be from major courses or other minor outside of Data Analytics.

Current Elective Courses

Code	Title	Hours
ACFN 340	Accounting Information Systems	4
BIOL 373F/ CSCI 317D	Bioinformatics	4
BIOL 373L/ MATH 340A	Mathematical Modelling in Biology	4
BIOL 316	General Genetics	4
CSCI 160	Problem Solving, Programming, and Computers (for non-CS majors/minors)	4
CSCI 200	Abstraction, Data Structures, and Large Software Systems (for non-CS majors/minors)	4
CSCI 331	Database Systems	4
CSCI 332	Machine Learning	4
CSCI 351	Principles of Parallel Computing	4
ECON 314	Economics of Financial Institutions and Markets	4
ECON 334	Introductory Econometric Analysis	4
ECON 350	Topics in Econometrics and Data Analysis	4
ECON 353	Labor Economics and Policy Analysis	4
ECON 376	Industrial Organization and Public Policy	4
ENGL 217	Data and Narrative Writing	4
ENVR 311	Introduction to Geographical Information Systems	4
GBUS 342	Advanced Computer Applications	2
GBUS 343	Information Systems and Security Concerns in Global Business	2
MATH 318	Applied Statistical Models	4
MATH 339	Mathematical Modeling	4
PHYS 222/322	C++ and Fortran for Scientists	2

POLS 222	Research Methods in Political Science	4
POLS 223	Comparative Politics	4
POLS 343	Revolutions and Social Movements	4
POLS 355	Globalization	4
POLS 356	Security, Defense, Diplomacy and Development	4
PSYC 235	Research Methods	4
PSYC 347	Advanced Statistics and Measurements	4

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Data Science

Program Director: Robert Hesse and Imad Rahal

The Data Science major is an interdisciplinary major, jointly administered by the Computer Science and Mathematics Departments. This major is effective with the 2022-2023 Academic Catalog. Students majoring in Data Science may not minor in Data Analytics.

This Data Science major is designed for students who are interested in learning to apply computational and statistical tools for modeling and simulation as well as knowledge discovery from data across many areas. Students who complete this major may choose careers in business, industry, research, or education in which they model and analyze data, build data solutions, discover new knowledge from data, and aid in decision making processes. They will be able to work collaboratively and bring mathematics and computer science to bear on data-focused problems of interest across varied disciplines. Students in this major are strongly encouraged to complete a minor in another data-oriented discipline.

Majors

- Data Science Major (p. 88)

Minors

(None)

Data Science Major

Acceptance to Major Requirements

Course Requirements:

Code	Title	Hours
CSCI 150	Introduction to Computing in the Liberal Arts and Sciences	4
CSCI 160	Problem Solving, Programming, and Computers	4
MATH 119	Calculus I	4
MATH 120	Calculus II	4

Minimum Grade and/or GPA for required courses: No more than one of the above courses has a grade below C, and the GPA in the above courses is 2.5 or better

Other Requirements: Students will be conditionally accepted into the major if they have not yet completed all the courses needed for unconditional acceptance into the major but are currently enrolled in the courses which are lacking, and they meet the other criteria for acceptance on the courses completed thus far.

Code	Title	Hours
CSCI 150	Introduction to Computing in the Liberal Arts and Sciences	4
CSCI 160	Problem Solving, Programming, and Computers	4
CSCI 200	Abstraction, Data Structures, and Large Software Systems	4
CSCI 332	Machine Learning	4
MATH 119	Calculus I	4
MATH 120	Calculus II	4
MATH 318	Applied Statistical Models	4
or MATH 345	Mathematical Statistics I	
CSCI 239	Discrete Computational Structures	4
or MATH 239	Linear Algebra	
DATA 162	Introductory Data Analysis and Visualization	2
DATA 272	Intermediate Data Analysis and Visualization	2
3 Courses from the following ¹		12
CSCI 317D	Bioinformatics	
CSCI 317H	Artificial Intelligence	
CSCI 331	Database Systems	
CSCI 338	Algorithms and Concurrency	
CSCI 351	Principles of Parallel Computing	
CSCI 377A	Ethical Issues in Computing	
MATH 315	Operations Research	
MATH 318	Applied Statistical Models	
MATH 322	Graph Theory	
MATH 338	Numerical Methods	
MATH 339	Mathematical Modeling	
MATH 345	Mathematical Statistics I	
or MATH 346	Mathematical Statistics II	
Total Hours		48

¹ Students may not take all CSCI courses or all Math courses; may not overlap with required courses. One domain course outside CSCI/

MATH could replace an elective if taken in a sequence; requires chair approval.

Other: Student may not minor in data analytics. Students may not double major in Data Science and either Mathematics or Computer Science.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

** Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.*

Course	Title	Hours
First Year		
Fall		
CSCI 150	Introduction to Computing in the Liberal Arts and Sciences	4
MATH 119	Calculus I	4
INTG 100	Learning Foundations	4
INTG 105	College Success	1
Language 111		4
Hours		17
Spring		
CSCI 160	Problem Solving, Programming, and Computers	4
MATH 120	Calculus II	4
Language 112		4
CSD:I		4
Hours		16
Second Year		
Fall		
CSCI 200	Abstraction, Data Structures, and Large Software Systems	4
CSCI 239	Discrete Computational Structures	4
or MATH 239	or Linear Algebra	
THEO 100	Theological Explorations	4
Language 211		4
Hours		16
Spring		
DATA 162	Introductory Data Analysis and Visualization	2
DSCI Elective (CSCI or MATH)		4
Elective (INTG Requirement)		4
Elective (INTG Requirement)		4

Elective (INTG Requirement)		4
Hours		18
Third Year		
Fall		
DSCI Elective (CSCI or MATH)		4
Elective (INTG Requirement)		4
Elective (INTG Requirement)		4
Elective (INTG Requirement)		4
Hours		16
Spring		
CSCI 332	Machine Learning	4
DATA 272	Intermediate Data Analysis and Visualization	2
MATH 118	Essential Calculus (or DSCI Elective (CSCI or MATH))	4
CSD:S		4
Elective (INTG Requirement)		4
Hours		18
Fourth Year		
Fall		
MATH 345	Mathematical Statistics I (or DSCI Elective (CSCI or MATH))	4
DSCI Elective (CSCI or MATH)		4
DSCI Elective (CSCI or MATH)		4
THEO 3@@		4
Hours		16
Spring		
INTG 300	Learning Integrations	4
DSCI 372 (Capstone)		4
DSCI Elective (CSCI or MATH)		4
DSCI Elective (CSCI or MATH)		4
Hours		16
Total Hours		133

Economics

Department Chair: Sucharita Mukherjee

Faculty: Mehrnoosh Asadi, Shuoshuo Hou, Louis Johnston, Sucharita Mukherjee, and Ana K. Negrete

Economics is the study of individual and social choices that lead to the production, distribution, and consumption of goods and services through private markets and non-market activities. The goal of economic analysis is to understand and evaluate how societies, businesses, organizations, and individuals' access, produce, and distribute resources. Key applications of economic analysis include the following: critical evaluation of public policy to promote individual and social well-being, examination of individual-decision making to shape private sector actions and public policy, analysis of key sectors of the economy such as labor markets and financial markets, and investigation of the overall economy to promote understanding of growth and business cycles.

The Department of Economics prepares students to understand economic activity, to engage in critical analysis of economic, business, financial, social, and policy matters as articulate and engaged citizens committed to the common good, and to become leaders in the private sector, non-profit sector, government, and academia.

In Support of This Mission, the Department Commits Itself to the Following

1. We will strengthen student our students' abilities in the following areas: critical thinking; quantitative and qualitative analysis; writing, speaking, and other communication skills; and analyzing the interaction of human values and economic life.
2. We will support student learning and intellectual growth through both collaborative research opportunities and through class-based and senior research experiences.
3. We will support and advise students as they seek internships, leadership experiences, and experiential opportunities as they prepare for their futures.
4. We will challenge students to consider the intersection of economic thought and our community values of service, sustainability, and justice.

The Economics Curriculum is Structured in Three Tiers

- Tier I consists of one 4-credit course, ECON 111 Introduction to Economics, which introduces the subject of economics by examining fundamental economic principles as well as issues and problems examined by economists.
- Tier II courses (numbered between 300 and 349) build on the Tier I foundation to address in greater depth particular areas of economic theory and application. Some Tier II courses (numbered 300-329) are electives while ECON 332 Microeconomic Theory, ECON 333 Macroeconomic Theory and ECON 334 Introductory Econometric Analysis form the set of core courses which all majors are required to complete.
- Tier III courses (numbered 350-399) are advanced courses in analysis and applications and are primarily intended for economics majors and minors. All Tier III courses have a prerequisite of at least two of the core theory courses, ECON 332 Microeconomic Theory, ECON 333 Macroeconomic Theory, and either completion or concurrent enrollment with ECON 334 Introductory Econometric Analysis.

Some courses in the economics curriculum are designed to meet requirements in programs outside economics. In particular, the department contributes to the curricula in Accounting and Finance, Asian Studies, Global Business Leadership, Theology as well as the general education curriculum of the Colleges.

The economics major prepares students for employment in a variety of areas and for graduate study. Recent graduates are pursuing careers in banking, insurance, finance and brokerage, journalism, sales and marketing, and management. Others are employed as policy analysts for various agencies and branches of local, state, and federal governments. Economics majors also go on to graduate study in economics, business, finance, law, public policy analysis, agricultural economics, environmental economics, labor relations and human resource management, health administration, sports administration, and public administration.

The Department also offers a minor that can be matched with many different majors as preparation and support for a variety of career opportunities.

Assessment

The Department of Economics conducts assessment of student learning to determine how well the department and its students are meeting the program's specified learning goals and objectives.

Assessment provides the department with systematic feedback to make curricular and pedagogical improvements. While protecting confidentiality, students of economics should expect that their coursework may serve as assessment data, that they may be asked to provide other data for assessment, and that they will be invited to participate in assessment reviews.

Major

The Department of Economics offers a general major along with concentrations in data analytics, finance, and policy.

Majors

- Economics Major (p. 90)
- Economics Major with a Data Analytics Concentration (p. 91)
- Economics Major with a Finance Concentration (p. 93)
- Economics Major with a Policy Concentration (p. 94)

Minors

- Economics Minor (p. 96)

Economics Major

Acceptance to Major Requirements

Course Requirements:

Code	Title	Hours
ECON 111	Introduction to Economics	4
MATH 119	Calculus I	4
ECON 332	Microeconomic Theory	4
or ECON 333	Macroeconomic Theory	
ECON 300+		4

Minimum Grade and/or GPA for required courses: 2.0 GPA

Minimum Cumulative GPA: 2.0

Other Requirements: No more than one of these courses should be at the CD level. It is possible for a student to apply to the major with ongoing enrollment in ECON 332 Microeconomic Theory/ECON 333 Macroeconomic Theory or ongoing enrollment in ECON 300+ having completed the other requirements with a high GPA.

Conditional acceptance to major: The department chair may, at their discretion, admit students to the major who do not meet the criteria for unconditional acceptance. Such students may proceed with current registration, but their subsequent continuation in the major will be contingent on meeting expectations stipulated by the department chair.

44 credits required

Required Courses for all Economics Majors

Code	Title	Hours
ECON 111	Introduction to Economics	4
ECON 332	Microeconomic Theory	4
ECON 333	Macroeconomic Theory	4
ECON 334	Introductory Econometric Analysis	4
ECON 384	Advanced Research in Economics	4
MATH 119	Calculus I	4
One of the following:		4
MATH 124	Probability and Statistical Inference	
MATH 345	Mathematical Statistics I	
ECON 217	Applied Statistics for Economics, Business, and Society	
One ECON 300-329 or One ECON Course numbered 350 or above of a student's choosing ¹		4
Two ECON Courses numbered 350 or above of a student's choosing ¹		8
Total Hours		40

¹ Students should consult with their advisor or the department chair about the offerings over coming semesters in the ECON 300-329 level or for ECON courses numbered 350 and above to plan for courses that meet student interests.

Required additional course for Economics Major (no Concentration)

Code	Title	Hours
One ECON Course numbered 350 or above of a student's choosing		4

Suggestions

Students majoring in economics are advised to complete the required two MATH courses and the ECON 111 Introduction to Economics, ECON 332 Microeconomic Theory, ECON 333 Macroeconomic Theory, and ECON 334 Introductory Econometric Analysis courses no later than the middle of their junior year. Mathematics and statistics are essential tools for graduate education and professional work in economics. The department therefore advises that students who are contemplating graduate study in economics minor in mathematics, with students taking MATH 119 Calculus I, MATH 120 Calculus II, MATH 239 Linear Algebra, MATH 305 Multivariable Calculus, MATH 345 Mathematical Statistics I, and either MATH 343 Analysis I or MATH 346 Mathematical Statistics II. In addition, ECON 350 Topics in Econometrics and Data Analysis should be included among the economics courses taken for the major.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

*Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Four Year Plan

Course	Title	Hours
First Year		
Fall		
INTG 105	College Success	1
INTG 100	Learning Foundations	4
Language 111		4
ECON 111	Introduction to Economics	4
MATH 119	Calculus I	4
Hours		17
Spring		
Elective (INTG Requirement)		4
THEO 100	Theological Explorations	4
Language 112		4
Select one of the following:		4
ECON 300-329		
ECON 332 or ECON 333	Microeconomic Theory or Macroeconomic Theory	
Hours		16
Second Year		
Fall		
Elective (INTG Requirement)		4
Language 211		4
Select one of the following:		4
ECON 300-329		
ECON 332 or ECON 333	Microeconomic Theory or Macroeconomic Theory	
MATH 124	Probability and Statistical Inference	4
Hours		16
Spring		
Elective (INTG Requirement)		4
Elective (INTG Requirement)		4
Select one of the following:		4
ECON 300-329		
ECON 332 or ECON 333	Microeconomic Theory or Macroeconomic Theory	
ECON 334	Introductory Econometric Analysis	4
Hours		16
Third Year		
Fall		
Elective (INTG Requirement)		4
Elective (INTG Requirement)		4
Elective (INTG Requirement)		4
ABROAD Perhaps		4
Hours		16
Spring		
ECON Course numbered 350 or above of a student's choosing		4
ECON Course numbered 350 or above of a student's choosing		4
Elective (INTG Requirement)		4

Elective (INTG Requirement)		4
Hours		16
Fourth Year		
Fall		
ECON Course numbered 350 or higher of a student's choosing		4
INTG 300	Learning Integrations	4
Elective (INTG Requirement)		4
Elective (INTG Requirement)		4
Hours		16
Spring		
ECON 384	Advanced Research in Economics	4
Elective (INTG Requirement)		4
Elective (INTG Requirement)		4
Elective (INTG Requirement)		4
Hours		16
Total Hours		129

Economics Major with a Data Analytics Concentration

Acceptance to Major Requirements

Course Requirements:

Code	Title	Hours
ECON 111	Introduction to Economics	4
MATH 119	Calculus I	4
ECON 332 or ECON 333	Microeconomic Theory or Macroeconomic Theory	4
ECON 300+		4

Minimum Grade and/or GPA for required courses: 2.0 GPA

Minimum Cumulative GPA: 2.0

Other Requirements: No more than one of these courses should be at the CD level. It is possible for a student to apply to the major with ongoing enrollment in ECON 332 Microeconomic Theory/ECON 333 Macroeconomic Theory or ongoing enrollment in ECON 300+ having completed the other requirements with a high GPA.

Conditional acceptance to major: The department chair may, at their discretion, admit students to the major who do not meet the criteria for unconditional acceptance. Such students may proceed with current registration, but their subsequent continuation in the major will be contingent on meeting expectations stipulated by the department chair.

52 credits required

Required Courses for all Economics Majors

Code	Title	Hours
ECON 111	Introduction to Economics	4
ECON 332	Microeconomic Theory	4
ECON 333	Macroeconomic Theory	4
ECON 334	Introductory Econometric Analysis	4
ECON 384	Advanced Research in Economics	4
MATH 119	Calculus I	4
One of the following:		4
MATH 124	Probability and Statistical Inference	
MATH 345	Mathematical Statistics I	

ECON 217	Applied Statistics for Economics, Business, and Society	
One ECON 300-329 or One ECON Course numbered 350 or above of a student's choosing ¹		4
Two ECON Courses numbered 350 or above of a student's choosing ¹		8
Total Hours		40

¹ Students should consult with their advisor or the department chair about the offerings over coming semesters in the ECON 300-329 level or for ECON courses numbered 350 and above to plan for courses that meet student interests.

Required Additional Courses for Data Analytics Concentration

Code	Title	Hours
ECON 350	Topics in Econometrics and Data Analysis	4
DATA 162 & DATA 272	Introductory Data Analysis and Visualization and Intermediate Data Analysis and Visualization	4
CSCI 150	Introduction to Computing in the Liberal Arts and Sciences	4
Total Hours		12

Suggestions

Students majoring in economics are advised to complete the required two MATH courses and the ECON 111 Introduction to Economics , ECON 332 Microeconomic Theory, ECON 333 Macroeconomic Theory, and ECON 334 Introductory Econometric Analysis courses no later than the middle of their junior year. Mathematics and statistics are essential tools for graduate education and professional work in economics. The department therefore advises that students who are contemplating graduate study in economics minor in mathematics, with students taking MATH 119 Calculus I, MATH 120 Calculus II, MATH 239 Linear Algebra, MATH 305 Multivariable Calculus, MATH 345 Mathematical Statistics I, and either MATH 343 Analysis I or MATH 346 Mathematical Statistics II. In addition, ECON 350 Topics in Econometrics and Data Analysis should be included among the economics courses taken for the major.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

** Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.*

Four Year Plan

Course	Title	Hours
First Year		
Fall		
INTG 105	College Success	1
INTG 100	Learning Foundations	4
Language 111		4
ECON 111	Introduction to Economics	4
MATH 119	Calculus I	4
Hours		17
Spring		
Elective (INTG Requirement)		4
THEO 100	Theological Explorations	4
Language 112		4
Select one of the following:		4
ECON 300-329		
ECON 332 or ECON 333	Microeconomic Theory or Macroeconomic Theory	
Hours		16
Second Year		
Fall		
Elective (INTG Requirement)		4
Language 211		4
Select one of the following:		4
ECON 300-329		
ECON 332 or ECON 333	Microeconomic Theory or Macroeconomic Theory	
DATA 162	Introductory Data Analysis and Visualization	2
MATH 124	Probability and Statistical Inference	4
Hours		18
Spring		
Elective (INTG Requirement)		4
CSCI 150	Introduction to Computing in the Liberal Arts and Sciences	4
Select one of the following:		4
ECON 300-329		
ECON 332 or ECON 333	Microeconomic Theory or Macroeconomic Theory	
ECON 334	Introductory Econometric Analysis	4
Hours		16
Third Year		
Fall		
Elective (INTG Requirement)		4
Elective (INTG Requirement)		4
Elective (INTG Requirement)		4
ABROAD Perhaps		4
Hours		16
Spring		
ECON Course numbered 350 or above		4
Select one of the following:		4
ECON 350	Topics in Econometrics and Data Analysis	
ECON Course numbered 350 or above		
Elective (INTG Requirement)		4
Elective (INTG Requirement)		4

DATA 272	Intermediate Data Analysis and Visualization	2
Hours		18
Fourth Year		
Fall		
Select one of the following:		4
ECON 350	Topics in Econometrics and Data Analysis	
ECON Course numbered 350 or above		
INTG 300	Learning Integrations	4
Elective (INTG Requirement)		4
Elective (INTG Requirement)		4
Hours		16
Spring		
ECON 384	Advanced Research in Economics	4
Elective (INTG Requirement)		4
Elective (INTG Requirement)		4
Elective (INTG Requirement)		4
Hours		16
Total Hours		133

Economics Major with a Finance Concentration

Acceptance to Major Requirements

Course Requirements:

Code	Title	Hours
ECON 111	Introduction to Economics	4
MATH 119	Calculus I	4
ECON 332	Microeconomic Theory	4
or ECON 333	Macroeconomic Theory	
ECON 300+		4

Minimum Grade and/or GPA for required courses: 2.0 GPA

Minimum Cumulative GPA: 2.0

Other Requirements: No more than one of these courses should be at the CD level. It is possible for a student to apply to the major with ongoing enrollment in ECON 332 Microeconomic Theory/ECON 333 Macroeconomic Theory or ongoing enrollment in ECON 300+ having completed the other requirements with a high GPA.

Conditional acceptance to major: The department chair may, at their discretion, admit students to the major who do not meet the criteria for unconditional acceptance. Such students may proceed with current registration, but their subsequent continuation in the major will be contingent on meeting expectations stipulated by the department chair.

56 credits required

Required Courses for all Economics Majors

Code	Title	Hours
Required Courses		
ECON 111	Introduction to Economics	4
ECON 332	Microeconomic Theory	4
ECON 333	Macroeconomic Theory	4
ECON 334	Introductory Econometric Analysis	4
ECON 384	Advanced Research in Economics	4
MATH 119	Calculus I	4

One of the following:		4
MATH 124	Probability and Statistical Inference	
MATH 345	Mathematical Statistics I	
ECON 217	Applied Statistics for Economics, Business, and Society	
One ECON 300-329 or One ECON Course numbered 350 or above of a student's choosing ¹		4
Two ECON Courses numbered 350 or above of a student's choosing ¹		8
Total Hours		40

¹ Students should consult with their advisor or the department chair about the offerings over coming semesters in the ECON 300-329 level or for ECON courses numbered 350 and above to plan for courses that meet student interests.

Required Additional Courses for Finance Concentration

Code	Title	Hours
ACFN 111	Principles I	4
ACFN 310	Fundamentals of Managerial Finance	4
ACFN 315	Theory of Investments	4
One of the following:		4
One ECON Course numbered 350 or above of a student's choosing		
ACFN 360	Financial Derivatives	
ACFN 361	Security Analysis and Portfolio Management	
ACFN 362	Current Issues in Finance	
Total Hours		16

Suggestions

Students majoring in economics are advised to complete the required two MATH courses and the ECON 111 Introduction to Economics , ECON 332 Microeconomic Theory, ECON 333 Macroeconomic Theory, and ECON 334 Introductory Econometric Analysis courses no later than the middle of their junior year. Mathematics and statistics are essential tools for graduate education and professional work in economics. The department therefore advises that students who are contemplating graduate study in economics minor in mathematics, with students taking MATH 119 Calculus I, MATH 120 Calculus II, MATH 239 Linear Algebra, MATH 305 Multivariable Calculus, MATH 345 Mathematical Statistics I, and either MATH 343 Analysis I or MATH 346 Mathematical Statistics II. In addition, ECON 350 Topics in Econometrics and Data Analysis should be included among the economics courses taken for the major.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

** Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.*

Four Year Plan

Course	Title	Hours
First Year		
Fall		
INTG 105	College Success	1
INTG 100	Learning Foundations	4
Language 111		4
ECON 111	Introduction to Economics	4
MATH 119	Calculus I	4
Hours		17
Spring		
Elective (INTG Requirement)		4
THEO 100	Theological Explorations	4
Language 112		4
Select one of the following:		4
ECON 300-329		
ECON 332 or ECON 333	Microeconomic Theory or Macroeconomic Theory	
Hours		16
Second Year		
Fall		
ACFN 111	Principles I	4
Language 211		4
Select one of the following:		4
ECON 300-329		
ECON 332 or ECON 333	Microeconomic Theory or Macroeconomic Theory	
MATH 124	Probability and Statistical Inference	4
Hours		16
Spring		
Elective (INTG Requirement)		4
ACFN 310	Fundamentals of Managerial Finance	4
Select one of the following:		4
ECON 300-329		
ECON 332 or ECON 333	Microeconomic Theory or Macroeconomic Theory	
ECON 334	Introductory Econometric Analysis	4
Hours		16
Third Year		
Fall		
Elective (INTG Requirement)		4
Elective (INTG Requirement)		4
Elective (INTG Requirement)		4
ABROAD Perhaps		4
Hours		16
Spring		
ECON Course numbered 350 or above		4
Elective (INTG Requirement)		4
Elective (INTG Requirement)		4
Elective (INTG Requirement)		4
Hours		16

Fourth Year		
Fall		
ECON Course numbered 350 or above		4
INTG 300	Learning Integrations	4
ACFN 315	Theory of Investments	4
Elective (INTG Requirement)		4
Hours		16
Spring		
Select one of the following:		4
ECON Course numbered 350 or above		
ACFN 360	Financial Derivatives	
ACFN 361	Security Analysis and Portfolio Management	
ACFN 362	Current Issues in Finance	
ECON 384	Advanced Research in Economics	4
Elective (INTG Requirement)		4
Elective (INTG Requirement)		4
Hours		16
Total Hours		129

Economics Major with a Policy Concentration

Acceptance to Major Requirements

Course Requirements:

Code	Title	Hours
ECON 111	Introduction to Economics	4
MATH 119	Calculus I	4
ECON 332 or ECON 333	Microeconomic Theory or Macroeconomic Theory	4
ECON 300+		4

Minimum Grade and/or GPA for required courses: 2.0 GPA

Minimum Cumulative GPA: 2.0

Other Requirements: No more than one of these courses should be at the CD level. It is possible for a student to apply to the major with ongoing enrollment in ECON 332 Microeconomic Theory/ECON 333 Macroeconomic Theory or ongoing enrollment in ECON 300+ having completed the other requirements with a high GPA.

Conditional acceptance to major: The department chair may, at their discretion, admit students to the major who do not meet the criteria for unconditional acceptance. Such students may proceed with current registration, but their subsequent continuation in the major will be contingent on meeting expectations stipulated by the department chair.

54 credits required

Required Courses for all Economics Majors

Code	Title	Hours
Required Courses		
ECON 111	Introduction to Economics	4
ECON 332	Microeconomic Theory	4
ECON 333	Macroeconomic Theory	4
ECON 334	Introductory Econometric Analysis	4
ECON 384	Advanced Research in Economics	4
MATH 119	Calculus I	4

One of the following:	4
MATH 124 Probability and Statistical Inference	
MATH 345 Mathematical Statistics I	
ECON 217 Applied Statistics for Economics, Business, and Society	
One ECON 300-329 or ECON Course numbered 350 or higher	4
Two ECON Courses numbered 350 or above	8
Total Hours	40

Required Additional Courses for Policy Concentration

Code	Title	Hours
POLS 114	Public Policy Analysis and Recommendation	2
POLS 222	Research Methods in Political Science	4
or POLS 224	Courts, Law and Policy	
One non-Economics elective-see list of options below		4
One of the following:		4
ECON 350 Course numbered 350 or above		
One additional non-Economics elective-see list of options below		
Total Hours		14

Suggestions

Students majoring in economics are advised to complete the required two MATH courses and the ECON 111 Introduction to Economics, ECON 332 Microeconomic Theory, ECON 333 Macroeconomic Theory, and ECON 334 Introductory Econometric Analysis courses no later than the middle of their junior year. Mathematics and statistics are essential tools for graduate education and professional work in economics. The department therefore advises that students who are contemplating graduate study in economics minor in mathematics, with students taking MATH 119 Calculus I, MATH 120 Calculus II, MATH 239 Linear Algebra, MATH 305 Multivariable Calculus, MATH 345 Mathematical Statistics I, and either MATH 343 Analysis I or MATH 346 Mathematical Statistics II. In addition, ECON 350 Topics in Econometrics and Data Analysis should be included among the economics courses taken for the major.

Options for meeting non-ECON elective requirement

Code	Title	Hours
ENVR 275	Humans and the Environment	4
ENVR 311	Introduction to Geographical Information Systems	4
ENVR 327	Gender & Environment	4
HIST 277C	Fascism Past and Present	4
HIST 277D	Revolution and Repression in Modern Latin America	4
HIST 279D	The American Revolution	4
HIST 301	Race and Law in US History	4
HIST 317	China: Global Domination	4
HIST 319	Japanese History Through Horror: Monsters and Modernity	4
HIST 322	Mexico from Independence to Today	4
HIST 323	Religion in Latin America	4
HIST 329	Guns, Gold and Slaves: Africa and the British Empire	4
HIST 333	Gender and Society in Western Europe	4

HIST 337	The Age of Reformation	4
HIST 344	Modern Germany	4
HIST 349	Russia: Power, Resistance, Revolution	4
HIST 353	Civil War and Reconstruction in American Culture	4
HIST 355	Slavery in the Atlantic World	4
HIST 369	Gender in U.S. History	4
PCST 349	International Law and International Organization	4
PCST 352	Race and Racism in the U.S.	4
PCST 354	Global Environmental Politics	4
PHIL 125	What is Justice?: Social Philosophy	4
PHIL 321	My Goodness!: Moral Philosophy Moral Philosophy	4
PHIL 322	Environmental Ethics	4
PHIL 377B	Liberty, Equality & Race in American Political Thought	4
POLS 323	Constitutional Law: Structure and Power	4
POLS 324	Constitutional Law: Civil Rights and Liberties	4
POLS 330	Environmental Politics and Policy	4
POLS 331	U.S. Political Parties and Elections	4
POLS 332	U.S. Congress	4
POLS 333	U.S. Presidency and Executive Leadership	4
POLS 334	U.S. Bureaucracy and Regulatory Law	4
POLS 336	State and Local Government	4
POLS 337	Theory of Public Policy	4
POLS 339	Gender and Politics	4
POLS 380C	Comparative Health Care Policy	4
SOCI 230	Family and Society	4
SOCI 250	Social Problems	4
SOCI 277A	Global Health, Culture and Inequality	4
SOCI 340	Criminology and Corrections	4
SOCI 341	Urban Studies	4

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Four Year Plan

Course	Title	Hours
First Year		
Fall		
INTG 105	College Success	1
INTG 100	Learning Foundations	4
Language 111		4
ECON 111	Introduction to Economics	4
MATH 119	Calculus I	4
Hours		17
Spring		
Elective (INTG Requirement)		4
THEO 100	Theological Explorations	4
Language 112		4
Select one of the following:		4
ECON 300-329		
ECON 332 or ECON 333	Microeconomic Theory or Macroeconomic Theory	
Hours		16
Second Year		
Fall		
Language 211		4
Select one of the following:		4
ECON 300-329		
ECON 332 or ECON 333	Microeconomic Theory or Macroeconomic Theory	
MATH 124	Probability and Statistical Inference	4
POLS 222 or POLS 224	Research Methods in Political Science or Courts, Law and Policy	4
Hours		16
Spring		
Elective (INTG Requirement)		4
Select one of the following:		4
ECON 300-329		
ECON 332 or ECON 333	Microeconomic Theory or Macroeconomic Theory	
ECON 334	Introductory Econometric Analysis	4
Policy Elective (see Degree Works)		4
POLS 114	Public Policy Analysis and Recommendation	2
Hours		18
Third Year		
Fall		
Elective (INTG Requirement)		4
Elective (INTG Requirement)		4
Elective (INTG Requirement)		4
ABROAD Perhaps		4
Hours		16
Spring		
Elective (INTG Requirement)		4
Elective (INTG Requirement)		4
Elective (INTG Requirement)		4
ECON Course numbered 350 or above		4
Hours		16
Fourth Year		
Fall		
ECON Course numbered 350 or above or non-ECON Policy Elective		4
ECON Course numbered 350 or above		4
INTG 300	Learning Integrations	4
Elective (INTG Requirement)		4
Hours		16

Spring		
ECON 384	Advanced Research in Economics	4
Elective (INTG Requirement)		4
Elective (INTG Requirement)		4
Elective (INTG Requirement)		4
Hours		16
Total Hours		131

Economics Minor

Code	Title	Hours
ECON 111	Introduction to Economics	4
ECON 332	Microeconomic Theory	4
ECON 333	Macroeconomic Theory	4
Select two additional 300-level courses		8
MATH 119	Calculus I	4
or MATH 118	Essential Calculus	
Total Hours		24

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

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Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

** Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.*

Education

Department Chair: Terry Johnson

Faculty: Kelly Allen, Diana Fenton, Kimberly Holman, Madeleine Israelson, Terry Johnson, Alicia Peters, Terri Rodriguez, Allison Spenader, Jennifer Meagher.

At the heart of the College of Saint Benedict and Saint John’s University Education Department lies a commitment to teacher candidates and excellence in teacher preparation. Guided by values deeply rooted in both tradition and innovation, we emphasize four interwoven principles: community, intellectual curiosity, equity and advocacy, and teacher leadership. These principles are derived from the Standards of Effective Practice, CSB + SJU learning goals, the unique assets and needs of K-12 students, and the Benedictine values. Together, they form the backbone of a comprehensive approach to teacher preparation that cultivates

educators who are deeply invested in building inclusive communities, driven by a passion for lifelong learning, dedicated to advocating for equitable educational opportunities, and equipped to become influential teacher leaders. This holistic framework contributes to the development of teachers who are compassionate, curious, community-oriented, and poised to lead for positive change in the field of education.

The Education Department currently offers courses of study that prepare students academically to apply for Minnesota licensure in K-6 elementary education with an optional grades 5-8 additional license in Communication Arts and Literature, Mathematics, General Science, or K-8 World Language and Cultures in Spanish.

Additionally, we offer licensure programs in:

- grades 5-12 Communication Arts/Literature, Mathematics, Natural Science, and Social Studies;
- grades 9-12 Life Science, Chemistry, and Physics;
- grades 5-8 General Science; and
- grades K-12 Visual Arts, Vocal or Instrumental Music, World Language and Cultures in Spanish, and Teaching English as a Second Language.

These programs are approved by the Minnesota Professional Standards and Licensing Board. A non-licensure program in Teaching English as an International Language is also offered.

Students are strongly advised to contact the Education Department during their first year to become aware of the current program requirements and devise a course plan. Each program is unique and subject to change according to the Minnesota Professional Educator Licensing and Standards Board guidelines. Please refer to the Education Department website for the most current information.

Admission to Teacher Education

Students who want to major or minor in Education need to complete the Education Department's admission process. Admission typically occurs during the sophomore year and is required for all students seeking an Elementary Education major and Secondary Education minor.

The following items are required for application:

- A cumulative, licensure content major, and education coursework GPA of 2.50 or above
- Completed Intent to Apply form (available in the Education Portal in Canvas)
- Disposition reflection and faculty review (usually completed as part of EDUC 111)
- Completion of a 35-hour teacher shadow in a classroom aligned with the student's licensure program, written reflection, and supervisor evaluation (<https://www.csbsju.edu/forms/HIVM8YGXJD/>)
- Submission of a professional recommendation (<https://www.csbsju.edu/forms/TK3D1UYAJN/>) completed by a CSB+SJU faculty member, coach, advisor, or supervisor
- Entry survey form (<https://www.csbsju.edu/forms/A7KUZS93ND/>)

Descriptions of all admission requirements and the application process are specified on the Education Department's website at <https://www.csbsju.edu/education/student-resources/apply-to-the-program> (<https://www.csbsju.edu/education/student-resources/apply-to-the-program/>)

Additional Education Department Requirements

Due to the professional nature of this program, students must:

- Maintain a cumulative, content area, department, and additional license GPA of 2.50 or above. In addition, a grade of C or above is required in content area, minor, and additional license courses
- Successfully complete CPAST during student teaching
- Complete background checks as required by the districts in which students are placed for field and student teaching experiences. Individual schools and districts will determine student eligibility to participate in field experiences per their policies regarding background checks.
- Purchase liability insurance through Education Minnesota on an annual basis.

Students should reference the Education Department website for additional information about requirements.

Note: Students may be required to take a ninth semester to fulfill licensure requirements depending on their experiences and the licensure areas they would like to complete.

Majors

- Elementary Education Major (p. 98)
- Natural Science Major with Secondary Education Minor (p. 103)
- Social Science Major with Secondary Education Minor (p. 101)

Minors

- Secondary Education Minor (p. 99)
- Teaching English as a Second Language Minor (p. 104)
- Teaching English as an International Language (p. 105)

Licensure/Certification Disclosure

What is a professional licensure disclosure?

A professional licensure disclosure is a requirement by the U.S. Department of Education for all colleges and universities to communicate publicly and directly to prospective and current students about academic programs that will or will not fulfill educational requirements for specific professional licensure that is required for employment in that field; and academic programs that meet or do not meet the education requirements for licensure for each state and U.S. territory regardless of the delivery mode of the program. The regulations are published in the Code of Federal Regulations, CFR §668.43 (<https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-668/subpart-D/section-668.43>), section (a)(5) (v) and section (c).

Does This Program Meet Requirements for Licensure in My State?

Each state and territory have different professional licensure and certification requirements. Other licensure requirements may include

- professional examinations,
- background checks,
- years of work experience,

- fingerprinting requirements,
- etc.

Students who are considering an academic program that may allow them to pursue professional licensure in their state/territory are strongly encouraged to check the appropriate licensing agency to seek information and additional guidance before beginning a program outside of their state/territory.

Potential Changes in Requirements

Students who plan to pursue licensure outside of Minnesota should be aware that state licensure requirements are subject to changes. While a program may originally meet the educational requirements for licensure, changes in requirements could impact the program’s ability to meet any new educational requirements. Students should always check with their state licensure board to confirm licensure requirements.

Relocating During the Course of a Program

Prospective and current students should keep in mind that licensing and authorization requirements vary by state and that relocating during the course of a program to another state could impact whether that student can continue in the course, meet the eligibility requirements of that state, and/or receive federal financial aid funding. If a student is considering relocating, they should contact their program to check for authorization and licensure eligibility requirements.

Professional Licensure Requirements

The curricula in Teacher Education at the College of Saint Benedict and Saint John’s University have been designed to meet the licensure requirements in Minnesota.

The CSB/SJU pre-licensure teacher education curriculum meets state educational requirements for initial professional licensure or certification, as of July 1,2025, for the following states/territories: Minnesota.

The CSB/SJU pre-licensure teacher education program does not meet state educational requirements for initial licensure in the following states/jurisdictions, as of July 1, 2025. Please meet with a representative of the CSB/SJU Education department to determine how the CSB/SJU curriculum fits into the requirements for the specific state(s) you are interested in:

Alabama	Kentucky	Ohio
Alaska	Louisiana	Oklahoma
American Samoa	Maine	Oregon
Arizona	Maryland	Pennsylvania
Arkansas	Massachusetts	Rhode Island
California	Michigan	South Carolina
Colorado	Mississippi	South Dakota
Connecticut	Missouri	Tennessee
Delaware	Montana	Texas
District of Columbia	Nebraska	Utah
Florida	Nevada	Vermont
Georgia	New Hampshire	Virginia
Guam	New Jersey	Virgin Islands
Hawaii	New Mexico	Washington
Idaho	New York	West Virginia
Illinois	North Carolina	Wisconsin

Indiana	North Dakota	Wyoming
Iowa	Northern Mariana Islands	
Kansas		

Licensure and certification are post-graduation processes and cannot be completed without a posted degree. To assist students who now live or may one day live outside of Minnesota, the College of Saint Benedict and Saint John’s University provides the following information resources.

NC-SARA has provided a Professional Licensure (<https://publish.smartsheet.com/6e3fb27658f443588ff16ad36ccf5a94/>) Directory with contact information for all 50 states and 3 territories for the following professional areas: Counseling, Nursing, Psychology, Social work, and Teacher Education

Elementary Education Major

The College of Saint Benedict and Saint John’s University offer a major in Elementary Education.

The CSB+SJU Education Department prepares students majoring in Elementary Education to be fully eligible for licensure in Minnesota schools. Students will engage in extensive coursework and field experiences across the curricular areas, build understandings about diverse learners, and develop culturally-relevant practices and pedagogies. Consult with an advisor in the Education Department for additional details

Admission to Teacher Education

Students who want to major or minor in Education need to complete the Education Department’s admission process. Admission typically occurs during the sophomore year and is required for all students seeking an Elementary Education major and Secondary Education minor.

The following items are required for application:

- A cumulative, licensure content major, and education coursework GPA of 2.50 or above
- Completed Intent to Apply form (available in the Education Portal in Canvas)
- Disposition reflection and faculty review (usually completed as part of EDUC 111)
- Completion of a 35-hour teacher shadow in a classroom aligned with the student’s licensure program, written reflection, and supervisor evaluation (<https://www.csbsju.edu/forms/HIVM8YGXJD/>)
- Submission of a professional recommendation (<https://www.csbsju.edu/forms/TK3D1UYAJN/>) completed by a CSB+SJU faculty member, coach, advisor, or supervisor
- Entry survey form (<https://www.csbsju.edu/forms/A7KUZS93ND/>)

Descriptions of all admission requirements and the application process are specified on the Education Department’s website at <https://www.csbsju.edu/education/student-resources/apply-to-the-program> (<https://www.csbsju.edu/education/student-resources/apply-to-the-program/>)

Required Courses

Code	Title	Hours
EDUC 111	Introduction to Teaching and Learning in a Diverse World	4
EDUC 203	Development, Learning, and Mental Health in Childhood and Adolescence	4
EDUC 212	Clinical Experience: Elementary Education	2
EDUC 215	Literature for Children and Adolescents K-8	4
EDUC 241	Fine Arts Content and Pedagogy: K-6	4
EDUC 305	Human Exceptionalities: School, Home, and Community	1
EDUC 318	Social Studies Pedagogy in Grades K-6	4
EDUC 323	Elementary Science Content	4
EDUC 325	Mathematics Pedagogy K-6	4
EDUC 334	Science Pedagogy K-6	4
EDUC 346	Reading, Writing, and Language Pedagogy K-3	4
EDUC 348	Reading, Writing, and Language Pedagogy 4-8	4
EDUC 359	Issues in Education K-12	1-2
EDUC 379A	Educational Psychology: Myths Versus Science	4
EDUC 390	Ethics in Human Relations	4
MATH 121	Fundamentals of Mathematics	4
MATH 180	Fundamentals of Mathematics II	4
Student teaching experience		16
Total Hours		76-77

Optional 5-8 or K-8 Additional Licenses

Elementary education majors may choose to complete additional licenses in grades 5-8 Communication Arts and Literature, Mathematics, General Science, a grades K-8 endorsement in World Language and Cultures in Spanish, and/or K-12 Teaching English as a Second Language. Consult with an Education Department advisor for additional information.

Four Year Plan

Course	Title	Hours
First Year		
Fall		
EDUC 111	Introduction to Teaching and Learning in a Diverse World	4
LANG 111		4
INTG 100	Learning Foundations	4
MATH 121	Fundamentals of Mathematics	4
INTG 105	College Success	1
Hours		17
Spring		
Integrations Requirement/Elective		4
LANG 112		4
THEO 100	Theological Explorations	4
MATH 180	Fundamentals of Mathematics II	4
Hours		16
Second Year		
Fall		
Elementary Block - all classes need to be taken together		
EDUC 212	Clinical Experience: Elementary Education	2
EDUC 215	Literature for Children and Adolescents K-8	4
EDUC 203	Development, Learning, and Mental Health in Childhood and Adolescence	4
EDUC 241	Fine Arts Content and Pedagogy: K-6	4

EDUC 323	Elementary Science Content	4
Hours		18
Spring		
LANG 211		4
EDUC 346	Reading, Writing, and Language Pedagogy K-3	4
EDUC 318	Social Studies Pedagogy in Grades K-6	4
EDUC 305	Human Exceptionalities: School, Home, and Community	1
Integrations Requirement/Elective		4
Hours		17
Third Year		
Fall		
THEO 3XX		4
EDUC 325	Mathematics Pedagogy K-6	4
EDUC 334	Science Pedagogy K-6	4
EDUC 301	Multilingual Learners: Essential Understandings and Strategies for Success (recommended)	2
Integrations Requirement/Elective		4
Hours		18
Spring		
Study Abroad		
Study Abroad Seminar		4
Elective		4
Elective		4
Elective		4
Hours		16
Fourth Year		
Fall		
INTG 300	Learning Integrations	4
EDUC 348	Reading, Writing, and Language Pedagogy 4-8	4
EDUC 379A	Educational Psychology: Myths Versus Science	4
EDUC 390	Ethics in Human Relations	4
EDUC 359	Issues in Education K-12	1
Hours		17
Spring		
EDUC 360	Student Teaching K-6	16
Hours		16
Total Hours		135

Secondary Education Minor

Students seeking a Minnesota license to teach grades 5-12 Communication Arts/Literature, Mathematics, Science, or Social Studies; grades 9-12 Life Science, Chemistry, or Physics; grades 5-8 General Science; and grades K-12 Visual Arts, Vocal Music, Instrumental Music, or World Language and Cultures in Spanish; and Teaching English as a Second Language complete a minor in secondary education.

Additionally, students interested in teaching English as an international language may complete this minor. This program does not lead to a teaching license.

Students should consult with an Education advisor and reference the CSB +SJU Education Department website for information on specific major/content course requirements. The number of major/content area credits required will vary by program.

Admission to Teacher Education

Students who want to major or minor in Education need to complete the Education Department's admission process. Admission typically occurs

during the sophomore year and is required for all students seeking an Elementary Education major and Secondary Education minor.

The following items are required for application:

- A cumulative, licensure content major, and education coursework GPA of 2.50 or above
- Completed Intent to Apply form (available in the Education Portal in Canvas)
- Disposition reflection and faculty review (usually completed as part of EDUC 111)
- Completion of a 35-hour teacher shadow in a classroom aligned with the student's licensure program, written reflection, and supervisor evaluation (<https://www.csbsju.edu/forms/HIVM8YGXJD/>)
- Submission of a professional recommendation (<https://www.csbsju.edu/forms/TK3D1UYAJN/>) completed by a CSB+SJU faculty member, coach, advisor, or supervisor
- Entry survey form (<https://www.csbsju.edu/forms/A7KUZS93ND/>)

Descriptions of all admission requirements and the application process are specified on the Education Department's website at <https://www.csbsju.edu/education/student-resources/apply-to-the-program> (<https://www.csbsju.edu/education/student-resources/apply-to-the-program/>)

Licensure Options for Secondary Education Minors
Vocal and/or Instrumental Music (Grades K-12)

This is a minor and pairs with a Music Major (p. 151) with concentration in Music Education.

Code	Title	Hours
Required Education Courses		
EDUC 111	Introduction to Teaching and Learning in a Diverse World	4
EDUC 203	Development, Learning, and Mental Health in Childhood and Adolescence	4
EDUC 213	Clinical Experience for K-12/5-12 Majors	1-2
EDUC 305	Human Exceptionalities: School, Home, and Community	1
EDUC 352	Teaching Reading in the Middle/Secondary Classroom	1-2
EDUC 359	Issues in Education K-12	1-2
EDUC 379A	Educational Psychology: Myths Versus Science	4
EDUC 390	Ethics in Human Relations	4
Music Pedagogy K-12		4
Student Teaching		16
Total Hours		40-43

Visual Arts (Grades K-12)

This is a minor and pairs with an Art Education (p. 62) major.

Code	Title	Hours
Required Education Courses		
EDUC 111	Introduction to Teaching and Learning in a Diverse World	4
EDUC 203	Development, Learning, and Mental Health in Childhood and Adolescence	4
EDUC 213	Clinical Experience for K-12/5-12 Majors	1-2
EDUC 241	Fine Arts Content and Pedagogy: K-6	4
EDUC 305	Human Exceptionalities: School, Home, and Community	1
EDUC 340	Art Education/Methods and Materials K-12	4
EDUC 352	Teaching Reading in the Middle/Secondary Classroom	1-2
EDUC 359	Issues in Education K-12	1-2
EDUC 379A	Educational Psychology: Myths Versus Science	4
EDUC 390	Ethics in Human Relations	4
Student Teaching		16
Total Hours		44-47

World Language and Cultures: Spanish (Grades K-12)
The World Languages and Cultures: Spanish Secondary Education minor pairs with a Hispanic Studies major. (p. 135)

Code	Title	Hours
Required Education Courses		
EDUC 111	Introduction to Teaching and Learning in a Diverse World	4
EDUC 203	Development, Learning, and Mental Health in Childhood and Adolescence	4
EDUC 213	Clinical Experience for K-12/5-12 Majors	1-2
EDUC 305	Human Exceptionalities: School, Home, and Community	1
EDUC 341	World Language Pedagogy K-12	4
EDUC 352	Teaching Reading in the Middle/Secondary Classroom	1-2
EDUC 359	Issues in Education K-12	1-2
EDUC 379A	Educational Psychology: Myths Versus Science	4
EDUC 390	Ethics in Human Relations	4
Oral Proficiency Exam		0
Student Teaching		16
Total Hours		40-43

English (Grades 5-12)

This is a minor and pairs with an English (p.) major.

Code	Title	Hours
Required Education Courses		
EDUC 111	Introduction to Teaching and Learning in a Diverse World	4
EDUC 203	Development, Learning, and Mental Health in Childhood and Adolescence	4
EDUC 213	Clinical Experience for K-12/5-12 Majors	1-2
EDUC 216	Exploring Justice through Young Adult Literature	2

EDUC 305	Human Exceptionalities: School, Home, and Community	1
EDUC 352	Teaching Reading in the Middle/Secondary Classroom	1-2
EDUC 355A	English Pedagogy in Grades 9-12	4
EDUC 359	Issues in Education K-12	1-2
EDUC 358B	Mid Level Literacy and Pedagogy in Language Arts	4
EDUC 379A	Educational Psychology: Myths Versus Science	4
EDUC 390	Ethics in Human Relations	4
Student Teaching		16
Total Hours		46-49

Mathematics (Grades 5-12)

This is a minor and pairs with a major in Mathematics (p. 146).

Code	Title	Hours
Required Education Courses		
EDUC 111	Introduction to Teaching and Learning in a Diverse World	4
EDUC 203	Development, Learning, and Mental Health in Childhood and Adolescence	4
EDUC 213	Clinical Experience for K-12/5-12 Majors	1-2
EDUC 305	Human Exceptionalities: School, Home, and Community	1
EDUC 352	Teaching Reading in the Middle/Secondary Classroom	1-2
EDUC 359	Issues in Education K-12	1-2
EDUC 355C	Mathematics Pedagogy in Grades 9-12	4
EDUC 358D	Mid Level Literacy and Pedagogy in Mathematics	4
EDUC 379A	Educational Psychology: Myths Versus Science	4
EDUC 390	Ethics in Human Relations	4
Student Teaching		16
Total Hours		44-47

Life Science, Physics or Chemistry (Grades 9-12)

This minor may be paired with a major in Biology (p. 69), Chemistry (p. 73), or Physics (p. 168).

Code	Title	Hours
Required Education Courses		
EDUC 111	Introduction to Teaching and Learning in a Diverse World	4
EDUC 203	Development, Learning, and Mental Health in Childhood and Adolescence	4
EDUC 213	Clinical Experience for K-12/5-12 Majors	1-2
EDUC 305	Human Exceptionalities: School, Home, and Community	1
EDUC 352	Teaching Reading in the Middle/Secondary Classroom	1-2
EDUC 359	Issues in Education K-12	1-2
EDUC 355D	Science Pedagogy in Grades 9-12	4
EDUC 379A	Educational Psychology: Myths Versus Science	4
EDUC 390	Ethics in Human Relations	4

Student Teaching	16
Total Hours	40-43

In addition to the courses above the following courses can be added to the above program or to a Natural Science (p. 103) major, to be eligible to apply for licensure to teach General Science in Grades 5-8,

Code	Title	Hours
EDUC 268	Multidisciplinary Science for Mid-level Educators	4
EDUC 358C	Mid Level Literacy and Pedagogy in Science	2-4
EDUC 364	Student Teaching 5-8	4-8

Theology (Grades 5-12)

This Theology major (<https://catalog.csbsju.edu/catalog/academic-departments/theology-undergraduate/theology-major-secondary-education/#requirements-text>)/Secondary Education minor combination does not lead to licensure.

Code	Title	Hours
Required Education Courses		
EDUC 111	Introduction to Teaching and Learning in a Diverse World	4
EDUC 203	Development, Learning, and Mental Health in Childhood and Adolescence	4
EDUC 213	Clinical Experience for K-12/5-12 Majors	1-2
EDUC 305	Human Exceptionalities: School, Home, and Community	1
EDUC 352	Teaching Reading in the Middle/Secondary Classroom	1-2
EDUC 355B	Social Science Pedagogy in Grades 9-12	4
EDUC 359	Issues in Education K-12	1-2
EDUC 379A	Educational Psychology: Myths Versus Science	4
EDUC 390	Ethics in Human Relations	4
Student Teaching		16
Total Hours		40-43

Social Science (5-12)

Please see: Social Science Major Secondary Education Minor (p. 101)

Natural Science (5-12)

Please see: Natural Science Major Secondary Education Minor (p. 103)

Teaching English as a Second Language (K-12)

Additionally, the Education Department offers an opportunity for students to earn a Teaching English as a Second Language (TESL) license (p. 104). This is neither a major nor minor; it must be combined with another area. Students are encouraged to consult with the Education Department for more information.

Social Science Major with Secondary Education Minor

The College of Saint Benedict and Saint John's University offer a Teaching Major for Grades 5-12 in Social Science.

Social Science Teaching Major 5-12 (46 credits)

This major is offered for students interested in teaching social science in the middle and secondary schools (grades 5-12). The social science curriculum includes course work in a variety of disciplines. Hence, this concentration provides a broad base of course work with depth in those areas most frequently taught. Students must complete the major and secondary education minor coursework specified in the requirements tab.

Admission to Teacher Education

Students who want to major or minor in Education need to complete the Education Department's admission process. Admission typically occurs during the sophomore year and is required for all students seeking an Elementary Education major and Secondary Education minor.

The following items are required for application:

- A cumulative, licensure content major, and education coursework GPA of 2.50 or above
- Completed Intent to Apply form (available in the Education Portal in Canvas)
- Disposition reflection and faculty review (usually completed as part of EDUC 111)
- Completion of a 35-hour teacher shadow in a classroom aligned with the student's licensure program, written reflection, and supervisor evaluation (<https://www.csbsju.edu/forms/HIVM8YGXJD/>)
- Submission of a professional recommendation (<https://www.csbsju.edu/forms/TK3D1UYAJN/>) completed by a CSB+SJU faculty member, coach, advisor, or supervisor
- Entry survey form (<https://www.csbsju.edu/forms/A7KUZS93ND/>)

Descriptions of all admission requirements and the application process are specified on the Education Department's website at <https://www.csbsju.edu/education/student-resources/apply-to-the-program> (<https://www.csbsju.edu/education/student-resources/apply-to-the-program/>)

Required Social Studies Courses

Code	Title	Hours
ECON 111	Introduction to Economics	4
GEOG 230	World Geography	4
EDUC 309	Teaching Native Americans' Histories and Cultures	2
HIST (300-Level)		4
POLS 111	Introduction to U.S. Politics	4
HIST 152@ (Topics Course)		4
POLS 121	Introduction to International Relations	4
PSYC 111	Introductory Psychology	4
SOCI 111	Introduction to Sociology	4
SOCI 121	Introduction to Anthropology	4
One of the following (2 courses)		8
2 courses in ECON (300-Level)		
2 courses in HIST (300-Level)		
2 courses in POLS (300-Level)		
2 courses in ENVR (300-Level)		
Total Hours		46

Required Education Courses

The following courses are required for the Secondary Education minor which accompanies this major.

Code	Title	Hours
Required Education Courses		
EDUC 111	Introduction to Teaching and Learning in a Diverse World	4
EDUC 203	Development, Learning, and Mental Health in Childhood and Adolescence	4
EDUC 213	Clinical Experience for K-12/5-12 Majors	1-2
EDUC 305	Human Exceptionalities: School, Home, and Community	1
EDUC 352	Teaching Reading in the Middle/Secondary Classroom	1-2
EDUC 359	Issues in Education K-12	1-2
EDUC 379A	Educational Psychology: Myths Versus Science	4
EDUC 390	Ethics in Human Relations	4
Content Specific Pedagogy Courses ¹		4-10
Student Teaching		16
Total Hours		40-49

¹ The number of courses and credits required varies from program to program (see this program's specific requirements below).

Social Studies Pedagogy Required Courses

Code	Title	Hours
EDUC 355B	Social Science Pedagogy in Grades 9-12	4
EDUC 358A	Mid Level Literacy and Pedagogy in Social Science	4
Total Hours		8
Course Title Hours		
First Year		
Fall		
INTG 100	Learning Foundations	4
INTG 105	College Success	1
EDUC 111	Introduction to Teaching and Learning in a Diverse World	4
POLS 111	Introduction to U.S. Politics	4
Language 111		4
Hours		17
Spring		
THEO 100	Theological Explorations	4
Language 112		4
Integrations Requirement		4
PSYC 111	Introductory Psychology	4
Hours		16
Second Year		
Fall		
EDUC 203	Development, Learning, and Mental Health in Childhood and Adolescence	4
EDUC 213	Clinical Experience for K-12/5-12 Majors	1-2
SOCI 111	Introduction to Sociology	4
Language 211		4
HIST 152 Topics Course		4
Hours		17-18
Spring		
POLS 121	Introduction to International Relations	4

SOCI 121	Introduction to Anthropology	4
EDUC 305	Human Exceptionalities: School, Home, and Community	1
Integrations Requirement		4
Integrations Requirement		4
Hours		17
Third Year		
Fall		
Theological Integrations		4
HIST 3@@		4
Focus Area 3@@		4
Integrations Requirement/Elective		4
EDUC 301	Multilingual Learners: Essential Understandings and Strategies for Success	2
Hours		18
Spring		
EDUC 379A	Educational Psychology: Myths Versus Science	4
ECON 111	Introduction to Economics	4
GEOG 230	World Geography	4
EDUC 358A	Mid Level Literacy and Pedagogy in Social Science	4
EDUC 309	Teaching Native Americans' Histories and Cultures	2
Hours		18
Fourth Year		
Fall		
EDUC 390	Ethics in Human Relations	4
EDUC 355B	Social Science Pedagogy in Grades 9-12	4
EDUC 352	Teaching Reading in the Middle/Secondary Classroom	1
EDUC 359	Issues in Education K-12	1
INTG 300	Learning Integrations	4
Focus Area 3@@		4
Hours		18
Spring		
Student Teaching		16
Hours		16
Total Hours		137-138

Natural Science Major with Secondary Education Minor

Natural Science (Grades 5-12)

The College of Saint Benedict and Saint John's University offer a major in natural science with a minor in secondary education that prepares students for licenses in grades 5-8 general science and grades 9-12 physics, chemistry, or life science.

Students pursuing a natural science major will graduate with strong content and pedagogical knowledge.

Student must select a 9-12 life science, 9-12 chemistry, or 9-12 physics track.

Admission to Teacher Education

Students who want to major or minor in Education need to complete the Education Department's admission process. Admission typically occurs during the sophomore year and is required for all students seeking an Elementary Education major and Secondary Education minor.

The following items are required for application:

- A cumulative, licensure content major, and education coursework GPA of 2.50 or above

- Completed Intent to Apply form (available in the Education Portal in Canvas)
- Disposition reflection and faculty review (usually completed as part of EDUC 111)
- Completion of a 35-hour teacher shadow in a classroom aligned with the student's licensure program, written reflection, and supervisor evaluation (<https://www.csbsju.edu/forms/HIVM8YGXJD/>)
- Submission of a professional recommendation (<https://www.csbsju.edu/forms/TK3D1UYAJN/>) completed by a CSB+SJU faculty member, coach, advisor, or supervisor
- Entry survey form (<https://www.csbsju.edu/forms/A7KUZS93ND/>)

Descriptions of all admission requirements and the application process are specified on the Education Department's website at <https://www.csbsju.edu/education/student-resources/apply-to-the-program> (<https://www.csbsju.edu/education/student-resources/apply-to-the-program/>)

Required Education Courses

Code	Title	Hours
EDUC 111	Introduction to Teaching and Learning in a Diverse World	4
EDUC 203	Development, Learning, and Mental Health in Childhood and Adolescence	4
EDUC 213	Clinical Experience for K-12/5-12 Majors	1-2
EDUC 268	Multidisciplinary Science for Mid-level Educators	4
EDUC 305	Human Exceptionalities: School, Home, and Community	1
EDUC 352	Teaching Reading in the Middle/Secondary Classroom	1-2
EDUC 355	Pedagogy in Grades 9-12	4
EDUC 358	Mid Level Literacy and Pedagogy in Language Arts, Mathematics, Science or Social Studies	4
EDUC 359	Issues in Education K-12	1
EDUC 379A	Educational Psychology: Myths Versus Science	4
EDUC 390	Ethics in Human Relations	4
Student Teaching experience		16
Total Hours		48-50

Students completing the natural science major must complete:

- Coursework for one specialized track in physics, chemistry, or life science,
- The grades 5-8 general science requirements, and
- the secondary education minor.

Students who are interested in the natural science major should contact a member of the Education Department for details.

Required Education Courses

The following courses are required for the Secondary Education minor which accompanies this major.

Code	Title	Hours
Required Education Courses		
EDUC 111	Introduction to Teaching and Learning in a Diverse World	4

EDUC 203	Development, Learning, and Mental Health in Childhood and Adolescence	4
EDUC 213	Clinical Experience for K-12/5-12 Majors	1-2
EDUC 305	Human Exceptionalities: School, Home, and Community	1
EDUC 352	Teaching Reading in the Middle/Secondary Classroom	1-2
EDUC 359	Issues in Education K-12	1-2
EDUC 379A	Educational Psychology: Myths Versus Science	4
EDUC 390	Ethics in Human Relations	4
Content Specific Pedagogy Courses ¹		4-10
Student Teaching		16
Total Hours		40-49

¹ The number of courses and credits required varies from program to program (see this program's specific requirements below).

Natural sciences pedagogy required course

Code	Title	Hours
EDUC 355D	Science Pedagogy in Grades 9-12	4

General Science (Grades 5-8)

To become eligible to teach Science in grades 5-8 you will also need to take the following courses:

Code	Title	Hours
EDUC 268	Multidisciplinary Science for Mid-level Educators	4
EDUC 358C	Mid Level Literacy and Pedagogy in Science	2-4

Teaching English as a Second Language Minor

This is a minor and pairs with the Elementary Education Major or Secondary Education Minor. A separate major is required for this program.

Additional required courses for Elementary or Secondary Education (see education website)

Code	Title	Hours
EDUC 111	Introduction to Teaching and Learning in a Diverse World	4
EDUC 203	Development, Learning, and Mental Health in Childhood and Adolescence	4
EDUC 213	Clinical Experience for K-12/5-12 Majors	1-2
EDUC 300	Structures of English for the ESL Teacher	4
EDUC 301	Multilingual Learners: Essential Understandings and Strategies for Success	2
EDUC 302	Assessing English Language Learners	2
EDUC 303	Theoretical Foundations of ESL	4
EDUC 304	ESL Methods and Materials	4
EDUC 305	Human Exceptionalities: School, Home, and Community	1
EDUC 352	Teaching Reading in the Middle/Secondary Classroom	1-2
EDUC 359	Issues in Education K-12	1-2

EDUC 379A	Educational Psychology: Myths Versus Science	4
EDUC 390	Ethics in Human Relations	4
ENGL 387	Introduction to Linguistics	4
Sociocultural/Intercultural course		4
Student Teaching		16
Total Hours		60-63

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Four Year Plan

Course	Title	Hours
First Year		
Fall		
EDUC 111	Introduction to Teaching and Learning in a Diverse World	4
LANG 111		4
INTG 100	Learning Foundations	4
MATH 121	Fundamentals of Mathematics	4
INTG 105	College Success	1
Hours		17
Spring		
Integrations Requirement/Elective		4
LANG 112		4
THEO 100	Theological Explorations	4
MATH 180	Fundamentals of Mathematics II	4
Hours		16
Second Year		
Fall		
EDUC 212	Clinical Experience: Elementary Education	2
EDUC 215	Literature for Children and Adolescents K-8	4
EDUC 203	Development, Learning, and Mental Health in Childhood and Adolescence	4
EDUC 241	Fine Arts Content and Pedagogy: K-6	4
EDUC 323	Elementary Science Content	4
Hours		18
Spring		
EDUC 300	Structures of English for the ESL Teacher	4

LANG 211		4
EDUC 301	Multilingual Learners: Essential Understandings and Strategies for Success	2
EDUC 318	Social Studies Pedagogy in Grades K-6	4
EDUC 346	Reading, Writing, and Language Pedagogy K-3	4
Hours		18
Third Year		
Fall		
ENGL 387	Introduction to Linguistics	4
EDUC 302	Assessing English Language Learners	2
EDUC 304	ESL Methods and Materials	4
Elective/INTG REQ if needed		4
EDUC 379A	Educational Psychology: Myths Versus Science	4
Hours		18
Spring		
EDUC 325	Mathematics Pedagogy K-6	4
EDUC 334	Science Pedagogy K-6	4
EDUC 303	Theoretical Foundations of ESL	4
EDUC 305	Human Exceptionalities: School, Home, and Community	1
EDUC 390	Ethics in Human Relations	4
Hours		17
Fourth Year		
Fall		
EDUC 348	Reading, Writing, and Language Pedagogy 4-8	4
EDUC 359	Issues in Education K-12	1
INTG 300	Learning Integrations	4
Sociocultural Elective for TESL		4
Hours		13
Spring		
Student Teaching		16
Hours		16
Total Hours		133

* This minor does not lead to licensure. A major is required for this program. Students that wish to pursue a Minnesota teaching license should pursue a minor in Teaching English as a Second Language.

English and Creative Writing

Department Chair: Jessica Harkins

Faculty: Christopher Bolin, Matthew Callahan, Jessica Harkins, Matthew Harkins, Elizabeth Johnson, John Kendall, Luke Mancuso OSB, Rachel Marston, Yvette South, Christina Tourino

The department of English and Creative Writing offers traditional and innovative courses to meet the needs of both liberal arts and pre-professional students. We offer three distinct Major pathways, allowing students to choose between concentrations in Literature, Creative Writing, and Education. Our program prepares majors for a wide range of careers and for further study of literature and the literary arts. We also work closely with the education department to help English majors with education minors meet state licensing requirements. The department encourages students to participate in a wide range of enriching, supplemental opportunities including the college's International Studies Programs, independent studies abroad, internships, clinical experiences (for Pre-Health Majors), journalism, editorial training, volunteerism, and more.

By studying literature in English, students gain insight into experiences and ways of thinking and feeling different from their own. As a result, they perceive the shared humanity of people and the differences determined by such circumstances as gender, race, and class. These insights foster cooperation and community, both in the classroom and in the larger world.

By studying creating writing, students gain fundamental writing skills in multiple literary genres (including poetry, fiction, creative nonfiction, screenwriting) and learn to read widely and deeply. By working with practicing writers, both faculty and visiting writers brought to campus through our Literary Arts Institute, students learn to write with sustained feedback and inspiration. As a result, they gain insight into and confidence in joining the diverse world of contemporary writing.

The English and Creative Writing Department teaches students to read thoughtfully and perceptively, to listen carefully, to analyze critically, and to express their ideas logically, clearly, and precisely. Through exposure to theoretical and critical debates, students learn various ways of interpreting and analyzing literature. By exploring literature, film and other forms of discourse, students develop an understanding of the growing and rapidly changing world of contemporary English studies. Courses include excellent writers who have been excluded from the literary mainstream in addition to traditionally respected British and American authors.

Through analytical and creative writing, students practice a variety of literary forms and develop their own talent. Through reading, writing, and discussing, students discover the values inherent in literary works and the theories which shape our interpretation of them. Students also come to a clearer and deeper awareness of their own values as they develop an individual voice to express them.

Teaching English as an International Language

24 credits required

Code	Title	Hours
EDUC 300	Structures of English for the ESL Teacher	4
EDUC 301	Multilingual Learners: Essential Understandings and Strategies for Success	2
EDUC 302	Assessing English Language Learners	2
EDUC 303	Theoretical Foundations of ESL	2
EDUC 304	ESL Methods and Materials	4
ENGL 387	Introduction to Linguistics	4
One of the following:		4
COMM 350	Intercultural Communication	
HISP 337	Latino Identity in the United States	
PCST 352	Race and Racism in the U.S.	
ENGL 362	Race and Ethnicity in American Literature	
Study Abroad Seminar (GL)		
HISP 336	Latin American Culture	
Total Hours		22

Assessment

The English Department conducts regular assessment of student learning in the major. Methods of assessment include: a yearly analysis of student sample essays.

Major

The English department offers concentrations in literature, creative writing, and English communication arts/literature for 5-12 education.

Majors

- English Major (p. 106)
- English Major with a Concentration in Creative Writing (p. 107)
- English Major- Secondary Education (p. 108)

Minors

- English Minor (p. 109)
- Narrative Practice Minor (p. 110)
- Writing Minor (p. 110)

English Major

Acceptance to Major Requirements

Course Requirements: 8 credits of English courses, including 4 credits above the 100-level. Minimum GPA for major coursework: 2.00 GPA

Minimum Cumulative GPA: 2.00

40 credits required¹

Code	Title	Hours
ENGL 201 Topics: Intro to English Studies		4
ENGL 202 Topics: Pre-1800 English Literature		4
ENGL 203 Topics: Post-1800 English Literature		4
ENGL 311	Creative Nonfiction	4
ENGL 390	English Capstone	4
300-Level ENGL electives		8
Additional ENGL courses ²		12
Total Hours		40

¹ At least 16 credits of total ENGL coursework counted toward the major must be 300-level coursework. No more than 8 credits at the 100 level can be applied towards this major

² ENVR 300P Environmental Writing counts as an elective towards this major.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

- Credits:** 124 total credits, 40 of which must be from upper division coursework
- GPA:** 2.0 or higher*
- Residency:** At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

** Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.*

Four Year Plan

Course	Title	Hours
First Year		
Fall		
INTG 105	College Success	1
INTG 100	Learning Foundations	4
ENGL 201 Topics: Intro to English Studies		4
Language 111		4
Elective		4
Hours		17
Spring		
Language 112		4
ENGL 124@ (Topics Course)		4
THEO 100	Theological Explorations	4
Elective		4
Lab?		
Hours		16
Second Year		
Fall		
Language 211		4
Elective		4
Elective		4
ENGL 202 Topics: Pre-1800 English Literature		4
Hours		16
Spring		
ENGL 203 Topics: Post-1800 English Literature		4
Elective 2@@ or 3@@		4
Elective		4
Elective		4
Hours		16
Third Year		
Fall		
Perhaps Study Abroad		4
ENGL elective		4
Elective		4
Elective		4
Hours		16
Spring		
ENGL 311	Creative Nonfiction	4
ENGL elective		4
ENGL elective		4
Elective		4
Hours		16

Fourth Year		
Fall		
Theology Integrations (TI)		4
ENGL elective		4
Elective		4
Elective		5
Hours		17
Spring		
INTG 300	Learning Integrations	4
ENGL 390	English Capstone	4
Elective		4
Elective		4
Hours		16
Total Hours		130

English Major with a Concentration in Creative Writing

Acceptance to Major Requirements

Course Requirements: 8 credits of English courses, including 4 credits above the 100-level. Minimum GPA for major coursework: 2.00 GPA

Minimum Cumulative GPA: 2.00

Code	Title	Hours
ENGL 201 Topics: Intro to English Studies		4
ENGL 202 Topics: Pre-1800 English Literature		4
ENGL 203 Topics: Post-1800 English Literature		4
ENGL 213	Creative Writing: Fiction and Poetry	4
ENGL 311	Creative Nonfiction	4
ENGL 313A	Advanced Creative Writing: Poetry	4
or ENGL 313B	Advanced Creative Writing: Fiction	
ENGL 390	English Capstone	4
ENGL 300-Level course ¹		4
Additional ENGL courses ²		12
Total Hours		44

¹ At least 16 credits of total ENGL coursework counted toward the major must be 300-level.

² • COMM 245 Introduction to Media Writing and ENVR 300P Environmental Writing count as electives towards this major.
• No more than 8 credits at the 100 level can be applied towards this major

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Four Year Plan

Course	Title	Hours
First Year		
Fall		
INTG 105	College Success	1
INTG 100	Learning Foundations	4
Course List Code Title Hours ENGL 201 Topics: Intro to English Studies		4
Language 111		4
Elective		4
Hours		17
Spring		
ENGL 124@ (Topics Course)		4
Language 112		4
THEO 100	Theological Explorations	4
Elective		4
Hours		16
Second Year		
Fall		
ENGL 202 Topics: Pre-1800 English Literature		4
Language 211		4
Elective		4
ENGL 213	Creative Writing: Fiction and Poetry	4
Hours		16
Spring		
Elective 2@@ or 3@@		4
ENGL 203 Topics: Post-1800 English Literature		4
Elective		4
Elective		4
Hours		16
Third Year		
Fall		
Study Abroad or Elective		4
ENGL elective		4
Elective		4
Elective		4
Hours		16
Spring		
ENGL 311	Creative Nonfiction	4
ENGL elective		4
ENGL elective		4
Elective		4
Hours		16
Fourth Year		
Fall		
Theology Integrations (TI)		4
ENGL 313A	Advanced Creative Writing: Poetry	4
or ENGL 313B	or Advanced Creative Writing: Fiction	
Elective		4

Elective		4
Hours		16
Spring		
ENGL 390	English Capstone	4
INTG 300	Learning Integrations	4
Elective		4
Elective		4
Hours		16
Total Hours		129

English Major- Secondary Education

Students may combine an English Major (44 credits) with a Secondary Education Minor (42 credits) and graduate fully prepared for a career in teaching. This major allows students to pursue a career in teaching while expanding their knowledge of literature and writing, and developing their ability to think clearly, critically, and creatively.

Students in this program meet the same requirements as do other English majors. Secondary-Education minors must also meet the requirements of the Education Department. Students are strongly encouraged to contact an English Secondary Education advisor as soon as possible in their college career, preferably as first-year students. Students who transfer to these colleges should see an English Secondary-Education advisor before registering for classes. Students should contact both the Education and the English Departments for detailed information on their programs.

Acceptance to Major Requirements

Course Requirements: 8 credits of English courses, including 4 credits above the 100-level. Minimum GPA for major coursework: 2.00 GPA

Minimum Cumulative GPA: 2.00

Admission to Teacher Education

Students who want to major or minor in Education need to complete the Education Department's admission process. Admission typically occurs during the sophomore year and is required for all students seeking an Elementary Education major and Secondary Education minor.

The following items are required for application:

- A cumulative, licensure content major, and education coursework GPA of 2.50 or above
- Completed Intent to Apply form (available in the Education Portal in Canvas)
- Disposition reflection and faculty review (usually completed as part of EDUC 111)
- Completion of a 35-hour teacher shadow in a classroom aligned with the student's licensure program, written reflection, and supervisor evaluation (<https://www.csbsju.edu/forms/HIVM8YGXJD/>)
- Submission of a professional recommendation (<https://www.csbsju.edu/forms/TK3D1UYAJN/>) completed by a CSB+SJU faculty member, coach, advisor, or supervisor
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(<https://www.csbsju.edu/education/student-resources/apply-to-the-program/>)

ENGL Major Requirements

Code	Title	Hours
ENGL 201	Topics: Intro to English Studies	4
ENGL 202	Topics: Pre-1800 English Literature	4
ENGL 203	Topics: Post-1800 English Literature	4
ENGL 311	Creative Nonfiction	4
ENGL 362	Race and Ethnicity in American Literature	4
ENGL 387	Introduction to Linguistics	4
COMM 103	Media and Society ¹	4
COMM 277A	Listening for Justice ¹	4
Student Teaching (Capstone) ³		4
Additional ENGL courses ²		8
Total Hours		44

¹ Eight credits of required courses from the Communication Department (will count toward the major only for students who complete the education minor).

² The English Department strongly recommends ENGL 335 Shakespeare as 4 of these credits.

³ 4 of the 16-credit student teaching experience count towards English and the remaining count towards the Secondary Education Minor.

Required Education Courses

The following courses are required for the Secondary Education minor which accompanies this major.

Code	Title	Hours
Required Education Courses		
EDUC 111	Introduction to Teaching and Learning in a Diverse World	4
EDUC 203	Development, Learning, and Mental Health in Childhood and Adolescence	4
EDUC 213	Clinical Experience for K-12/5-12 Majors	1-2
EDUC 305	Human Exceptionalities: School, Home, and Community	1
EDUC 352	Teaching Reading in the Middle/Secondary Classroom	1-2
EDUC 359	Issues in Education K-12	1-2
EDUC 379A	Educational Psychology: Myths Versus Science	4
EDUC 390	Ethics in Human Relations	4
Content Specific Pedagogy Courses ¹		4-10
Student Teaching		16
Total Hours		40-49

¹ The number of courses and credits required varies from program to program (see this program's specific requirements below).

English Pedagogy Requirements

Code	Title	Hours
EDUC 216	Exploring Justice through Young Adult Literature	2
EDUC 355A	English Pedagogy in Grades 9-12	4
EDUC 358B	Mid Level Literacy and Pedagogy in Language Arts	4

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Four Year Plan

Course	Title	Hours
First Year		
Fall		
INTG 100	Learning Foundations	4
ENGL 201 Topics: Intro to English Studies		4
EDUC 111	Introduction to Teaching and Learning in a Diverse World	4
LANG 111		4
INTG 105	College Success	1
Hours		17
Spring		
THEO 100	Theological Explorations	4
LANG 112		4
ENGL 202 Topics: Pre-1800 English Literature		4
Integration Requirement/Elective		4
Hours		16
Second Year		
Fall		
ENGL 203 Topics: Post-1800 English Literature		4
COMM 103	Media and Society	4
LANG 211		4
COMM 277A	Listening for Justice	4
EDUC 352	Teaching Reading in the Middle/Secondary Classroom	2
Hours		18
Spring		
ENGL 311	Creative Nonfiction	4
EDUC 203	Development, Learning, and Mental Health in Childhood and Adolescence	4

EDUC 358B	Mid Level Literacy and Pedagogy in Language Arts (Spring only)	4
EDUC 379A	Educational Psychology: Myths Versus Science	4
EDUC 213	Clinical Experience for K-12/5-12 Majors	2
Hours		18
Third Year		
Fall		
ENGL 387	Introduction to Linguistics (Fall only)	4
ENGL 362	Race and Ethnicity in American Literature	4
Integration Requirement or Elective		4
ENGL Elective #1		4
EDUC 216	Exploring Justice through Young Adult Literature	2
Hours		18
Spring		
Theological Integrations (TI)		4
ENGL Elective #2		4
Integration Requirement or Elective		4
INTG 300	Learning Integrations	4
EDUC 305	Human Exceptionalities: School, Home, and Community	1
Hours		17
Fourth Year		
Fall		
EDUC 390	Ethics in Human Relations	4
Integration Requirement/Elective		4
EDUC 355A	English Pedagogy in Grades 9-12 (Fall even years)	4
Integration Requirement/Elective		4
EDUC 359	Issues in Education K-12	1
Hours		17
Spring		
Student Teaching		16
Hours		16
Total Hours		137

English Minor

20 credits required

Code	Title	Hours
ENGL (300-Level) courses ¹		12
ENGL courses ²		8
Total Hours		20

¹ The English Department strongly recommends that students take ENGL 311 Creative Nonfiction.

² Students may apply no more than 8 credits at the 100 level toward the minor.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework
GPA: 2.0 or higher*
Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

** Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.*

Narrative Practice Minor

20 credits required

Code	Title	Hours
ENGL 111A	Introduction to Narrative Practice: Health	4
or ENGL 111B	Introduction to Narrative Practice: Business	
ENGL 213	Creative Writing: Fiction and Poetry	4
ENGL 312	Community-based Narrative Practice	4
8 credits of the following:		8
ENGL 206	Creative Writing: Clinical Encounters I	
& ENGL 207	and Creative Writing: Clinical Encounters II	
ENGL 224	Leadership Through Literature	
ENGL 311	Creative Nonfiction	
ENGL 313A	Advanced Creative Writing: Poetry	
or ENGL 313	Advanced Creative Writing: Fiction	
ENGL 317	Writing in Business	
COMM 352	Health Communication	
COMM 361	Fat Studies	
Total Hours		20

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework
GPA: 2.0 or higher*
Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

** Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.*

Writing Minor

20 credits required (Students may apply no more than 8 credits at the 100 level toward the minor.)

Code	Title	Hours
	ENGL Writing Courses ¹	12
	ENGL electives ²	8
Total Hours		20

¹ Students may substitute COMM 245
² ENGL 311 Creative Nonfiction is strongly recommended

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework
GPA: 2.0 or higher*
Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

** Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.*

Entrepreneurship

Interdisciplinary Program Director: Paul Marsnik

The world needs creative thinkers and entrepreneurial solutions to wicked problems in climate change, health care, education, politics, and many other areas. A minor in Entrepreneurship will provide students from all disciplines with the opportunity to develop skills that foster innovation, problem-solving, and adaptability. These skills will position our students to produce breakthrough ideas and build a lifelong practice of creative problem-solving.

An entrepreneurial mindset is not only beneficial for launching a new venture. It is also critical for navigating a career in any organization. The minor will foster an entrepreneurial mindset in students, encouraging them to identify opportunities, find fresh perspectives, create novel solutions, and take calculated risks. These skills are increasingly being sought out by employers across various industries. With an entrepreneurial mindset, students can become proactive and resilient in pursuing their goals, whether as entrepreneurs or as members of for-profit or not-for-profit organizations.

A minor in Entrepreneurship will require a multidisciplinary approach.

The minor will encourage students to combine elements of different fields such as science, business, arts, and humanities. Collaboration with professors and students in other disciplines will empower students to think critically and develop unique solutions to complex problems.

A minor in Entrepreneurship will be attractive to students who wish to pursue a major in an area of their passion (ie. Art, Music, Environmental Science, English, just to name a few). Equipped with the entrepreneurial mindset that they will develop in the minor, students will have opportunities to launch their own ventures or to be valuable contributors to organizations that make a difference.

A minor in Entrepreneurship will provide students with the mindset, skills, and experiences necessary to succeed in today's rapidly evolving world. By promoting lateral thinking, opportunity recognition, and creative problem-solving, the minor can empower students to become entrepreneurial thinkers and positive change-makers.

Majors

(None)

Minors

- Entrepreneurship Minor (p. 111)

Entrepreneurship Minor

Student will complete one pathway to earn the Entrepreneurship Minor.

Standard Pathway for Entrepreneurship Minor

Code	Title	Hours
4 credits of ENTR 101	Topics in Entrepreneurship courses	4
ENTR 201	Foundations of Entrepreneurship	4
ENTR 304	Applied Entrepreneurship	4
4 credits of Approved Entrepreneurship Electives		4
ENTR 394	Entrepreneurship Practicum	4
Total Hours		20

E-Scholars Pathway for Entrepreneurship Minor

Code	Title	Hours
4 credits of ENTR 101	Topics in Entrepreneurship courses	4
ENTR 301	Creating World Class Ventures	4
ENTR 302	Global Entrepreneurship	4
4 credits of Approved Entrepreneurship Electives		4
ENTR 303	Entrepreneur Apprenticeship	4
Total Hours		20

Approved Entrepreneurship Electives

Code	Title	Hours
ART 118	Design: 2D/4D	4
ART 214	Introduction to Drawing	4
ART 215	Introduction to Painting	4
ART 216	Introduction to Sculpture	4

ART 217	Introduction to Photography	4
ART 218	Introduction to Computer Art	4
ART 219	Introduction to Ceramics	4
ART 233M	Digital Photography	4
ART 233O	Documentary Film Production	4
ART 243A	Introduction to Graphic Design	4
ART 262	Introduction to Video	4
CLAS 379A	Grand Strategy	4
COMM 240	Digital Video Communication	4
COMM 283B	Advertising Branding	2
COMM 336	Marketing, Advertising and Public Relations Campaign Design	4
COMM 338	Strategic Social Media Marketing and Communication	4
ECON 315	American Economic History	4
ECON 316	Asian Economies	4
ECON 317	International Economics	4
ECON 320	Market Structures and Firm Strategy	4
ECON 329A	Behavioral Economic Ideas	2
ECON 329B	Behavioral Economic Analysis	2
ECON 329E	Economics of Innovation and Entrepreneurship	4
ECON 332	Microeconomic Theory	4
ECON 333	Macroeconomic Theory	4
ENGL 111B	Introduction to Narrative Practice: Business	4
ENGL 211	Creative Writing: Nonfiction	4
ENGL 213	Creative Writing: Fiction and Poetry	4
ENGL 317	Writing in Business	4
ENGL 224	Leadership Through Literature	4
ENVR 305	United Nations Climate Change Conference	4
GBUS 321	Marketing Theories, Concepts and Practices	4
GBUS 324	Digital Marketing	4
GBUS 394	Practicum	1-4
GBUS 394A	SUMMER PRACTICUM	4
MATH 279A	Mathematical Problem Solving	4
NUTR 345	Entrepreneurship and Management in Food Industry	4
PCST 346	Mediation and Conflict Resolution	4
PCST 348	Social Change	4
PCST 368J	Nongovernmental Organizations	4
PHIL 324	Business Ethics	4
POLS 355	Globalization	4
PSYC 304	Industrial and Organizational Psychology	4
PSYC 350	Social Psychology	4
THEA 117	Acting Out Loud	4

Environmental Studies

Department Chair: Derek Larson

Faculty: Corrie Grosse, Troy Knight, Derek Larson, Jean Lavigne, Kyhl Lyndgaard, Joseph Storlien

The environmental studies department takes an interdisciplinary approach to the study of the environment and sustainability issues, integrating perspectives from the humanities, social sciences, natural

sciences, and fine arts, and applies these perspectives to issues ranging from global warming to the environmental impacts of our own lifestyle choices. Because environmental problems and their potential solutions do not stop at disciplinary boundaries, our curriculum teaches students to approach a particular topic not simply as a question of biology, politics, or theology, but rather to combine these (and many more) perspectives to better understand environmental and sustainability issues in all their complexity. Particularly important to this process is the inclusion of social science and humanities viewpoints, as even the most technical solutions to environmental problems must be implemented by individuals working within cultural, political, and economic contexts. Five environmental studies faculty and supporting faculty from over a dozen different academic departments contribute to the program; students also have access to professional staff with responsibility for environmental and sustainability issues on both campuses in areas ranging from physical plant to grounds, dining services to transportation, including Environmental Health and Safety, the Office of Sustainability, Saint John's Outdoor University, and other related offices. The unique ecological resources of our two campuses include nearly 3,000 acres of deciduous and coniferous forests, restored oak savanna, tall grass prairie, wetlands, and a diversity of large and small lakes. This setting, which is carefully managed in the tradition of Benedictine stewardship, provides a wealth of opportunities for the hands-on exploration of environmental issues as well as venues for outdoor recreation and reflection.

Students majoring or minoring in environmental studies come from a wide range of backgrounds and areas of interest, but all share an essential curiosity about and concern for the environment and a sustainable future. The interdisciplinary nature of the program requires students to hone their skills in reading, writing, critical thinking, quantitative analysis, and argumentation to become well-rounded thinkers adept at developing and expressing reasoned opinions not only about environmental and sustainability issues, but in all aspects of their intellectual lives. Undergraduate research is central to the major curriculum; all graduates must complete a senior thesis and competitive summer research fellowships are regularly available. Experiential learning components are incorporated into many courses, including laboratories, service learning projects, field studies, and a required internship for majors. A variety of co-curricular and volunteer activities offer students interested in environmental education, outdoor recreation, food and agriculture, environmental activism, campus sustainability practices, and other related topics frequent opportunities to directly connect with others who share their interests, often alongside faculty and staff affiliated with the program. Majors and minors in environmental studies pursue a wide range of careers, not only in environmental and sustainability fields but in many other professions for which a traditional liberal arts education serves as preparation. Many also go on to advanced study in related fields such as energy development, environmental law, public policy, natural resource management, journalism, landscape architecture, and environmental education. Complete information on the environmental studies program is available on-line at <http://www.csbsju.edu/environmentalstudies> (<https://www.csbsju.edu/environmentalstudies/>).

Assessment

The Environmental Studies Department's curriculum emphasizes research, writing, and problem-solving skills in an environmental/sustainability context. The departmental assessment program thus focuses on evaluating student outcomes via problem-solving and skill-building exercises embedded in required courses and a variety of research activities. The assessment program culminates with the senior

research theses, all of which are evaluated as a group annually by the department faculty.

Majors

- Environmental Studies Major (p. 112)

Minors

- Environmental Studies Minor (p. 113)

Environmental Studies Major Acceptance to Major Requirements

Course Requirements: Any ENVR course

Minimum Grade and/or GPA for required courses: grade of C or better in any ENVR course taken at CSB/SJU

Minimum Cumulative GPA: 2.00

Code	Title	Hours
ENVR 150	Introduction to Environmental Studies	4
ENVR 175	Earth Systems Science	4
ENVR 279A	Environmental Methods and Analysis	4
ENVR 275	Humans and the Environment	4
ENVR 320	Research Colloquium	4
ENVR 395	Research Seminar	4
ENVR 397	Internship	1
4 credits from the following: Environmental Science Perspectives		4
ENVR 333	Sustainable Agriculture Science	
ENVR 331	Science of Climate Changes	
4 credits from the following: Environmental Social Science Perspectives		4
ENVR 377A	Energy and Society	
ENVR 310	Environmental Geography	
4 credits from the following: Environmental Humanities Perspectives		4
ENVR 278A		
ENVR 300D	World Literature of Climate Change	
ENVR 315	American Environmental Literature	
ENVR 360	U.S. Environmental History	
16 credits from the following: Environmental Electives ¹		16
ART 200	Environmental Art and Architecture	
BIOL 334	General Ecology	
BIOL 337	Aquatic Ecology	
COMM 378A	Environmental Rhetoric	
ECON 318	Natural Resource and Environmental Economics	
ECON 359C	Environmental Economics and Policy	
ENVR 210	Environmental Field Experience (1 credit)	
ENVR 378A	20th Century World Environmental History (20th Century Environmental History)	
ENVR 300AA	Introduction to Environmental Law	
ENVR 300D	World Literature of Climate Change	
ENVR 300P	Environmental Writing	
ENVR 300Q	Environmental Health	
ENVR 300Z	Outdoor Adventure Education & Leadership (2 credits)	

ENVR 303	Climate Action Workshop	
ENVR 305	United Nations Climate Change Conference	
ENVR 306	Global Climate Change Policy (SW) (2 credits)	
ENVR 310	Environmental Geography	
ENVR 311	Introduction to Geographical Information Systems	
ENVR 315	American Environmental Literature	
ENVR 323	Conservation and Natural Resource Management	
ENVR 327	Gender & Environment	
ENVR 331	Science of Climate Changes	
ENVR 333	Sustainable Agriculture Science	
ENVR 360	U.S. Environmental History	
ENVR 377A	Energy and Society	
GBUS 368	Sustainable Business	
PCST 354	Global Environmental Politics	
PHIL 322	Environmental Ethics	
POLS 330	Environmental Politics and Policy	
POLS 350A	Sustainable Urban Planning	
SOCI 349	Environmental Anthropology	
THEO 343	Religion, Ethics, and the Environment	
Total Hours		53

¹ Note that the courses in Environmental Perspectives above are listed here as well; the options that were not selected to meet a Perspectives requirement may be taken as electives. ENVR 397 Internship credits beyond the one required for majors may not be counted toward elective requirements.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Four Year Plan

Course	Title	Hours
First Year		
Fall		
ENVR 150	Introduction to Environmental Studies	4

INTG 105	College Success	1
INTG 100	Learning Foundations	4
Language 111		4
THEO 100	Theological Explorations	4
Hours		17
Spring		
ENVR 175	Earth Systems Science	4
Language 112		4
Cultural/Social Difference: Identity		4
Open		4
Hours		16
Second Year		
Fall		
ENVR 279A	Environmental Methods and Analysis	4
ENVR 3@@: Elective		4
Language 211		4
Non-ENVR Way of Thinking or Theme, additional attribute		4
Hours		16
Spring		
ENVR 275	Humans and the Environment	4
ENVR 3@@: Humanities Perspectives		4
Non-ENVR Way of Thinking or Theme, additional attribute		4
Non-ENVR Way of Thinking or Theme, additional attribute		4
Hours		16
Third Year		
Fall		
ENVR 3@@: Social Science Perspectives		4
ENVR 320	Research Colloquium	4
Cultural/Social Difference: Systems		4
Open		4
Hours		16
Spring		
ENVR 3@@: Natural Science Perspectives		4
ENVR 3@@: Elective		4
Global and Experiential Engagement		4
Open		4
Hours		16
Fourth Year		
Fall		
ENVR 395	Research Seminar	4
ENVR 3@@: Elective		4
Open		4
Open		4
Hours		16
Spring		
ENVR 3@@: Elective		4
INTG 300	Learning Integrations	4
Theology Integrations (TI)		4
Open		4
Hours		16
Total Hours		129

Environmental Studies Minor

24 credits required

Code	Title	Hours
ENVR 150	Introduction to Environmental Studies	4
ENVR 175	Earth Systems Science	4
ENVR 275	Humans and the Environment	4
12 credits of the following: ¹		12

ENVR 215	Sustainability Workshop
ENVR 300AA	Introduction to Environmental Law
ENVR 300D	World Literature of Climate Change
ENVR 300P	Environmental Writing
ENVR 300Q	Environmental Health
ENVR 300Z	Outdoor Adventure Education & Leadership (2 credits)
ENVR 303	Climate Action Workshop
ENVR 305	United Nations Climate Change Conference
ENVR 306	Global Climate Change Policy (SW) (2 credits)
ENVR 310	Environmental Geography
ENVR 311	Introduction to Geographical Information Systems
ENVR 315	American Environmental Literature
ENVR 323	Conservation and Natural Resource Management
ENVR 327	Gender & Environment
ENVR 331	Science of Climate Changes
ENVR 333	Sustainable Agriculture Science
ENVR 360	U.S. Environmental History
ENVR 377A	Energy and Society
Total Hours	24

¹ With the exception of ENVR 215 Sustainability Workshop, only 300-level courses that are formally listed as ENVR are accepted as elective in the minor. Courses from other departments (i.e. BIOL 334 General Ecology) may not be counted toward the minor. Courses taken through other institutions (i.e. study abroad) must be approved by the department chair on an individual basis.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

*Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Exercise and Health Science

Department Chair: Donald Fischer

Faculty: Eric Belt, Jake Erickson, Donald Fischer, Madelin Siedler, Emily Willaert

Instructors: Rachel Hassler, Jeremy Karger-Gatzow, Eric Kohn, Justin Rost

Exercise and Health Science

What is happening inside the body when an athlete sprints across a soccer field, a basketball court, or a hockey rink? What motivates a person to exercise, and how can we use this to increase physical activity in the population? How much protein is needed for an athlete to maintain and grow new muscle during their sport's off season? What are the risk factors for ACL tears, and how are they best prevented?

Exercise science is a broad discipline that answers these questions and many more. Students pursuing a degree in Exercise and Health Science will study how and why humans engage in and respond to physical activity and sport through an academic skills-based curriculum that examines the biological, mechanical, sociocultural, and behavioral aspects of human movement. Integrative and interdisciplinary courses, rich undergraduate research experiences, and real-world internship and service opportunities provide students with the knowledge, skills, and professional experience vital to success as future exercise and health professionals.

The Exercise and Health Science program prepares students to become ethical, client-centered, and evidence-based professionals within a diverse array of post-graduate career trajectories such as strength and conditioning, personal training, coaching, and corporate wellness. Upon graduation, Exercise and Health Science majors may also pursue further education in fields such as physical or occupational therapy, athletic training, medicine, chiropractic, sport and exercise psychology, and clinical exercise physiology. Students should consult with their department advisor to select courses most appropriate for their intended career or graduate education plans.

Assessment

The Exercise Science and Sport Studies Department is committed to the process of academic assessment as a method to enhance student learning and assure achievement of the learning outcomes. Each learning outcome is introduced in the first or second year, reinforced multiple times in subsequent courses, and directly assessed as part of the capstone course. Formative feedback regarding each learning outcome is provided at least once to help students progress toward achievement of the learning outcomes. Surveys of senior students and graduates provide an indirect assessment of student learning and achievement of the learning outcomes.

Majors

- Exercise and Health Science Major (p. 114)

Minors

- Exercise and Health Science Minor (p. 116)

Exercise and Health Science Major

The Exercise and Health Science curriculum (44 credits) is structured to provide students the flexibility to select courses, in consultation with their faculty advisor, that will enable them to achieve their academic and career goals relative to physical activity, exercise, and health. Courses within the Exercise and Health Science curriculum are purposefully

clustered around content themes and academic skills, thereby creating a skeleton structure to help ensure all students engage the diversity of the field, practice the academic skills multiple times in completing the degree, and achieve the learning outcomes.

Acceptance to Major Requirements

Course Requirements:

Code	Title	Hours
EXHS 111	Introduction to Exercise and Health Science	4
MATH 124 or PSYC 221	Probability and Statistical Inference Applied Behavioral Statistics	4

Minimum GPA for required courses: 2.00

Minimum Cumulative GPA: 2.00

Code	Title	Hours
EXHS 111	Introduction to Exercise and Health Science	4
NUTR 113	Exploring Nutrition	4
One of the following:		4
MATH 124	Probability and Statistical Inference	
PSYC 221	Applied Behavioral Statistics	
One of the following:		4
BIOL 216	Human Physiology	
BIOL 323	Animal Physiology	
BIOL 325	Human Anatomy and Physiology I	
One of the following		4
EXHS 379A	Research Methods in Exercise and Health Science - Natural World	
EXHS 379B	Research Methods in Exercise and Health Science - Social World	
One of the following		4
EXHS 306	Biomechanics	
EXHS 308	Exercise Physiology	
One of the following		4
EXHS 302	Clinical Healthcare: Theory and Application	
EXHS 303	Physical Activity Epidemiology	
EXHS 310	Principles of Strength Training and Conditioning	
EXHS 373A	Personal Fitness Training	
One of the following		4
EXHS 323	Sport in a Diverse Society	
EXHS 324	Sports and Exercise Psychology	
EXHS 390	Sport Ethics	
EXHS courses ¹		8
One of the following:		4
EXHS 394	Research Design	
& EXHS 395	and Research Seminar I	
& EXHS 396	and Research Seminar II	
EXHS 397	Capstone Internship	
EXHS XXX		0
Total Hours		44

¹ The following courses from other departments may also be applied to fulfill the Elective courses requirement: BIOL 326 Human Anatomy and Physiology II (with lab), NUTR 301 Diet, Health & Disease Prevention,

PHYS 105 Physics for the Life Sciences I (with lab), THEA 105 Introduction to Modern Dance.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

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Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

No Pre-Professional Health Track

Course	Title	Hours
First Year		
Fall		
EXHS 111	Introduction to Exercise and Health Science	4
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
INTG 100	Learning Foundations	4
Global Language 111		4
INTG 105	College Success	1
Hours		17
Spring		
BIOL 216	Human Physiology	4
Cultural/Social Difference-Identity (CI)		4
Global Language 112		4
THEO 100	Theological Explorations	4
Hours		16
Second Year		
Fall		
MATH 124 or PSYC 221	Probability and Statistical Inference or Applied Behavioral Statistics	4
Global Language 211		4
EXHS 211	Exercise Science Laboratory Skills	2
Elective		4
Elective		4
Hours		18
Spring		
EXHS 379A	Research Methods in Exercise and Health Science - Natural World	4
NUTR 113	Exploring Nutrition	4
EXHS 210	Functional Human Anatomy	2
Elective		4
Elective		4
Hours		18

Third Year			
Fall			
Cultural/Social Difference-Systems (CS)			4
Human Experience (HE)			4
Artistic Expression (AE)			4
Global Engagement (GL)			4
Hours			16
Spring			
EXHS 323	Sport in a Diverse Society		4
EXHS 324	Sports and Exercise Psychology		4
Theology Integrations (TI)			4
Elective			4
Hours			16
Fourth Year			
Fall			
EXHS 308	Exercise Physiology		4
EXHS 397	Capstone Internship		4
Elective			4
Elective			4
Hours			16
Spring			
EXHS 310	Principles of Strength Training and Conditioning		4
INTG 300	Learning Integrations		4
Elective			4
Elective			4
EXHS XXX			0
Hours			16
Total Hours			133

Pre-Professional Health Track

Course	Title	Hours
First Year		
Fall		
EXHS 111	Introduction to Exercise and Health Science	4
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
INTG 100	Learning Foundations	4
Global Language 111		4
INTG 105	College Success	1
Hours		17
Spring		
BIOL 200	Principles of Biology 2: Biological Response to Challenge	4
CHEM 125	Introduction to Chemical Structure and Properties	4
Cultural/Social Difference-Identity (CI)		4
Global Language 112		4
Hours		16
Second Year		
Fall		
MATH 124 or PSYC 221	Probability and Statistical Inference or Applied Behavioral Statistics	4
EXHS 211	Exercise Science Laboratory Skills	2
Global Language 211		4
THEO 100	Theological Explorations	4
Elective		4
Hours		18
Spring		
EXHS 379A	Research Methods in Exercise and Health Science - Natural World	4
EXHS 210	Functional Human Anatomy	2
NUTR 113	Exploring Nutrition	4
Elective		4

Elective		4
Hours		18
Third Year		
Fall		
Cultural/Social Difference-Systems (CS)		4
Human Experience (HE)		4
Artistic Expression (AE)		4
Global Engagement (GL)		4
Hours		16
Spring		
EXHS 324	Sports and Exercise Psychology	4
Theology Integrations (TI)		4
Elective		4
Elective		4
Hours		16
Fourth Year		
Fall		
EXHS 308	Exercise Physiology	4
EXHS 397	Capstone Internship	4
BIOL 325	Human Anatomy and Physiology I	4
Elective		4
Hours		16
Spring		
BIOL 326	Human Anatomy and Physiology II	4
EXHS 310	Principles of Strength Training and Conditioning	4
INTG 300	Learning Integrations	4
Elective		4
EXHS XXX		0
Hours		16
Total Hours		133

Exercise and Health Science Minor		
20 credits required		
Code	Title	Hours
EXHS 111	Introduction to Exercise and Health Science	4
EXHS (300-Level)		8
EXHS XXX		0
8 credits from the following ¹		8
EXHS 203	Coaching Methods	
EXHS 204	Sport Nutrition	
EXHS 210	Functional Human Anatomy	
EXHS 211	Exercise Science Laboratory Skills	
EXHS 220	Sport Identity	
EXHS 230	Sports Injury Management I	
EXHS 231	Sports Injury Management II	
EXHS 271	Independent study	
EXHS 302	Clinical Healthcare: Theory and Application	
EXHS 303	Physical Activity Epidemiology	
EXHS 306	Biomechanics	
EXHS 308	Exercise Physiology	
EXHS 310	Principles of Strength Training and Conditioning	
EXHS 323	Sport in a Diverse Society	
EXHS 324	Sports and Exercise Psychology	
EXHS 371	Independent Study	
EXHS 373A	Personal Fitness Training	

EXHS 379A	Research Methods in Exercise and Health Science - Natural World
EXHS 379B	Research Methods in Exercise and Health Science - Social World
EXHS 390	Sport Ethics
EXHS 394	Research Design
EXHS 395	Research Seminar I
EXHS 396	Research Seminar II
EXHS 397	Capstone Internship
BIOL 325	Human Anatomy and Physiology I

Total Hours **20**

¹ BIOL 325 Human Anatomy and Physiology I may be applied as four elective credits; no other non-EXHS courses may be applied toward the minor.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Finance

Finance Program Chair: Steven Welch

Finance Faculty: Warren Bostrom (ACFN), Lei Fan (ACFN), Robert Hesse (MATH), Shoushou Hou (ECON), Louis Johnston (ECON), Lauri Miller (ACFN), Sucharita Sinha Mukherjee (ECON), Kris Nairn (MATH), Ana Karen Negrete (ECON), Brian Rademacher (ACFN), Steven Welch (ACFN), Parker Wheatley (ECON)

Finance is the study of the management, creation, and analysis of money, investments, and financial markets. A finance degree provides students with an understanding of how money and investments interact with the broader economy and how individuals, corporations, and government influence and are influenced by money and financial markets. The finance major at CSB & SJU leverages existing strengths at our institutions and retains a commitment to a broad-minded education driven by concerns

about critical thinking, communication, and collaboration that are embodiments of the liberal arts.

As a discipline, finance integrates accounting, economics, mathematics, statistics, and even psychology. Finance also employs accounting, economic, and mathematical models to explain phenomena and inform decisions at various levels, including individuals, financial instruments, institutions, markets, and overall economies. At the individual and firm level, finance often involves the analysis and understanding of accounting reports and financial statements. At the same time, modern finance, in areas such as portfolio allocation and management, depends heavily on mathematical and theoretical foundations to support optimization. A robust education in finance will prepare students to engage and understand finance in these various dimensions.

Finance majors will have a choice of three distinct concentrations: Business Finance, Financial Economics, and Mathematical Finance.

Majors

- Finance Major with a Business Finance Concentration (p. 117)
- Finance Major with a Financial Economics Concentration (p. 119)
- Finance Major with Mathematical Finance Concentration (p. 120)

Minor

- Finance Minor (p. 121)

Finance Major with a Business Finance Concentration

The curriculum of the finance major is structured to be highly interdisciplinary between the Accounting & Finance, Economics, and Mathematics departments. While meeting each of our learning outcomes.

Acceptance to Major Requirements

Course Requirement: C or better in ACFN 310 Fundamentals of Managerial Finance

Overall GPA for major-required courses 2.0 or higher

60 credits required

Required Courses for all Finance Majors

Code	Title	Hours
ACFN 111	Principles I	4
ACFN 310	Fundamentals of Managerial Finance	4
One of the following: ¹		4
ACFN 315	Theory of Investments	4
	or ACFN 312 Financial Modeling & Analysis	
ACFN 36@	Advanced Finance Course	4
ECON 111	Introduction to Economics	4
ECON 332	Microeconomic Theory	4
	or ECON 333 Macroeconomic Theory	
MATH 119	Calculus I	4
Total Hours		28

¹ The Business Finance Concentration requires both ACFN 312 and 315. One is taken among the Finance Major common courses and the other as you finish the concentration requirements.

Required Additional Courses for Business Finance Concentration

Code	Title	Hours
ACFN 112	Principles II	4
ACFN 210	Business Communication	2
One of the following: ¹		4
ACFN 315	Theory of Investments	
	or ACFN 312 Financial Modeling & Analysis	
ACFN 325	Intermediate Accounting I	4
ACFN 395	Case Analyses in Business Finance	4
ECON 334	Introductory Econometric Analysis	4
MATH 124	Probability and Statistical Inference	4
6 credits from the following:		6
ACFN 340	Accounting Information Systems (4 Credits)	
	ACFN 36@ (in addition to one above) (4 Credits)	
ECON 3@	(Any 300 Level ECON Course) (4 Credits)	
GBUS 202	Principles of Management Under Global Context (4 Credits)	
ACFN 335	Business Law (2 Credits)	
ACFN 341	Introduction to Income Taxation (2 Credits)	
ACFN 342	Advanced Individual Income Taxation (2 Credits)	
ACFN 343	Business Taxation Topics (2 Credits)	
ACFN 344	Tax Research and Communication (2 Credits)	
ACFN 397	Internship (No more than 2 credits may count towards Finance major)	
Total Hours		32

¹ The Business Finance Concentration requires both ACFN 312 and 315. One is taken among the Finance Major common courses and the other as you finish the concentration requirements.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Course	Title	Hours
First Year		
Fall		
ACFN 111	Principles I	4
ECON 111	Introduction to Economics (SW/QR)	4
INTG 100	Learning Foundations (LF)	4
	Cultural & Social Differences: Identity (CI)	4
INTG 105	College Success	1
Hours		17
Spring		
ACFN 112	Principles II	4
MATH 119	Calculus I	4
THEO 100	Theological Explorations	4
Language 111		4
Hours		16
Second Year		
Fall		
ACFN 310	Fundamentals of Managerial Finance	4
ACFN 325	Intermediate Accounting I	4
MATH 124	Probability and Statistical Inference	4
Language 112		4
Hours		16
Spring		
ACFN 312	Financial Modeling & Analysis	4
ACFN 210	Business Communication	2
ECON 332	Microeconomic Theory	4
	or ECON 333 or Macroeconomic Theory	
Language 211		4
Benedictine Raven course (BN)		2-4
Hours		16-18
Third Year		
Fall		
Study Abroad (EX, GL, HE)		16
Hours		16
Spring		
ECON 334	Introductory Econometric Analysis	4
Finance Elective		4
Artistic Engagement course (AE)		4
Natural World course (NW)		4
Hours		16
Fourth Year		
Fall		
ACFN 315	Theory of Investments	4
ACFN 335	Business Law	2
ACFN 36@	(Advanced Finance course)	4
Theme Focus course (TF/MF/JF)		4
General Elective		2-4
Hours		16-18
Spring		
ACFN 395	Case Analyses in Business Finance	4
INTG 300	Learning Integrations (LI)	4
Cultural & Social Differences: Systems (CS)		4

Theological Integrations course (TI)	4
Hours	16
Total Hours	129-133

Finance Major with a Financial Economics Concentration

The curriculum of the finance major is structured to be highly interdisciplinary between the Accounting & Finance, Economics, and Mathematics departments. While meeting each of our learning outcomes.

Acceptance to Major Requirements

Course Requirement: C or better in ACFN 310 Fundamentals of Managerial Finance

Overall GPA for major-required courses 2.0 or higher

60 credits required

Required Courses for all Finance Majors

Code	Title	Hours
ACFN 111	Principles I	4
ACFN 310	Fundamentals of Managerial Finance	4
ACFN 312	Financial Modeling & Analysis	4
or ACFN 315	Theory of Investments	
ACFN 36@	Advanced Finance Course	4
ECON 111	Introduction to Economics	4
One of the following: ¹		4
ECON 332	Microeconomic Theory	
ECON 333	Macroeconomic Theory	
MATH 119	Calculus I	4
Total Hours		28

Required Additional Courses for Finance Economics Concentration

Code	Title	Hours
ACFN 112	Principles II	4
MATH 124	Probability and Statistical Inference	4
One of the following: ¹		4
ECON 332	Microeconomic Theory	
ECON 333	Macroeconomic Theory	
ECON 334	Introductory Econometric Analysis	4
2 ECON courses with the number 350 or higher (except 384)		8
ECON 384	Advanced Research in Economics	4
4 credits from the following: ²		4
ACFN 312	Financial Modeling & Analysis	
ACFN 315	Theory of Investments	
ACFN 36@ (in addition to the one listed above)		
Mathematical Finance course (not yet approved)		
Any additional ECON 3@		
Total Hours		32

¹ The Financial Economics concentration requires both ECON 332 and ECON 333. One is taken among the Finance Major common courses and the other as you finish the concentration requirements.

² Either ACFN 312 or ACFN 315 must be taken among the common courses for the Finance Major. The other course may be selected as an elective course in the Financial Economics Concentration.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Course	Title	Hours
First Year		
Fall		
INTG 105	College Success	1
INTG 100	Learning Foundations	4
ECON 111	Introduction to Economics	4
MATH 119	Calculus I	4
Cultural & Social Differences: Identity		4
Hours		17
Spring		
ACFN 111	Principles I	4
ECON 332	Microeconomic Theory	4
THEO 100	Theological Explorations	4
Language 111		4
Hours		16
Second Year		
Fall		
ACFN 112	Principles II	4
ECON 333	Macroeconomic Theory	4
MATH 124	Probability and Statistical Inference	4
Language 112		4
Hours		16
Spring		
ACFN 310	Fundamentals of Managerial Finance	4
ECON 334	Introductory Econometric Analysis	4
Language 211		4
Write-designated course (WR)		4
Hours		16

Third Year**Fall**

Study Abroad (EX, GL, HE, CS)	16
Hours	16

Spring

Financial Economics Elective	4
Any ECON course numbered 350 or higher except 384	4
Theological Integrations course (TI)	4
Natural World course (NW)	4
Hours	16

Fourth Year**Fall**

ACFN 312 or ACFN 315	Financial Modeling & Analysis or Theory of Investments	4
Any ECON course numbered 350 or higher (except 384)		4
Theme Focus course (TF/MF/JF)		4
Artistic Engagement course (AE)		4
Hours		16

Spring

ECON 384	Advanced Research in Economics	4
INTG 300	Learning Integrations	4
ACFN 36@ (Advanced Finance course)		4
Benedictine Raven course (BN)		4
Hours		16
Total Hours		129

Finance Major with Mathematical Finance Concentration

The curriculum of the finance major is structured to be highly interdisciplinary between the Accounting & Finance, Economics, and Mathematics departments. While meeting each of our learning outcomes.

Acceptance to Major Requirements

Course Requirement: C or better in ACFN 310 Fundamentals of Managerial Finance

Overall GPA for major-required courses 2.0 or higher

60 credits required

Required Courses for all Finance Majors

Code	Title	Hours
ACFN 111	Principles I	4
ACFN 310	Fundamentals of Managerial Finance	4
ACFN 312 or ACFN 315	Financial Modeling & Analysis Theory of Investments	4
ACFN 36@	Advanced Finance Course	4
ECON 111	Introduction to Economics	4
ECON 332 or ECON 333	Microeconomic Theory Macroeconomic Theory	4
MATH 119	Calculus I	4
Total Hours		28

Required Additional Courses for Mathematical Finance Concentration

Code	Title	Hours
CSCI 150	Introduction to Computing in the Liberal Arts and Sciences	4
MATH 120	Calculus II	4
MATH 239	Linear Algebra	4
MATH 315 or MATH 339	Operations Research Mathematical Modeling	4
MATH 345	Mathematical Statistics I	4
	Mathematical Finance course (not yet approved)	4
	4 credits from the following: ¹	4
ACFN 312 or ACFN 315	Financial Modeling & Analysis Theory of Investments	
MATH 318	Applied Statistical Models	
ECON 334	Introductory Econometric Analysis	
ECON 350	Topics in Econometrics and Data Analysis	
	4 credits from the following:	4
MATH 305	Multivariable Calculus	
MATH 315	Operations Research	
MATH 337	Differential Equations	
MATH 338	Numerical Methods	
Total Hours		32

¹ Either ACFN 312 or ACFN 315 is required to be taken for the Finance Major in the common course section. You may choose to take the other one as an elective course in the Mathematical Finance concentration.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Course	Title	Hours
First Year		
Fall		
INTG 105	College Success	1
INTG 100	Learning Foundations	4
ECON 111	Introduction to Economics	4
MATH 119	Calculus I	4
Cultural & Social Differences: Identity (CI)		4
Hours		17
Spring		
ACFN 111	Principles I	4
MATH 120	Calculus II	4
THEO 100	Theological Explorations	4
Language 111		4
Hours		16
Second Year		
Fall		
MATH 239	Linear Algebra	4
CSCI 150	Introduction to Computing in the Liberal Arts and Sciences	4
ACFN 310	Fundamentals of Managerial Finance	4
Language 112		4
Hours		16
Spring		
ACFN 312	Financial Modeling & Analysis	4
ECON 332 or ECON 333	Microeconomic Theory or Macroeconomic Theory	4
Natural World course (NW)		4
Language 211		4
Hours		16
Third Year		
Fall		
Study Abroad (EX, GL, HE, CS)		16
Hours		16
Spring		
ACFN 36@ (Advanced Finance Course)		4
Group 1 Mathematical Finance Elective		4
Theme Focus course (TF/MF/JF)		4
Write designated course (WR)		4
Hours		16
Fourth Year		
Fall		
MATH 339	Mathematical Modeling	4
MATH 345	Mathematical Statistics I	4
Theological Integrations course (TI)		4
Artistic Engagement course (AE)		4
Hours		16
Spring		
INTG 300	Learning Integrations	4
Group 2 Mathematical Finance Elective		4
MATH 3xx: Mathematical Finance (not yet approved course)		4
Benedictine Raven course (BN)		4
Hours		16
Total Hours		129

Finance Minor

The Finance minor will have 24 required credits. The curriculum is structured to be interdisciplinary, maintaining a minimal level of coursework in accounting, economics, and mathematics. The remainder

of the coursework would be either entirely finance, or finance with an additional economics course.

Code	Title	Hours
ACFN 111	Principles I	4
ACFN 310	Fundamentals of Managerial Finance	4
ECON 111	Introduction to Economics	4
MATH 119	Calculus I	4
8 credits from the following:		8
ACFN 312	Financial Modeling & Analysis	
ACFN 315	Theory of Investments	
ACFN 36@ Advanced Finance Course		
ECON Course 314 to 333 (maximum of one ECON course)		
Total Hours		24

Please note:

- At least 4 of the elective credits in the Finance Minor must be from an ACFN-designated course.
- At least eight credits in the Finance minor must be unique to the minor and cannot be shared with any other major/minor.

Gender Studies

Interdisciplinary Program Director: Emily Paup

Our Gender Studies program envisions a world where gender equity and social justice are not just ideals, but lived realities. We equip students with the tools to 1) analyze and challenge hierarchies of power and oppression, and 2) foster inclusive, equitable communities that value diverse perspectives and lived experiences. Rooted in the connection between theory and practice, our program encourages students to actively engage with these issues through social action projects, applied research, creative expression, internships, and community engaged learning.

Through this hands-on experience, students not only contribute to the common good, but also develop the knowledge, adaptability, and ethical leadership skills to excel in diverse workplaces. A Gender Studies minor fosters the critical thinking, cultural agility, and collaborative skills essential for success in today's rapidly evolving professional landscape. Graduates of our program emerge as engaged scholars, thoughtful advocates, and transformative leaders committed to building a more just and inclusive world.

Majors

(None)

Minors

- Gender Studies Minor (p. 121)

Gender Studies Minor

20 credits required.

Code	Title	Hours
Take 1 Foundations of Gender Studies Course		4
GEND 101	Introduction to Gender Studies	

COMM 110	Voices Unheard: Gender, Race, and Power in America	
COMM 112	Adulting and Identity	
HIST 153	Growing Up in US History	
HONR 120I	Adulting and Identity	
HONR 120F	Psychology of Gender	
PSYC 108	Psychology of Gender	
Take 1 Gender Studies in Action course ¹		4
GEND 360B	Leadership, Social Change, and the Workplace	
GEND 377A	Disability Justice	
ENVR 303	Climate Action Workshop	
GEND 371	Individualized Learning Project	
3 Courses from List of Approved Electives ^{2,3}		12
Total Hours		20

¹ Students in this course learn hands-on skills that will allow them to become advocates for intersectional gender justice in their communities and workplaces. Students will learn skills that will enable them to critique social issues using an intersectional gender lens, envision just and equitable futures, and develop an identifiable set of DEIJ/cultural agility skills for use in communities* such as workplaces.

* By "communities" we mean interconnected systems of people or institutions that share common spaces, goals, or hierarchies. These can take various forms, including local communities, workplaces, educational institutions, online communities, cultural and identity-based communities, or advocacy and activist communities.

² At least 12 of the 20 credits taken for the minor must be at either the 200 or 300-level. No more than 2 courses should be taken from the same department.

³ Any course listed as a Foundations course or a Gender Studies in Action course may also count as an elective if taken in addition to the required courses, including those from the categories above that exceed the minimum requirements.

Approved Electives:

Code	Title	Hours
Art		
ART 300	Modern and Contemporary Art	4
Gender Studies		
GEND 278A	Movements and Change	4
GEND 377A	Disability Justice	4
GEND 377B	Indigenous and LGBTQ+ Allyship	4
Communication		
COMM 110	Voices Unheard: Gender, Race, and Power in America	4
COMM 305	Gender, Voice, and Power	4
COMM 351	Gender and Communication	4
COMM 354	Gender, Media, and Political Campaigns	4
COMM 361	Fat Studies	4
English		
ENGL 124H	Cultural and Social Difference - Identity: Tragedy, Passion and Sacrifice	4
ENGL 231	Modern World Literature: Affairs of the Heart	4
ENGL 334	Medieval Women	4

ENGL 361	Literature by Women	4
Environmental Studies		
ENVR 303	Climate Action Workshop	4
ENVR 327	Gender & Environment	4
Exercise and Health Science		
EXHS 323	Sport in a Diverse Society	4
French		
FREN 352D	Gender & Power in Francophone Culture	4
History		
HIST 333	Gender and Society in Western Europe	4
HIST 369	Gender in U.S. History	4
Honors Courses		
HONR 120F	Psychology of Gender	4
HONR 120I	Adulting and Identity	4
HONR 203B	The Art of Social Change	4
HONR 204A	Gender, Mathematics, and Who Gets to Be a Mathematician	4
HONR 360A	Community Histories	4
HONR 363B	Engaging Community in Polarized Times	4
Languages and Cultures		
JAPN 321B	Love in Japanese Literature & Film	4
Peace Studies		
PCST 123	Islam in the USA: Gender, Race, and Ethnicity	4
Philosophy		
PHIL 367	Philosophy of Mind	4
PHIL 377A	Feminist Ethics	4
PHIL 379B	Knowledge and Power	4
Political Science		
POLS 314	Sex, Gender, and Political Theory	4
POLS 339	Gender and Politics	4
POLS 352	Global Gender Issues	4
POLS 380B	Identity Politics in Brazil	4
Psychology		
PSYC 108	Psychology of Gender	4
Sociology		
SOCI 319	Sex and Gender	4
SOCI 336B	Men and Masculinities	4
SOCI 337P	Love, Sex, and Marriage: Anthropological Perspectives on Kinship	4
Theology		
THEO 329A	Feminist Theology	4
THEO 329E	Queer Theology	4
THEO 369C	Islam and Gender	4

Please also consult the program's website (<http://www.csbsju.edu/gender-studies>)

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Global Business Leadership

Department Chair: Kingshuk Mukherjee

Faculty: Julie Fisk, Bob Gazich, Paul Marsnik, Sanford Moskowitz, Kingshuk Mukherjee, Deborah Pembleton, Frank Plachecki, Steve Schwarz, Christine Shikutwa, Clinton Warren, Tony Yan and Jeffrey Korsmo

Our Global Business Leadership major offers students the ability to learn from diverse and international faculty who have solid academic and corporate experiences. As a student at CSB + SJU, you will have the opportunity to work alongside your professors in faculty-led consulting projects. Many Global Business Leadership students compete in national and international business competitions. These competitions help students showcase their skills, expand their network, and build an extensive resume while still in school.

The global business environment, in which change is a constant, requires a different type of leader. This new leader must have functional knowledge and analytical skills, yet be adept at leading teams of innovators. These leaders must have a global mindset that combines an openness to and awareness of diversity across cultures and markets with a propensity and ability to see common patterns across countries and markets. At the same time in an organization with a global mindset, people view cultural and geographic diversity as opportunities to explore and are prepared to adopt successful practices and good ideas wherever in the world they come from.

The Global Business Leadership curriculum allows students the opportunity to select from the following concentrations:

- Marketing,
- Supply chain management, and
- Nonprofit and social innovation

If a student does not select a concentration, faculty advisors are available to help shape the choice of various elective classes to craft a learning experience tailored to a student's post-graduate plans.

Assessment

Global Business Leadership is focused on ensuring students expand their global business mindset, business knowledge, professional skills and

ethical frameworks. Assessment is embedded throughout the curriculum to measure progression of student knowledge and inform our pedagogy.

Majors

- Global Business Leadership Major (p. 123)
- Global Business Leadership Major with a Concentration in Marketing (p. 125)
- Global Business Leadership Major with a Concentration in Nonprofit and Social Innovation (p. 127)
- Global Business Leadership Major with a Concentration in Supply Chain Management (p. 129)

Minors

- Global Business Leadership Minor (p. 130)

Global Business Leadership Major

Acceptance to Major Requirements

Course Requirements:

Code	Title	Hours
ACFN 111	Principles I	4
ECON 111	Introduction to Economics	4
MATH 124	Probability and Statistical Inference	4
GBUS 202	Principles of Management Under Global Context	4
GBUS 203	Decision Making Analytics in Business	4

Minimum Grade and/or GPA for required courses: GPA 2.0

Minimum Cumulative GPA: 2.00

Other requirements: Student must obtain a cumulative GPA of 2.0 for the 5 courses listed above. We do not consider the student's overall college GPA in deciding whether to admit to the major.

Code	Title	Hours
ACFN 111	Principles I ¹	4
ECON 111	Introduction to Economics ¹	4
MATH 124	Probability and Statistical Inference ¹	4
GBUS 202	Principles of Management Under Global Context	4
GBUS 203	Decision Making Analytics in Business	4
GBUS 300	Global Enterprise	4
12 credits from the following:		12
GBUS 303	Leadership: Theory & Practices	
GBUS 311	Human Resources	
GBUS 321	Marketing Theories, Concepts and Practices	
GBUS 341	Operations and Supply Chain Management	
GBUS 361	Law and Business	
GBUS (300-level) courses		8
4 credits from the following:		4
GBUS 397	Internship	
or GBUS 397 Summer Internship		
GBUS 394	Practicum	
GBUS 381	Advanced Global Strategy ²	4

4 Credits of Non-GBUS electives (see approved courses below).	4
Total Hours	56

¹ Taken during first year.

² Taken last semester of senior year

Non-GBUS Electives

Take 4 credits from the courses listed below. Please be aware, Non-GBUS electives differ by concentration. Students who have not yet decided upon a concentration need to review the course options and register with this in mind.

Code	Title	Hours
ACFN 310	Fundamentals of Managerial Finance	4
ACFN 331	Cost Accounting	4
ACFN 341	Introduction to Income Taxation	2
ACFN 343	Business Taxation Topics	2
ART 218	Introduction to Computer Art	4
ART 233G	Computer Art: Introduction to Digital Visual Narrative	2
ART 233S	Digital Media: Movement	4
COMM 205	Interpersonal Communication	4
COMM 225	Argumentation and Advocacy	4
COMM 245	Introduction to Media Writing	4
COMM 251	Communication and Conflict	4
COMM 265	Group Communication	4
COMM 277A	Listening for Justice	4
COMM 305	Gender, Voice, and Power	4
COMM 314	Public Health Marketing	4
COMM 330	Apology and Crisis Communication	4
COMM 336	Marketing, Advertising and Public Relations Campaign Design	4
COMM 338	Strategic Social Media Marketing and Communication	4
COMM 350	Intercultural Communication	4
COMM 367	Organizational Communication	4
COMM 379B	Rhetoric of Advertising	4
COMM 379C	The Truth Wars: Media and the Limits of the First Amendment	4
ECON 314	Economics of Financial Institutions and Markets	4
ECON 315	American Economic History	4
ECON 316	Asian Economies	4
ECON 317	International Economics	4
ECON 318	Natural Resource and Environmental Economics	4
ECON 320	Market Structures and Firm Strategy	4
ECON 323	Economics of the Public Sector	4
ECON 325	Political Economy of Gender and Race	4
ECON 326	History of Economic Thought	4
ECON 327	Economic Thought and Religious Values	4
ECON 329A	Behavioral Economic Ideas	2
ECON 329B	Behavioral Economic Analysis	2
ECON 329C	Economics of Climate Change	2
ECON 329D	International Economic History	4
ECON 332	Microeconomic Theory	4

ECON 333	Macroeconomic Theory	4
ENGL 311	Creative Nonfiction	4
ENGL 315B	Editing and Publishing	4
ENGL 317	Writing in Business	4
ENTR 201	Foundations of Entrepreneurship	4
ENTR 301	Creating World Class Ventures	4
ENTR 302	Global Entrepreneurship	4
ENTR 304	Applied Entrepreneurship	4
ENTR 310	Social Entrepreneurship	4
ENVR 300Q	Environmental Health	4
ENVR 377A	Energy and Society	4
GEND 360B	Leadership, Social Change, and the Workplace	4
GEND 377A	Disability Justice	4
HIST 305	Medicine, Empire and Global Health	4
HIST 317	China: Global Domination	4
HIST 329	Guns, Gold and Slaves: Africa and the British Empire	4
HIST 333	Gender and Society in Western Europe	4
HIST 344	Modern Germany	4
HIST 355	Slavery in the Atlantic World	4
HIST 369	Gender in U.S. History	4
PCST 346	Mediation and Conflict Resolution	4
PCST 347	Human Rights	4
PCST 348	Social Change	4
PCST 349	International Law and International Organization	4
PCST 352	Race and Racism in the U.S.	4
PCST 354	Global Environmental Politics	4
PCST 368J	Nongovernmental Organizations	4
PHIL 321	My Goodness!: Moral Philosophy Moral Philosophy	4
PHIL 322	Environmental Ethics	4
PHIL 324	Business Ethics	4
PHIL 358	Philosophy of Law	4
POLS 330	Environmental Politics and Policy	4
POLS 337	Theory of Public Policy	4
POLS 345	The Global South	4
POLS 350A	Sustainable Urban Planning	4
PSYC 304	Industrial and Organizational Psychology	4
PSYC 309A	Psychology of Language	4
PSYC 309C	Cross-Cultural Psychology	4
PSYC 309L	Forensic & Legal Psychology	4
PSYC 309M	Multicultural Psychology	4
PSYC 309N	Environmental Psychology	4
PSYC 309Q	Cognition in a Digital Age	4
PSYC 310	Community Psychology	4
PSYC 349	Motivation and Emotion	4
PSYC 350	Social Psychology	4
SOCI 326	Cultural Thought and Meaning	4
SOCI 337S	Communities	4
SOCI 341	Urban Studies	4
SOCI 342	Self and Society	4
SOCI 349	Environmental Anthropology	4

SOCI 378A	Transnational Anthropology	4
THEA 117	Acting Out Loud	4

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

*Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Four Year Plan

Course	Title	Hours
First Year		
Fall		
INTG 100	Learning Foundations	4
Language 111		4
ACFN 111	Principles I	4
MATH 124	Probability and Statistical Inference (w/Theme)	4
INTG 105	College Success	1
Hours		17
Spring		
Cultural/Social Difference - Identity		4
Language 112		4
ECON 111	Introduction to Economics	4
GBUS 202	Principles of Management Under Global Context	4
Hours		16
Second Year		
Fall		
Theological Explorations		4
Language 211		4
GBUS 203	Decision Making Analytics in Business	4
GBUS Foundational Course		4
Hours		16
Spring		
GBUS 300	Global Enterprise	4
Elective		4
GBUS Elective		4
Elective		4
Hours		16
Third Year		
Fall		
Cultural/Social Difference - Systems		4
Human Experience		4

Theological Integrations		4
Elective		4
Potential Study Abroad semester can also be done in the Spring		
Hours		16
Spring		
GBUS Foundational Course		4
GBUS Elective		4
Artistic Expression/Artistic Engagement		4
Elective		4
Hours		16
Fourth Year		
Fall		
GBUS Foundational Course		4
Non GBUS Elective		4
Natural World		4
Thematic Focus		4
Hours		16
Spring		
INTG 300	Learning Integrations	4
GBUS 381	Advanced Global Strategy	4
GBUS 397	Internship	4
Elective		4
Hours		16
Total Hours		129

Global Business Leadership Major with a Concentration in Marketing

Acceptance to Major Requirements

Course Requirements:

Code	Title	Hours
ACFN 111	Principles I	4
ECON 111	Introduction to Economics	4
MATH 124	Probability and Statistical Inference	4
GBUS 202	Principles of Management Under Global Context	4
GBUS 203	Decision Making Analytics in Business	4

Minimum Grade and/or GPA for required courses: GPA 2.0

Minimum Cumulative GPA: 2.00

Other requirements: Student must obtain a cumulative GPA of 2.0 for the 5 courses listed above. We do not consider the student's overall college GPA in deciding whether to admit to the major.

Code	Title	Hours
ACFN 111	Principles I ¹	4
ECON 111	Introduction to Economics ¹	4
MATH 124	Probability and Statistical Inference ¹	4
GBUS 202	Principles of Management Under Global Context	4
GBUS 203	Decision Making Analytics in Business	4
GBUS 300	Global Enterprise	4
GBUS 321	Marketing Theories, Concepts and Practices ¹	4
8 credits from the following:		8

GBUS 303	Leadership: Theory & Practices
GBUS 311	Human Resources
GBUS 341	Operations and Supply Chain Management

GBUS 361	Law and Business	
GBUS 325	Global Marketing	4
4 credits from the following:		4
GBUS 322	Product and Brand Management	
GBUS 323	Consumer Behavior	
GBUS 324	Digital Marketing	
GBUS 332E	Topics in Global Business Leadership: Sport Marketing	
4 Credits of Non-GBUS electives (see approved courses below).		4
4 credits from the following:		4
GBUS 394	Practicum	
GBUS 397	Internship	
GBUS 381	Advanced Global Strategy ²	4
Total Hours		56

¹ Must be taken during first year² Taken last semester of senior year

Non-GBUS Electives

Take 4 credits from the courses listed below. Please be aware, Non-GBUS electives differ by concentration. Students who have not yet decided upon a concentration need to review the course options and register with this in mind.

Code	Title	Hours
ART 218	Introduction to Computer Art	4
ART 233G	Computer Art: Introduction to Digital Visual Narrative	2
ART 233S	Digital Media: Movement	4
ART 243A	Introduction to Graphic Design	4
COMM 225	Argumentation and Advocacy	4
COMM 245	Introduction to Media Writing	4
COMM 265	Group Communication	4
COMM 277A	Listening for Justice	4
COMM 305	Gender, Voice, and Power	4
COMM 314	Public Health Marketing	4
COMM 336	Marketing, Advertising and Public Relations Campaign Design	4
COMM 338	Strategic Social Media Marketing and Communication	4
COMM 346	Strategic Communication Campaigns Design Experience	4
COMM 379B	Rhetoric of Advertising	4
COMM 379C	The Truth Wars: Media and the Limits of the First Amendment	4
ECON 320	Market Structures and Firm Strategy	4
ECON 329A	Behavioral Economic Ideas	2
ECON 329B	Behavioral Economic Analysis	2
ECON 329E	Economics of Innovation and Entrepreneurship	4
ENGL 311	Creative Nonfiction	4
ENGL 224	Leadership Through Literature	4
ENGL 315B	Editing and Publishing	4
ENGL 317	Writing in Business	4
ENTR 201	Foundations of Entrepreneurship	4

ENTR 304	Applied Entrepreneurship	4
GEND 360B	Leadership, Social Change, and the Workplace	4
GEND 377A	Disability Justice	4
PSYC 111	Introductory Psychology	4
PSYC 304	Industrial and Organizational Psychology	4
PSYC 309C	Cross-Cultural Psychology	4
PSYC 309Q	Cognition in a Digital Age	4
PSYC 310	Community Psychology	4
PSYC 350	Social Psychology	4
THEA 117	Acting Out Loud	4

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Four Year Plan

Course	Title	Hours
First Year		
Fall		
INTG 100	Learning Foundations	4
Language 111		4
ACFN 111	Principles I	4
MATH 124	Probability and Statistical Inference (w/Theme)	4
INTG 105	College Success	1
Hours		17
Spring		
Cultural/Social Difference - Identity		4
Language 112		4
ECON 111	Introduction to Economics	4
GBUS 202	Principles of Management Under Global Context	4
Hours		16
Second Year		
Fall		
Theological Explorations		4
Language 211		4
GBUS 203	Decision Making Analytics in Business	4
GBUS Foundational Course		4
Hours		16

Spring		
GBUS 300	Global Enterprise	4
Elective		4
GBUS Elective		4
Elective		4
Hours		16
Third Year		
Fall		
Cultural/Social Difference - Systems		4
Human Experience		4
Theological Integrations		4
Elective		4
Potential Study Abroad semester can also be done in the Spring		
Hours		16
Spring		
GBUS Foundational Course		4
GBUS Elective		4
Artistic Expression/Artistic Engagement		4
Elective		4
Hours		16
Fourth Year		
Fall		
GBUS Foundational Course		4
Non GBUS Elective		4
Natural World		4
Thematic Focus		4
Hours		16
Spring		
INTG 300	Learning Integrations	4
GBUS 381	Advanced Global Strategy	4
GBUS 397	Internship	4
Elective		4
Hours		16
Total Hours		129

Code	Title	Hours
ACFN 111	Principles I ¹	4
ECON 111	Introduction to Economics ¹	4
MATH 124	Probability and Statistical Inference ¹	4
GBUS 202	Principles of Management Under Global Context	4
GBUS 203	Decision Making Analytics in Business	4
GBUS 300	Global Enterprise	4
3 classes from the following:		12
GBUS 303	Leadership: Theory & Practices (Recommended)	
GBUS 311	Human Resources (Recommended)	
GBUS 321	Marketing Theories, Concepts and Practices (Recommended)	
GBUS 341	Operations and Supply Chain Management	
GBUS 361	Law and Business	
GBUS 332D	Business and Public Policy	4
GBUS 310	Nonprofit/NGO/Social Innovation Management	4
GBUS 381	Advanced Global Strategy ²	4
4 credits from the following		4
GBUS 394	Practicum	
GBUS 397	Internship	
4 Credits of electives (see approved courses below).		4
Total Hours		56

¹ Must be taken during first year

² Taken last semester of senior year

Approved Electives

Take 4 credits from the courses listed below. Please be aware, electives differ by concentration. Students who have not yet decided upon a concentration need to review the course options and register with this in mind.

Code	Title	Hours
GBUS 303	Leadership: Theory & Practices	4
GBUS 311	Human Resources	4
GBUS 330	International Dimensions of Organizational Behavior	4
GBUS 330A	International Organizational Behavior in the Bahamian Context	4
GBUS 332C	AI Cyber Crime and our Society	4
GBUS 332D	Business and Public Policy	4
GBUS 337	Doing Business in Asia	4
GBUS 361	Law and Business	4
GBUS 368	Sustainable Business	4
GBUS 371	Individual Learning Project	1-4
ART 218	Introduction to Computer Art	4
COMM 245	Introduction to Media Writing	4
COMM 283A	Public Relations Branding	2
COMM 283B	Advertising Branding	2
COMM 305	Gender, Voice, and Power	4
COMM 314	Public Health Marketing	4
COMM 330	Apology and Crisis Communication	4
COMM 336	Marketing, Advertising and Public Relations Campaign Design	4

Global Business Leadership Major with a Concentration in Nonprofit and Social Innovation

Acceptance to Major Requirements

Course Requirements:

Code	Title	Hours
ACFN 111	Principles I	4
ECON 111	Introduction to Economics	4
MATH 124	Probability and Statistical Inference	4
GBUS 202	Principles of Management Under Global Context	4
GBUS 203	Decision Making Analytics in Business	4

Minimum Grade and/or GPA for required courses: GPA 2.0

Minimum Cumulative GPA: 2.00

Other requirements: Student must obtain a cumulative GPA of 2.0 for the 5 courses listed above. We do not consider the student's overall college GPA in deciding whether to admit to the major.

COMM 338	Strategic Social Media Marketing and Communication	4
COMM 379C	The Truth Wars: Media and the Limits of the First Amendment	4
DATA 162	Introductory Data Analysis and Visualization	2
DATA 272	Intermediate Data Analysis and Visualization	2
ECON 315	American Economic History	4
ECON 314	Economics of Financial Institutions and Markets	4
ECON 323	Economics of the Public Sector	4
ECON 325	Political Economy of Gender and Race	4
ECON 329A	Behavioral Economic Ideas	2
ECON 329B	Behavioral Economic Analysis	2
ECON 329E	Economics of Innovation and Entrepreneurship	4
ENGL 311	Creative Nonfiction	4
ENGL 315B	Editing and Publishing	4
ENGL 317	Writing in Business	4
ENTR 201	Foundations of Entrepreneurship	4
ENTR 304	Applied Entrepreneurship	4
GEND 360B	Leadership, Social Change, and the Workplace	4
GEND 377A	Disability Justice	4
HIST 369	Gender in U.S. History	4
PCST 347	Human Rights	4
PCST 348	Social Change	4
PCST 352	Race and Racism in the U.S.	4
PCST 368J	Nongovernmental Organizations	4
PHIL 324	Business Ethics	4
POLS 337	Theory of Public Policy	4
POLS 338	Public Sector	4
PSYC 304	Industrial and Organizational Psychology	4
PSYC 309C	Cross-Cultural Psychology	4
PSYC 310	Community Psychology	4
SOCI 250	Social Problems	4
SOCI 326	Cultural Thought and Meaning	4

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Four Year Plan

Course	Title	Hours
First Year		
Fall		
INTG 100	Learning Foundations	4
Language 111		4
ACFN 111	Principles I	4
MATH 124	Probability and Statistical Inference (w/Theme)	4
INTG 105	College Success	1
Hours		17
Spring		
Cultural/Social Difference - Identity		4
Language 112		4
ECON 111	Introduction to Economics	4
GBUS 202	Principles of Management Under Global Context	4
Hours		16
Second Year		
Fall		
Theological Explorations		4
Language 211		4
GBUS 203	Decision Making Analytics in Business	4
GBUS Foundational Course		4
Hours		16
Spring		
GBUS 300	Global Enterprise	4
Elective		4
GBUS Elective		4
Elective		4
Hours		16
Third Year		
Fall		
Cultural/Social Difference - Systems		4
Human Experience		4
Theological Integrations		4
Elective		4
Potential Study Abroad semester can also be done in the Spring		
Hours		16
Spring		
GBUS Foundational Course		4
GBUS Elective		4
Artistic Expression/Artistic Engagement		4
Elective		4
Hours		16
Fourth Year		
Fall		
GBUS Foundational Course		4
Non GBUS Elective		4
Natural World		4
Thematic Focus		4
Hours		16
Spring		
INTG 300	Learning Integrations	4
GBUS 381	Advanced Global Strategy	4
GBUS 397	Internship	4
Elective		4
Hours		16
Total Hours		129

Global Business Leadership Major with a Concentration in Supply Chain Management

Acceptance to Major Requirements

Course Requirements:

Code	Title	Hours
ACFN 111	Principles I	4
ECON 111	Introduction to Economics	4
MATH 124	Probability and Statistical Inference	4
GBUS 202	Principles of Management Under Global Context	4
GBUS 203	Decision Making Analytics in Business	4

Minimum Grade and/or GPA for required courses: GPA 2.0

Minimum Cumulative GPA: 2.00

Other requirements: Student must obtain a cumulative GPA of 2.0 for the 5 courses listed above. We do not consider the student's overall college GPA in deciding whether to admit to the major.

Code	Title	Hours
ACFN 111	Principles I ¹	4
ECON 111	Introduction to Economics ¹	4
MATH 124	Probability and Statistical Inference ¹	4
GBUS 202	Principles of Management Under Global Context	4
GBUS 203	Decision Making Analytics in Business	4
GBUS 300	Global Enterprise	4
GBUS 341	Operations and Supply Chain Management	4
Select 8 credits from the following:		8
GBUS 303	Leadership: Theory & Practices	
GBUS 311	Human Resources	
GBUS 321	Marketing Theories, Concepts and Practices	
GBUS 361	Law and Business	
GBUS 345	Sourcing and Logistics Management	4
4 credits from the following:		4
GBUS 330	International Dimensions of Organizational Behavior	
GBUS 330A	International Organizational Behavior in the Bahamian Context	
GBUS 332C	AI Cyber Crime and our Society	
GBUS 332D	Business and Public Policy	
GBUS 342	Advanced Computer Applications	
GBUS 343	Information Systems and Security Concerns in Global Business	
GBUS 368	Sustainable Business	
GBUS 336	Doing Business in Africa	
GBUS 337	Doing Business in Asia	
GBUS 338	Doing Business in Latin America	
GBUS 371	Individual Learning Project	
4 Credits of Non-GBUS electives (see approved courses below).		4
4 credits from the following		4
GBUS 394	Practicum	

GBUS 397	Internship	
GBUS 381	Advanced Global Strategy ²	4
Total Hours		56

¹ Must be taken during first year

² Taken last semester of senior year

Non-GBUS Electives

Take 4 credits from the courses listed below. Please be aware, Non-GBUS electives differ by concentration. Students who have not yet decided upon a concentration need to review the course options and register with this in mind.

Code	Title	Hours
ACFN 310	Fundamentals of Managerial Finance	4
ACFN 341	Introduction to Income Taxation	2
COMM 314	Public Health Marketing	4
COMM 330	Apology and Crisis Communication	4
COMM 336	Marketing, Advertising and Public Relations Campaign Design	4
COMM 338	Strategic Social Media Marketing and Communication	4
ECON 315	American Economic History	4
ECON 316	Asian Economies	4
ECON 317	International Economics	4
ECON 318	Natural Resource and Environmental Economics	4
ECON 320	Market Structures and Firm Strategy	4
ECON 329A	Behavioral Economic Ideas	2
ECON 329B	Behavioral Economic Analysis	2
ECON 329E	Economics of Innovation and Entrepreneurship	4
ECON 332	Microeconomic Theory	4
ECON 333	Macroeconomic Theory	4
ENGL 311	Creative Nonfiction	4
ENGL 315B	Editing and Publishing	4
ENGL 317	Writing in Business	4
ENTR 201	Foundations of Entrepreneurship	4
ENTR 301	Creating World Class Ventures	4
ENTR 304	Applied Entrepreneurship	4
PSYC 304	Industrial and Organizational Psychology	4
PSYC 309C	Cross-Cultural Psychology	4
PSYC 310	Community Psychology	4
PSYC 350	Social Psychology	4
SOCI 349	Environmental Anthropology	4

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

** Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.*

Four Year Plan

Course	Title	Hours
First Year		
Fall		
INTG 100	Learning Foundations	4
Language 111		4
ACFN 111	Principles I	4
MATH 124	Probability and Statistical Inference (w/Theme)	4
INTG 105	College Success	1
Hours		17
Spring		
Cultural/Social Difference - Identity		4
Language 112		4
ECON 111	Introduction to Economics	4
GBUS 202	Principles of Management Under Global Context	4
Hours		16
Second Year		
Fall		
Theological Explorations		4
Language 211		4
GBUS 203	Decision Making Analytics in Business	4
GBUS Foundational Course		4
Hours		16
Spring		
GBUS 300	Global Enterprise	4
Elective		4
GBUS Elective		4
Elective		4
Hours		16
Third Year		
Fall		
Cultural/Social Difference - Systems		4
Human Experience		4
Theological Integrations		4
Elective		4
Potential Study Abroad semester can also be done in the Spring		
Hours		16
Spring		
GBUS Foundational Course		4
GBUS Elective		4
Artistic Expression/Artistic Engagement		4
Elective		4
Hours		16

Fourth Year		
Fall		
GBUS Foundational Course		4
Non GBUS Elective		4
Natural World		4
Thematic Focus		4
Hours		16
Spring		
INTG 300	Learning Integrations	4
GBUS 381	Advanced Global Strategy	4
GBUS 397	Internship	4
Elective		4
Hours		16
Total Hours		129

Global Business Leadership Minor

20 minimum credits required

Code	Title	Hours
ACFN 111	Principles I	4
ECON 111	Introduction to Economics	4
MATH 124	Probability and Statistical Inference	4
GBUS 202	Principles of Management Under Global Context	4
GBUS 203	Decision Making Analytics in Business	4
GBUS 300	Global Enterprise	4
GBUS (300-Level) course		4
Total Hours		28

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

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Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

** Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.*

Global Health

Steering Committee: Ellen Block, Brittany Merritt-Nash, Mani Campos, and Roy Ketchum

The Global Health Minor at CSB/SJU is a 20 credit interdisciplinary program that teaches students to think critically about global health challenges and solutions to global health problems. The program emphasizes the contributions that the social sciences and humanities – such as anthropology, sociology, history, communications, political science, and psychology – can make to understanding human experiences of health, illness and healing.

Students with a global health minor will be prepared for a wide variety of careers both locally and internationally in healthcare, public health, non-profit work and more.

- Public Health
- Medical School
- Peace Corps/humanitarian agencies/NGOs
- International Services/development/program management/disaster relief
- Social Work/Social Services with diverse populations
- Public policy/healthcare policy/policy analyst/consultant/government agencies
- Health administration/health economics
- Public nutrition/food security

Majors

(None)

Minors

- Global Health Minor (p. 131)

Global Health Minor

20 Credits

Code	Title	Hours
SOCI 277A/ HIST 279E	Global Health, Culture and Inequality	4
one of the following:		4
HIST 305	Medicine, Empire and Global Health (CSDS)	
SOCI 323	Medical Anthropology	
COMM 353A	Intercultural Health Communication	
POLS 380C	Comparative Health Care Policy	
HISP 356L	Global Voices	
2 additional electives from the above or the following courses:		8
COMM 352	Health Communication (Truth Encounter)	
COMM 361	Fat Studies	
NUTR 326	Global Malnutrition and Disease (Truth Encounter)	
PSYC 343	Health Psychology	
NUTR 323	Public Health Nutrition: Infancy Through Aging (Justice Encounter)	
ENGL 206	Creative Writing: Clinical Encounters I	
ENGL 207	Creative Writing: Clinical Encounters II	
SOCI 378A	Transnational Anthropology (Movement Focus)	
HIST 328	Missionaries and Empire	
NRSNG 303	Clinical Nursing IV: Community/Population Capstone (CSDS)	
COMM 314	Public Health Marketing	

HIST 180	Sex, Race, and Medicine
SOCI 337V	Native Health and Wellness
HIST 382	The Japanese Way of Death and Dying
Study abroad courses with health focus (approved by GH advisor)	
Elective course (see website) ¹	
Total Hours	
20	

¹ Students and advisors will work together to find a 4-credit course that connects the student's geographic, topical, or disciplinary areas of interest to their interests in Global Health.

Experiential Learning

Experiential learning related to global health is strongly recommended in the US or abroad.

Other Requirements for Minor:

- At least two courses must be at the upper level (300-level and higher)
- A maximum of 8 credits from any single department can count towards the GH minor

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

- At least two courses must be at the upper level (300-level and higher)
- A maximum of 8 credits from any single department can count towards the GH minor

Hispanic Studies

Department Chair: Bruce Campbell

Faculty: Eleonora Bertranou, Patricia Bolaños, Bruce Campbell, Shirley Cardozo, Nelsy Echávez Solano, Tania Gómez, Christina Hennessy, Roy Ketchum, Sarah Schaaf, Corey Shouse

The study of another language is an adventure, an exploration into the workings of minds both like and unlike our own. As human minds mold language, so language also molds human minds. A language is therefore not only a means by which we represent our thoughts; it is also a medium that presents the world to us in a certain way. When we learn a new language, we learn to see differently - we acquire a new perspective from which to view both ourselves and the world. In the literature of another language we encounter a culture revealed, extended and tested by its most critical and inventive thinkers, who use the language to explore their society's limitations and possibilities. Because the study of language liberates us from bondage to a single cultural perspective and allows us to converse with members of another culture, it has from the times of ancient Rome been considered central to a liberal education.

Students of Hispanic Studies explore the culture's of the Spanish-speaking world and the literature and traditions that give it life. The major in Hispanic Studies, accordingly, consists of a balanced program of language, literature, culture, and linguistics, and includes study abroad, with opportunities in Argentina, Mexico, and Spain.

A major in Hispanic Studies is interdisciplinary in nature and prepares students for a wide variety of careers, both in the United States and around the world. Some students pursue careers in teaching or go on to graduate school in their field, others enter those professions in which applicants with a broad liberal arts background are sought. Spanish-language skills associated with the major are increasingly of interest to employers in business, service, and government fields. Hispanic Studies students often choose to double major.

Hispanic Studies Courses Taught Abroad

All the following courses count towards the major or minor in Hispanic Studies.

Chiapas, Mexico – Embedded (Spring)

HISP 357 Chiapas Embedded SA (pre-requisite= HISP 211)

Buenos Aires, Argentina (Fall)

Code	Title	Hours
HISP 230TA	Spanish Language in Context: Emerging Independent Abroad I	6
HISP 270TA	Spanish Language in Context: Independent Abroad	4
HISP 363TA	Spanish Language in Context: Emerging Competent Abroad I	4
HISP 363TB	Spanish Language in Context: Competent Abroad	4
HISP 370TA	20th Century Argentine Poetry: From Written Culture to Popular Song - Argentina	3
HISP 370TB	Argentine Environment and Society: Perceptions and Challenges - Arg	3
HISP 370TC	Tango: Cultura en movimiento - Arg	3
HISP 370TD	Cine latinoamericano - Arg	3

Seville, Spain (Spring)

Code	Title	Hours
HISP 230PB	INTERM SPANISH II-SPAIN (UPO)	3
HISP 270PA	Advanced Spanish in Spain	3
HISP 270PB	Advanced Spanish Conversation in Spain	3
HISP 270PD	Advanced Spanish Reading and Conversation in Spain	3
HISP 363P		3

HISP 370PA	Food & Culture in Spain	3
HISP 370PB	Spanish Cinema	3
HISP 370PD	Spanish Contemporary Literature	3
HISP 370PE	Spanish for Business	3
HISP 370PG	Women & Spanish Literature (19th - 20th Centuries) (Consult Center for Global Education for numerous additional course options)	3

Majors

- Hispanic Studies Major (p. 132)
- Hispanic Studies Major - Secondary Education (p. 134)

Minors

- Hispanic Studies Minor (p. 136)

Hispanic Studies Major

40 credits required

In order to ensure a well-balanced program, no student may apply more than 12 credits towards the major in any one semester, whether on campus or abroad. No more than 8 credits for upper division courses transferred from another U.S. institution can be applied to the major.

Courses in literature in translation may not be counted toward a major or minor.

Code	Title	Hours
Foundations Coursework		12
HISP 230	Spanish for Success	
HISP 27@ Thematic focus courses (8 cr.)		
Distribution Requirements		12
1 HISP Literature course ¹		
1 HISP Linguistics course ¹		
1 HISP Culture course ¹		
Electives		12
HISP (300-Level) courses taught in Spanish (at least 4 credits)		
Targeted electives ²		
HISP 360 Special Topics Course		2
Additional HISP 360 course or additional Study Abroad credits ³		2
Study Abroad Program ⁴		
Total Hours		40

¹ HISP 320 or higher.

² Targeted electives consist of courses with content related to the cultures, geographies, societies of the Spanish speaking world that may be taught in English and may carry other designations (HISP, LLAS, POLS, SOCI, THEO, HIST). Students may also fulfill these 4 credits with a HISP elective taught in Spanish.

³ Some students will have 2 additional credits due to odd combinations of courses transferred from abroad. If not, students may take an additional HISP 360 section for 2 credits to reach the required total of 40 credits..

⁴ All majors are required to study abroad in a Spanish-speaking country. Students who are unable, for whatever reason, to participate in a semester-long study abroad program or an embedded program, can

fulfill this requirement through an internship only with the approval of the department chair.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Four Year Plans

Hispanic Studies Major with Argentina Semester Study Abroad (Fall)

Course	Title	Hours
First Year		
Fall		
INTG 100	Learning Foundations	4
INTG 105	College Success	1
HISP 111	Beginning Spanish I	4
Way of Thinking Course		4
Elective (INTG Requirement)		4
Hours		17
Spring		
HISP 112	Beginning Spanish II	4
THEO 100	Theological Explorations	4
HISP 133	Culture and Social Difference in the Hispanic World	4
Way of Thinking		4
Hours		16
Second Year		
Fall		
HISP 211	Intermediate Spanish	4
Way of Thinking		4
Elective (INTG Requirement)		4
Elective (INTG Requirement)		4
Hours		16
Spring		
HISP 230	Spanish for Success	4
Elective (INTG Requirement)		4
Way of Thinking		4
Elective		4
Hours		16

Third Year

Fall

Semester Abroad: Argentina (CSD:S)		4
HISP 363TA or HISP 363TB	Spanish Language in Context: Emerging Competent Abroad I or Spanish Language in Context: Competent Abroad	4
Elective		4
Elective		3
Hours		15

Spring

HISP 3@@		4
HISP 337	Latino Identity in the United States (or HISP 3@@)	4
Elective (INTG Requirement)		4
Elective		4
Hours		16

Fourth Year

Fall

Theological Integrations (TI)		4
HISP 3@@		4
HISP 3@@		4
Elective (INTG Requirement)		4
HISP 36@ (Capstone)		2
Hours		18

Spring

INTG 300	Learning Integrations	4
HISP 3@@ (Literature)		4
HISP 3@@ (Linguistics)		4
Elective		4
Hours		16
Total Hours		130

¹ Students with AP/IB or placement in HISP 211 Intermediate Spanish during 1st semester of first year may want to consider semester abroad during Sophomore year.

² Consider the direct enrollment option for a course with Chilean University Students in area of interest/major.
First placement in HISP 111 Beginning Spanish I would take 1 additional HISP 3XX post-study abroad.

Hispanic Studies Major with Seville, Spain Semester Abroad (Spring)

Course	Title	Hours
First Year		
Fall		
INTG 100	Learning Foundations	4
INTG 105	College Success	1
HISP 111	Beginning Spanish I	4
Way of Thinking		4
Elective (INTG Requirement)		4
Hours		17
Spring		
HISP 112	Beginning Spanish II	4
HISP 133	Culture and Social Difference in the Hispanic World	4
THEO 100	Theological Explorations	4
Way of Thinking		4
Hours		16
Second Year		
Fall		
HISP 211	Intermediate Spanish	4
Way of Thinking		4

Elective (INTG Requirement)		4
Elective		4
Hours		16
Spring		
HISP 230	Spanish for Success	4
Way of Thinking		4
Elective (INTG Requirement)		4
Elective		4
Hours		16
Third Year		
Fall		
HISP 335	Spanish Cultural Identity (or HISP 3@@)	4
HISP 27@		4
Elective (INTG Requirement)		4
Elective		4
Hours		16
Spring		
Semester Abroad: Seville, Spain (CSD:S)		4
HISP 27@		4
Elective		4
Elective		4
Hours		16
Fourth Year		
Fall		
Theological Integrations (TI)		4
HISP 36@ (Topics course)		2
HISP 3@@		4
HISP 3@@		4
Elective (INTG Requirement)		4
Hours		18
Spring		
HISP 36@ (Topics course)		2
HISP 3@@ (Literature)		4
HISP 3@@ (Linguistics)		4
INTG 300	Learning Integrations	4
Hours		14
Total Hours		129

¹ Students entering with AP/IB or placement in HISP 211 Intermediate Spanish during first semester may want to consider sophomore year study abroad.

² Students placing in HISP 111 Beginning Spanish I or HISP 112 Beginning Spanish II during first semester would take 1-2 additional HISP 3XX course post-study abroad.

Hispanic Studies Major with Chiapas, Mexico Embedded

Course	Title	Hours
First Year		
Fall		
INTG 100	Learning Foundations	4
INTG 105	College Success	1
HISP 111	Beginning Spanish I	4
LLAS 120	Latinx Identities in the United States	4
Way of Thinking		4
Hours		17
Spring		
HISP 112	Beginning Spanish II	4
THEO 100	Theological Explorations	4
Way of Thinking		4
Elective		4
Hours		16

Second Year		
Fall		
HISP 211	Intermediate Spanish	4
Way of Thinking		4
Elective (INTG Requirement)		4
Elective		4
Hours		16
Spring		
HISP 357	Chiapas Embedded SA	4
CSD:S		4
Elective		4
Elective		4
Hours		16
Third Year		
Fall		
HISP 230	Spanish for Success	4
HISP 27@ (Topics course)		4
Elective (INTG Requirement)		4
Elective		4
Hours		16
Spring		
HISP 27@ (Topics course)		4
Way of Thinking		4
Elective		4
Elective		4
Hours		16
Fourth Year		
Fall		
Theological Integrations (TI)		4
HISP 360 Topics course		2
HISP 3@@		4
HISP 3@@		4
Hours		14
Spring		
INTG 300	Learning Integrations	4
HISP 3@@ (Literature)		4
HISP 3@@ (Linguistics)		4
HISP 360 Topics Course		2
Elective (INTG Requirement)		4
Hours		18
Total Hours		129

Hispanic Studies Major - Secondary Education

Admission to Teacher Education

Students who want to major or minor in Education need to complete the Education Department’s admission process. Admission typically occurs during the sophomore year and is required for all students seeking an Elementary Education major and Secondary Education minor.

The following items are required for application:

- A cumulative, licensure content major, and education coursework GPA of 2.50 or above
- Completed Intent to Apply form (available in the Education Portal in Canvas)
- Disposition reflection and faculty review (usually completed as part of EDUC 111)

- Completion of a 35-hour teacher shadow in a classroom aligned with the student's licensure program, written reflection, and supervisor evaluation (<https://www.csbsju.edu/forms/HIVM8YGXJD/>)
- Submission of a professional recommendation (<https://www.csbsju.edu/forms/TK3D1UYAJN/>) completed by a CSB+SJU faculty member, coach, advisor, or supervisor
- Entry survey form (<https://www.csbsju.edu/forms/A7KUZS93ND/>)

Descriptions of all admission requirements and the application process are specified on the Education Department's website at <https://www.csbsju.edu/education/student-resources/apply-to-the-program> (<https://www.csbsju.edu/education/student-resources/apply-to-the-program/>)

HISP Major Requirements

In order to ensure a well-balanced program, no student may apply more than 12 credits towards the major in any one semester, whether on campus or abroad. No more than 8 credits for upper division courses transferred from another U.S. institution can be applied to the major.

Courses in literature in translation may not be counted toward a major or minor.

Code	Title	Hours
HISP 230	Spanish for Success	4
2 from the following (or other HISP 27@)		8
HISP 273A	Speaking and Writing About: Human Rights in Latin America	
HISP 274	Speaking and Writing about: People and Ideas on the Move	
HISP 279A	Speaking and Writing about: Media Literacy	
1 HISP Literature course ¹		4
1 HISP Linguistics course ¹		4
1 Culture course ¹		4
HISP (300-Level) courses		12-14
Study Abroad Program ²		
Total Hours		36-38

¹ Must be HISP 320 or higher.

² All majors are required to study abroad in a Spanish-speaking country. Students who are unable, for whatever reason, to participate in a semester-long study abroad program or an embedded program, can fulfill this requirement through an internship only with the approval of the department chair

Required Education Courses

The following courses are required for the Secondary Education minor which accompanies this major.

Code	Title	Hours
Required Education Courses		
EDUC 111	Introduction to Teaching and Learning in a Diverse World	4
EDUC 203	Development, Learning, and Mental Health in Childhood and Adolescence	4
EDUC 213	Clinical Experience for K-12/5-12 Majors	1-2
EDUC 305	Human Exceptionalities: School, Home, and Community	1

EDUC 352	Teaching Reading in the Middle/Secondary Classroom	1-2
EDUC 359	Issues in Education K-12	1-2
EDUC 379A	Educational Psychology: Myths Versus Science	4
EDUC 390	Ethics in Human Relations	4
Content Specific Pedagogy Courses ¹		4-10
Student Teaching		16
Total Hours		40-49

¹ The number of courses and credits required varies from program to program (see this program's specific requirements below).

Language Pedagogy Requirements

Code	Title	Hours
EDUC 341	World Language Pedagogy K-12	4
Oral Proficiency Exam		

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Four Year Plan

Course	Title	Hours
First Year		
Fall		
HISP 111	Beginning Spanish I	4
INTG 105	College Success	1
INTG 100	Learning Foundations	4
EDUC 111	Introduction to Teaching and Learning in a Diverse World	4
Elective (INTG Requirement)		4
Hours		17
Spring		
HISP 112	Beginning Spanish II	4
EDUC 203	Development, Learning, and Mental Health in Childhood and Adolescence	4
THEO 100	Theological Explorations	4

Elective (INTG Requirement)	4
Hours	16
Second Year	
Fall	
EDUC 213 Clinical Experience for K-12/5-12 Majors	2
EDUC 379A Educational Psychology: Myths Versus Science	4
HISP 211 Intermediate Spanish	4
Way of Thinking	4
27@ Topics course	4
Elective (INTG Requirement)	4
Hours	22
Spring	
HISP 230 Spanish for Success	4
HISP 3@@	4
EDUC 305 Human Exceptionalities: School, Home, and Community	1
EDUC 352 Teaching Reading in the Middle/Secondary Classroom	2
Elective (INTG Requirement)	4
Hours	15
Third Year	
Fall	
Study Abroad in Argentina	4
HISP 3@@	3
HISP 3@@	3
HISP 27@ Topics course	4
Study Abroad Sem	4
Hours	18
Spring	
HISP 3@@	4
HISP 3@@	4
EDUC 390 Ethics in Human Relations	4
INTG 300 Learning Integrations	4
Hours	16
Fourth Year	
Fall	
HISP 350 Introduction to Hispanic Linguistics	4
HISTP 36@ (Topics course)	4
EDUC 341 World Language Pedagogy K-12	4
EDUC 359 Issues in Education K-12	1
Theological Integrations (TI)	4
Hours	17
Spring	
Student Teaching	16
Hours	16
Total Hours	137

Hispanic Studies Minor

The Department of Hispanic Studies also provides the Global Language Proficiency general education requirement for all CSB/SJU students. In order to fulfill this goal, all students will:

1. Demonstrate a minimum proficiency level of Intermediate-Low, as defined by the American Council on the Teaching of Foreign Languages, in at least two of the four language skills (listening, speaking, reading, and writing). Such a proficiency level means that students will have a functional command of the target language which allows them to communicate limited basic needs and ideas, and negotiate simple situations.

2. Be exposed to a variety of cultural contexts in which the target language is spoken, and have a functional command of the basic rules of social interaction in that language.

Most students fulfill the Global Language Proficiency requirement through successful completion of HISP 211 or HISP 230. Many students seek to further develop their Spanish proficiency and integrate it to their major field of study by continuing on to complete the HISP major or minor. The HISP minor is a great option, including for students who enter CSB/SJU with a language placement of HISP 111 or 112.

Assessment

The Department of Hispanic Studies conducts regular assessment of student learning in language skills as well as in the literary, linguistic and cultural components of the major. Methods of assessment include: listening and reading tests according to proficiency guidelines for intermediate language courses, a senior capstone project written in the target language and presented in a public forum.

Code	Title	Hours
HISP 230	Spanish for Success	4
HISP 27@	Thematic focus courses	8
	300-level HISP coursework taught in Spanish	8
	Targeted electives ¹	4
Total Hours		24

¹ Targeted electives consist of courses with content related to the cultures, geographies, societies of the Spanish speaking world that may be taught in English and may carry other designations (HISP, LLAS, POLS, SOCI, THEO, HIST). Students may also fulfill these 4 credits with a HISP elective taught in Spanish.

History

Department Chair: Shannon Smith

Faculty: Brian Larkin, Derek Larson, Brittany Merritt Nash, Jonathan Merritt Nash, Elisheva Perelman, Jason Schlude, Gregory Schroeder, Shannon Smith, Elisabeth Wengler

Mission Statement

The past matters! The discipline of history works to understand the past on its own terms and reveals its relevance for the present.

History analyzes human experience in context as it changes over time. It examines the complex intersections between human actions and the social, cultural, economic, environmental, and political forces at work in particular times and places. History uncovers the relationship between past developments and current conditions and it highlights the contingent, constructed nature of contemporary social structures and power relations. Historians construct interpretations of the past that illuminate the commonality and the diversity of individual and group experiences within and across societies. They also explore how societies remember and represent the past and analyze how historical interpretations change over time. Thus, the study of history reveals how people have used the past to create meaning for their lives.

The CSB/SJU History program supports the liberal arts mission by providing students with insight into the human condition while also building skills in critical analysis and effective communication. We

lead students into an empathetic encounter with the past and engage them in the practice of historical interpretation. Together we imagine and reconstruct people's lives across place and time and within diverse circumstances. In these ways, the History program supports the colleges' commitment to global education and cultural literacy. We cultivate an understanding of how the past molds but does not determine the present, and we examine how current realities are historically constructed rather than naturally given. By encouraging students to recognize complexity and question the status quo, we prepare them to become effective citizens and contribute to the common good. Ultimately, the History program nurtures the curiosity and careful thinking that prepare students for a thoughtful and aware life.

Why Study History?

Students of history develop intellectual skills and habits of mind that prepare them to find meaningful work and become successful in a wide variety of careers. They do so by learning how to interpret the past through the process of historical analysis. The study of history also encourages a lifelong effort to understand the human experience and prepares students to engage with the concerns of contemporary societies.

Intellectual Skills

History students learn to:

- Analyze data by breaking complex entities into component parts, comparing and contrasting them, and constructing cause and effect relationships among them;
- Synthesize information by selecting and marshaling relevant evidence into an explanatory narrative;
- Evaluate arguments by weighing the validity of their premises, methodology, and conclusions;
- Argue a position by carefully weighing divergent interpretations and grounding conclusions in evidence;
- Write clearly by employing logical organization and precise language; and
- Discuss effectively by respectfully listening to and participating in intellectual conversations to deepen understanding.

Principles of Historical Analysis

History students discover that:

- Societies and cultures change over time and that no single human experience is universal;
- People are shaped by their historical context;
- Primary sources are influenced by their historical circumstances; and
- Historians construct disparate interpretations of the past and these interpretations change over time.

Historical Habits of Mind

History students develop:

- A curiosity about the past and its relationship to the present,
- An appreciation of the complexity of the past,
- A practice of analyzing things in context rather than in isolation,
- A practice of grounding interpretations in evidence, and
- An intellectual imagination that allows for a sympathetic understanding of others.

Life-long Pursuits

History students are prepared to:

- Understand how the past has shaped contemporary societies;
- Participate actively and knowledgeably as democratic citizens;
- Interact respectfully with others in a global society; and
- Seek meaning and pursue positive change in the world.

The History Department offers a broad range of courses in African, Asian, Latin American, European, and United States history. The course offerings meet a variety of student needs. Introductory classes (numbered in the 100s and 200s) are broad in scope and designed to introduce lower-division students to the discipline of history. Upper-division courses (numbered in the 300s) focus on particular themes, regions, or periods. They are intended for all upper-division students (sophomores through seniors), even those who have not previously taken a history class. These courses are generally offered on a rotating basis every third or fourth semester. All history courses carry Integrations Curriculum designations and thus contribute to the general education of all students. Three courses are specifically designed for History majors and minors: History Colloquium (HIST 295), Historiography (HIST 395), and Senior Thesis (HIST 399). The History Colloquium, focusing on primary sources, is intended for beginning majors and minors and is typically taken in the sophomore year. Historiography emphasizes the debates among historians and varying historical interpretations to help students understand that historians often disagree among themselves. In Senior Thesis, which serves as the capstone course for the History major, students develop and execute a research plan, collaborate with faculty mentors, and write a significant paper based on primary and secondary research. Students present their findings formally to other students, faculty, family, and friends in an end-of-semester conference. Internships are also available for interested students.

Assessment of Student Learning

The History Department conducts annual assessment of student learning for History majors. The Department uses appropriate written assignments and student surveys to evaluate its curriculum and pedagogy. In all these efforts, student confidentiality is protected.

Majors

- History Major (p. 137)

Minors

- History Minor (p. 138)

History Major

Acceptance to Major Requirements

Course Requirements: 8 credits of History courses either completed or in progress

Minimum Grade and/or GPA for required courses: 2.00 GPA

Minimum Cumulative GPA: 2.00

40 credits required

Code	Title	Hours
HIST Courses ¹		28
HIST 295	History Colloquium	4
HIST 395	Historiography	4
HIST 399	Senior Thesis	4

¹ No more than 2 electives courses (8 credits) at the 100 level. At least 4 elective courses (16 credits) must be at the 300 level.

Additional Requirements:
General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

**Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.*

Four Year Plan

Course	Title	Hours
First Year		
Fall		
HIST with CI Attribute		4
Language 111		4
THEO 100	Theological Explorations	4
INTG 100	Learning Foundations	4
INTG 105	College Success	1
Hours		17
Spring		
HIST 100-Level course		4
HIST 295	History Colloquium	4
Language 112		4
Elective		4
Hours		16
Second Year		
Fall		
HIST 27@ (Thematic Focus course)		4
Language 211		4
Elective		4
Elective		4
Hours		16
Spring		
Select one of the following HIST (TI Attribute):		4
HIST 314	Missionary Positions: Christianity in East Asia	

HIST 323A	Religion in Modern Latin America	
HIST 323B	Cross and Sword: Religion in Early Latin America	
HIST 328	Missionaries and Empire	
HIST 337	The Age of Reformation	
HIST 382	The Japanese Way of Death and Dying	
Elective		4
Elective		4
Elective		4
Hours		16
Third Year		
Fall		
Select one of the following HIST (CS Attribute):		4
HIST 220	Sword and Scroll: Violence and Cultural Exchange in Antiquity	
HIST 301	Race and Law in US History	
HIST 305	Medicine, Empire and Global Health	
HIST 319	Japanese History Through Horror: Monsters and Modernity	
HIST 329	Guns, Gold and Slaves: Africa and the British Empire	
HIST 333	Gender and Society in Western Europe	
HIST 344	Modern Germany	
HIST 353	Civil War and Reconstruction in American Culture	
HIST 355	Slavery in the Atlantic World	
HIST 358	United States since 1960	
HIST 369	Gender in U.S. History	
HIST 3@@@		4
Elective		4
Elective		4
Hours		16
Spring		
Study Abroad		16
Hours		16
Fourth Year		
Fall		
HIST 395	Historiography	4
HIST 3@@@		4
Elective		4
Elective		4
Hours		16
Spring		
HIST 399	Senior Thesis	4
INTG 300	Learning Integrations	4
Elective		4
Elective		4
Hours		16
Total Hours		129

History Minor

20 Credits

Code	Title	Hours
HIST Courses ¹		16
HIST 295	History Colloquium	4

¹ No more than 1 course (4 credits) at the 100 level and at least 2 courses (8 elective credits) at the 300 level.

Additional Requirements:

General Education Requirements:

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Graduation Requirements:

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- Credits:** 124 total credits, 40 of which must be from upper division coursework
- GPA:** 2.0 or higher*
- Residency:** At least 24 of your last 32 credits must be completed at CSB and SJU

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** Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.*

Honors Scholars Program

Program Director: Dr. Elisabeth Wengler
Associate Program Director: Dr. Emily Esch

The mission of the CSB/SJU Honors Scholars Program is to transform ideas into action. The program provides a supportive intellectual community for a self-motivated and diverse group of students to take intellectual risks, participate in a challenging, integrative, and interdisciplinary liberal arts curriculum, develop their collaborative leadership skills, and apply their learning to community-engaged projects that contribute to the common good. The program welcomes students from all majors.

Key Features

- Integrated Curriculum:** The curriculum consists of a common set of five Honors courses that students move through with their cohort. Each course fulfills CSB/SJU Integrations Curriculum requirements in a unique way, with scaffolded learning outcomes and civic engagement through developmental experiential learning activities. Through interdisciplinary courses, one of which will be team-taught in two different Ways of Thinking, students will learn to apply concepts, methods, theories and skills to complex social issues.
- Collaborative Leadership:** The program incorporates a collaborative understanding of leadership and a commitment to the common good that is consonant with the Benedictine notions of the responsibilities of living in community and with the aspirations of CSB/SJU for transformative inclusivity.
- Liberal Arts in Action:** The interdisciplinary liberal arts curriculum of Honors provides students with the opportunity to wrestle with universal questions about the human condition in particular contexts, to uncover the root causes of diverse societal inequalities and the particular nature of power dynamics. Students will integrate coursework and leadership skills in experiential learning projects; in collaboration with community partners, students identify opportunities and challenges, develop proposals, and design

strategies for change that support the common good of their communities.

Programs

- Honors Scholars Program (p. 139)

Honors Scholars Program

Admission to the Honors Program – 3.85 High School GPA at the time of admission. If there is room in the program, current first year students may apply to the Honors Program during their first semester at CSB/SJU. Contact the Honors Director for information.

Students must maintain a minimum cumulative 3.0 GPA at CSB/SJU.

Course Requirements:

Code	Title	Hours
Honors 1: offered in Fall only		
HONR 110	Learning Foundations for Honors Scholars (LF)	4
Honors 2: offered in Spring only		
HONR 120@	Community and Identity (CI)	4
Honors 3		
One of the following: (Thematic Encounter: Truth; two ways of thinking; be sure to select a section with number and letter)		4
HONR 201	Interdisciplinary Approaches to Communities of Scholarship: Human Experience & Social World	
HONR 202	Interdisciplinary Approaches to Communities of Scholarship	
HONR 203	Interdisciplinary Approaches to Communities of Scholarship: Human Experience & Artistic Expression	
HONR 204	Interdisciplinary Approaches to Communities of Scholarship: Human Experience & Abstract Structures	
Honors 4		
One of the following: (Thematic Encounter: Truth; one way of thinking; EX; be sure to select a section with a number and a letter)		4
HONR 360	Community, Research and Social Change: Truth/ HE	
HONR 361	Community, Research and Social Change: Truth/ NW	
HONR 362	Community, Research and Social Change: Truth/ AE	
HONR 363	Community, Research and Social Change: Truth/ SW	
HONR 364	Community, Research and Social Change: Truth/ AS	
Honors 5		
HONR 395	Liberal Arts in Action (Capstone: Learning Integrations, LI)	4
Total Hours		20

Four Year Plan

Course	Title	Hours
First Year		
Fall		
Honors 1: Fall only		

HONR 110	Learning Foundations for Honors Scholars (LF)	4
Hours		4
Spring		
Honors 2: Spring only		
HONR 120@ Community and Identity Course		4
Hours		4
Second Year		
Fall		
Honors 3: offered in Fall AND Spring semesters		
Register for one section of Honors 3, by number AND letter. Two ways of thinking (WoT) per course; WoTs and topics vary by semester. All are Truth Encounter 1.		4
HONR 201	Interdisciplinary Approaches to Communities of Scholarship: Human Experience & Social World	
HONR 202	Interdisciplinary Approaches to Communities of Scholarship	
HONR 203	Interdisciplinary Approaches to Communities of Scholarship: Human Experience & Artistic Expression	
HONR 204	Interdisciplinary Approaches to Communities of Scholarship: Human Experience & Abstract Structures	
Hours		4
Third Year		
Fall		
Honors 4: offered in Fall AND Spring semesters		
Register for one section by number AND letter. Ways of thinking (WoT) and topics vary by semester. All are Truth Encounter 3. All include EX engagement.		4
HONR 360	Community, Research and Social Change: Truth/HE	
HONR 361	Community, Research and Social Change: Truth/NW	
HONR 362	Community, Research and Social Change: Truth/AE	
HONR 363	Community, Research and Social Change: Truth/SW	
HONR 364	Community, Research and Social Change: Truth/AS	
Hours		4
Fourth Year		
Fall		
Honors 5: offered Fall and Spring semesters		
HONR 395	Liberal Arts in Action (LI)	4
Hours		4
Total Hours		20

Languages and Cultures

Department Chair: Jeff DuBois

Faculty: Ana Conboy, Kate Droske, Jeff DuBois, Sam Grayck, Masami Limpert, Krista Osmundson, Jason Schlude

Our department offers language instruction in Latin, French, German, Japanese, and English as a Second Language as well as English for Bilingual Students.

The study of another language is an adventure, an exploration into the workings of minds both like and unlike our own. As human minds mold language, so language also molds human minds. A language is therefore not only a means by which we represent our thoughts; it is also a medium that presents the world to us in a certain way. When we learn a new language, we learn to see differently; we acquire a new perspective from which to view both ourselves and the world. In the literature of another language—even when through translation—we encounter a culture revealed, extended, and tested by its most critical and inventive thinkers, who use the language to explore their society's limitations and possibilities. Because the study of language liberates us from bondage to a single cultural perspective and allows us to converse with members of another culture, it has from the times of the ancient Romans been considered central to a liberal education.

Students of Latin strive to gain an understanding of the ancient peoples whose hard thinking about the perplexities of the human condition, preserved in literature of astonishing richness and beauty, has provided the foundation of modern Western civilization. In Latin courses the emphasis falls primarily upon developing the students' reading ability.

Students of modern languages seek to understand an intricate contemporary culture and explore the literature and traditions that give it life. Programs in French and German, accordingly, consist of a balance of languages, literature, and civilization, and should ideally include one or two semesters of study abroad. Study of Japanese, which provides insight into both ancient and modern cultures in Asia, encourages participation in the study abroad programs in Japan.

For students whose first languages are ones other than English, courses are available in English as a Second Language (ESL). The focus in these courses is on improving language proficiency in listening comprehension, speaking, reading and writing, with special emphasis on the skills necessary for academic success in a university setting.

For information on the Spanish major, please see the Department of Hispanic Studies: <http://www.csbsju.edu/hispanicstudies/>

Proficiency in a classical or modern language represents a verifiable skill within a broad liberal arts education, giving the student multiple options. In-depth language study is multidimensional in nature and can prepare students for teaching language, continued study in graduate school and for a wide variety of careers and professions, both in the United States and around the world. Moreover, the linguistic and cross-cultural competence associated with studying another language is increasingly of interest to employers in business, service, and government fields.

The Languages and Cultures department provides the courses that fulfill the Integrations Curriculum requirement in language proficiency for all CSB and SJU students. In order to fulfill this goal, all students should:

- Know the basic grammatical structures of the target language.
- In the modern languages, achieve balanced development of speaking, listening, reading, and writing skills.
- In the classical languages, develop reading and writing skills.
- Understand the relationship between language and culture.
- Acquire an inclusive perspective on the target culture(s), one which ranges from artistic accomplishments to details of everyday life.
- Demonstrate awareness of the intellectual discussion surrounding the learning of a world language above and beyond the language's practical usefulness.

Assessment

The Department of Languages and Cultures conducts regular assessment of student learning in linguistic skills as well as in the literary and cultural components of the program. Methods of assessment include: language placement test for incoming students, regular review of skills in speaking, listening, reading, writing and cultural understanding according to proficiency guidelines, and research projects written in the target language and presented in a public forum, in or out of the classroom setting.

English for Bilingual Students

Courses fulfill Global Language Proficiency requirement for eligible students: EBS 201 (p. 262) English for Bilingual Students

English as a Second Language

Courses fulfill Global Language Proficiency requirement for eligible students. ESL 201 (p. 261): English as a Second Language.

Majors

(none)

Minors

- Global Language and Cultures Minor (p. 141)

Global Language and Cultures Minor

Overview of Global Languages and Cultures minor

We designed this minor to be flexible not only for students but also for staffing purposes, working with our existing resources and faculty expertise. We anticipate many creative combinations of classes that can deliver on the GLC minor's learning goals and outcomes.

The Global Languages and Cultures minor has no fixed path to its completion and no single class that is required (for example, there is no "Intro to Global Languages and Cultures" nor is there a similar requirement). This will cater to the specific interests, as well as scheduling needs, of each student. Language classes at the 211-level (FREN 211, GERM 211, JAPN 211, LATN 211, HISP 211) serve as the common language classes where students reach proficiency in our language-specific learning outcomes.

Language

The 16 credits of language can be fulfilled in multiple ways, but at least 4 of those credits must be at the intermediate level (200-level) or above, ensuring that Global Language Proficiency is also fulfilled and that we may assess our first learning goal for students to "engage in a multilingual world." There are multiple paths to achieving the language credits:

- 16 credits in one language concentration
- 16 credits in multiple languages (such as 3 classes in French and 1 class in German)
- 12 credits in language study + one linguistics course or ESL course
- Students taking ESL/EBS courses may apply those credits towards the
- language credits of the GLC minor, which supports international students
- with additional interest in language study.

At first glance, it may appear that a student wishing to achieve 16 credits in one language would be in a bind, given that our language offerings in French, German, Japanese, and Latin will be limited to 111, 112, and 211, thus only 12 credits. However, there are multiple ways to resolve this:

- The final 4 credits can be taken while studying abroad (as is frequently the case with students taking French, German, and Japanese).
- Two 2-credit ILPs (or similarly structured 2-credit courses), either attached to existing courses (such as language-focused reading

group that meets once per week outside of a Japanese/French/German film course) or as stand-alone, could easily cover those last 4 credits.

- Reminder: students short on language credits in one language can always enrich their studies by adding a second language, and we hope that the GLC minor will indeed encourage such exploration

Global

The 8 credits of global electives courses (with at least 4 credits at the 300-level) must be in courses approved by the Languages and Cultures Department to ensure the meeting of learning outcomes, but in order to encourage broad engagement across our campuses, we will invite many faculty members to participate if they believe their courses will teach to our learning outcomes.

Mission Statement

The Global Languages and Cultures minor enables students to become engaged global citizens through the development of core linguistic and cultural skills. The study of both modern and classical languages broadens our students' ability to actively communicate and negotiate meaning in multilingual contexts. Engaging in intercultural exchange on campus and abroad gives our students the tools to understand diverse worldviews and develop solutions that benefit multicultural communities. This intercultural agility promotes success in a wide array of careers, including education, medicine, law, public office and policy, business leadership, arts management, and many other creative fields.

Program requirements

24 credits

Code	Title	Hours
Language Study Courses (at least 4 credits at the 200-level or above)		16
Global Courses (at least 4 credits at the 300-level)		8
Total Hours		24

- 8 credits maximum may be applied from study abroad programs
- at least 8 credits must be from 300-level courses

Language Study Courses

Code	Title	Hours
FREN 111	Introduction to the French Language	4
GERM 111	Elementary German I	4
HISP 111	Beginning Spanish I	4
JAPN 111	Elementary Japanese I	4
LATN 111	Introduction to Latin I	4
COLG 170IB	Beginning Italian I - Rome	4
FREN 112	French Language and Culture I	4
GERM 112	Elementary German II	4
HISP 112	Beginning Spanish II	4
JAPN 112	Elementary Japanese II	4
LATN 112	Introduction to Latin II	4
EBS 201	English for Bilingual Students	2
ESL 201	English as a Second Language (ESL)	4
ESL 203	English as a Second Language (ESL)	4
FREN 211	French Language and Culture II	4
GERM 211	Intermediate German	4

JAPN 211	Intermediate Japanese I	4
HISP 211	Intermediate Spanish	4
LATN 211	Intermediate Latin	4
HISP 230	Spanish for Success	4

Global Courses

Code	Title	Hours
ART 230	Art Moves I: Art History Neolithic-1400	4
ART 240A	Asian Art Now	2
ART 240D	Arts of China	4
ART 240I	Italian Renaissance Art	4
ART 260	Art Moves: Art History 1400-1850	4
ART 309D	East Asian Gardens	4
ART 309F	Photography in China	4
ART 370GB	Ancient Greek Sculpture	3
ART 379A	Museum Ethics and History	4
CLAS 223	Classical Mythology	4
CLAS 279A	Scientific Etymology	4
CLAS 379A	Grand Strategy	4
CLAS 379B	Truth, Lies, & Fiction in Classical Literature	4
COLG 385GA	Study Abroad Seminar - Greece	4
COLG 385IA	Study Abroad Seminar - Italy	4
COLG 385JA	Study Abroad Seminar - Japan	4
COLG 385LA	Study Abroad Seminar - UK London	4
COLG 385OA	Study Abroad Seminar - South Africa	4
COLG 385PA	Study Abroad Seminar - Spain	4
COLG 385SA	Study Abroad Seminar - Austria	4
COLG 385TA	Study Abroad Seminar - Argentina	4
COMM 350A	Intercultural Communication	4
COMM 353A	Intercultural Health Communication	4
ECON 316	Asian Economies	4
ECON 362	Economic Development	4
EDUC 307	Finland and Denmark – Linking Science and Movement with Educational Success	4
ENGL 221C	Modern World Literature: Affairs of the Heart	4
ENGL 280A	Creative Writing: Italy	4
ENGL 386	Studies in Film	4
ENGL 387	Introduction to Linguistics	4
ENTR 302	Global Entrepreneurship	4
FREN 341	The French-Speaking World Today	4
FREN 352A	Bon App ! : La Culture Gourmande du Monde Francophone	4
FREN 354C	Cinéma et Conversation	2
FREN 355I	A Life of Meaning	2
FREN 370FA	Advanced French Expression (Abroad)	3
FREN 370FB	Phonetics & Pronunciation (Abroad)	3
FREN 370FC	Env Science/Global Change (France)	3
FREN 370FD	Advanced Grammar & Method I (Abroad)	3
FREN 370FE	Health/Population Geography - France	4
FREN 370FF	French Cinema: Masculine-Feminine: France through the Lens of the Cinema - France	3
GBUS 300	Global Enterprise	4
GBUS 300A	Global Enterprise	4

GBUS 325	Global Marketing	4
GBUS 330	International Dimensions of Organizational Behavior	4
GBUS 330A	International Organizational Behavior in the Bahamian Context	4
GBUS 332D	Business and Public Policy	4
GBUS 336	Doing Business in Africa	4
GBUS 337	Doing Business in Asia	4
GBUS 338	Doing Business in Latin America	4
GBUS 339	Doing Business in Europe	4
GBUS 341	Operations and Supply Chain Management	4
GERM 325	German Culture 1850 to Present	4
GERM 330	Germanic Myths and Legends	2,4
GERM 345	Novels, Novellen, Stories and Tales.	2,4
GERM 357B	Seminar: The Holocaust, Its Origins & Effects	4
GERM 357H	Migration and Culture: Contemporary Germany	2,4
HISP 313	Spanish for Advanced Speakers	2
HISP 335	Spanish Cultural Identity	4
HISP 340	Latin America: Conquest and Colonization	4
HISP 341	Faith, Irony and Madness in the Spanish Golden Age	4
HISP 342	Latin America: Autonomy, Nation and Identity	4
HISP 344	Progress, Revolution and Freedom in Spain	4
HISP 345	Modern Latin America through Literature	4
HISP 349	(Re)Figuring Contemporary Spain: Power and Social Change	4
HIST 115	Bad Blood: The "Truth" About Modern East Asia	4
HIST 119	Pop!: The History of Asian Pop Culture in America	4
HIST 121	Aztecs, Incas, and Mayas: From Indigenous Empires to Conquered Peoples	4
HIST 130	Introduction to Archaeology	4
HIST 141	Europe from the Black Death to the French Revolution	4
HIST 142A	Becoming Modern Europe	4
HIST 142B	Europe Since 1750	4
HIST 220	Sword and Scroll: Violence and Cultural Exchange in Antiquity	4
HIST 277C	Fascism Past and Present	4
HIST 277D	Revolution and Repression in Modern Latin America	4
HIST 278A	Confusingly Confucian: Creating East Asia to 1600	4
HIST 279B	Sex, Murder, and Empire: Britain	4
HIST 279C	Profits, Paintings & Power in Renaissance Italy	4
HIST 295A	Debating the French Revolution	4
HIST 295E	Inventing the Conquest of Mexico	4
HIST 295F	Badass Samurai and Beautiful Geisha: When Myth and History Collide	4
HIST 295G	Avengers of the New World: The Haitian Revolution	4
HIST 305	Medicine, Empire and Global Health	4
HIST 314	Missionary Positions: Christianity in East Asia	4
HIST 317	China: Global Domination	4
HIST 319	Japanese History Through Horror: Monsters and Modernity	4
HIST 321	Mexico from Aztecs to Independence	4

HIST 322	Mexico from Independence to Today	4
HIST 323A	Religion in Modern Latin America	4
HIST 323B	Cross and Sword: Religion in Early Latin America	4
HIST 328	Missionaries and Empire	4
HIST 329	Guns, Gold and Slaves: Africa and the British Empire	4
HIST 330	Parties and Wars: Greece in the Classical Period	4
HIST 333	Gender and Society in Western Europe	4
HIST 337	The Age of Reformation	4
HIST 344	Modern Germany	4
HIST 349	Russia: Power, Resistance, Revolution	4
HIST 377A	Roman Empire	4
HIST 377B	World War 2, Memory, and Justice	4
HIST 379A	100 Years of Korean Dreams: The Aspirations of the 20th and 21st Century Peninsula	4
HIST 382	The Japanese Way of Death and Dying	4
HIST 395E	Historiography: Idols & Images in Colonial Mexico	4
HIST 395F	Historiography: War Games: Remembering and Revising the Pacific War	4
JAPN 121A	Contemporary Japanese Women Writers	4
JAPN 321B	Love in Japanese Literature & Film	4
JAPN 321C	Introduction to Japanese Film	4
JAPN 321D	Anime: Studies in Movement and Transformation	4
JAPN 330A	Transnational Japan	4
JAPN 330B	Japanese Folklore	4
JAPN 330D	Nuclear Japan: Atomic Bombs, Atomic Energy, Atomic Art	4
NUTR 300	Culinology of French Cuisine	2
PHIL 339	Confucius and the Tao	4
PHIL 341	Existence and Care	4
POLS 121	Introduction to International Relations	4
POLS 345	The Global South	4
POLS 346	Asian Politics	4
POLS 352	Global Gender Issues	4
POLS 353	International Law and Organization	4
POLS 355	Globalization	4
POLS 356	Security: Defense, Diplomacy and Development	4
POLS 380B	Identity Politics in Brazil	4
THEO 345	Theologies of Violence and Nonviolence	4
THEO 365	Islam	4
THEO 369B	Modern Islam Political Movement	4
THEO 369C	Islam and Gender	4
THEO 370PB	World Religions	3

Latino/Latin American Studies

Interdisciplinary Program Director: Corey Shouse

The Latino/Latin American Studies minor is an interdisciplinary curriculum that explores the histories and cultures of the peoples of the Americas. The program offers a variety of courses, some focusing on particular national groups or specific academic disciplines, and others organized around comparative topics or issues. The purpose is to encourage in-depth study as well as general inquiry into the problem

of cultural difference and its social and political implications, within the Americas.

Majors

(None)

Minors

Latino/Latin American Studies Minor (p. 143)

Latino/Latin American Studies Minor

20 credits required

Classes will be conducted in English and Spanish, depending on the department that offers them.

Code	Title	Hours
One of the following: ¹		4
HISP 336	Latin American Culture	
SOCI 336A	Culture and Diversity in Latin America	
One of the following: ¹		4
HISP 337	Latino Identity in the United States	
LLAS 120	Latinx Identities in the United States	
3 of the following ²		12
GBUS 338	Doing Business in Latin America	
HIST 121	Aztecs, Incas, and Mayas: From Indigenous Empires to Conquered Peoples	
HIST 321	Mexico from Aztecs to Independence	
HIST 322	Mexico from Independence to Today	
HIST 323	Religion in Latin America	
HISP 321		
HISP 340	Latin America: Conquest and Colonization	
HISP 342	Latin America: Autonomy, Nation and Identity	
HISP 345	Modern Latin America through Literature	
HISP 355C	The Legacy of Memory and Testimony in Post-dictatorship Latin America	
HISP 355D	Latin American Literature & Culture Through Theater	
HISP 356AB	Latin America in Globalization	
HISP 358A	Seminar: Trans-Atlantic Hispanic Cultural Representation	
LLAS 120	Latinx Identities in the United States	
POLS 343	Revolutions and Social Movements	
POLS 345	The Global South	
POLS 347	Latin American Politics	
POLS 380B	Identity Politics in Brazil	
SOCI 327	Food, Culture and Society	
SOCI 336A	Culture and Diversity in Latin America	
SOCI 351	Race and Ethnicity	
SOCI 378A	Transnational Anthropology	
THEO 328	U.S. Latino/a Theologies	
THEO 329D	Theologies of Liberation	
HISP 133	Culture and Social Difference in the Hispanic World	
HIST 277D	Revolution and Repression in Modern Latin America	

HIST 395	Historiography
HIST 397	Internship
ENGL 361	Literature by Women
ENGL 362	Race and Ethnicity in American Literature
HISP 397	Internship
THEO 397	Internship

Total Hours 20

¹ May be completed prior to completion of HISP 312 or Spanish proficiency equivalent.

² Only one course may come from HISP.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Mathematics

Department Chair: Bret Benesh

Faculty: Bret Benesh, Philip Byrne, Robert Campbell, Sunil Chetty, Arein Duaibes, Robert Hesse, Kristen Nairn, Anne Sinko, Michael Tangredi.

Math Center Director: Brian Nyholm

The Mathematics Department offers courses to fit the needs of a wide variety of students: the student majoring in mathematics, the student majoring in another field who needs supporting courses in mathematics, and the general liberal arts student.

Since a knowledge of mathematics can be useful in disciplines as diverse as biology, philosophy and economics, the Mathematics Department offers a number of options to students. The major offerings are flexible enough to prepare students for further study in graduate school, for a career in secondary education, for a career as an actuary or data scientist, or for a career in business or industry. A student majoring in another discipline may choose to minor in Mathematics. A major in Elementary Education may choose a minor in Mathematics or the

concentration designed especially for elementary teachers. (See the Education Department (p. 96) listing for more information.)

In addition to the formal courses described below, there are many other opportunities available for students interested in mathematics. An individual learning project on a topic of mutual interest can be designed with the assistance of a faculty member. The department supports students to engage in summer research in mathematics and related mathematical sciences, through a generous stipend program. Opportunities are available to combine the summer research with a Distinguished Thesis. An active student math club and a local chapter of Pi Mu Epsilon (a national honor society for students of mathematics) cooperate with the Mathematics Department to offer a rich program of seminars, films, visiting speakers, career information and social activities. Each spring the department hosts a regional Pi Mu Epsilon conference at which students and faculty from several colleges gather at Saint Benedict's and Saint John's for two days of presentations by students and invited speakers.

Each semester, the Mathematics Department employs students paid on an hourly basis as calculus teaching assistants, course assistants, and tutors. Calculus teaching assistants grade papers and, in consultation with the course instructor, supervise the calculus labs. Those labs, which meet regularly, provide students with additional opportunities to discuss course material and to practice problem-solving skills. Course assistants grade papers for lower division classes other than calculus I and II. Tutors give individual help to students at the Math Center.

Mathematics in the Integrations Curriculum

Mathematics, both as a skill and as a theoretical structure has played a crucial role in modern civilization and the everyday lives of individuals. Therefore, all students will be required to take and pass one course which satisfies the common curriculum requirement in mathematics, and students may opt to take a mathematics course to fulfill the Abstract Structures requirement for the Integrations curriculum. While different courses cover different topics, all courses meeting the requirement stress mathematics as a conceptual discipline and address its contemporary role. These courses will also enable students to understand and appreciate the power and limitations when using mathematical reasoning, its language, and notation to solve a variety of problems from other disciplines and from everyday life. Students enrolled in our courses are actively involved in doing mathematics.

We offer two 2-credit support courses for students who would prefer a review of mathematics. Students who wish to eventually take calculus will take Math 115, and most other students will take Math 111 if they wish to review material.

Majors

- Mathematics Major (p. 144)
- Mathematics Major - Secondary Education (p. 146)

Minors

- Mathematics Minor (p. 147)

Mathematics Major

The Mathematics Department offers concentrations in mathematics and mathematics/secondary education; it also offers a major in data science

jointly with the Computer Science Department. Information about the Data Science major is in a separate section for that major. Students may not earn majors in both Mathematics and Data Science. Students may not earn a minor in Mathematics with a major in Data Science.

Acceptance to Major Requirements

Course Requirements:

Code	Title	Hours
MATH 119	Calculus I	4
MATH 120	Calculus II	4
MATH 239	Linear Algebra	4
or MATH 304	Foundations and Structures of Mathematics	

Minimum Grade and/or GPA for required courses: 2.00 GPA

Minimum Cumulative GPA: 2.00

40 credits required

Code	Title	Hours
MATH 119	Calculus I	4
MATH 120	Calculus II	4
One of the following:		4
MATH 239	Linear Algebra	
MATH 306	Differential Equations and Linear Algebra	
MATH 279A	Mathematical Problem Solving	4
MATH 304	Foundations and Structures of Mathematics	4
One of the following:		4
MATH 331	Algebraic Structures I	
MATH 343	Analysis I	
Select 16 additional upper-division credits in mathematics		16
Total Hours		40

Students anticipating a major in mathematics and/or the natural sciences ordinarily begin their study of mathematics with MATH 119 Calculus I. However, a student needing further preparation before beginning calculus should enroll in MATH 115 Pre-Calculus Mathematics. Students interested in advanced placement should contact the department chair.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Four Year Plan

Course	Title	Hours
First Year		
Fall		
INTG 105	College Success	1
INTG 100	Learning Foundations	4
Language 111		4
MATH 119	Calculus I	4
Elective (Integrations Requirement)		4
Hours		17
Spring		
Elective (Integrations Requirement)		4
THEO 100	Theological Explorations	4
Language 112		4
MATH 120	Calculus II	4
Hours		16
Second Year		
Fall		
Elective (Integrations Requirement)		4
Language 211		4
MATH 239	Linear Algebra	4
Elective (Integrations Requirement)		4
Hours		16
Spring		
Elective (Integrations Requirement)		4
Elective (Integrations Requirement)		4
Elective (Integrations Requirement)		4
MATH 279A	Mathematical Problem Solving	4
Hours		16
Third Year		
Fall		
Study Abroad		16
Hours		16
Spring		
Elective (Integrations)		4
Elective (Integrations)		4
MATH 304	Foundations and Structures of Mathematics	4
MATH 3@@@		4
Hours		16
Fourth Year		
Fall		
Theological Integrations (TI)		4
Elective (Integrations Requirement)		4
MATH 3@@@		4
One of:		4
MATH 331	Algebraic Structures I	
MATH 343	Analysis I	
Hours		16
Spring		
INTG 300	Learning Integrations	4
Elective (Integrations Requirement)		4
MATH 3@@@		4

MATH 3@@	4
Hours	16
Total Hours	129

Mathematics Major - Secondary Education

Acceptance to Major Requirements

Code	Title	Hours
MATH 119	Calculus I	4
MATH 120	Calculus II	4
MATH 239	Linear Algebra	4
or MATH 304	Foundations and Structures of Mathematics	4

Minimum Grade and/or GPA for required courses: 2.50 GPA

Minimum Cumulative GPA: 2.50

Admission to Teacher Education

Students who want to major or minor in Education need to complete the Education Department's admission process. Admission typically occurs during the sophomore year and is required for all students seeking an Elementary Education major and Secondary Education minor.

The following items are required for application:

- A cumulative, licensure content major, and education coursework GPA of 2.50 or above
- Completed Intent to Apply form (available in the Education Portal in Canvas)
- Disposition reflection and faculty review (usually completed as part of EDUC 111)
- Completion of a 35-hour teacher shadow in a classroom aligned with the student's licensure program, written reflection, and supervisor evaluation (<https://www.csbsju.edu/forms/HIVM8YGXJD/>)
- Submission of a professional recommendation (<https://www.csbsju.edu/forms/TK3D1UYAJN/>) completed by a CSB+SJU faculty member, coach, advisor, or supervisor
- Entry survey form (<https://www.csbsju.edu/forms/A7KUZS93ND/>)

Descriptions of all admission requirements and the application process are specified on the Education Department's website at <https://www.csbsju.edu/education/student-resources/apply-to-the-program> (<https://www.csbsju.edu/education/student-resources/apply-to-the-program/>)

MATH Major Requirements

Code	Title	Hours
MATH 119	Calculus I	4
MATH 120	Calculus II	4
MATH 279A	Mathematical Problem Solving	4
One of the following:		4
MATH 239	Linear Algebra	
MATH 306	Differential Equations and Linear Algebra	
MATH 304	Foundations and Structures of Mathematics	4
One of the following:		4
MATH 331	Algebraic Structures I	

MATH 343	Analysis I	
MATH 333	Geometry I	4
MATH 345	Mathematical Statistics I	4
MATH (300-Level) courses		8
Total Hours		40

Required Education Courses

The following courses are required for the Secondary Education minor which accompanies this major.

Code	Title	Hours
Required Education Courses		
EDUC 111	Introduction to Teaching and Learning in a Diverse World	4
EDUC 203	Development, Learning, and Mental Health in Childhood and Adolescence	4
EDUC 213	Clinical Experience for K-12/5-12 Majors	1-2
EDUC 305	Human Exceptionalities: School, Home, and Community	1
EDUC 352	Teaching Reading in the Middle/Secondary Classroom	1-2
EDUC 359	Issues in Education K-12	1-2
EDUC 379A	Educational Psychology: Myths Versus Science	4
EDUC 390	Ethics in Human Relations	4
Content Specific Pedagogy Courses ¹		4-10
Student Teaching		16
Total Hours		40-49

¹ The number of courses and credits required varies from program to program (see this program's specific requirements below).

Required Math Pedagogy Courses

Code	Title	Hours
EDUC 355C	Mathematics Pedagogy in Grades 9-12	4
EDUC 358D	Mid Level Literacy and Pedagogy in Mathematics	4

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

** Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.*

Four Year Plan

Course	Title	Hours
First Year		
Fall		
MATH 119	Calculus I	4
INTG 100	Learning Foundations	4
LANG 111		4
EDUC 111	Introduction to Teaching and Learning in a Diverse World	4
INTG 105	College Success	1
Hours		17
Spring		
LANG 112		4
INTG REQ		4
MATH 120	Calculus II	4
THEO 100	Theological Explorations	4
Hours		16
Second Year		
Fall		
INTG REQ		4
MATH 239	Linear Algebra	4
EDUC 203	Development, Learning, and Mental Health in Childhood and Adolescence	4
LANG 211		4
EDUC 213	Clinical Experience for K-12/5-12 Majors	1-2
Hours		17-18
Spring		
INTG REQ		4
MATH 304	Foundations and Structures of Mathematics	4
INTG REQ		4
EDUC 379A	Educational Psychology: Myths Versus Science	4
Hours		16
Third Year		
Fall		
Theological Integrations (TI)		4
MATH 333	Geometry I	4
EDUC 352	Teaching Reading in the Middle/Secondary Classroom	2
MATH Elective 3@@		4
EDUC 390	Ethics in Human Relations	4
Hours		18
Spring		
MATH 279A	Mathematical Problem Solving	4
General Elective		4
MATH Elective 3@@@		4
EDUC 305	Human Exceptionalities: School, Home, and Community	1
EDUC 358D	Mid Level Literacy and Pedagogy in Mathematics	4
Hours		17
Fourth Year		
Fall		
EDUC 355C	Mathematics Pedagogy in Grades 9-12	4
INTG 300	Learning Integrations	4
MATH 345	Mathematical Statistics I	4
EDUC 359	Issues in Education K-12	1
One of:		4

MATH 331	Algebraic Structures I (Elective)	
MATH 343	Analysis I	
	Hours	17
Spring		
Student Teaching		16
	Hours	16
	Total Hours	134-135

Mathematics Minor

24 credits required

Code	Title	Hours
MATH 119	Calculus I	4
Math electives at the 200- or 300-level ^{1, 2}		20
Total Hours		24

¹ Students may use either MATH 120 or 124 to fulfill one their elective course requirements.

² At least 8 credits of electives must be 300-level courses.

Note: students may not earn a minor in mathematics with a major in data science.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

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Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

** Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.*

Military Science

Department Chair: LTC Luke Bowers

Faculty: LTC Luke Bowers, MAJ Adam Stock, SFC Anthony Sieben, SFC Robert Schlosser, Mr. Steven Winkler

The Department of Military Science conducts the Army Reserve Officers Training Corps (ROTC) program to prepare men and women to serve as Second Lieutenants in the United States Army, United States Army Reserve, and the Army National Guard. Upon completion of a bachelor or graduate degree, and completion of the ROTC program, students earn a

commission as an Army Officer. Graduates serve in one of 18 basic career fields such as Infantry, Aviation, Military Intelligence, Signal Corps, and Nursing. Army ROTC accepts students from all majors at CSB/SJU.

The Fighting Saints Battalion Army ROTC program assists students in developing essential and marketable leadership skills. The core coursework includes 18 to 28 credits in topics such as the art and science of leadership, the Army Values, problem-solving skills, responsibility, basic military skills, military history, physical training, and adventure training. Students register and earn academic credit for Army ROTC courses in the same manner as other elective courses.

Programs

Three scholarship opportunities are available in the Department of Military Science for students to earn a commission as a Second Lieutenant in the United States Army.

Four-Year Scholarship Program

The four-year program is divided into two parts- the basic course and the advanced course. Open to all students that meet the medical, physical, and academic standards. The basic course is typically completed in the first two years of college. The freshman and sophomore classes are open to all students at CSB/SJU without a service obligation. After completing the basic course and demonstrating leadership potential, students contract into the advanced course. The advanced course includes four concurrent semesters of coursework. Students attend a paid four-week leadership course at Fort Knox, KY during the summer after the junior year.

Three-Year Scholarship Program

The three-year program is designed for students who decide to start ROTC as a sophomore. Students complete the basic course in one year instead of two. This option requires permission from the Department Chair or Scholarship and Enrollment Officer.

Two-Year Scholarship Program

The two-year program enables eligible students to contract in the advanced course at the time they are academic juniors or seniors with four semesters remaining before graduation. Eligible students are those with one or more of the following:

- Prior service in the military.
- Member of the National Guard or Reserve with basic training completed.
- Completion of three or more years of Junior ROTC in high school.
- Completion of the Army ROTC Basic Camp, summer before junior year

Students who are members of the National Guard or Army Reserve can participate in the Simultaneous Membership Program (SMP), which provides additional income and the opportunity to serve in a leadership position in the student's unit of choice.

Benefits

The Department of Military Science offers many benefits to students. In addition to the financial benefits listed below, students will experience personal growth by gaining confidence, improving self-discipline, and building physical and mental toughness. The ROTC experience gives students a marketable asset: leadership skills.

Scholarships

Army ROTC processes scholarship applications throughout the year. Scholarships range from two to four years in duration. Scholarships cover tuition and fees, \$1,200 per year for textbooks and course materials, and a monthly stipend. Two and three-year Guaranteed Reserve Forces Duty scholarships are also available. These scholarships provide the same benefits but require the student to serve in the US Army Reserve or National Guard after graduation and commissioning.

Guaranteed Job after Graduation

Upon commissioning, students have a full-time job in the Active Army or part-time job in the National Guard or Army Reserve. The military obligation of service is eight years after commissioning (four years Active Army and four years in the reserve component, or up to eight years in the National Guard or Army Reserve). The actual obligation is determined at the time of contracting in the advanced course. Cadets are selected for specific career fields based on their preference, overall performance, and the needs of the Army.

Income

Students contracted in the advanced course and contracted scholarship students receive a stipend of \$420 per month, for up to nine months of the year. Students with prior service, SMP Cadets, and members of the National Guard or Army Reserve may be eligible for Montgomery GI Bill (MGIB) benefits, tuition assistance or tuition reimbursement, and an additional \$350 per month.

Program content, benefits, requirements, and personnel are subject to change by the U.S. Department of the Army.

Majors

(None)

Minors

(None)

Music

Department Chair: Justin Zanchuk

Faculty: Jonathan Brandt; Brendon Bushman; Sarah Bylsma; Brian Campbell; Scott Campbell; Christopher Dickhaus; Lisa Drontle; Jennifer Gerth; Jacob Grewe; Amy Grinsteiner; Maia Hamann; Christiana Howell; Jack Johnson; Gyehyun Jung; Robert Koopmann, Omar Macias; Ana Miller; Bradley Miller; Ryan Picone; Shari Rothman; Andrew Towsey-Grishaw; Yauheniya Trubnikava; Anna Ward; Justin Zanchuk,

Music, one of the core Liberal Arts, is an expression of the human condition. The CSB+SJU Music Department seeks to deepen students' understanding and appreciation of music through challenging courses, excellent choral and instrumental ensembles, and a comprehensive array of individual studio lessons. Above all, the music department seeks to foster a life-long engagement with the art of music.

Performance is at the heart of the music program. Extensive musical opportunities are available for all students on campus regardless of their chosen major. All students are encouraged to participate in ensembles along with music majors and minors (pending audition), and all students are welcome to take studio lessons with permission of the instructor. The department offers courses designed for both the common curriculum and

the music major or minor, depending on the students' level of interest and commitment.

The CSB+SJU Music Department is an accredited institutional member of the National Association of Schools of Music (NASM).

Assessment

Assessment and review of student performance in music is compiled every semester and reviewed by faculty; additionally, students complete a self-assessment for each performance jury examination. Curricular review of all classroom activity, applied lessons, and ensembles, is done by the faculty on a rotating schedule, by division. Music majors complete a nationally-recognized Major Field Test indicating their level of mastery in music history and theory.

Majors

- Music Education (p. 150)
- Music Major (p. 149)

Minors

- Music Minor (p. 153)

Music Major

The music department offers a Bachelor of Arts degree in Music, and a Bachelor of Arts degree in Music with a concentration music education (choral and/or instrumental for both elementary and secondary).

Acceptance to Major Requirements

Course Requirements:

Code	Title	Hours
MUSC 109	Foundations of Music and Musicianship	4
MUSC 110	Music Theory and Skills I	4
MUSC 210	Music Theory and Skills II	4
12 credits from Music Theory Courses		12

Minimum Grade and/or GPA for required courses: Grade of C or better

Other Requirements:

- Successful completion of 2 full-faculty jury exams upon completion of MUSC 109 Foundations of Music and Musicianship and MUSC 110 Music Theory and Skills I.
- Recommendation of studio instructor and faculty vote at the time of application to acceptance to the major.

40 credits required

Courses required for all music majors

Code	Title	Hours
MUSC 109	Foundations of Music and Musicianship	4
MUSC 110	Music Theory and Skills I	4
MUSC 210	Music Theory and Skills II	4
6 credits from the following:		6
MUSC 301	Classical Music Tradition: Western Music History up to 1800	
MUSC 302	The Romantic Spirit in Music	

MUSC 303	Music in the 20th and 21st Centuries: Experimentation and Crosscurrents	
6 credits from the following:		6
MUSC 305	Music in Film, TV and Gaming	
MUSC 331	Musics of the World	
MUSC 332	Women in Music	
MUSC 333	Punks and Rockers: Alienation in Rock Music	
MUSC 374	Jazz History and Traditions	
Total Hours		24

Required additional courses for Music Major (no Concentration)

Code	Title	Hours
8 credits from the following		8
MUSC 227	Major Instrument or Voice for Music Majors	
MUSC 337	Major Instrument or Voice	
8 credits from Ensemble Participation (MUSC 23@)		8
Total Hours		16

Special Requirements

- All music majors are required to demonstrate basic musicianship, performance ability on a major instrument and piano proficiency (MUSC XXXB), unless the major instrument is organ. Many students will register for MUSC 114A to help prepare for the Piano Proficiency Exam.
- Senior Project: All seniors successfully complete a final project as their degree requires (MUSC 392 Recital - MUSC 394 Senior Project).
- Major Field Test: All music majors are required to take a Major Field Test in music at the end of the junior or senior year (MUSC XXXE).

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Course	Title	Hours
First Year		
Fall		
MUSC 227	Major Instrument or Voice for Music Majors	1
Large Ensemble (AE) ¹		1
INTG 105	College Success	1
INTG 100	Learning Foundations	4
THEO 100	Theological Explorations (LANG 111)	4
LANG Course 111		4
Hours		15
Spring		
MUSC 109	Foundations of Music and Musicianship	4
MUSC 227	Major Instrument or Voice for Music Majors	1
Large Ensemble ¹		1
Cultural Systems Course (CI)		4
Language 112		4
Elective		4
Hours		18
Second Year		
Fall		
MUSC 110	Music Theory and Skills I	4
MUSC 227	Major Instrument or Voice for Music Majors	1
Large Ensemble ¹		1
One Music History Course AB Mod		2
Language 211		4
Way of Thinking (HE)		4
Hours		16
Spring		
MUSC 210	Music Theory and Skills II	4
MUSC 227	Major Instrument or Voice for Music Majors	1
Large Ensemble ¹		0-1
Two Music History Courses ²		4
Way Of Thinking (NW)		4
Elective with WR		4
Hours		17-18
Third Year		
Fall		
Two Music History Courses ²		4
MUSC 337	Major Instrument or Voice	1
Large Ensemble ¹		1
Way of Thinking (SW)		4
Benedictine Raven		4
Elective with QR		4
Hours		18
Spring		
MUSC 337	Major Instrument or Voice	1
Large Ensemble ¹		1
Cultural Systems Course (CS)		4
Global Engagement Course (GL)		4
Experiential Engagement (EX)		4
Elective or Integrations Requirement (Focus Course)		4
Hours		18
Fourth Year		
Fall		
Theological Integrations (TI)		4
One Music History Course CD Mod		2
MUSC 337	Major Instrument or Voice	1
Large Ensemble ¹		1
Elective		4
Elective		4
Hours		16

Spring		
INTG 300	Learning Integrations	4
MUSC 337	Major Instrument or Voice	1
MUSC 394	Senior Project	1
Large Ensemble ¹		1
Elective		4
Elective		4
Major Field Test		0
Piano Proficiency		0
Hours		15
Total Hours		133-134

- ¹ Large Ensembles Include: MUSC 230, MUSC 231, MUSC 232, MUSC 233, MUSC 234, MUSC 235, MUSC 238, MUSC 239, MUSC 240 (for piano students).
- ² Select two Music History Courses to take, one AB mod and take another CD mod. Music History courses include: MUSC 301, MUSC 302, MUSC 303, MUSC 305, MUSC 331, MUSC 332, MUSC 333, MUSC 374.

Music Education

Acceptance to Major Requirements

Course Requirements:

Code	Title	Hours
MUSC 109	Foundations of Music and Musicianship	4
MUSC 110	Music Theory and Skills I	4
MUSC 210	Music Theory and Skills II	4
12 credits from Music Theory Courses		12

2.50 minimum GPA required.

Other Requirements:

- Successful completion of 2 full-faculty jury exams upon completion of MUSC 109 Foundations of Music and Musicianship and MUSC 110 Music Theory and Skills I.
- Recommendation of studio instructor and faculty vote at the time of application to acceptance to the major.

Admission to Teacher Education

Students who want to major or minor in Education need to complete the Education Department's admission process. Admission typically occurs during the sophomore year and is required for all students seeking an Elementary Education major and Secondary Education minor.

The following items are required for application:

- A cumulative, licensure content major, and education coursework GPA of 2.50 or above
- Completed Intent to Apply form (available in the Education Portal in Canvas)
- Disposition reflection and faculty review (usually completed as part of EDUC 111)
- Completion of a 35-hour teacher shadow in a classroom aligned with the student's licensure program, written reflection, and supervisor evaluation (<https://www.csbsju.edu/forms/HIVM8YGXJD/>)

- Submission of a professional recommendation (<https://www.csbsju.edu/forms/TK3D1UYAJN/>) completed by a CSB+SJU faculty member, coach, advisor, or supervisor
- Entry survey form (<https://www.csbsju.edu/forms/A7KUZS93ND/>)

Descriptions of all admission requirements and the application process are specified on the Education Department's website at <https://www.csbsju.edu/education/student-resources/apply-to-the-program> (<https://www.csbsju.edu/education/student-resources/apply-to-the-program/>)

Required Courses for all Music Majors

Code	Title	Hours
MUSC 109	Foundations of Music and Musicianship	4
MUSC 110	Music Theory and Skills I	4
MUSC 210	Music Theory and Skills II	4
6 credits from the following:		6
MUSC 301	Classical Music Tradition: Western Music History up to 1800	
MUSC 302	The Romantic Spirit in Music	
MUSC 303	Music in the 20th and 21st Centuries: Experimentation and Crosscurrents	
6 credits from the following:		6
MUSC 305	Music in Film, TV and Gaming	
MUSC 331	Musics of the World	
MUSC 332	Women in Music	
MUSC 333	Punks and Rockers: Alienation in Rock Music	
MUSC 374	Jazz History and Traditions	
Total Hours		24

Required Additional Courses for Choral Education

Code	Title	Hours
MUSC 114	Secondary Instrument or Voice for Music Majors/ Minors	1
MUSC 324	Advanced Choral Conducting, Techniques, and Literature	4
MUSC 325	Basic Conducting and Techniques	2
MUSC 342C	Diction and Repertoire	1-4
MUSC 343	Vocal Pedagogy	1-4
7 credits from the following		7
MUSC 227 Major Instrument or Voice		
MUSC 337 Major Instrument or Voice		
7 credits from Ensemble Participation		7
MUSC 234	Men's Chorus	
MUSC 235	Women's Choir	
MUSC 232	Chamber Choir	
41-44 credits of EDUC foundations courses -see Education Department		

Required Additional Courses for Instrumental Education

Code	Title	Hours
7 semesters of large ensemble experience		7
MUSC 231	Wind Ensemble	
MUSC 233	Orchestra	
MUSC 238	Jazz Ensemble	

2 semesters of small ensemble experience

MUSC 240	Small Ensemble Performance	
MUSC 242	Brass Choir	
MUSC 245	Guitar Ensemble	
7 credits of the following		7
MUSC 227	Major Instrument or Voice for Music Majors	
MUSC 337	Major Instrument or Voice	
MUSC 316	Woodwind Methods	1
MUSC 317	Percussion Methods	1
MUSC 318	Brass Methods	1
MUSC 319	String Methods	1
MUSC 325	Basic Conducting and Techniques	2
MUSC 326	Advanced Instrumental Conducting and Jazz Methods	3

Special Requirements

Secondary Instrument: Students in music education are required to have a secondary instrument (114). Those pursuing the choral education sequence who do not have voice as their primary area of study must fulfill two levels of voice competencies; levels of competence in major areas of performance are distributed by the instructor.

- All music majors are required to demonstrate basic musicianship, performance ability on a major instrument and piano proficiency (MUSC XXXB), unless the major instrument is organ. Some concentrations require additional proficiencies and/or secondary instrument study (see below).
- Senior Project: All seniors successfully complete a final project as their degree requires (MUSC 392 Recital or MUSC 394 Senior Project).
- Major Field Test: All music majors are required to take a Major Field Test in music at the end of the junior or senior year (MUSC XXXE).

Required Education Courses

The following courses are required for the Secondary Education minor which accompanies this major.

Code	Title	Hours
Required Education Courses		
EDUC 111	Introduction to Teaching and Learning in a Diverse World	4
EDUC 203	Development, Learning, and Mental Health in Childhood and Adolescence	4
EDUC 213	Clinical Experience for K-12/5-12 Majors	1-2
EDUC 305	Human Exceptionalities: School, Home, and Community	1
EDUC 352	Teaching Reading in the Middle/Secondary Classroom	1-2
EDUC 359	Issues in Education K-12	1-2
EDUC 379A	Educational Psychology: Myths Versus Science	4
EDUC 390	Ethics in Human Relations	4
Content Specific Pedagogy Courses ¹		4-10
Student Teaching		16
Total Hours		40-49

¹ The number of courses and credits required varies from program to program (see this program's specific requirements below).

Required Music Pedagogy Course

Code	Title	Hours
EDUC 324	Music Pedagogy (K-12)	4

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

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GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

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** Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.*

Four Year Plans

Choral Education

Course	Title	Hours
First Year		
Fall		
MUSC 227	Major Instrument or Voice for Music Majors	1
Large Ensemble		1
INTG 105	College Success	1
INTG 100	Learning Foundations	4
EDUC 111	Introduction to Teaching and Learning in a Diverse World	4
THEO 100	Theological Explorations	4
Hours		15
Spring		
MUSC 109	Foundations of Music and Musicianship	4
MUSC 227	Major Instrument or Voice for Music Majors	1
Large Ensemble		1
MUSC 114	Secondary Instrument or Voice for Music Majors/ Minors	1
Language 111		4
Integrations Requirement Truth Encounter (TE)		4
One Music History Course in AB Mod		2
Hours		17
Second Year		
Fall		
MUSC 110	Music Theory and Skills I	4
MUSC 227	Major Instrument or Voice for Music Majors	1

MUSC 114	Secondary Instrument or Voice for Music Majors/ Minors	1
Large Ensemble		1
MUSC 343	Vocal Pedagogy	1
EDUC 213	Clinical Experience for K-12/5-12 Majors	1
EDUC 203	Development, Learning, and Mental Health in Childhood and Adolescence	4
Language 112		4
Hours		17
Spring		
MUSC 210	Music Theory and Skills II	4
MUSC 227	Major Instrument or Voice for Music Majors	1
Large Ensemble		1
MUSC 114	Secondary Instrument or Voice for Music Majors/ Minors	1
Integrations Requirement Natural World (NW)		4
Language 211		4
Hours		15
Third Year		
Fall		
MUSC 114	Secondary Instrument or Voice for Music Majors/ Minors	1
MUSC 325	Basic Conducting and Techniques	2
MUSC 337	Major Instrument or Voice	1
Large Ensemble		1
EDUC 321	Music Pedagogy K-6	3
EDUC 352	Teaching Reading in the Middle/Secondary Classroom	1
EDUC 379A	Educational Psychology: Myths Versus Science	4
Two Music History Courses		4
Hours		17
Spring		
MUSC 337	Major Instrument or Voice	1
MUSC 114	Secondary Instrument or Voice for Music Majors/ Minors	1
MUSC 342C	Diction and Repertoire	1
Large Ensemble		1
Two Music History Courses ¹		4
Integrations Requirement Human Experience (HE)		4
Integrations Requirement (TI)		4
Hours		16
Fourth Year		
Fall		
MUSC 328	Advanced Choral Conducting, Techniques, and Literature	4
MUSC 337	Major Instrument or Voice	1
Large Ensemble		1
One Music History Course in CD Mod		2
EDUC 305	Human Exceptionalities: School, Home, and Community	1
EDUC 359	Issues in Education K-12	1-2
EDUC 390	Ethics in Human Relations	4
INTG 300	Learning Integrations	4
Hours		18-19
Spring		
Student Teaching		16
Hours		16
Total Hours		131-132

¹ Select two Music History Courses to take, one AB mod and take another CD mod. Music History courses include: MUSC 301, MUSC

302, MUSC 303, MUSC 305, MUSC 331, MUSC 332, MUSC 333, MUSC 374.

Instrumental Education

Course	Title	Hours
First Year		
Fall		
MUSC 227	Major Instrument or Voice for Music Majors	1
MUSC 240 or MUSC 242 or MUSC 245	Small Ensemble Performance or Brass Choir or Guitar Ensemble	1
MUSC 231 or MUSC 233 or MUSC 238	Wind Ensemble or Orchestra or Jazz Ensemble	1
INTG 105	College Success	1
INTG 100	Learning Foundations	4
EDUC 111	Introduction to Teaching and Learning in a Diverse World	4
THEO 100	Theological Explorations	4
Hours		16
Spring		
MUSC 109	Foundations of Music and Musicianship	4
MUSC 227	Major Instrument or Voice for Music Majors	1
MUSC 231 or MUSC 233 or MUSC 238	Wind Ensemble or Orchestra or Jazz Ensemble	1
MUSC 114	Secondary Instrument or Voice for Music Majors/ Minors	1
LANG 111		4
Integrations Requirement Truth Encounter (TE)		4
One Music History Course AB Mod		2
Hours		17
Second Year		
Fall		
MUSC 110	Music Theory and Skills I	4
MUSC 114	Secondary Instrument or Voice for Music Majors/ Minors	1
MUSC 227	Major Instrument or Voice for Music Majors	1
MUSC 231 or MUSC 233 or MUSC 238	Wind Ensemble or Orchestra or Jazz Ensemble	1
MUSC 318	Brass Methods	1
MUSC 319	String Methods	1
EDUC 203	Development, Learning, and Mental Health in Childhood and Adolescence	4
EDUC 213	Clinical Experience for K-12/5-12 Majors	1
LANG 112		4
Hours		18
Spring		
MUSC 210	Music Theory and Skills II	4
MUSC 227	Major Instrument or Voice for Music Majors	1
MUSC 114	Secondary Instrument or Voice for Music Majors/ Minors	1
MUSC 231 or MUSC 233 or MUSC 238	Wind Ensemble or Orchestra or Jazz Ensemble	1
MUSC 316	Woodwind Methods	1
MUSC 317	Percussion Methods	1
Integrations Requirement Natural World (NW)		4
LANG 211		4
Hours		17

Third Year

Fall		
MUSC 240 or MUSC 242 or MUSC 245	Small Ensemble Performance or Brass Choir or Guitar Ensemble	1
MUSC 337	Major Instrument or Voice	1
MUSC 114	Secondary Instrument or Voice for Music Majors/ Minors	1
MUSC 231 or MUSC 233 or MUSC 238	Wind Ensemble or Orchestra or Jazz Ensemble	1
Two Music History Courses ¹		4
MUSC 325	Basic Conducting and Techniques	2
EDUC 352	Teaching Reading in the Middle/Secondary Classroom	1-2
Integrations Requirement (TI)		4
Hours		15-16
Spring		
MUSC 231 or MUSC 233 or MUSC 238	Wind Ensemble or Orchestra or Jazz Ensemble	1
MUSC 337	Major Instrument or Voice	1
MUSC 114	Secondary Instrument or Voice for Music Majors/ Minors	1
MUSC 326	Advanced Instrumental Conducting and Jazz Methods	3
Two Music History Courses ¹		4
EDUC 390	Ethics in Human Relations	4
Integrations Requirement Human Experience (HE)		4
Hours		18

Fourth Year

Fall		
MUSC 231 or MUSC 233 or MUSC 238	Wind Ensemble or Orchestra or Jazz Ensemble	1
MUSC 114	Secondary Instrument or Voice for Music Majors/ Minors	1
MUSC 337	Major Instrument or Voice	1
One Music History Course CD Mod		2
EDUC 305	Human Exceptionalities: School, Home, and Community	1
EDUC 321	Music Pedagogy K-6	3
EDUC 359	Issues in Education K-12	1-2
INTG 300	Learning Integrations	4
EDUC 379A	Educational Psychology: Myths Versus Science	4
Hours		18-19
Spring		
Student Teaching		16
Hours		16
Total Hours		135-137

¹ Select two Music History Courses to take, one AB mod and take another CD mod. Music History courses include: MUSC 301, MUSC 302, MUSC 303, MUSC 305, MUSC 331, MUSC 332, MUSC 333, MUSC 374.

Music Minor

Code	Title	Hours
MUSC 109	Foundations of Music and Musicianship	4
MUSC 110	Music Theory and Skills I ¹	4
or MUSC 210	Music Theory and Skills II	4
4 credits of the following:		4

MUSC 301	Classical Music Tradition: Western Music History up to 1800	
MUSC 302	The Romantic Spirit in Music	
MUSC 303	Music in the 20th and 21st Centuries: Experimentation and Crosscurrents	
MUSC 305	Music in Film, TV and Gaming	
MUSC 331	Musics of the World	
MUSC 332	Women in Music	
MUSC 333	Punks and Rockers: Alienation in Rock Music	
MUSC 374	Jazz History and Traditions	
4 credits from the following (4 semesters)		4
MUSC 228	Instrument or Voice for Music Minors	
4 credits Ensemble Participation (MUSC 23X)		4
Total Hours		20

¹ MUSC 210 Music Theory and Skills II Music Theory and Skills II is required only if students place out of MUSC 109 Foundations of Music and Musicianship Foundations of Music and Musicianship and/or MUSC 110 Music Theory and Skills I Music Theory and Skills I.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

- Credits:** 124 total credits, 40 of which must be from upper division coursework
- GPA:** 2.0 or higher*
- Residency:** At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Neuroscience

Interdisciplinary Program Director: Laura Sinville

Neuroscience seeks to understand how the nervous system acquires and integrates information from the environment in order to produce behavioral responses. It is an inherently interdisciplinary field that investigates nervous system function at the molecular through behavioral levels.

Majors

(None)

Minors

- Neuroscience Minor (p. 154)

Neuroscience Minor

24 credits required

Code	Title	Hours
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
BIOL 200	Principles of Biology 2: Biological Response to Challenge	4
PSYC 111	Introductory Psychology	4
BIOL 320	Neurobiology ¹	4
or PSYC 340	Physiological Psychology	
8 credits of the following: ¹		8
BIOL 311	Cell Biology	
BIOL 317	Biochemistry	
BIOL 320	Neurobiology	
BIOL 323	Animal Physiology	
BIOL 325	Human Anatomy and Physiology I	
BIOL 336	Behavioral Ecology	
CHEM 347	Chemical Biology	
CHEM 352	Signal Transduction	
CHEM 355	Analysis of Biomaterials	
CHEM 364	Medicinal Chemistry	
CSCI 332	Machine Learning	
PHIL 363	Scientific Revolutions: Understanding Humans' Place in the Universe	
PHIL 367	Philosophy of Mind	
PSYC 309K	The Amazing Brain	
PSYC 330	Sensation and Perception	
PSYC 340	Physiological Psychology	
Total Hours		24

¹ If BIOL 320 Neurobiology was taken as core course, one elective must be from Psychology. If PSYC 340 Physiological Psychology taken as core course, one elective must be from Biology.

Special Requirements

A maximum of 12 credits can come from the same department, and only introductory coursework can count toward your major(s) or an additional minor.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

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Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

** Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.*

Nursing, Undergraduate

Department Chair: Nicole Lang

Faculty: Ann Backes, Jodi Berndt, Carie Braun, Courtney Brevik, Sarah Dingmann, Vicky Grove, Georgia Hogenson, Carrie Hoover, Julie Keller Dornbusch, Nicole Lang, Rachelle Larsen, Nichole Laudenbach, Derek Moore, Holly Palka, Julie Strelow, and Mary Zelenak

The department of nursing offers a four-year program which leads to a Bachelor of Science degree with a major in nursing. The program is accredited by:

Commission on Collegiate Nursing Education
655 K Street NW
Suite 750
Washington DC 20001
(202) 887-6791

and is approved by the Minnesota Board of Nursing.

The comprehensive nursing curriculum is based on the The Essentials: Core Competencies for Professional Nursing Education and prepares the nurse generalist to practice safely and effectively in all health care environments. The curriculum has a strong emphasis on leadership, diversity, evidence-based practice, and the provision of quality and safe nursing care. As an academic major in a practice discipline, nursing students have opportunities to apply principles and concepts from the liberal arts and nursing science to the provision of lifespan nursing care for individuals, families and communities.

CSB and SJU offers a range of learning environments suited to development of the professional nurse including classroom, simulation laboratory, and clinical experiences. Nursing faculty have high expectations for student professional behavior and continuously strive to develop challenging learning experiences.

Graduates are eligible to take the National Council Licensing Examination for Registered Nurses (NCLEX-RN). Students who have been convicted of a felony or gross misdemeanor may be ineligible for licensure by the Board of Nursing and should seek clarification of their status prior to applying to the major.

Students must meet the technical standards for safe nursing practice. For representative examples of the technical standards, see the nursing department webpage.

Students in the nursing major may be eligible for membership in the Sigma Kappa Phi Chapter, an international honor society of nursing. Student membership in the Kappa Phi chapter is based on superior academic achievement. An active student nursing club encourages student involvement in professional and social activities.

Assessment

Continuous improvement of student learning requires conscientious and consistent, student and faculty participation in assessment and evaluation activities. Nursing majors' academic achievement will be assessed using nationally standardized and classroom-based exams, scoring rubrics and performance demonstrations. Some, but not all, assessment activities are also included as part of course grades. Individual data will be given directly to the student; students should seek consultation from their instructor and/or advisor if they have concerns about individual performance. Only group data will be used for department reports.

Majors

- Nursing Major (p. 156)

Minors

(None)

What is a professional licensure disclosure?

A professional licensure disclosure is a requirement by the U.S. Department of Education for all colleges and universities to communicate publicly and directly to prospective and current students about academic programs that will or will not fulfill educational requirements for specific professional licensure that is required for employment in that field; and academic programs that meet or do not meet the education requirements for licensure for each state and U.S. territory regardless of the delivery mode of the program. The regulations are published in the Code of Federal Regulations, CFR §668.43, section (a)(5)(v) and section (c).

Does This Program Meet Requirements for Licensure in My State?

Our program is approved by the Board of Nursing in Minnesota. If you plan to work in a state other than Minnesota after graduation, we encourage you to review licensure information for that state or territory. Each state has a Board [CB1] of Nursing and this is where you can find the requirements for working as an RN in that state.

Licensure is individual. Only licensure boards or agencies can determine whether a program has met requirements. These boards and agencies make that determination after someone graduates or completes the program and applies for a license. After you graduate, you may need to provide a verification of graduation form to the Nursing Department Undergraduate Chair. It will be important that you notify the Nursing Department Undergraduate Chair of your intent to be licensed outside of Minnesota so that appropriate paperwork can be completed. Some states require a signed affidavit.

Additional requirements. Completing a program is typically only one part of the professional licensure requirements. Most states require that individuals meet additional requirements to qualify for licensure, including but not limited to successful passage of the national licensure

exam (NCLEX). Other licensure requirements typically include, but are not limited to, fees and completion of a federal background study.

Potential Changes in Requirements

Students who plan to pursue licensure outside of Minnesota should be aware that state licensure requirements are subject to changes. While a program may originally meet the educational requirements for licensure, changes in requirements could impact the program's ability to meet any new educational requirements. Students should always check with their state licensure board to confirm licensure requirements.

Relocating During the Course of a Program

Prospective and current students should keep in mind that licensing and authorization requirements vary by state and that relocating during the course of a program to another state could impact whether that student can continue in the course, meet the eligibility requirements of that state, and/or receive federal financial aid funding. If a student is considering relocating, they should contact their program to check for authorization and licensure eligibility requirements.

Professional Licensure Requirements

The nursing curriculum at the College of Saint Benedict and Saint John's University has been designed to meet the licensure requirements in Minnesota as well as preparing students to take the National Council Licensure Examination—Registered Nurse (NCLEX—RN).

States/territories where CSB/SJU pre-licensure nursing curriculum meets state educational requirements for initial professional licensure or certification as of July 1, 2025

States		
Alabama	Kansas	North Dakota
Alaska	Kentucky	Northern Mariana Islands
American Samoa	Louisiana	Ohio
Arizona	Maine	Oklahoma
Arkansas	Maryland	Oregon
California - Except Public Health	Massachusetts	Pennsylvania
Colorado	Michigan	Rhode Island
Connecticut	Minnesota	South Carolina
Delaware	Mississippi	South Dakota
District of Columbia	Missouri	Tennessee
Florida	Montana	Texas
Georgia	Nebraska	Utah
Guam	Nevada	Vermont
Hawaii	New Hampshire	Virginia
Idaho	New Jersey	Virgin Islands
Illinois	New Mexico	Washington
Indiana	New York	West Virginia
Iowa	North Carolina	Wisconsin
		Wyoming

The states/jurisdictions where CSB/SJU pre-licensure nursing curriculum does not meet state educational requirements for initial licensure as of July 1, 2025:

States
California - Public Health Only

Licensure and certification are post-graduation processes and cannot be completed without a posted degree. To assist students who now live or may one day live outside of Minnesota, St. Ben's provides the following information resources:

- It is important that you understand the regulations for your state **before** enrolling in your academic program. Please check the licensing requirements (<https://www.careeronestop.org/toolkit/training/find-licenses.aspx>) for the state where you will seek employment.
- NC-SARA has provided a Professional Licensure Directory (<https://publish.smartsheet.com/6e3fb27658f443588ff16ad36ccf5a94/>) with contact information for all 50 states and 3 territories for the following professional areas: Counseling, Nursing, Psychology, Social work, and Teacher Education

Nursing Major

Acceptance to Major Requirements

Prerequisite Course Requirements:

Code	Title	Hours
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
BIOL 212	Microbiology	4
PSYC 111	Introductory Psychology	4
NUTR 113	Exploring Nutrition	4

Minimum Grade and/or GPA for required courses: Minimum grade of C in the following prerequisites: BIOL 101, BIOL 212, PSYC 111, NUTR 113.

Minimum Cumulative Prerequisite GPA: 2.75

Other Requirements: For additional requirements, refer to the following website: <https://www.csbsju.edu/nursing/student-resources/undergraduate-application-and-acceptance-process/>

Required Courses

Code	Title	Hours
Courses Required for Acceptance to NRSG Program		
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
BIOL 212	Microbiology	4
NUTR 113	Exploring Nutrition	4
PSYC 111	Introductory Psychology	4
Nursing Courses		
NRSG 201	Clinical Nursing I: Implementing Primary Prevention	6
NRSG 220B	Conversations in Culture: The Somali Migration	2
NRSG 256	Introduction to Professional Nursing Practice and Leadership	2

NRSG 301	Clinical Nursing II: Implementing Secondary Prevention	8
NRSG 302	Clinical Nursing III: Implementing Tertiary Prevention	8
NRSG 303	Clinical Nursing IV: Community/Population Capstone	8
NRSG 314	Integrated Pathophysiology and Pharmacology I	4
NRSG 315	Integrated Pathophysiology and Pharmacology II	2
NRSG 344	Transforming Nursing Practice through Leadership and Technology	4
NRSG 356	Leadership: Designer, Manager, and Coordinator of Care	4
NRSG 374	Transforming population health care through leadership and system-based principles	4
NRSG 395	Provider of Care/Leadership Capstone	5

Supporting Courses

BIOL 325	Human Anatomy and Physiology I	4
BIOL 326	Human Anatomy and Physiology II	4
NRSG 390	Healthcare Ethics	4

Total Hours **85**

Please refer to the Nursing Department website for additional information.

Application to the Major

Pre-nursing students seeking admission to the major should contact the nursing department as early as possible. Application materials are available on the department webpage.

Criteria for Final Acceptance to the Major

- Complete prerequisite courses with a minimum grade of C in the following prerequisites: BIOL 100, BIOL 212, PSYC 111, NUTR 113.
- Obtain a minimum prerequisite-course grade point average of 2.75.
- Submit the Application to the Nursing Major form.
- Obtain a current physical examination and health clearance, including required immunizations.
- Provide proof of current American Heart Association CPR for the Healthcare Professional.
- Successfully pass a criminal background study.

Applicants are considered on the basis of academic achievement as evidenced by prerequisite-course GPA. Students with a minimum 2.75 prerequisite course grade point average are eligible to apply but are not guaranteed admission. Entry into the nursing major is competitive and class size is limited.

Retention in the Major

- Retention in the major is contingent upon compliance with academic policies stated in the Academic Catalog, and Department of Nursing Student Handbook; all are available on-line.
- The nursing department retains only those students in the major who demonstrate the academic achievement and

professional characteristics needed to function as a registered nurse.

Special Requirements

- All students admitted to the major are required to have liability insurance through the college and provide their own transportation for clinical experiences. In many cases, this means that the student must have individual access to a vehicle.
- See also Application to the Major on the Nursing department web page.
- Minnesota law requires that any person who provides services that involve direct contact with patients and residents at a health care facility licensed by the Minnesota Department of Health have a criminal background study conducted by the state. An individual who is disqualified from having direct patient contact as a result of the background study, and whose disqualification is not set aside by the Commissioner of Health, will not be permitted to participate in a clinical placement in a Minnesota licensed health care facility. Failure to participate in a clinical placement required by the academic program will result in ineligibility to qualify for a degree in this program.
- Students may be required to undergo a drug screen. A positive urine drug screen may result in the inability to complete the clinical requirement of courses and may subsequently affect progression through the nursing major. Failure to participate in a clinical placement required by the academic program will result in ineligibility to qualify for a degree in this program.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

** Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.*

Four Year Plan

Course	Title	Hours
First Year		
Fall		
INTG 105	College Success	1
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4

One of the Following	4
Integrations Curriculum Course (CSD:I)	
INTG 100 Learning Foundations	
Two of the following:	8
PSYC 111 Introductory Psychology	
NUTR 113 Exploring Nutrition	
THEO 100 Theological Explorations	
Language	
Hours	17
Spring	
One of the Following:	4
INTG 100 Learning Foundations	
Integrations Curriculum Course (CSD:I)	
BIOL 212 Microbiology	4
Two of the following:	8
NUTR 113 Exploring Nutrition	
PSYC 111 Introductory Psychology	
THEO 100 Theological Explorations	
Language	
Hours	16
Second Year	
Fall	
BIOL 325 Human Anatomy and Physiology I	4
NRSG 220B Conversations in Culture: The Somali Migration	2
Integrations Curriculum Course (WR)	4
Integrations Curriculum Course (AS)	4
Elective	4
Hours	18
Spring	
BIOL 326 Human Anatomy and Physiology II	4
NRSG 201 Clinical Nursing I: Implementing Primary Prevention	6
NRSG 256 Introduction to Professional Nursing Practice and Leadership	2
Elective	4
Hours	16
Third Year	
Fall	
NRSG 301 Clinical Nursing II: Implementing Secondary Prevention	8
NRSG 314 Integrated Pathophysiology and Pharmacology I	4
Integrations Curriculum Course (HE)	4
Hours	16
Spring	
NRSG 302 Clinical Nursing III: Implementing Tertiary Prevention	8
NRSG 315 Integrated Pathophysiology and Pharmacology II	2
NRSG 344 Transforming Nursing Practice through Leadership and Technology	4
Integrations Curriculum Course (TI)	4
Hours	18
Fourth Year	
Fall	
NRSG 303 Clinical Nursing IV: Community/Population Capstone	8
NRSG 374 Transforming population health care through leadership and system-based principles	4
NRSG 390 Healthcare Ethics	4
Hours	16
Spring	
NRSG 395 Provider of Care/Leadership Capstone	5
NRSG 356 Leadership: Designer, Manager, and Coordinator of Care	4
INTG 300 Learning Integrations	4

Integrations Curriculum Course (AE)	4
Hours	17
Total Hours	134

Nutrition

Department Chair: Emily Heying

Faculty: Bernadette Elhard, Mark Glen, Emily Heying, Wendy Nevarez, Linda Shepherd

The study of Nutrition investigates the ways in which food promotes the health and well-being of individuals, communities, and the environment. Focused academic inquiry in food and nutrition is interdisciplinary and is complemented by and integrated with disciplines such as biology, chemistry, communication, economics, environmental studies, exercise science, psychology and sociology. The Nutrition Department offers a major and a minor in Nutrition. All Nutrition majors complete a set of required foundation courses in biology, chemistry, mathematics, and nutrition. Additional course work is selected based on the area of student interest, area of concentration, and/or prerequisite guidelines for post-graduate education. The Nutrition major prepares students for a variety of career options or graduate study. Examples of professional areas that Nutrition majors pursue post-graduation include: Dietetics, Public Health, Food Service Management (in education, health care and private industry), Public Policy, Health Education, and Wellness. Graduate education pursued by Nutrition majors includes programs such as Medicine, Physician's Assistant, Physical Therapy, Occupational Therapy, Nursing, Dentistry, Chiropractic, Health Care Administration and Law, and graduate studies in Food Science, Food Studies, Nutrition, and Public Health.

Assessment

The Nutrition Department completes an annual assessment of student learning outcomes. Assessment measures are imbedded into coursework and focus on evidence-based knowledge of nutrition and food science, the role of food and dietary patterns in the prevention of disease and promotion of health and wellness, food systems, food policy, and the reading, interpretation and communication of food and nutrition information and research. Students complete a capstone research experience in which written and verbal communication skills are assessed. Seniors in the major are surveyed every three years to assess student perception of the department's ability to meet specific learning outcomes.

Majors

- Nutrition Major (p. 159)

Minors

- Nutrition Minor (p. 162)

Licensure/Certification Disclosure

What is a professional licensure disclosure?

A professional licensure disclosure is a requirement by the U.S. Department of Education for all colleges and universities to communicate publicly and directly to prospective and current students about academic programs that will or will not fulfill educational requirements for specific professional licensure that is required for employment in that field; and academic programs that meet or do not meet the education requirements for licensure for each state and U.S. territory regardless of the delivery

mode of the program. The regulations are published in the Code of Federal Regulations, CFR §668.43 (<https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-668/subpart-D/section-668.43>), section (a)(5)(v) and section (c).

Does This Program Meet Requirements for Licensure in My State?

Each state and territory have different professional licensure and certification requirements. Other licensure requirements may include

- professional examinations,
- background checks,
- years of work experience,
- fingerprinting requirements,
- etc.

Students who are considering an academic program that may allow them to pursue professional licensure in their state/territory are strongly encouraged to check the appropriate licensing agency to seek information and additional guidance before beginning a program outside of their state/territory.

Professional Licensure Requirements

Licensure and certification are post-graduation processes and cannot be completed without a posted degree. The Commission on Dietetic Registration has changed the requirements for becoming a dietitian, so beginning January of 2024, students must obtain a graduate degree and complete a supervised pre-professional practice experience to sit for the national examination to become a registered dietitian.

The Nutrition curriculum for Dietician at the College of Saint Benedict and Saint John's University does not require a practice experience to complete the program. Accreditation for our Dietetics program will come to an end in June of 2026.

The states/jurisdictions where the CSB/SJU dietitian curriculum does not meet state educational requirements for initial licensure as of January 1, 2024:

Alabama	Kentucky	Ohio
Alaska	Louisiana	Oklahoma
American Samoa	Maine	Oregon
Arizona	Maryland	Pennsylvania
Arkansas	Massachusetts	Rhode Island
California	Michigan	South Carolina
Colorado	Minnesota	South Dakota
Connecticut	Mississippi	Tennessee
Delaware	Missouri	Texas
Distict of Columbia	Montana	Utah
Florida	Nebraska	Vermont
Georgia	Nevada	Virginia
Guam	New Hampshire	Virgin Islands
Hawaii	New Jersey	Washington
Idaho	New Mexico	West Virginia
Illinois	New York	Wisconsin
Indiana	North Carolina	Wyoming
Iowa	North Dakota	

Kansas

Northern Mariana
Islands

To assist students who now live or may one day live outside of Minnesota, CSB and SJU provide the following information resources:

- It is important that you understand the regulations for your state before enrolling in your academic program. Please check the licensing requirements (<https://www.careeronestop.org/toolkit/training/find-licenses.aspx>) for the state where you will seek employment.

Nutrition Major

Acceptance to Major Requirements

Course Requirements/Prerequisites: Completion or concurrent enrollment in:

Code	Title	Hours
NUTR 113	Exploring Nutrition	4
NUTR 225	Food & Culinary Science (NW)	4
NUTR 323	Public Health Nutrition: Infancy Through Aging	4
CHEM 125	Introduction to Chemical Structure and Properties	4
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4

Minimum grade for requirements/prerequisites courses: Minimum grade of C in each prerequisite

Minimum cumulative GPA: 2.0 for Nutrition majors

46 credits required

Code	Title	Hours
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
BIOL 200 or BIOL 216	Principles of Biology 2: Biological Response to Challenge Human Physiology	4
CHEM 125	Introduction to Chemical Structure and Properties	4
MATH 124 or PSYC 221	Probability and Statistical Inference Applied Behavioral Statistics	4
NUTR 113	Exploring Nutrition	4
NUTR 215	Health Science Literacy and Research Methods	2
NUTR 225	Food & Culinary Science (NW)	4
NUTR 301	Diet, Health & Disease Prevention	4
NUTR 319	Macronutrients	2
NUTR 320	Micronutrient Metabolism and Nutritional Supplementation	2
NUTR 323	Public Health Nutrition: Infancy Through Aging	4
Food & Culinary Exploration (minimum of 4 credits)		4
NUTR 230	Food and Culture	
NUTR 231	Sustainable Cuisine	
NUTR 232	Eating for Optimal Health	
NUTR 300	Culinology of French Cuisine	
Public Health & Community Impact (minimum of 4 credits)		4
NUTR 240	Food Systems: Policy and Controversies	
NUTR 326	Global Malnutrition and Disease	

NUTR 341	Nutrition Education	
NUTR 342	Interviewing and Counseling Skills	
NUTR 350	Public Health & Community Nutrition	
NUTR 377A	Native Food Sovereignty	
Investigation & Application (minimum of 4 credits)		4
NUTR 220	Exploring Weight Issues: Obesity and Eating Disorders	
NUTR 312	Nutrition Assessment	
NUTR 380	Nutrition Research Seminar I	
NUTR 381	Nutrition Research Seminar II	
NUTR 260@ (Topics in Nutrition)		
Total Hours		50

Suggested course work in individual areas of interest are planned in close consultation with an academic advisor and will include all required courses to complete the Nutrition major as well as courses that fulfill recommended pre-requisites or curriculum related to student interests and goals.

Additional Requirements:
General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

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- GPA: 2.0 or higher*
- Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Four Year Plans
Nutrition, Food, and Health Science Major

Course	Title	Hours
First Year		
Fall		
INTG 105	College Success	1
INTG 100	Learning Foundations	4
NUTR 113	Exploring Nutrition	4
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
Hours		13
Spring		
BIOL 200 or BIOL 216	Principles of Biology 2: Biological Response to Challenge or Human Physiology	4

NUTR 230 or ANOTHER CSD- IDENTITY COURSE	Food and Culture or	4
THEO 100	Theological Explorations	4
Language 111		4
Hours		16
Second Year		
Fall		
NUTR 323	Public Health Nutrition: Infancy Through Aging	4
CHEM 125	Introduction to Chemical Structure and Properties	4
Language 112		4
Integrations Requirement/Elective		4
Hours		16
Spring		
NUTR 225	Food & Culinary Science (NW)	4
NUTR 215	Health Science Literacy and Research Methods	2
MATH 124	Probability and Statistical Inference	4
Language 211		4
Integrations Requirement/Elective		4
Hours		18
Third Year		
Fall		
NUTR 301	Diet, Health & Disease Prevention	4
Artistic Expression Requirement		4
Human Experience Requirement		4
Integrations Requirement/Elective		4
Hours		16
Spring		
Cltural and Social Diference: Systems with additional requirement		4
NUTR 319	Macronutrients	2
NUTR 320	Micronutrient Metabolism and Nutritional Supplementation	2
Theological Integrations		4
Integrations Requirement/Elective		4
Hours		16
Fourth Year		
Fall		
NUTR Focus Elective		4
NUTR Focus Elective		4
Benedictine Raven Requirement		4
Integrations Requirement/Elective		4
Hours		16
Spring		
INTG 300	Learning Integrations	4
NUTR Focus Elective		4
Experiential Learning Requirement		4
Integrations Requirement/Elective		4
Hours		16
Total Hours		127

Nutrition - Pre-Dietetics

Course	Title	Hours
First Year		
Fall		
INTG 105	College Success	1
INTG 100	Learning Foundations	4
NUTR 113	Exploring Nutrition	4
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
Hours		13

Spring		
BIOL 200 or BIOL 216	Principles of Biology 2: Biological Response to Challenge or Human Physiology	4
NUTR 230 or ANOTHER CSD- IDENTITY COURSE	Food and Culture or	4
THEO 100	Theological Explorations	4
Language 111		4
Hours		16
Second Year		
Fall		
NUTR 323	Public Health Nutrition: Infancy Through Aging	4
CHEM 125	Introduction to Chemical Structure and Properties	4
Language 112		4
Integrations Requirement/Elective		4
Hours		16
Spring		
NUTR 225	Food & Culinary Science (NW)	4
NUTR 215	Health Science Literacy and Research Methods	2
CHEM 250	Reactions of Nucleophiles and Electrophiles (Reactivity 1)	4
MATH 124	Probability and Statistical Inference	4
Language 211		4
Hours		18
Third Year		
Fall		
NUTR 301	Diet, Health & Disease Prevention	4
Artistic Expression Requirement		4
Human Experience Requirement		4
Elective to fulfill grad program requirement		4
Hours		16
Spring		
Cltural and Social Difference: Systems with additional requirement		4
NUTR 319	Macronutrients	2
NUTR 320	Micronutrient Metabolism and Nutritional Supplementation	2
Theological Integrations		4
Integrations Requirement/Elective		4
Hours		16
Fourth Year		
Fall		
NUTR Focus Elective		4
NUTR Focus Elective		4
Benedictine Raven Requirement		4
Integrations Requirement/Elective		4
Hours		16
Spring		
INTG 300	Learning Integrations	4
NUTR Focus Elective		4
Experiential Learning Requirement		4
Elective to fulfill grad program requirement		4
Hours		16
Total Hours		127

Nutrition - Pre-PT/Pre-OT/Pre-Health

Course	Title	Hours
First Year		
Fall		
INTG 105	College Success	1
INTG 100	Learning Foundations	4
Language 111		4

NUTR 113	Exploring Nutrition	4
CHEM 125	Introduction to Chemical Structure and Properties	4
CHEM 201	Purification and Separation Lab I	1
Hours		18
Spring		
CSD 100	Cultural and Social Difference: Identity	4
Language 112		4
PSYC 111	Introductory Psychology	4
CHEM 250	Reactions of Nucleophiles and Electrophiles (Reactivity 1)	4
CHEM 202	Purification and Chromatography Lab II	1
Hours		17
Second Year		
Fall		
Language 211		4
THEO 100	Theological Explorations	4
NUTR 225 or NUTR 223	Food & Culinary Science (NW) or Introduction to Food Science	4
NUTR 220	Exploring Weight Issues: Obesity and Eating Disorders	2
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
Hours		18
Spring		
HE Way of Thinking Course		4
MATH 124	Probability and Statistical Inference	4
NUTR 323	Public Health Nutrition: Infancy Through Aging	4
BIOL 200	Principles of Biology 2: Biological Response to Challenge	4
COLG 121	Medical Terminology	1
Hours		17
Third Year		
Fall		
AE Way of Thinking Course with Artistic Engagement		4
PHYS 105	Physics for the Life Sciences I	4
BIOL 325	Human Anatomy and Physiology I	4
NUTR 330	Nutritional Biochemistry and Assessment (Macronutrients)	4
Hours		16
Spring		
Cltural and Social Difference: Systems with additional requirement		4
PHYS 106	Physics for the Life Sciences II	4
MATH 119	Calculus I	4
BIOL 326	Human Anatomy and Physiology II	4
Hours		16
Fourth Year		
Fall		
Theology Integrations		4
PSYC 360	Developmental Psychology	4
NUTR 301	Diet, Health & Disease Prevention	4
NUTR 342	Interviewing and Counseling Skills	2
NUTR 395	Senior Nutrition Seminar (Capstone)	2
Hours		16
Spring		
INTG 300	Learning Integrations	4
PSYC 381	Psychological Disorders	4
NUTR 302	Physiology of Weight Regulation (or two credit NUTR elective)	2
Nutrition or Other Elective		4
Hours		14
Total Hours		132

Nutrition - Pre-Medicine

Course	Title	Hours
First Year		
Fall		
INTG 105	College Success	1
INTG 100	Learning Foundations	4
Language 111		4
NUTR 113	Exploring Nutrition	4
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
Hours		17
Spring		
CSD 100	Cultural and Social Difference: Identity	4
Language 112		4
PSYC 111	Introductory Psychology	4
BIOL 200	Principles of Biology 2: Biological Response to Challenge	4
Hours		16
Second Year		
Fall		
Language 211		4
THEO 100	Theological Explorations	4
NUTR 225 or NUTR 223	Food & Culinary Science (NW) or Introduction to Food Science	4
CHEM 125	Introduction to Chemical Structure and Properties	4
CHEM 201	Purification and Separation Lab I	1
Hours		17
Spring		
HE Way of Thinking Course		4
NUTR 323	Public Health Nutrition: Infancy Through Aging	4
BIOL 323	Animal Physiology	4
CHEM 250	Reactions of Nucleophiles and Electrophiles (Reactivity 1)	4
CHEM 202	Purification and Chromatography Lab II	1
Hours		17
Third Year		
Fall		
AE Way of Thinking Course with Artistic Engagement		4
PHYS 105	Physics for the Life Sciences I	4
CHEM 251	Intermediate Reactions of Nucleophiles and Electrophiles (Reactivity 2)	4
CHEM 203	Synthesis Lab	1
COLG 121	Medical Terminology	1
NUTR Elective		4
Hours		18
Spring		
Cltural and Social Difference: Systems with additional requirement		4
PHYS 106	Physics for the Life Sciences II	4
MATH 119	Calculus I	4
CHEM 255	Macroscopic Chemical Analysis	4
CHEM 205	Chemical Measurement Lab	1
Hours		17
Fourth Year		
Fall		
Theology Integrations		4
SOCI 111	Introduction to Sociology (or 2nd PSYC Course)	4
NUTR 301	Diet, Health & Disease Prevention	4
NUTR 395	Senior Nutrition Seminar (Capstone)	2
Hours		14
Spring		
INTG 300	Learning Integrations	4
BIOL 317	Biochemistry	4
MATH 124	Probability and Statistical Inference	4

NUTR Elective	4
Hours	16
Total Hours	132

Nutrition Minor

minimum 20 credits required

Code	Title	Hours
NUTR 113	Exploring Nutrition	4
NUTR 225	Food & Culinary Science (NW)	4
NUTR 323	Public Health Nutrition: Infancy Through Aging	4
NUTR courses		8
Total Hours		20

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

- Credits: 124 total credits, 40 of which must be from upper division coursework
- GPA: 2.0 or higher*
- Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Philosophy

Department Chair: Erica Stonestreet

Faculty: Dennis Beach OSB, Emily Esch, Jean Keller, Erica Stonestreet, Charles Wright

The Philosophy Department’s curriculum is built around two of philosophy’s biggest questions: “What can we know?” and “How should we live?”—urgent questions for our turbulent times, and well connected with the Truth and Justice themes of the Integrations Curriculum.

Philosophy draws on and cultivates wonder by stepping back from everyday experience to reflect on fundamental questions of truth, meaning and value. Socrates’ conviction that “the unexamined life is not worth living” invites students into the ongoing reflective and critical conversation about these fundamental questions, from their ancient roots to their contemporary manifestations.

Philosophy offers personal enrichment as students reflect on their own beliefs and values. It offers analysis of concepts like power, truth,

consciousness and even humor that have applications in politics, culture, science, and policy.

In philosophy classes, students learn how to articulate ideas clearly in both speech and in writing, to approach new and difficult ideas with a spirit of openness, and to resist the urge to settle for easy answers. The department fosters the formation of classroom communities built on attentive listening and respect for oneself and others, so that students can construct responsible and meaningful visions of the common good. At the same time, it seeks to rouse students from intellectual complacency and to encourage deeper understanding of themselves, of the conditions that make knowledge possible, and of the values and presuppositions of the communities to which they belong.

In this way, the study of philosophy at CSB/SJU exemplifies a liberal arts curriculum which raises questions important to the human condition, demands clear thinking and communicating, and calls forth new knowledge for the good of humankind.

All courses are open to majors and non-majors. The study of philosophy serves as an excellent background for people entering many different kind of professions.

Assessment

The Philosophy Department conducts regular assessment of student learning—of majors and minors as well as students taking philosophy to meet general education requirements. We evaluate how well the department's curriculum improves students' comprehension of fundamental philosophical concepts as well as their ability to participate in well-reasoned discussions of these ideas. We also evaluate the extent to which philosophy enables students to perceive greater complexity in the human and natural worlds; whether philosophy improves students' abilities and their willingness to engage in critical thinking; and whether it might affect students' engagement in and commitment to lifelong learning.

The Philosophy Department regards a major in philosophy as preparation for a thoughtful and deliberate life. We seek to maintain contact with majors after graduation to learn how they are doing and how well they think the department prepared them for their life path.

Majors

- Philosophy Major (p. 163)

Minors

- Philosophy Minor (p. 164)

Philosophy Major

Acceptance to Major Requirements

Course Requirements: 3 Philosophy courses

Minimum Grade and/or GPA for required courses: 2.00 GPA

Minimum Cumulative GPA: 2.00

Other Requirements: Exceptions for students with 2 PHIL courses can be made by the department chair

Philosophy Major

36 credits required

The major is organized around two questions: "What can we know?" and "How should we live?" Most courses fall into either the "Knowing" or the "Living" category. Students will take a total of 12 credits in each category, distributed as follows:

Code	Title	Hours
100-level PHIL "Knowing" Course		4
100-level PHIL "Living" Course		4
200-level PHIL Reasoning Course ¹		4
PHIL 210	Logic	
PHIL 2@@ Critical Reasoning		
PHIL Electives ²		24
Total Hours		36

¹ Reasoning courses will fall into the "Knowing" category of courses

² Additional Details about PHIL Electives:

- At least 4 elective credits must be "Knowing" courses
- At least 8 elective credits must be "Living" courses.
- A minimum of 20 credits must be at the 300 Level
- No more than 8 credits at the 100 level may count towards the major without permission from the Department Chair.

List of courses in "Knowing" and "Living" categories:

Code	Title	Hours
Knowing		
PHIL 121	Great Issues in Philosophy	4
PHIL 123	The Philosophy of Human Nature	4
PHIL 155	Reinventing Identity	4
PHIL 156	Buddhist Philosophy and Benedictine Spiritual Practice	4
PHIL 210	Logic	4
PHIL 2@@ Critical Reasoning		
PHIL 331	Ancient Philosophy	4
PHIL 339	Confucius and the Tao	4
PHIL 341	Existence and Care	4
PHIL 363	Scientific Revolutions: Understanding Humans' Place in the Universe	4
PHIL 367	Philosophy of Mind	4
PHIL 379A	Modern Philosophy's Quest for Truth	4
PHIL 379B	Knowledge and Power	4
Living		
PHIL 115	Becoming a Person	4
PHIL 125	What is Justice?: Social Philosophy	4
PHIL 150D	Philosophy in Literature: Race, Ethnicity, Gender	4
PHIL 241	Ethics Tools	2
PHIL 321	My Goodness!: Moral Philosophy Moral Philosophy	4
PHIL 322	Environmental Ethics	4
PHIL 323	Biomedical Ethics	2
PHIL 324	Business Ethics	4
PHIL 346	Philosophy of Religion	4
PHIL 368M	The Good Life	4

PHIL 377A	Feminist Ethics	4
PHIL 377B	Liberty, Equality & Race in American Political Thought	4

Other courses may be counted for a category with permission from the department chair.

Additional Requirements:
General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

- Credits: 124 total credits, 40 of which must be from upper division coursework
- GPA: 2.0 or higher*
- Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Four Year Plan

Course	Title	Hours
First Year		
Fall		
INTG 100	Learning Foundations	4
Language 111		4
PHIL 1@@ (Knowing)		4
THEO 100	Theological Explorations	4
INTG 105	College Success	1
Hours		17
Spring		
PHIL 1@@ (Living)		4
Language 112		4
Elective/Integrations Requirement		4
Elective/Integrations Requirement		4
Hours		16
Second Year		
Fall		
Language 211		4
PHIL 3@@ (Living)		4
Elective/Integrations Requirement		4
Elective/Integrations Requirement		4
Hours		16
Spring		
Select one of the following:		4
PHIL 210	Logic	
PHIL 2@@ Critical Reasoning		
Elective/Integrations Requirement		4
Elective/Integrations Requirement		4

Elective/Integrations Requirement		4
Hours		16
Third Year		
Fall		
PHIL 3@@ (Knowing)		4
PHIL 3@@ (Living)		4
Theological Integrations		4
Elective/Integrations Requirement		4
Hours		16
Spring		
COLG 1@@		4
COLG 3@@		4
Elective/Integrations Requirement		4
Elective/Integrations Requirement		4
Abroad		
Hours		16
Fourth Year		
Fall		
PHIL 3@@		4
PHIL 3@@		4
Elective/Integrations Requirement		4
Elective/Integrations Requirement		4
Hours		16
Spring		
PHIL 3@@		4
INTG 300	Learning Integrations	4
Elective/Integrations Requirement		4
Elective/Integrations Requirement		4
Hours		16
Total Hours		129

Philosophy Minor

20 credits required

The minor is organized around two questions: "What can we know?" and "How should we live?" Most courses fall into either the "Knowing" or the "Living" category.

Code	Title	Hours
PHIL Courses ¹		8
PHIL (300-Level) courses ¹		12
Total Hours		20

¹ At least four credits taken for the minor must be from "Living" and four credits must be from "Knowing".

List of courses in "Knowing" and "Living" categories:

Code	Title	Hours
Knowing		
PHIL 121	Great Issues in Philosophy	4
PHIL 123	The Philosophy of Human Nature	4
PHIL 155	Reinventing Identity	4
PHIL 156	Buddhist Philosophy and Benedictine Spiritual Practice	4
PHIL 210	Logic	4
PHIL 2@@ Critical Reasoning		

PHIL 331	Ancient Philosophy	4
PHIL 339	Confucius and the Tao	4
PHIL 341	Existence and Care	4
PHIL 363	Scientific Revolutions: Understanding Humans' Place in the Universe	4
PHIL 367	Philosophy of Mind	4
PHIL 379A	Modern Philosophy's Quest for Truth	4
PHIL 379B	Knowledge and Power	4
Living		
PHIL 115	Becoming a Person	4
PHIL 125	What is Justice?: Social Philosophy	4
PHIL 150A	Philosophy in Literature I	2
PHIL 150C	Philosophy in Literature II	2
PHIL 150D	Philosophy in Literature: Race, Ethnicity, Gender	4
PHIL 241	Ethics Tools	2
PHIL 321	My Goodness!: Moral Philosophy Moral Philosophy	4
PHIL 322	Environmental Ethics	4
PHIL 323	Biomedical Ethics	2
PHIL 324	Business Ethics	4
PHIL 346	Philosophy of Religion	4
PHIL 368M	The Good Life	4
PHIL 377A	Feminist Ethics	4
PHIL 377B	Liberty, Equality & Race in American Political Thought	4

Other courses may be counted for a category with permission from the department chair.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

**Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.*

Physics

Chair: Jim Crumley

Faculty: Jim Crumley, Greg Taft, Todd Johnson, Dean Langley, Adam Whitten, Sarah Yost

The program of study at Saint Benedict's and Saint John's is planned to keep students abreast of the latest developments in the study of physics. The curriculum covers the basics of classical and modern physics, examining human understanding of nature from elementary particles to the cosmos.

Physics majors choose from a sequence of courses that can give them excellent preparation for graduate school, industrial research, secondary teaching or professional studies such as engineering, law and medicine.

For majors in the other sciences, PHYS 105 Physics for the Life Sciences I, PHYS 106 Physics for the Life Sciences II and PHYS 191 Foundations of Physics I, PHYS 200 Foundations of Physics II and PHYS 211 Foundations of Physics III offer an introduction to the principles of physics at different mathematical levels: PHYS 105 Physics for the Life Sciences I and PHYS 106 Physics for the Life Sciences II make use of high school level algebra, geometry and trigonometry; PHYS 191 Foundations of Physics I, PHYS 200 Foundations of Physics II and PHYS 211 Foundations of Physics III assume concurrent registration in calculus and linear algebra.

Physics is a valuable study for non-science majors, too. The department offers courses (ASTR 111 Solar System, ASTR 112 Stellar Universe, PHYS 101 Perspectives in Physics, PHYS 102 Light and Color, PHYS 110 The Physics of Forensics, PHYS 150 The Physics of Music, and PHYS 187 Introduction to Meteorology) which have been developed specifically to suit the needs of non-science majors. No previous introduction to physics is necessary, and mathematics is used sparingly.

The department's experimental facilities include gamma-ray analyzers, a 3-D printer, a diffusion pump vacuum system, a variety of lasers, fiber-optics, holography and interferometry equipment, an all-sky camera, and many other instruments. Computing facilities include Microsoft Windows and Linux computers in laboratories and classrooms, including a computing lab containing dual screen computers.

The department also maintains shop facilities for metal and woodworking, and an electronics shop. Students are encouraged to work independently. Many select their own experimental projects, build special apparatus and perform original measurements.

Assessment

The Physics Department takes several steps to ensure that we are doing a good job of preparing our students; seniors take the Major Field Test in physics, for example, and those planning on graduate school take the graduate record exam in physics. Overall, however, we believe that the performance of our students after they leave us is the most telling measure of the effectiveness of our program. Our students go on to engineering schools, graduate schools in physics and engineering, government and industrial laboratories, and the like. We do our best to keep in touch with our former students, find out how well they are doing and how good a job we have done of preparing them. We use this information, among other sources, in periodic reviews of our program.

Acceptance to Major Requirements

Course Requirements: PHYS 191, 200, 211, 332, MATH 120 and 239
Minimum Grade and/or GPA for required courses: 2.00 GPA
Minimum Cumulative GPA: 2.00

Majors

- Physics Major (p. 166)
- Physics Major with a Concentration in Engineering Physics (p. 167)
- Physics Major - Secondary Education (p. 168)

Minors

- Physics Minor (p. 169)

Physics Major

Acceptance to Major Requirements

Course Requirements:

Code	Title	Hours
PHYS 191	Foundations of Physics I	4
PHYS 200	Foundations of Physics II	4
PHYS 211	Foundations of Physics III	4
PHYS 332	Intermediate Physics Laboratory	1
MATH 120	Calculus II	4
MATH 239	Linear Algebra	4

Minimum Grade and/or GPA for required courses: 2.00 GPA

Minimum Cumulative GPA: 2.00

Code	Title	Hours
PHYS 191	Foundations of Physics I	4
PHYS 200	Foundations of Physics II	4
PHYS 211	Foundations of Physics III	4
PHYS 320	Modern Physics	4
PHYS 339	Physical Mechanics	4
PHYS 341	Electricity and Magnetism	4
PHYS 346	Quantum Mechanics I	4
PHYS 343	Thermodynamics	2
PHYS 344	Statistical Mechanics	2
PHYS 372	Senior Research	1
or PHYS 374	Senior Engineering Design Project	
PHYS 373	Senior Thesis	1
PHYS 332	Intermediate Physics Laboratory (two semesters) ¹	2
PHYS 370	Advanced Physics Laboratory (two semesters) ²	2
PHYS (300-Level) additional electives		6
MATH 119	Calculus I	4
MATH 120	Calculus II	4
MATH 239	Linear Algebra	4
MATH 305	Multivariable Calculus	4
PHYS XXX Comprehensive Exam ³		
Total Hours		60

¹ Take both semesters Sophomore year

² Take both semesters Junior year

³ The Major Field Test in Physics is to be taken in the spring semester of the senior year

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

** Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.*

Four Year Plan

Course	Title	Hours
First Year		
Fall		
MATH 119	Calculus I	4
PHYS 191	Foundations of Physics I	4
INTG 105	College Success	1
INTG 100	Learning Foundations	4
Language 111		4
Hours		17
Spring		
PHYS 200	Foundations of Physics II	4
MATH 120	Calculus II	4
CSD 100	Cultural and Social Difference: Identity	4
Language 112		4
Hours		16
Second Year		
Fall		
MATH 239	Linear Algebra	4
PHYS 211	Foundations of Physics III	4
PHYS 332	Intermediate Physics Laboratory	1
THEO 100	Theological Explorations	4
Language 211		4
Hours		17
Spring		
PHYS 320	Modern Physics	4
PHYS 332	Intermediate Physics Laboratory	1
CSD 300	Cultural and Social Difference: Systems	4
Way of Thinking		4
Free electives		4
Hours		17
Third Year		
Fall		
MATH 305	Multivariable Calculus	4
PHYS 339	Physical Mechanics	4
PHYS 370	Advanced Physics Laboratory	1

PHYS electives	2
Way of Thinking	4
Hours	15
Spring	
PHYS 341 Electricity and Magnetism	4
PHYS 370 Advanced Physics Laboratory	1
PHYS electives	2
Way of Thinking	4
Free electives	4
Hours	15
Fourth Year	
Fall	
PHYS 372 Senior Research	1
PHYS electives	2
Theological Integrations	4
Way of Thinking	4
Free electives	4
Hours	15
Spring	
PHYS 343 Thermodynamics	2
PHYS 344 Statistical Mechanics	2
PHYS 346 Quantum Mechanics I	4
PHYS 373 Senior Thesis	1
INTG 300 Learning Integrations	4
Free electives	2
Hours	15
Total Hours	127

Physics Major with a Concentration in Engineering Physics

Acceptance to Major Requirements

Course Requirements:

Code	Title	Hours
PHYS 191	Foundations of Physics I	4
PHYS 200	Foundations of Physics II	4
PHYS 211	Foundations of Physics III	4
PHYS 332	Intermediate Physics Laboratory	1
MATH 120	Calculus II	4
MATH 239	Linear Algebra	4

Minimum Grade and/or GPA for required courses: 2.00 GPA

Minimum Cumulative GPA: 2.00

Code	Title	Hours
PHYS 155	Introduction to Engineering	2
PHYS 191	Foundations of Physics I	4
PHYS 200	Foundations of Physics II	4
PHYS 211	Foundations of Physics III	4
PHYS 255	CAD Prototyping & Testing	2
PHYS 320	Modern Physics	4
PHYS 217	Digital Electronics	2
PHYS 338	Analog Electronics for Scientists	2
PHYS 339	Physical Mechanics	4
PHYS 343	Thermodynamics	2
PHYS 355	MATLAB for Physical Applications	2

PHYS 374 or PHYS 372	Senior Engineering Design Project or Senior Research	1
PHYS 373	Senior Thesis	1
PHYS 332	Intermediate Physics Laboratory (two semesters) ¹	2
PHYS 370	Advanced Physics Laboratory (two semesters) ²	2
PHYS (300-Level) additional electives		4
MATH 119	Calculus I	4
MATH 120	Calculus II	4
MATH 239	Linear Algebra	4
MATH 305	Multivariable Calculus	4
CHEM 125	Introduction to Chemical Structure and Properties ³	4
CHEM 201	Purification and Separation Lab I	1
PHYS XXX Comprehensive Exam ⁴		
Total Hours		63

¹ Take both semesters Sophomore year

² Take both semesters Junior year

³ CHEM 123 General Chemistry 1, which is no longer offered at CSB/SJU, but some students transfer in, is an acceptable substitution for CHEM 125/201.

⁴ The Major Field Test in Physics is to be taken in the spring semester of the senior year

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Four Year Plan

Course	Title	Hours
First Year		
Fall		
MATH 119	Calculus I	4
PHYS 191	Foundations of Physics I	4
INTG 105	College Success	1
INTG 100	Learning Foundations	4

Language 111		4
Hours		17
Spring		
MATH 120	Calculus II	4
PHYS 155	Introduction to Engineering	2
PHYS 200	Foundations of Physics II	4
CSD 100	Cultural and Social Difference: Identity	4
Language 112		4
Hours		18
Second Year		
Fall		
THEO 100	Theological Explorations	4
MATH 239	Linear Algebra	4
PHYS 211	Foundations of Physics III	4
PHYS 255	CAD Prototyping & Testing	2
PHYS 332	Intermediate Physics Laboratory	1
Hours		15
Spring		
CSD 300	Cultural and Social Difference: Systems	4
PHYS 320	Modern Physics	4
PHYS 332	Intermediate Physics Laboratory	1
Language 211		4
Way of Thinking		4
Hours		17
Third Year		
Fall		
MATH 305	Multivariable Calculus	4
CHEM 125	Introduction to Chemical Structure and Properties	4
CHEM 201	Purification and Separation Lab I	1
PHYS 339	Physical Mechanics	4
PHYS 370	Advanced Physics Laboratory	1
PHYS electives		2
Hours		16
Spring		
PHYS 355	MATLAB for Physical Applications	2
PHYS 370	Advanced Physics Laboratory	1
PHYS 217	Digital Electronics (odd years)	2
PHYS 338	Analog Electronics for Scientists (odd years)	2
Way of Thinking		4
Free electives		4
Hours		15
Fourth Year		
Fall		
PHYS 374	Senior Engineering Design Project	1
Theological Integrations		4
PHYS electives		2
Way of Thinking		4
Free electives		4
Hours		15
Spring		
INTG 300	Learning Integrations	4
PHYS 343	Thermodynamics	2
PHYS 355	MATLAB for Physical Applications	2
PHYS 373	Senior Thesis	1
Free electives		8
Hours		17
Total Hours		130

Physics Major - Secondary Education Acceptance to Physics Major Requirements:

Code	Title	Hours
PHYS 191	Foundations of Physics I	4
PHYS 200	Foundations of Physics II	4
PHYS 211	Foundations of Physics III	4
PHYS 332	Intermediate Physics Laboratory	1
MATH 120	Calculus II	4
MATH 239	Linear Algebra	4

Minimum Grade and/or GPA for required courses: 2.50 GPA

Admission to Teacher Education

Students who want to major or minor in Education need to complete the Education Department's admission process. Admission typically occurs during the sophomore year and is required for all students seeking an Elementary Education major and Secondary Education minor.

The following items are required for application:

- A cumulative, licensure content major, and education coursework GPA of 2.50 or above
- Completed Intent to Apply form (available in the Education Portal in Canvas)
- Disposition reflection and faculty review (usually completed as part of EDUC 111)
- Completion of a 35-hour teacher shadow in a classroom aligned with the student's licensure program, written reflection, and supervisor evaluation (<https://www.csbsju.edu/forms/HIVM8YGXJD/>)
- Submission of a professional recommendation (<https://www.csbsju.edu/forms/TK3D1UYAJN/>) completed by a CSB+SJU faculty member, coach, advisor, or supervisor
- Entry survey form (<https://www.csbsju.edu/forms/A7KUZS93ND/>)

Descriptions of all admission requirements and the application process are specified on the Education Department's website at <https://www.csbsju.edu/education/student-resources/apply-to-the-program> (<https://www.csbsju.edu/education/student-resources/apply-to-the-program/>)

Required Physics Major Courses

Code	Title	Hours
PHYS 191	Foundations of Physics I	4
PHYS 200	Foundations of Physics II	4
PHYS 211	Foundations of Physics III	4
PHYS 320	Modern Physics	4
PHYS 339	Physical Mechanics	4
PHYS 341	Electricity and Magnetism	4
PHYS 346	Quantum Mechanics I	4
PHYS 343	Thermodynamics	2
PHYS 344	Statistical Mechanics	2
PHYS 372	Senior Research	1
or PHYS 374	Senior Engineering Design Project	
PHYS 373	Senior Thesis	1

PHYS 332	Intermediate Physics Laboratory (two semesters) ¹	2
PHYS 370	Advanced Physics Laboratory (two semesters) ²	2
PHYS (300-Level) additional electives		6
MATH 119	Calculus I	4
MATH 120	Calculus II	4
MATH 239	Linear Algebra	4
MATH 305	Multivariable Calculus	4
PHYS XXX Comprehensive Exam ³		
Total Hours		60

¹ Take both semesters Sophomore year

² Take both semesters Junior year

³ The Major Field Test in Physics is to be taken in the spring semester of the senior year

Required Education Courses

The following courses are required for the Secondary Education minor which accompanies this major.

Code	Title	Hours
Required Education Courses		
EDUC 111	Introduction to Teaching and Learning in a Diverse World	4
EDUC 203	Development, Learning, and Mental Health in Childhood and Adolescence	4
EDUC 213	Clinical Experience for K-12/5-12 Majors	1-2
EDUC 305	Human Exceptionalities: School, Home, and Community	1
EDUC 352	Teaching Reading in the Middle/Secondary Classroom	1-2
EDUC 359	Issues in Education K-12	1-2
EDUC 379A	Educational Psychology: Myths Versus Science	4
EDUC 390	Ethics in Human Relations	4
Content Specific Pedagogy Courses ¹		4-10
Student Teaching		16
Total Hours		40-49

¹ The number of courses and credits required varies from program to program (see this program's specific requirements below).

Physics Pedagogy Required Course

Code	Title	Hours
EDUC 355D	Science Pedagogy in Grades 9-12	4

Physics Minor

Code	Title	Hours
PHYS 191	Foundations of Physics I	4
PHYS 200	Foundations of Physics II	4
PHYS 211	Foundations of Physics III	4
PHYS 332	Intermediate Physics Laboratory (2 semesters)	2
PHYS (300-Level) additional electives		8
MATH 119	Calculus I ¹	4
MATH 120	Calculus II	4

MATH 239	Linear Algebra	4
Total Hours		34

¹ Mathematics sequence is taken concurrently with the first three physics courses.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Political Science

Department Chair: Whitney Court

Faculty: Whitney Court, Pedro Dos Santos, Claire Haeg, Colin Hannigan, Scott Johnson, Philip Kronebusch, Matthew Lindstrom, James Read, Christi Siver

The political science department equips students to understand political life, to be effective citizens, and to achieve positions of political leadership. The Department makes the following mission commitments:

- We prepare students for successful careers or graduate study in government, public policy, law, business, the not-for-profit sector, and related fields.
- We expand and strengthen critical thinking, research, and communication skills of students.
- We examine politics through innovative teaching, experiential learning, and student/faculty collaboration across the main fields of political science so that students can achieve political literacy appropriate for citizenship responsibilities.
- We help our students discover and learn the concepts and theories of our discipline so they can integrate new information and events into their own worldviews.
- We encourage students to adopt the habit of the examined life, to reflect upon themselves in relationship to others, to take risks, to participate actively in political life, and to accept responsibility for their actions.

- We encourage our students to participate and accept leadership in a variety of special programs, clubs and activities both on and off campus.
- Finally, we invite students to embrace the Benedictine traditions of service, stewardship, and community.

Visit the Political Science website for more detailed information: <http://www.csbsju.edu/political-science> (<https://www.csbsju.edu/political-science/>).

Majors

- Political Science Major (p. 170)

Minors

- Political Science Minor (p. 171)

Political Science Major

Acceptance to Major Requirements

Code	Title	Hours
POLS 111	Introduction to U.S. Politics (or equivalent)	4
POLS 121	Introduction to International Relations	4
Select at least one of the following:		4
POLS 221	Political Theory: An Introduction	
POLS 222	Research Methods in Political Science	
POLS 223	Comparative Politics	
POLS 224	Courts, Law and Policy	

Minimum Grade and/or GPA for required courses: 2.00 GPA

Minimum Cumulative GPA: 2.00

41-44 credits required

Code	Title	Hours
4 of the following		16
POLS 111	Introduction to U.S. Politics	
POLS 121	Introduction to International Relations	
POLS 221	Political Theory: An Introduction	
POLS 223	Comparative Politics	
POLS 224	Courts, Law and Policy	
POLS 222	Research Methods in Political Science	4
POLS (300-Level)		16
POLS (300-Level) ¹		1-4
One of the following		4
POLS 361	Research Seminar in Public Affairs	
POLS 362	Research Seminar in Law	
POLS 363	Research Seminar in Political Institutions	
POLS 364	Research Seminar in International Relations and Comparative Politics	
POLS 365	Research Seminar in Political Theory	
Total Hours		41-44

¹ Must be a course with an EX or an approved POLS study abroad course.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Comprehensive exam, senior year.

Four Year Plan

Course	Title	Hours
First Year		
Fall		
INTG 105	College Success	1
INTG 100 or INTG 205	Learning Foundations or Transfer Seminar	4
Language 111		4
POLS 111	Introduction to U.S. Politics	4
THEO 100	Theological Explorations	4
Hours		17
Spring		
POLS 121	Introduction to International Relations	4
Language 112		4
Elective for Minor or Double Major		4
Elective for Minor or Double Major		4
Hours		16
Second Year		
Fall		
Language 211		4
Elective (Integrations Requirement)		4
POLS 221	Political Theory: An Introduction	4
POLS 224	Courts, Law and Policy	4
Hours		16
Spring		
POLS 222	Research Methods in Political Science	4
MATH 1@@@ ¹		4
Elective for Minor or Double Major		4
POLS 336	State and Local Government	4
Hours		16
Third Year		
Fall		
Study Abroad ²		16
Hours		16

Spring		
POLS 350D	Political Psychology & Behavior	4
POLS 324	Constitutional Law: Civil Rights and Liberties	4
Elective for Minor or Double Major		4
Elective (Integrations Requirement)		4
Hours		16
Fourth Year		
Fall		
POLS 362	Research Seminar in Law	4
POLS 331	U.S. Political Parties and Elections	4
Elective for Minor or Double Major		4
Elective for Minor or Double Major		4
Hours		16
Spring		
INTG 300	Learning Integrations	4
Elective for Minor or Double Major		4
Elective for Minor or Double Major		4
Elective for Minor or Double Major		4
Hours		16
Total Hours		129

¹ MATH 124 Probability and Statistical Inference is AS, QR, and Justice or Truth depending.

² Most programs include a POLS course which would count for major.

Political Science Minor

20 credits required

The Political Science minor has the following focuses:

- Political Theory
- Public Law
- Public Policy
- Global Politics
- Media, Campaigns, and Elections

20 credits required

Code	Title	Hours
POLS 111	Introduction to U.S. Politics (One of the following:)	4
One of the following:		4
POLS 221	Political Theory: An Introduction	
POLS 222	Research Methods in Political Science	
POLS 223	Comparative Politics	
POLS 224	Courts, Law and Policy	
POLS (300-Level) electives ¹		12
Total Hours		20

¹ POLS 395, 396A, and 397 cannot be used as electives to meet the Political Science Minor requirements.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

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Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

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* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Pre-Professional Programs

- Athletic Training (p. 171)
- Chiropractic (p. 172)
- Dentistry (p. 173)
- Engineering (p. 175)
- Forestry (p. 175)
- Law (p. 175)
- Medicine (p. 176)
- Occupational Therapy (p. 180)
- Optometry (p. 181)
- Pharmacy (p. 182)
- Physical Therapy (p. 184)
- Physician Assistant (p. 185)
- Priesthood Studies (p. 187)
- Public Health (p. 187)
- Veterinary Medicine (p. 187)

Athletic Training

Advisors: Eric Belt, Jake Erickson, Don Fischer, Madelin Siedler, Emily Willaert

The College of Saint Benedict and Saint John's University offer a pre-professional program in athletic training. Students complete prerequisite coursework as outlined by the different accredited athletic training programs. Upon completion of the prerequisite coursework, the student is eligible to apply to colleges and universities offering postgraduate, professional degrees in athletic training. Majors that students frequently pursue along with the pre-athletic training requirements include biology, exercise and health science, nutrition, and psychology.

Courses commonly required by graduate programs in athletic training include:

Code	Title	Hours
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
BIOL 200	Principles of Biology 2: Biological Response to Challenge	4
BIOL 325	Human Anatomy and Physiology I	4
BIOL 326	Human Anatomy and Physiology II	4
CHEM 125	Introduction to Chemical Structure and Properties	4
CHEM 201	Purification and Separation Lab I	1
COLG 121	Medical Terminology	1
EXHS 306	Biomechanics	4
EXHS 308	Exercise Physiology	4
MATH 124 or PSYC 221	Probability and Statistical Inference Applied Behavioral Statistics	4
NUTR 113	Exploring Nutrition	4
PHYS 105	Physics for the Life Sciences I	4
PSYC 111	Introductory Psychology	4

Additional courses may be required. Volunteer, shadow, or internship experiences in the field of athletic training are frequently recommended or required.

Due to the differences in prerequisite courses between athletic training programs, students should work closely with the faculty advisor in planning their pre-professional program. Students should meet with the faculty advisor early in the fall semester of their first year.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

- Credits:** 124 total credits, 40 of which must be from upper division coursework
- GPA:** 2.0 or higher*
- Residency:** At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

** Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.*

Four Year Plan

Pre-Athletic Training

Course	Title	Hours
First Year		
Fall		
INTG 105	College Success	1
INTG 100	Learning Foundations	4

BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
Global Language 111		4
Cultural/Social Difference-Identity		4
Hours		17
Spring		
BIOL 200	Principles of Biology 2: Biological Response to Challenge	4
CHEM 125	Introduction to Chemical Structure and Properties	4
CHEM 201	Purification and Separation Lab I	1
THEO 100	Theological Explorations	4
Global Language 112		4
Hours		17
Second Year		
Fall		
Global Language 211		4
PHYS 105	Physics for the Life Sciences I	4
MATH 124	Probability and Statistical Inference	4
PSYC 111	Introductory Psychology	4
Hours		16
Spring		
Cultural/Social Difference-Systems		4
Artistic Expression		4
Global Engagement		4
Human Experience		4
Hours		16
Third Year		
Fall		
BIOL 325	Human Anatomy and Physiology I	4
NUTR 113	Exploring Nutrition	4
Elective		4
Elective		4
Hours		16
Spring		
BIOL 326	Human Anatomy and Physiology II	4
Theology Integrations		4
Benedictine Raven		4
Elective		4
Hours		16
Fourth Year		
Fall		
EXHS 308	Exercise Physiology	4
Experiential Engagement		4
Elective		4
Elective		4
Hours		16
Spring		
EXHS 306	Biomechanics	4
INTG 300	Learning Integrations	4
Elective		4
Elective		4
Hours		16
Total Hours		130

Chiropractic

Advisors: Eric Belt, Jake Erickson, Don Fischer, Madelin Siedler, Emily Willaert

The College of Saint Benedict and Saint John’s University offer a pre-professional program in chiropractic. Students complete prerequisite coursework as outlined by the different accredited chiropractic programs. Upon completion of the prerequisite coursework, the student is eligible

to apply to colleges and universities offering a Doctor of Chiropractic degree. Majors that students frequently pursue along with the pre-chiropractic requirements include biology, exercise and health science, nutrition, and psychology.

Generally, students should complete 24 semester credits in the Life and Physical Sciences with at least half of the courses including a lecture and lab component. Students usually fulfill the prerequisite by completing BIOL 101, BIOL 201, BIOL 325, BIOL 326; CHEM 125, CHEM 201, and PHYS 105. Additional courses may be required based on the requirements of specific chiropractic programs. Volunteer, shadow, or internship experiences in the field of chiropractic medicine are frequently recommended.

Due to the differences in prerequisite courses between chiropractic programs, students should work closely with their faculty advisor in planning their pre-professional program. Students should meet with the faculty advisor early in the fall semester of their first year.

Four Year Plans

Pre-Chiropractic

Course	Title	Hours
First Year		
Fall		
INTG 105	College Success	1
INTG 100	Learning Foundations	4
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
Cultural/Social Difference-Identity		4
Global Language 111		4
Hours		17
Spring		
BIOL 200	Principles of Biology 2: Biological Response to Challenge	4
THEO 100	Theological Explorations	4
CHEM 125	Introduction to Chemical Structure and Properties	4
CHEM 201	Purification and Separation Lab I	1
Global Language 112		4
Hours		17
Second Year		
Fall		
MATH 124 or PSYC 221	Probability and Statistical Inference or Applied Behavioral Statistics	4
Social World		4
Global Language 211		4
Elective		4
Hours		16
Spring		
Benedictine Raven		4
Elective		4
Elective		4
Elective		4
Hours		16
Third Year		
Fall		
Cultural/Social Difference-Systems		4
Global Engagement		4
Artistic Expression		4
Human Experience		4
Hours		16
Spring		
Theology Integrations		4
Experiential Engagement		4

Elective		4
Elective		4
Hours		16
Fourth Year		
Fall		
BIOL 325	Human Anatomy and Physiology I	4
Natural Science Course	Discuss options with your pre-chiropractic advisor	4
Elective		4
Elective		4
Hours		16
Spring		
INTG 300	Learning Integrations	4
BIOL 326	Human Anatomy and Physiology II	4
Elective		4
Elective		4
Hours		16
Total Hours		130

Dentistry

Advisors: David Mitchell

Dental schools consider majors in any discipline to be acceptable for admission. Prerequisite coursework most often includes one year of biology, general and organic chemistry, physics, and one semester of biochemistry and mathematics. Upper division coursework in literature and in courses that have an intensive writing component are also typically required.

Admission to dental school is competitive and the admission process considers coursework, grades, performance on the Dental Admissions Test (DAT), dental exposure, manual dexterity, letters of evaluation and personal interviews during the time an applicant is applying to dental school. General information can be found in the CSB/SJU pre-professional health programs web page (<http://www.csbsju.edu/pre-professional-health/pre-dental>). Additional resources include the American Dental Association web site (<http://www.ada.org>) and the American Dental Education Association (<http://www.adea.org>).

CSB/SJU course work that meets the standards of the DAT exam includes:

Code	Title	Hours
CHEM 125	Introduction to Chemical Structure and Properties	4
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
BIOL 200	Principles of Biology 2: Biological Response to Challenge	4
CHEM 201	Purification and Separation Lab I	1
CHEM 202	Purification and Chromatography Lab II	1
CHEM 203	Synthesis Lab	1
CHEM 205	Chemical Measurement Lab	1
CHEM 250	Reactions of Nucleophiles and Electrophiles (Reactivity 1)	4
CHEM 251	Intermediate Reactions of Nucleophiles and Electrophiles (Reactivity 2)	4
CHEM 255	Macroscopic Chemical Analysis	4

Additional admissions requirements for dental schools not covered on the DAT will include BIOL 307 Biology of Microorganisms, BIOL 317

Biochemistry, PSYC 111 Introductory Psychology, PHYS 105 Physics for the Life Sciences I and PHYS 106 Physics for the Life Sciences II and one semester of 300 level English. The DAT includes sections on college algebra (trigonometry) and a perception motor-ability test section. Applicants are encouraged to take practice tests in these areas and to consider taking mathematics before taking the DAT. Coursework in the fine arts, business, and upper division biology are encouraged.

A few dental schools admit students after three years of undergraduate study. A three/one program is available at Saint Benedict's and Saint John's for students interested in this option. Students remain at the colleges for three years, during which time they complete all common curriculum requirements and all major requirements in a natural science program, except for four upper-division courses. Sufficient credits may then be transferred from the first year of dental school to complete the CSB/SJU degree requirements. Students need prior approval from the department chair of their major for any coursework from dental school to fulfill a course in their major. In addition, prior approval from the Academic Advising Office is required for any coursework to fulfill a common curriculum requirement. Students contemplating a three/one program should consult early with the natural science chair.

Additional Requirements:
General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

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- GPA:** 2.0 or higher*
- Residency:** At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

** Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.*

Four Year Plans
Pre-Dental

Course	Title	Hours
First Year		
Fall		
INTG 105	College Success	1
INTG 100	Learning Foundations	4
Language 111		4
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
CHEM 125	Introduction to Chemical Structure and Properties	4
CHEM 201	Purification and Separation Lab I	1
Hours		18
Spring		
Language 112		4

Cultural/Social Difference - Identity		4
BIOL 200	Principles of Biology 2: Biological Response to Challenge	4
CHEM 250	Reactions of Nucleophiles and Electrophiles (Reactivity 1)	4
CHEM 202	Purification and Chromatography Lab II	1
Hours		17
Second Year		
Fall		
Language 211		4
THEO 100	Theological Explorations	4
PHYS 105	Physics for the Life Sciences I	4
CHEM 251	Intermediate Reactions of Nucleophiles and Electrophiles (Reactivity 2)	4
CHEM 203	Synthesis Lab	1
Hours		17
Spring		
CHEM 255	Macroscopic Chemical Analysis	4
CHEM 205	Chemical Measurement Lab	1
PHYS 106	Physics for the Life Sciences II	4
Additional Coursework as needed for major/minor		8
Hours		17
Third Year		
Fall		
BIOL 311 or BIOL 316	Cell Biology or General Genetics	4
Human Experience		4
ART 119	Design: 3D/Drawing	4
Additional Coursework as needed for major/minor		4
Hours		16
Spring		
MATH 124	Probability and Statistical Inference	4
PSYC 111	Introductory Psychology	4
BIOL 317	Biochemistry	4
Additional Coursework as needed for major/minor		4
Hours		16
Fourth Year		
Fall		
BIOL 325	Human Anatomy and Physiology I	4
BIOL 307	Biology of Microorganisms	4
Cultural/Social Difference - Systems		4
Additional Coursework as needed for major/minor		4
Hours		16
Spring		
INTG 300	Learning Integrations	4
Theological Integrations		4
BIOL 326	Human Anatomy and Physiology II	4
Additional Coursework as needed for major/minor		4
Hours		16
Total Hours		133

Pre-Dental with Study Abroad

Course	Title	Hours
First Year		
Fall		
INTG 105	College Success	1
INTG 100	Learning Foundations	4
Language 111		4
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
CHEM 125	Introduction to Chemical Structure and Properties	4
CHEM 201	Purification and Separation Lab I	1
Hours		18

Spring		
Language 112		4
Cultural/Social Difference - Identity		4
BIOL 200	Principles of Biology 2: Biological Response to Challenge	4
CHEM 250	Reactions of Nucleophiles and Electrophiles (Reactivity 1)	4
CHEM 202	Purification and Chromatography Lab II	1
Hours		17
Second Year		
Fall		
Language 211		4
THEO 100	Theological Explorations	4
PHYS 105	Physics for the Life Sciences I	4
CHEM 251	Intermediate Reactions of Nucleophiles and Electrophiles (Reactivity 2)	4
CHEM 203	Synthesis Lab	1
Hours		17
Spring		
CHEM 255	Macroscopic Chemical Analysis	4
CHEM 205	Chemical Measurement Lab	1
PHYS 106	Physics for the Life Sciences II	4
PSYC 111	Introductory Psychology	4
Additional Coursework as needed for major/minor		4
Hours		17
Third Year		
Fall		
BIOL 311 or BIOL 316	Cell Biology or General Genetics	4
MATH 124	Probability and Statistical Inference	4
ART 119	Design: 3D/Drawing	4
Additional Coursework as needed for major/minor		4
Hours		16
Spring		
Study Abroad		
Global Engagement		4
Experiential Engagement		4
Cultural/Social Difference - Systems		4
Human Experience		4
Hours		16
Fourth Year		
Fall		
BIOL 325	Human Anatomy and Physiology I	4
BIOL 307	Biology of Microorganisms	4
Additional Coursework as needed for major/minor		8
Hours		16
Spring		
INTG 300	Learning Integrations	4
Theological Integrations		4
BIOL 326	Human Anatomy and Physiology II	4
BIOL 317	Biochemistry	4
Additional Coursework as needed for major/minor		4
Hours		20
Total Hours		137

Engineering

Advisors: Dean Langley (general), Md Fazal (chemical), Imad Rahal (computer science), Jim Crumley (general)

Saint John's and Saint Benedict's offer students the preparation for entrance into the various fields of engineering. We have our own

Engineering Physics track within the physics major. For students who are interested in pursuing other disciplines of engineering, the following options are available:

1. Students may attend Saint Benedict's or Saint John's and earn a bachelor's degree in one of the natural sciences or mathematics and then go to an engineering school (graduate or undergraduate) to earn an engineering degree. Many of our graduates have earned masters degrees in engineering in two to three years of study at an engineering school.
2. Students may attend Saint Benedict's or Saint John's for three years and then transfer to a school of engineering, earning a bachelor's degree from Saint Benedict's or Saint John's and a bachelor's of science degree in engineering from the engineering school. To be eligible for a degree from Saint Benedict's or Saint John's, students must earn all common curriculum credits and complete their major (as determined by each department). When appropriate credits are transferred back from the engineering school, Saint Benedict's or Saint John's will grant a degree. Details should be worked out with the chair of the selected department by early in the junior year. This dual-degree program takes about five years and needs to be arranged with the other university and CSB/SJU. CSB/SJU has a formal dual degree program with Washington University in Saint Louis. This formal program simplifies the process of transferring to an engineering school for CSB/SJU students. CSB/SJU students are still able to transfer to another engineering school.
3. Students may stay at Saint Benedict's or Saint John's for one or two years, completing courses appropriate for their planned engineering program and then transfer to a school of engineering to complete work for their engineering degree. In this case the student does not receive a degree from Saint Benedict's or Saint John's.

Forestry

Advisor: Katharine Cary

Students interested in forestry and related careers are encouraged to meet with the pre-forestry advisor to discuss coursework and on-campus opportunities. Students may complete a bachelor's degree in biology, chemistry, mathematics, economics, or a related area while gaining hands-on experience in the Abbey Arboretum.

Law

Pre-Law Advisors: Mark Shimota, Claire Haeg, Shannon Smith, Derek Larson, Michael Livingston, Emily Berg Paup, Christina Tourino, Dennis Beach

A rigorous, interdisciplinary liberal arts program is excellent preparation for admission to law school. Law schools do not require that a student take a specific sequence of courses as an undergraduate. Students are encouraged to choose a major that aligns with their interests and strengths while developing essential skills for legal study and practice. Although many pre-law students gravitate toward majors such as Political Science, English, Philosophy, Strategic Communication Studies, Sociology, History, or other fields within the social sciences and humanities, students from any discipline can pursue the study of law.

Students preparing to apply to law school should choose courses that will enable them to understand and critically examine human institutions and values, build their analytical and logical reasoning skills, and to communicate effectively, both orally and in writing. Students may wish to explore their interest in law through law-related courses and internships.

The Pre-Law Society provides opportunities for students to participate in a competitive inter-collegiate mock trial program.

The absence of a specific coursework for law school should not be confused with an absence of criteria. It is strongly recommended that a student considering the legal profession meet with a faculty pre-law advisor for information about the application process, as early as second semester in their first year of college.

The following is a list of *suggested courses* because they either engage with legal content or they help to develop key skills valued by law schools - such as critical thinking, analytical and logical reasoning, writing, and oral communication. *These are not requirements for a pre-law program.* Students should choose courses that best fit their interests and academic goals.

It is strongly recommended that a student considering the legal profession meet with a faculty pre-law advisor for information about the application process, as early as second semester in their first year of college.

Suggested Courses:

Code	Title	Hours
COMM 102	Public Speaking and the Public Sphere	4
COMM 110	Voices Unheard: Gender, Race, and Power in America	4
COMM 220	Debate & Democracy	4
COMM 225	Argumentation and Advocacy	4
COMM 245	Introduction to Media Writing	4
COMM 278A	Rhetoric of Social Change	4
COMM 305	Gender, Voice, and Power	4
COMM 330	Apology and Crisis Communication	4
COMM 379A	Freedom of Speech	4
COMM 379C	The Truth Wars: Media and the Limits of the First Amendment	4
COMM 390	Communicating Ethically	4
ENGL 311	Creative Nonfiction	4
ENGL 317	Writing in Business	4
ENVR 360	U.S. Environmental History	4
GBUS 361	Law and Business	4
GBUS 362	Gender & the Law	4
HIST 277D	Revolution and Repression in Modern Latin America	4
HIST 277B	Protest, Riot, and Rebellion in US History	4
HIST 277C	Fascism Past and Present	4
HIST 279D	The American Revolution	4
HIST 295A	Debating the French Revolution	4
HIST 301	Race and Law in US History	4
HIST 329	Guns, Gold and Slaves: Africa and the British Empire	4
HIST 333	Gender and Society in Western Europe	4
HIST 355	Slavery in the Atlantic World	4
PCST 346	Mediation and Conflict Resolution	4
PCST 349	International Law and International Organization	4
PCST 277A	Theory & Practice of Nonviolence	4
PHIL 125	What is Justice?: Social Philosophy	4

PHIL 241	Ethics Tools	2
PHIL 377B	Liberty, Equality & Race in American Political Thought	4
PHIL 379B	Knowledge and Power	4
POLS 224	Courts, Law and Policy	4
POLS 295	Public Policy Debate	1
POLS 321	Law and Literature	4
POLS 323	Constitutional Law: Structure and Power	4
POLS 324	Constitutional Law: Civil Rights and Liberties	4
PSYC 309L	Forensic & Legal Psychology	4
PSYC 381	Psychological Disorders	4
SOCI 304	Social Theory	4
SOCI 336C	Corrections: Race, Gender and Power in Prisons	4
PHIL 321	My Goodness!: Moral Philosophy Moral Philosophy	4

Medicine

Advisors: Manuel Campos, Clark Cotton, Brittany Merritt, David Mitchell, Alicia Peterson

Medical schools consider majors in any discipline to be acceptable for admission. Prerequisites are one year of introductory biology with labs, four semester of chemistry with labs (covering general and organic chemistry), one year of physics with labs, one semester of mathematics (statistics recommended), and one semester of psychology. Many medical schools also require one semester of biochemistry with lab. Although physiology is not a prerequisite for enrollment, it is required in preparation for the Medical College Admission Test (MCAT).

Admission to medical schools is competitive and the admission process considers courses, grades, performance on the MCAT, service record, clinical experiences, personal interviews at the medical schools during the senior year, and letters of evaluation. General information can be found in the CSB/SJU Pre-professional health programs web page (<http://www.csbsju.edu/pre-professional-health/pre-medicine>) (<http://www.csbsju.edu/pre-professional-health/pre-medicine/>) as well as the American Association of Medical Colleges web site (<http://www.aamc.org/>) and American Association of the Colleges of Osteopathic Medicine (<http://www.aacom.org>).

CSB/SJU courses that meet general admissions requirements and prepare students for the MCAT are:

Code	Title	Hours
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
BIOL 200	Principles of Biology 2: Biological Response to Challenge	4
BIOL 317	Biochemistry	4
CHEM 125	Introduction to Chemical Structure and Properties	4
CHEM 250	Reactions of Nucleophiles and Electrophiles (Reactivity 1)	4
CHEM 251	Intermediate Reactions of Nucleophiles and Electrophiles (Reactivity 2)	4
CHEM 255	Macroscopic Chemical Analysis	4
CHEM 201	Purification and Separation Lab I	1
CHEM 202	Purification and Chromatography Lab II	1
CHEM 203	Synthesis Lab	1

CHEM 205	Chemical Measurement Lab	1
PHYS 105	Physics for the Life Sciences I	4
PHYS 106	Physics for the Life Sciences II	4
MATH 124	Probability and Statistical Inference	4

Additional coursework to complete before taking the MCAT exam would include:

Code	Title	Hours
One of the following:		4-8
BIOL 216	Human Physiology	
BIOL 323	Animal Physiology	
BIOL 325 & BIOL 326	Human Anatomy and Physiology I and Human Anatomy and Physiology II	
PSYC 111	Introductory Psychology	4
SOCI 111	Introduction to Sociology	4

Coursework in upper division literature and courses with intensive writing components are also typically required by most allopathic and osteopathic medical schools.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

** Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.*

Four Year Plans

Pre-Medicine with Study Abroad

Course	Title	Hours
First Year		
Fall		
INTG 105	College Success	1
INTG 100	Learning Foundations	4
Cultural/Social Difference - Identity (take SOCI 111)		4
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
CHEM 125	Introduction to Chemical Structure and Properties	4
CHEM 201	Purification and Separation Lab I	1
Hours		18
Spring		
Language 111		4

THEO 100	Theological Explorations	4
CHEM 250	Reactions of Nucleophiles and Electrophiles (Reactivity 1)	4
BIOL 200	Principles of Biology 2: Biological Response to Challenge	4
CHEM 202	Purification and Chromatography Lab II	1

Hours **17**

Second Year

Fall

Language 112		4
MATH 124	Probability and Statistical Inference	4
PHYS 105	Physics for the Life Sciences I	4
CHEM 251	Intermediate Reactions of Nucleophiles and Electrophiles (Reactivity 2)	4
CHEM 203	Synthesis Lab	1

Hours **17**

Spring

Language 211		4
PSYC 111	Introductory Psychology	4
PHYS 106	Physics for the Life Sciences II	4
CHEM 255	Macroscopic Chemical Analysis	4
CHEM 205	Chemical Measurement Lab	1

Hours **17**

Third Year

Fall

BIOL 317	Biochemistry	4
BIOL 323	Animal Physiology	4
Course for Major/Minor		4
Course for Major/Minor		4

Hours **16**

Spring

Study Abroad		16
Global Engagement		
Experiential Engagement		
Cultural/Social Difference - Systems		
Human Experience		

Hours **16**

Fourth Year

Fall

Theological Integrations		4
Artistic Expression		4
Course for Major/Minor		4
Course for Major/Minor		4

Hours **16**

Spring

INTG 300	Learning Integrations	4
Course for Major/Minor		4
Course for Major/Minor		4
Any Remaining Requirements		4

Hours **16**

Total Hours **133**

Pre-Medicine with BCHM Major

Course	Title	Hours
First Year		
Fall		
INTG 105	College Success	1
INTG 100	Learning Foundations	4
Cultural/Social Difference - Identity (take SOCI 111)		4
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
CHEM 125	Introduction to Chemical Structure and Properties	4

CHEM 201	Purification and Separation Lab I	1
Hours		18
Spring		
Language 111		4
THEO 100	Theological Explorations	4
BIOL 200	Principles of Biology 2: Biological Response to Challenge	4
CHEM 250	Reactions of Nucleophiles and Electrophiles (Reactivity 1)	4
CHEM 202	Purification and Chromatography Lab II	1
Hours		17
Second Year		
Fall		
Language 112		4
MATH 119	Calculus I	4
PHYS 105	Physics for the Life Sciences I	4
CHEM 251	Intermediate Reactions of Nucleophiles and Electrophiles (Reactivity 2)	4
CHEM 203	Synthesis Lab	1
Hours		17
Spring		
Language 211		4
MATH 124	Probability and Statistical Inference	4
PHYS 106	Physics for the Life Sciences II	4
CHEM 255	Macroscopic Chemical Analysis	4
CHEM 205	Chemical Measurement Lab	1
Hours		17
Third Year		
Fall		
BIOL 317	Biochemistry	4
BIOL 323	Animal Physiology	4
PSYC 111	Introductory Psychology	4
Human Experience		4
Hours		16
Spring		
CHEM 315	Advanced Reactions (Reactivity 3)	4
Global Engagement		4
Cultural/Social Difference - Systems		4
Course for Major/Minor		4
Hours		16
Fourth Year		
Fall		
Theological Integrations		4
BIOL 311	Cell Biology	4
Artistic Expression		4
Course for Major/Minor		4
Hours		16
Spring		
INTG 300	Learning Integrations	4
BIOL 318	Molecular Genetics	4
Elective		4
BCHM 375	Biochemistry Capstone	2
BCHM XXX Exam		0
Hours		14
Total Hours		131

Pre-Medicine with BCHM Major with Study Abroad

Course	Title	Hours
First Year		
Fall		
INTG 105	College Success	1
INTG 100	Learning Foundations	4

Cultural/Social Difference - Identity (take SOCI 111)		4
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
CHEM 125	Introduction to Chemical Structure and Properties	4
CHEM 201	Purification and Separation Lab I	1
Hours		18
Spring		
Language 111		4
THEO 100	Theological Explorations	4
BIOL 200	Principles of Biology 2: Biological Response to Challenge	4
CHEM 250	Reactions of Nucleophiles and Electrophiles (Reactivity 1)	4
CHEM 202	Purification and Chromatography Lab II	1
Hours		17
Second Year		
Fall		
Language 112		4
MATH 119	Calculus I	4
PHYS 105	Physics for the Life Sciences I	4
CHEM 251	Intermediate Reactions of Nucleophiles and Electrophiles (Reactivity 2)	4
CHEM 203	Synthesis Lab	1
Hours		17
Spring		
Language 211		4
MATH 124	Probability and Statistical Inference	4
PHYS 106	Physics for the Life Sciences II	4
CHEM 255	Macroscopic Chemical Analysis	4
CHEM 205	Chemical Measurement Lab	1
Hours		17
Third Year		
Fall		
BIOL 317	Biochemistry	4
BIOL 323	Animal Physiology	4
PSYC 111	Introductory Psychology	4
Course for Major/Minor		4
Hours		16
Spring		
Study Abroad		
Global Engagement		4
Experiential Engagement		4
Cultural/Social Difference - Systems		4
Human Experience		4
Hours		16
Fourth Year		
Fall		
CHEM 315	Advanced Reactions (Reactivity 3)	4
BIOL 311	Cell Biology	4
Theological Integrations		4
Artistic Expression		4
Hours		16
Spring		
INTG 300	Learning Integrations	4
BIOL 318	Molecular Genetics	4
Elective		4
BCHM 375	Biochemistry Capstone	2
BCHM XXX Exam		0
Hours		14
Total Hours		131

Pre-Medicine with Biology Major with Study Abroad

Course	Title	Hours
First Year		
Fall		
INTG 105	College Success	1
INTG 100	Learning Foundations	4
Cultural/Social Difference - Identity (take SOCI 111)		4
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
CHEM 125	Introduction to Chemical Structure and Properties	4
CHEM 201	Purification and Separation Lab I	1
Hours		18
Spring		
Language 111		4
THEO 100	Theological Explorations	4
BIOL 200	Principles of Biology 2: Biological Response to Challenge	4
CHEM 250	Reactions of Nucleophiles and Electrophiles (Reactivity 1)	4
CHEM 202	Purification and Chromatography Lab II	1
Hours		17
Second Year		
Fall		
Language 112		4
MATH 124	Probability and Statistical Inference	4
PHYS 105	Physics for the Life Sciences I	4
CHEM 251	Intermediate Reactions of Nucleophiles and Electrophiles (Reactivity 2)	4
CHEM 203	Synthesis Lab	1
Hours		17
Spring		
Language 211		4
PSYC 111	Introductory Psychology	4
PHYS 106	Physics for the Life Sciences II	4
CHEM 255	Macroscopic Chemical Analysis	4
CHEM 205	Chemical Measurement Lab	1
Hours		17
Third Year		
Fall		
BIOL 317	Biochemistry	4
BIOL 323	Animal Physiology	4
Artistic Expression		4
Course for Major/Minor		4
Hours		16
Spring		
Study Abroad		
Global Engagement		4
Experiential Engagement		4
Cultural/Social Difference - Systems		4
Human Experience		4
Hours		16
Fourth Year		
Fall		
Theological Integrations		4
BIOL 3@@		4
BIOL 3@@		4
Elective		4
Hours		16
Spring		
INTG 300	Learning Integrations	4
BIOL 3@@		4
BIOL 3@@		4

BIOL 380 Capstone	2
Hours	14
Total Hours	131

Pre-Medicine with History Major with Study Abroad

Course	Title	Hours
First Year		
Fall		
INTG 100	Learning Foundations	4
INTG 105	College Success	1
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
CHEM 125	Introduction to Chemical Structure and Properties	4
CHEM 201	Purification and Separation Lab I	1
HIST CSDI		4
Hours		18
Spring		
THEO 100	Theological Explorations	4
BIOL 200	Principles of Biology 2: Biological Response to Challenge	4
CHEM 250	Reactions of Nucleophiles and Electrophiles (Reactivity 1)	4
LANG 111		4
CHEM 202	Purification and Chromatography Lab II	1
Hours		17
Second Year		
Fall		
PHYS 105	Physics for the Life Sciences I	4
CHEM 251	Intermediate Reactions of Nucleophiles and Electrophiles (Reactivity 2)	4
CHEM 203	Synthesis Lab	1
LANG 112		4
HIST 295	History Colloquium	4
Hours		17
Spring		
PHYS 106	Physics for the Life Sciences II	4
CHEM 255	Macroscopic Chemical Analysis	4
CHEM 205	Chemical Measurement Lab	1
PSYC 111	Introductory Psychology	4
LANG 211		4
Hours		17
Third Year		
Fall		
BIOL 317	Biochemistry	4
BIOL 323	Animal Physiology	4
SOCI 111	Introduction to Sociology	4
MATH 124	Probability and Statistical Inference	4
Hours		16
Spring		
Study Abroad		16
AE course		
HIST course abroad		
Hours		16
Fourth Year		
Fall		
HIST Theology 300 level		4
HIST 300 level - potential CS		4
HIST 200 or 300 level elective		4
HIST 395	Historiography	4
Hours		16
Spring		
INTG 300	Learning Integrations	4
HIST 399	Senior Thesis	4

HIST Elective 300 level	4
HIST Elective 300 level	4
Hours	16
Total Hours	133

Occupational Therapy

Advisors: Eric Belt, Jake Erickson, Don Fischer, Madelin Siedler, Emily Willaert

The College of Saint Benedict and Saint John's University offer a pre-professional program in occupational therapy. Students complete prerequisite coursework as outlined by the different accredited occupational therapy programs. Upon completion of the pre-professional coursework, the student is eligible to apply to colleges and universities offering a Master of Occupational Therapy degree or a Doctor of Occupational Therapy degree. Majors that students frequently pursue along with the pre-occupational therapy requirements include biology, exercise and health science, nutrition, and psychology.

Courses commonly required by graduate programs in occupational therapy:

Code	Title	Hours
BIOL 325	Human Anatomy and Physiology I	4
BIOL 326	Human Anatomy and Physiology II	4
PSYC 111	Introductory Psychology	4
PSYC 360	Developmental Psychology	4
PSYC 381	Psychological Disorders	4
SOCI 111	Introduction to Sociology	4
SOCI 121	Introduction to Anthropology	4
MATH 124	Probability and Statistical Inference	4
PSYC 221	Applied Behavioral Statistics	4
COLG 121	Medical Terminology	1

Due to the differences in prerequisite courses between occupational therapy programs, students should work closely with the faculty advisor in planning their pre-professional program. Students should meet with the campus advisor early in the fall semester of their first year.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Four Year Plans

Pre-Occupational Therapy

Course	Title	Hours
First Year		
Fall		
INTG 105	College Success	1
INTG 100	Learning Foundations	4
Global Language 111		4
PSYC 111	Introductory Psychology	4
Elective		4
Hours		17
Spring		
CHEM 125	Introduction to Chemical Structure and Properties	4
SOCI 111 or SOCI 121	Introduction to Sociology or Introduction to Anthropology	4
Global Language 112		4
Elective		4
Hours		16
Second Year		
Fall		
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
MATH 124 or PSYC 221	Probability and Statistical Inference or Applied Behavioral Statistics	4
Global Language 211		4
THEO 100	Theological Explorations	4
Hours		16
Spring		
BIOL 200	Principles of Biology 2: Biological Response to Challenge	4
PSYC 360	Developmental Psychology	4
Benedictine Raven		4
Elective		4
Hours		16
Third Year		
Fall		
Cultural/Social Differences-Systems		4
Global Engagement		4
Human Experience		4
Artistic Expression		4
Hours		16
Spring		
PSYC 381	Psychological Disorders	4
Theology Integrations		4
Experiential Engagement		4
COLG 121	Medical Terminology	1
Elective		4
Hours		17
Fourth Year		
Fall		
BIOL 325	Human Anatomy and Physiology I	4
Elective		4
Elective		4
Elective		4
Hours		16

Spring		
BIOL 326	Human Anatomy and Physiology II	4
INTG 300	Learning Integrations	4
Elective		4
Elective		4
Hours		16
Total Hours		130

Optometry

Advisor: David Mitchell

Saint Benedict's and Saint John's offer a pre-professional program in optometry. The curriculum for the pre-optometry program includes the following general prerequisites:

- Biology
- Chemistry
- Physics
- English

However, optometry schools may different prerequisites. General information about optometry, the OAT exam or school specific requirements can be found at www.opted.org (<http://www.opted.org>)

Four Year Plans

Pre-Optometry

Course	Title	Hours
First Year		
Fall		
INTG 105	College Success	1
INTG 100	Learning Foundations	4
Language 111		4
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
CHEM 125	Introduction to Chemical Structure and Properties	4
CHEM 201	Purification and Separation Lab I	1
Hours		18
Spring		
Cultural/Social Difference - Identity (CI)		4
Language 112		4
CHEM 250	Reactions of Nucleophiles and Electrophiles (Reactivity 1)	4
CHEM 202	Purification and Chromatography Lab II	1
BIOL 200	Principles of Biology 2: Biological Response to Challenge	4
Hours		17
Second Year		
Fall		
Language 211		4
PHYS 105	Physics for the Life Sciences I	4
Theological Exporation		4
CHEM 251	Intermediate Reactions of Nucleophiles and Electrophiles (Reactivity 2)	4
CHEM 203	Synthesis Lab	1
Hours		17
Spring		
PHYS 106	Physics for the Life Sciences II	4
PSYC 111	Introductory Psychology	4
CHEM 255	Macroscopic Chemical Analysis	4
CHEM 205	Chemical Measurement Lab	1

Additional coursework for major/minor		4
Hours		17
Third Year		
Fall		
BIOL 307	Biology of Microorganisms	4
BIOL 3@@@		4
Social World		4
Cultural/Social Difference - Systems (CS)		4
Hours		16
Spring		
BIOL 317	Biochemistry	4
MATH 119	Calculus I	4
Theological Integrations (T!)		4
Elective		4
Hours		16
Fourth Year		
Fall		
Artistic Expression		4
MATH 120 or MATH 124	Calculus II or Probability and Statistical Inference	4
BIOL 325	Human Anatomy and Physiology I	4
Elective		4
Hours		16
Spring		
BIOL 326	Human Anatomy and Physiology II	4
INTG 300	Learning Integrations	4
Human Experience		4
Remaining Coursework for Major/Minor		4
Hours		16
Total Hours		133

Pre-Optometry with Study Abroad

Course	Title	Hours
First Year		
Fall		
INTG 105	College Success	1
INTG 100	Learning Foundations	4
Language 111		4
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
CHEM 125	Introduction to Chemical Structure and Properties	4
CHEM 201	Purification and Separation Lab I	1
Hours		18
Spring		
Cultural/Social Difference - Identity (CI)		4
Language 112		4
CHEM 250	Reactions of Nucleophiles and Electrophiles (Reactivity 1)	4
CHEM 202	Purification and Chromatography Lab II	1
BIOL 200	Principles of Biology 2: Biological Response to Challenge	4
Hours		17
Second Year		
Fall		
Language 211		4
PHYS 105	Physics for the Life Sciences I	4
Theological Exlorations		4
CHEM 251	Intermediate Reactions of Nucleophiles and Electrophiles (Reactivity 2)	4
CHEM 203	Synthesis Lab	1
Hours		17
Spring		
PHYS 106	Physics for the Life Sciences II	4

PSYC 111	Introductory Psychology	4
CHEM 255	Macroscopic Chemical Analysis	4
CHEM 205	Chemical Measurement Lab	1
Additional coursework for major/minor		4
Hours		17
Third Year		
Fall		
BIOL 307	Biology of Microorganisms	4
BIOL 3XX		4
SS		4
Additional coursework for major/minor		4
Hours		16
Spring		
Study Abroad		
Global Engagement		4
Human Experience		4
Experiential Engagement		4
Cultural/Social Difference - Systems (CS)		4
Hours		16
Fourth Year		
Fall		
Artistic Expression		
MATH 119	Calculus I	4
BIOL 325	Human Anatomy and Physiology I	4
BIOL 317	Biochemistry	4
Hours		16
Spring		
BIOL 326	Human Anatomy and Physiology II	4
INTG 300	Learning Integrations	4
Theological Integrations		4
MATH 120	Calculus II	4
or MATH 124	or Probability and Statistical Inference	
Hours		16
Total Hours		133

Pharmacy

Advisors: Edward McIntee

The College of Saint Benedict and Saint John’s University offer a pre-professional program for students who plan to enter the field of pharmacy. Entrance requirements for pharmacy schools vary; students should inform themselves of the courses required by the school they plan to attend. A meeting with a pre-pharmacy advisor is suggested.

Admission to most colleges of pharmacy occurs when the student enters the professional program. This may occur after completion of pre-professional requirements or after completion of the bachelor’s degree, generally with a major in biology, chemistry, biochemistry or natural science. Students are advised to consult with the faculty advisor early in their studies. It is recommended that students applying for pharmacy school apply via the early admissions process if available.

Pre-professional coursework requirements differ slightly, but the following list of courses is recommended based on the requirements of the College of Pharmacy, University of Minnesota for 2023:

Code	Title	Hours
Biology		
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
BIOL 212	Microbiology	4

or BIOL 307	Biology of Microorganisms	
BIOL 325 & BIOL 326	Human Anatomy and Physiology I and Human Anatomy and Physiology II	8
One of the following: ¹		4
BIOL 200	Principles of Biology 2: Biological Response to Challenge	
BIOL 311	Cell Biology	
BIOL 316	General Genetics	
BIOL 317	Biochemistry	
BIOL 318	Molecular Genetics	
NUTR 330	Nutritional Biochemistry and Assessment (Macronutrients)	
Calculus		
MATH 119	Calculus I	4
One of the following:		4-8
MATH 124	Probability and Statistical Inference	
MATH 345 & MATH 346	Mathematical Statistics I and Mathematical Statistics II	
The following chemistry courses and labs (labs must be taken for credit):		20
CHEM 125	Introduction to Chemical Structure and Properties	
CHEM 250	Reactions of Nucleophiles and Electrophiles (Reactivity 1)	
CHEM 251	Intermediate Reactions of Nucleophiles and Electrophiles (Reactivity 2)	
CHEM 255	Macroscopic Chemical Analysis	
CHEM 201	Purification and Separation Lab I	
CHEM 202	Purification and Chromatography Lab II	
CHEM 203	Synthesis Lab	
CHEM 205	Chemical Measurement Lab	
One of the following: ²		4
PHYS 191	Foundations of Physics I	
PHYS 105	Physics for the Life Sciences I	
Select two courses ³		8
Social & Behavioral Sciences Recommended Courses ⁴		
One of the following: ⁴		4
ENGL 311	Creative Nonfiction	
One of the following: ⁴		4
COMM 102	Public Speaking and the Public Sphere	
COMM 105	Introduction to Human Communication	
COMM 205	Interpersonal Communication	
COMM 265	Group Communication	
COMM 350	Intercultural Communication	
COMM 367	Organizational Communication	

¹ Any other advanced biology course must focus on the human body in order to be considered.

² This prerequisite is not required by the U of MN but is required by other schools. Check with the program you wish to enroll in to determine their requirements.

³ Recommended courses: psychology, sociology, economics, global issues, political science, anthropology.

⁴ This prerequisite is waived by U of MN if student has a U.S. bachelor’s degree

Visit the prerequisites webpage <http://pharmacy.umn.edu/pharmd/admissions/prerequisites/index.htm> (<http://pharmacy.umn.edu/pharmd/admissions/prerequisites/>) for all information about University of Minnesota prerequisites.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

*Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Four Year Plans

Pre-Pharmacy

Course	Title	Hours
First Year		
Fall		
INTG 105	College Success	1
INTG 100	Learning Foundations (LF)	4
Language 111		4
CHEM 125	Introduction to Chemical Structure and Properties	4
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
CHEM 201	Purification and Separation Lab I	1
Hours		18
Spring		
Language 112		4
Cultural/Social Difference - Identity (CI)		4
BIOL 200	Principles of Biology 2: Biological Response to Challenge	4
CHEM 250	Reactions of Nucleophiles and Electrophiles (Reactivity 1)	4
CHEM 202	Purification and Chromatography Lab II	1
Hours		17
Second Year		
Fall		
Language 211		4
THEO 100	Theological Explorations (TE)	4
PHYS 105	Physics for the Life Sciences I Not required by U of MN college of Pharmacy but is required by other schools.	4
CHEM 251	Intermediate Reactions of Nucleophiles and Electrophiles (Reactivity 2)	4
CHEM 203	Synthesis Lab	1
Hours		17

Spring		
CHEM 255	Macroscopic Chemical Analysis	4
CHEM 205	Chemical Measurement Lab	1
MATH 124	Probability and Statistical Inference	4
Social & Behavioral Science	Not required by U of MN college of Pharmacy if you have BA	4
Social World (SW)		4
Hours		17
Third Year		
Fall		
BIOL 307	Biology of Microorganisms	4
BIOL 325	Human Anatomy and Physiology I	4
Artistic Expression (AE)		4
Social & Behavioral Science	Not required by U of MN college of Pharmacy if you have BA	4
Hours		16
Spring		
BIOL 326	Human Anatomy and Physiology II	4
MATH 119	Calculus I	4
Human Experience (HE)		4
Course for major/minor		4
Hours		16
Fourth Year		
Fall		
Theological Integrations (TI)		4
COMM	Not required by U of MN college of Pharmacy if you have BA	4
Cultural/Social Difference - Systems (CS)		4
Courses for Major/Minor		4
Hours		16
Spring		
INTG 300	Learning Integrations	4
ENGL 311	Creative Nonfiction Not required by U of MN college of Pharmacy if you have BA	4
Courses for Major/Minor		8
Hours		16
Total Hours		133

Pre-Pharmacy with Study Abroad

Course	Title	Hours
First Year		
Fall		
INTG 105	College Success	1
INTG 100	Learning Foundations (LF)	4
Language 111		4
CHEM 125	Introduction to Chemical Structure and Properties	4
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
CHEM 201	Purification and Separation Lab I	1
Hours		18
Spring		
Language 112		4
Cultural/Social Difference - Identity (CI)		4
BIOL 200	Principles of Biology 2: Biological Response to Challenge	4
CHEM 250	Reactions of Nucleophiles and Electrophiles (Reactivity 1)	4
CHEM 202	Purification and Chromatography Lab II	1
Hours		17
Second Year		
Fall		
Language 211		4
THEO 100	Theological Explorations (TE)	4
PHYS 105	Physics for the Life Sciences I Not required by U of MN college of Pharmacy but is required by other schools.	4

CHEM 251	Intermediate Reactions of Nucleophiles and Electrophiles (Reactivity 2)	4
CHEM 203	Synthesis Lab	1
Hours		17
Spring		
CHEM 255	Macroscopic Chemical Analysis	4
CHEM 205	Chemical Measurement Lab	1
MATH 124	Probability and Statistical Inference	4
Social & Behavioral Science	Not required by U of MN college of Pharmacy if you have BA	4
Additional coursework for major/minor as needed		4
Hours		17
Third Year		
Fall		
BIOL 307	Biology of Microorganisms	4
MATH 119	Calculus I	4
Artistic Expression (AE)		4
Social World (SW)		4
Social & Behavioral Science	Not required by U of MN college of Pharmacy if you have BA	4
Hours		20
Spring		
Study Abroad		
Global Engagement (GL)		4
Experiential Engagement (EX)		4
Cultural/Social Difference - Systems (CS)		4
Human Experience (HE)		4
Hours		16
Fourth Year		
Fall		
Theological Integrations (TI)		4
COMM	Not required by U of MN college of Pharmacy if you have BA	4
BIOL 325	Human Anatomy and Physiology I	4
Additional coursework for major/minor		4
Hours		16
Spring		
INTG 300	Learning Integrations	4
ENGL 311	Creative Nonfiction Not required by U of MN college of Pharmacy if you have BA	4
BIOL 326	Human Anatomy and Physiology II	4
Additional coursework for major/minor		4
Hours		16
Total Hours		137

Physical Therapy

Advisors: Eric Belt, Jake Erickson, Don Fischer, Madelin Siedler, Emily Willaert

The College of Saint Benedict and Saint John’s University offer a pre-professional program in physical therapy. Students complete prerequisite coursework as outlined by the different accredited physical therapy programs. Upon completion of the prerequisite coursework, the student is eligible to apply to colleges and universities offering a clinical doctorate degree in physical therapy. Majors that students frequently pursue along with the pre-physical therapy requirements include biology, exercise and health science, nutrition, and psychology.

Courses commonly required by graduate programs in physical therapy:

Code	Title	Hours
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4

BIOL 200	Principles of Biology 2: Biological Response to Challenge	4
BIOL 325	Human Anatomy and Physiology I	4
BIOL 326	Human Anatomy and Physiology II	4
CHEM 125 & CHEM 201	Introduction to Chemical Structure and Properties and Purification and Separation Lab I	5
CHEM 250 & CHEM 202	Reactions of Nucleophiles and Electrophiles (Reactivity 1) and Purification and Chromatography Lab II	5
MATH 124 or PSYC 221	Probability and Statistical Inference Applied Behavioral Statistics	4
PHYS 105	Physics for the Life Sciences I	4
PHYS 106	Physics for the Life Sciences II	4
PSYC 111	Introductory Psychology	4
PSYC 360	Developmental Psychology	4
PSYC 381	Psychological Disorders	4
COLG 121	Medical Terminology	1

Additional courses may be required and the student may need to complete summer coursework in order to complete the graduate school application requirements in four years.

Due to the specific prerequisite courses that each physical therapy school requires, students are strongly encouraged to work closely with the faculty advisor in planning their pre-professional program. Students should meet with the campus advisor early in the fall semester of their first year.

Additional Requirements: General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

- Credits:** 124 total credits, 40 of which must be from upper division coursework
- GPA:** 2.0 or higher*
- Residency:** At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

** Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.*

Four Year Plans Pre-Physical Therapy

Course	Title	Hours
First Year		
Fall		
INTG 105	College Success	1

INTG 100	Learning Foundations	4
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
CHEM 125	Introduction to Chemical Structure and Properties	4
CHEM 201	Purification and Separation Lab I	1
Global Language 111		4
Hours		18
Spring		
Cultural/Social Difference - Identity		
BIOL 200	Principles of Biology 2: Biological Response to Challenge	4
CHEM 250	Reactions of Nucleophiles and Electrophiles (Reactivity 1)	4
CHEM 202	Purification and Chromatography Lab II	1
Global Language 112		4
Hours		17
Second Year		
Fall		
PHYS 105	Physics for the Life Sciences I	4
PSYC 111	Introductory Psychology	4
THEO 100	Theological Explorations	4
Global Language 211		4
Hours		16
Spring		
PHYS 106	Physics for the Life Sciences II	4
PSYC 381	Psychological Disorders	4
MATH 124	Probability and Statistical Inference	4
or PSYC 221	or Applied Behavioral Statistics	
Elective		4
Hours		16
Third Year		
Fall		
Human Experience		
Global Engagement		
Artistic Expression		
Cultural/Social Difference-Systems		
Hours		16
Spring		
PSYC 360	Developmental Psychology	4
Theology Integrations		
Experiential Engagement		
Elective		
COLG 121	Medical Terminology	1
Hours		17
Fourth Year		
Fall		
BIOL 325	Human Anatomy and Physiology I	4
Benedictine Raven		
Elective		
Elective		
Hours		16
Spring		
BIOL 326	Human Anatomy and Physiology II	4
INTG 300	Learning Integrations	4
Elective		
Elective		
Hours		16
Total Hours		132

Pre-physician assistant students must take a number of natural and social science courses as pre-requisites for admission. There are no universal set of common pre-requisites to all programs, but the courses listed below are common to most. Because of the complexity of scheduling prerequisite courses, we recommend that students interested in applying to physician assistant school contact an advisor as early as possible in their academic career.

Pre-requisite courses common to most programs:

Code	Title	Hours
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
BIOL 200	Principles of Biology 2: Biological Response to Challenge	4
BIOL 316	General Genetics	4
BIOL 307	Biology of Microorganisms	4
BIOL 317	Biochemistry	4
BIOL 325 & BIOL 326	Human Anatomy and Physiology I and Human Anatomy and Physiology II	8
CHEM 125	Introduction to Chemical Structure and Properties	4
CHEM 250	Reactions of Nucleophiles and Electrophiles (Reactivity 1)	4
CHEM 255	Macroscopic Chemical Analysis (Inorganic and quantitative)	4
CHEM 251	Intermediate Reactions of Nucleophiles and Electrophiles (Reactivity 2) (only required if a full year of organic is required)	4
MATH 124	Probability and Statistical Inference	4
PSYC 111	Introductory Psychology	4
PSYC 360	Developmental Psychology	4
PSYC 381	Psychological Disorders	4
COLG 121	Medical Terminology	1
Labs (for credit):		
CHEM 201	Purification and Separation Lab I	1
CHEM 202	Purification and Chromatography Lab II	1
CHEM 205	Chemical Measurement Lab	1
CHEM 203	Synthesis Lab (if two semesters of organic is required)	1

In addition most programs require a substantial number of patient contact hours prior to admission - the number of hours is very variable from program to program but a minimum of 1000 hours is generally recommended. For this reason it is common for many students to take a gap year during which they have employment in a clinical setting.

Examples of patient care hours includes work as a(n):

- Certified Nursing Assistant (CNA) or Personal Care Assistant (PCA) in a health care setting (i.e. hospital, nursing home)
- home health aide
- physical therapy aide
- camp counselor for kids who are patients
- Emergency Medical Technician (EMT)
- Phlebotomist
- Medical scribe
- Volunteer in a health care setting (but must be working with patients)

Physician Assistant

Advisors: Manuel Campos, Ashley Fink

Some schools also require completing the Graduate Record Exam (GRE) as well as significant shadowing experience with a Physician Assistant.

Additional Requirements:
General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

- Credits: 124 total credits, 40 of which must be from upper division coursework
- GPA: 2.0 or higher*
- Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Four Year Plans
Pre-Physician Assistant

Course	Title	Hours
First Year		
Fall		
INTG 105	College Success	1
INTG 100	Learning Foundations (LF)	4
Language 111		4
CHEM 125	Introduction to Chemical Structure and Properties	4
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
CHEM 201	Purification and Separation Lab I	1
Hours		18
Spring		
Language 112		4
Cultural/Social Difference - Identity (CI) (take SOCI 111)		4
BIOL 200	Principles of Biology 2: Biological Response to Challenge	4
CHEM 250	Reactions of Nucleophiles and Electrophiles (Reactivity 1)	4
CHEM 202	Purification and Chromatography Lab II	1
Hours		17
Second Year		
Fall		
Language 211		4
THEO 100	Theological Explorations (TE)	4
CHEM 255	Macroscopic Chemical Analysis	4
CHEM 205	Chemical Measurement Lab	1
Integrations Requirement/Elective		4
Hours		17
Spring		
BIOL 316	General Genetics	4
PSYC 111	Introductory Psychology	4
MATH 124	Probability and Statistical Inference	4

Integrations Requirement/Elective		4
Hours		16
Third Year		
Fall		
BIOL 307	Biology of Microorganisms	4
PSYC 360 or PSYC 381	Developmental Psychology or Psychological Disorders	4
Artistic Expression (AE)		4
Integrations Requirement/Elective		4
Hours		16
Spring		
BIOL 317	Biochemistry	4
Human Experience (HE)		4
Integrations Requirement/Elective		4
Integrations Requirement/Elective		4
Hours		16
Fourth Year		
Fall		
BIOL 325	Human Anatomy and Physiology I	4
Cultural/Social Difference - Systems (CS)		4
Theological Integrations (TI)		4
Complete remaining courses for Major/Minor		4
Hours		16
Spring		
INTG 300	Learning Integrations	4
PSYC 360 or PSYC 381	Developmental Psychology or Psychological Disorders	4
BIOL 326	Human Anatomy and Physiology II	4
Complete remaining courses for Major/Minor		4
Hours		16
Total Hours		132

Pre-Physician Assistant with Study Abroad

Course	Title	Hours
First Year		
Fall		
INTG 105	College Success	1
INTG 100	Learning Foundations (LF)	4
Language 111		4
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
CHEM 125	Introduction to Chemical Structure and Properties	4
CHEM 201	Purification and Separation Lab I	1
Hours		18
Spring		
Language 112		4
Cultural/Social Difference - Identity (CI) (take SOCI 111)		4
BIOL 200	Principles of Biology 2: Biological Response to Challenge	4
CHEM 250	Reactions of Nucleophiles and Electrophiles (Reactivity 1)	4
CHEM 202	Purification and Chromatography Lab II	1
Hours		17
Second Year		
Fall		
Language 211		4
THEO 100	Theological Explorations (TE)	4
CHEM 255	Macroscopic Chemical Analysis	4
CHEM 205	Chemical Measurement Lab	1
Course for Major/Minor		4
Hours		17
Spring		
BIOL 316	General Genetics	4

PSYC 111	Introductory Psychology	4
MATH 124	Probability and Statistical Inference	4
Course for Major/Minor		4
Hours		16
Third Year		
Fall		
BIOL 317	Biochemistry	4
PSYC 360 or PSYC 381	Developmental Psychology or Psychological Disorders	4
Artistic Expression (AE)		4
Integrations Requirement/Elective		4
Hours		16
Spring		
Study Abroad		
GL		4
EX		4
HE		4
CS		4
Hours		16
Fourth Year		
Fall		
BIOL 325	Human Anatomy and Physiology I	4
BIOL 307	Biology of Microorganisms	4
Theological Integrations (TI)		4
Integrations Requirement/Elective		4
Hours		16
Spring		
INTG 300	Learning Integrations	4
PSYC 360 or PSYC 381	Developmental Psychology or Psychological Disorders	4
BIOL 326	Human Anatomy and Physiology II	4
Integrations Requirement/Elective		4
Hours		16
Total Hours		132

Priesthood Studies

Seminary Rector: Fr. William Orbih, OSB

The Saint John's program in priesthood studies is designed to prepare Saint John's students for entry into a major seminary upon graduation. The program acknowledges the richness that each candidate contributes to the community, and seeks to affirm and celebrate the differences while cultivating the skills, abilities and attitudes fundamental to embracing the priestly mission and ministry. With the guidance of a director, the student pursues courses in the College of Arts and Sciences, concentrating especially on the liberal arts. He may major in any area of study, but philosophy is highly recommended and encouraged. The Program of Priestly Formation of the National Conference of Catholic Bishops requires a priesthood student to take 24 undergraduate credits in philosophy and 12 credits in theology. Latin and Greek as well as modern language are also recommended. The student is urged to take a variety of courses in English literature to enhance communication skills, as well as other courses in the humanities and social sciences.

Public Health

Advisor: Ellen Block, Brittany Merrit

The College of Saint Benedict and Saint John's University offer a pre-professional program in public health. Students complete prerequisite coursework as outlined by the various accredited schools of public

health. Upon completion of the pre-professional coursework, the student is eligible to apply to colleges and universities offering a post graduate degree in public health, and to pursue careers in public health.

There are several core disciplines within the field of Public Health (biostatistics, epidemiology, health policy and management, social and behavioral sciences, and environmental health sciences). These core disciplines and several other sub-disciplines draw from a range of interdisciplinary fields and areas, some more rooted in math and science and others more rooted in the social and behavioral sciences. Therefore, there are several appropriate majors and minors (in the sciences, social sciences, and humanities) for students interested in public health, depending on their area of interest. Additionally, the prerequisites for graduate school in these areas vary widely.

The following prerequisite courses are often required to attend graduate school for most of the public health core disciplines.

- 1 or more college level mathematics course
- 1 statistics or research methods course
- 1 or more courses in human biology

Due to the range of career paths in public health and the specific prerequisite courses that each public health school requires, students are strongly encouraged to work closely with the faculty advisor in planning their pre-professional program. Students should meet with the campus advisor early in the fall semester of their first year or as soon as they determine public health to be their area of interest.

Additional Requirements: General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Veterinary Medicine

Advisor: Clark Cotton

Graduate programs in veterinary medicine consider majors in any discipline to be acceptable for admission. However, significant coursework in Biology, Chemistry, and Physics are prerequisites for entry. Entrance requirements for schools of veterinary medicine vary; students should inform themselves of the courses required by the school

which they plan to attend. A pre-requisite chart for entrance into all veterinary schools can be found at <http://www.aavmc.org/data/files/vmcas/prereqchart.pdf>. Admission to veterinary medicine programs is competitive and the admission process considers courses, grades, performance on Graduate Record Exam, animal experience, veterinary medicine exposure, personal interviews at the veterinary schools during the senior year, and letters of evaluation. General information can be found at the Veterinary Application site (<http://www.aavmc.org/Students-Applicants-and-Advisors/Veterinary-Medical-College-Application-Service.aspx>) or at the Association of American Veterinary Medical Colleges (<http://www.aavmc.org/>).

There are a limited number of veterinary programs in the country and some specialize in different areas of veterinary medicine (i.e. exotic animals, large production animals, equine, etc.). Therefore, it is highly recommended that students look at the various programs and identify their own potential schools of interest. In addition, the pre-requisites do vary from program to program. The following courses are recommended as generally fulfilling prerequisites for schools of veterinary medicine:

Code	Title	Hours
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
BIOL 200	Principles of Biology 2: Biological Response to Challenge	4
BIOL 307	Biology of Microorganisms ¹	4
BIOL 316	General Genetics	4
BIOL 317	Biochemistry	4
CHEM 125	Introduction to Chemical Structure and Properties	4
CHEM 250	Reactions of Nucleophiles and Electrophiles (Reactivity 1)	4
CHEM 255	Macroscopic Chemical Analysis (Inorganic and quantitative)	4
CHEM 251	Intermediate Reactions of Nucleophiles and Electrophiles (Reactivity 2) (only required if a full year of organic is required)	4
MATH 124	Probability and Statistical Inference	4
MATH 119	Calculus I	4
PHYS 105	Physics for the Life Sciences I	4
PHYS 106	Physics for the Life Sciences II	4
Labs (for credit):		
CHEM 201	Purification and Separation Lab I	1
CHEM 202	Purification and Chromatography Lab II	1
CHEM 205	Chemical Measurement Lab	1
CHEM 203	Synthesis Lab (if two semesters of organic is required)	1

¹ While we offer a 200 level Microbiology course, graduate schools prefer students complete the upper level microbiology coursework.

- Some veterinary programs require courses in anatomy and physiology. It is recommended that students take BIOL 323 Animal Physiology and BIOL 330 Comparative Anatomy of Vertebrates at CSB/SJU.
- Some veterinary programs also require a course in writing, a public speaking course, and some general coursework in the Humanities.

In addition, it is recommended that you obtain some significant experience working with animals and shadowing veterinarians. In fact,

some schools specifically ask for a letter of recommendation from a veterinarian.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

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Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Four Year Plans

Pre-Veterinary Medicine with Biology Major with Study Abroad

Course	Title	Hours
First Year		
Fall		
INTG 105	College Success	1
INTG 100	Learning Foundations (LF)	4
Cultural/Social Difference - Identity		4
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
CHEM 125	Introduction to Chemical Structure and Properties	4
CHEM 201	Purification and Separation Lab I	1
Hours		18
Spring		
Language 111		4
THEO 100	Theological Explorations (TE)	4
BIOL 200	Principles of Biology 2: Biological Response to Challenge	4
CHEM 250	Reactions of Nucleophiles and Electrophiles (Reactivity 1)	4
CHEM 202	Purification and Chromatography Lab II	1
Hours		17
Second Year		
Fall		
Language 112		4
MATH 119	Calculus I	4
PHYS 105	Physics for the Life Sciences I	4
CHEM 251	Intermediate Reactions of Nucleophiles and Electrophiles (Reactivity 2)	4
CHEM 203	Synthesis Lab	1
Hours		17
Spring		
Language 211		4

Social World (SW)		4
PHYS 106	Physics for the Life Sciences II	4
CHEM 255	Macroscopic Chemical Analysis	4
CHEM 205	Chemical Measurement Lab	1
Hours		17
Third Year		
Fall		
BIOL 317	Biochemistry	4
BIOL 323	Animal Physiology	4
MATH 124	Probability and Statistical Inference	4
Artistic Expression (AE)		4
Hours		16
Spring		
Study Abroad		
Global Engagement (GL)		4
Experiential Engagement (EX)		4
Cultural/Social Difference - Systems (CS)		4
Human Experience (HE)		4
Hours		16
Fourth Year		
Fall		
Theological Integrations (TI)		4
BIOL 307	Biology of Microorganisms	4
Complete any remaining requirements for major/minor or Integrations Curriculum		8
Hours		16
Spring		
INTG 300	Learning Integrations	4
BIOL 316	General Genetics	4
BIOL 3@@		4
BIOL 380 Capstone		2
Complete any remaining requirements for major/minor or Integrations Curriculum		4
Hours		18
Total Hours		135

Pre-Veterinary Medicine with Study Abroad - No Major Included

Course	Title	Hours
First Year		
Fall		
INTG 105	College Success	1
INTG 100	Learning Foundations (LF)	4
Cultural/Social Difference - Identity (CI)		4
BIOL 100	Principles of Biology 1: Fundamentals of Living Things	4
CHEM 125	Introduction to Chemical Structure and Properties	4
CHEM 201	Purification and Separation Lab I	1
Hours		18
Spring		
Language 111		4
THEO 100	Theological Explorations (TE)	4
BIOL 200	Principles of Biology 2: Biological Response to Challenge	4
CHEM 250	Reactions of Nucleophiles and Electrophiles (Reactivity 1)	4
CHEM 202	Purification and Chromatography Lab II	1
Hours		17
Second Year		
Fall		
Language 112		4
MATH 119	Calculus I	4
PHYS 105	Physics for the Life Sciences I	4
CHEM 251	Intermediate Reactions of Nucleophiles and Electrophiles (Reactivity 2)	4

CHEM 203	Synthesis Lab	1
Hours		17
Spring		
Language 211		4
Social World (SW)		4
PHYS 106	Physics for the Life Sciences II	4
CHEM 255	Macroscopic Chemical Analysis	4
CHEM 205	Chemical Measurement Lab	1
Hours		17
Third Year		
Fall		
BIOL 317	Biochemistry	4
BIOL 323	Animal Physiology	4
MATH 124	Probability and Statistical Inference	4
Artistic Expression (AE)		4
Hours		16
Spring		
Study Abroad		
Global Engagement (GL)		4
Experiential Engagement (EX)		4
Cultural/Social Difference - Systems (CS)		4
Human Experience (HE)		4
Hours		16
Fourth Year		
Fall		
Theological Integrations (TI)		
BIOL 307	Biology of Microorganisms	4
Complete any remaining requirements for major/minor or Integrations Curriculum		8
Hours		16
Spring		
INTG 300	Learning Integrations	4
BIOL 316	General Genetics	4
Complete any remaining requirements for major/minor or Integrations Curriculum		8
Hours		16
Total Hours		133

Psychology

Department Chair: Robert Kachelski

Faculty: Majel Baker, Vimbayi Chinopfukutwa, Summer Coleman, Erin Donohue, Samuel Hintz, Aubrey Immelman, Amanda Jantzer, Robert Kachelski, Rodger Narloch, Rebecca Schroeder, Laura Sinville, Linda Tennison, Blaine Tomkins.

Psychology is a discipline defined as the scientific study of behavior and mental processes. Our curriculum provides students with the knowledge and skills necessary to investigate questions important to the human condition from a scientific perspective, emphasizing clear thinking, communication skills, and ethical judgment. In addition, we strive to foster the personal and professional growth of students in our department by offering extensive and varied opportunities for integrative experiential learning, including faculty/student collaborative research, community-engaged learning, and on- and off-campus internships.

Our goal is to produce graduates with a high level of reflective, critical, and complex thinking skills derived from their knowledge of the basic principles and methodology in both traditional and emerging branches of psychology. They will be well prepared to pursue advanced training and rewarding careers in psychology and related disciplines, and to be active

and engaged lifelong learners prepared to make positive contributions to the people and world around them.

Majors

- Psychology Major (p. 190)

Minors

- Psychology Minor (p. 191)

Psychology Major

Code	Title	Hours
PSYC 111	Introductory Psychology	4
PSYC 221	Applied Behavioral Statistics	4
PSYC 235	Research Methods	4
2 of the following		8
PSYC 320	Principles of Learning and Behavior	
PSYC 330	Sensation and Perception	
PSYC 331	Cognitive Processes	
PSYC 340	Physiological Psychology	
2 of the following		8
PSYC 350	Social Psychology	
PSYC 360	Developmental Psychology	
PSYC 380	Personality Psychology	
PSYC 381	Psychological Disorders	
4 credits from the following:		4
PSYC 392	History of Psychology	
PSYC 393	Psychology Seminar	
PSYC 396	Senior Thesis	
COLG 398	Distinguished Thesis Essay, Research or Creative Project	
12 elective credits of the following:		12
Any PSYC course ¹		
ECON 329A	Behavioral Economic Ideas	
ECON 329B	Behavioral Economic Analysis	
EDUC 203	Development, Learning, and Mental Health in Childhood and Adolescence	
EDUC 379A	Educational Psychology: Myths Versus Science	
EXHS 324	Sports and Exercise Psychology ²	
POLS 350D	Political Psychology & Behavior	
Total Hours		44

¹ Any PSYC course counts as an elective, including additional courses from the categories above that go beyond the minimum required in each category.

² If PSYC 311 Sport and Exercise Psychology is taken as an elective, then EXHS 324 Sports and Exercise Psychology cannot also be counted toward the major.

Special Requirements

The department recommends that PSYC 111 Introductory Psychology, PSYC 221 Applied Behavioral Statistics, and PSYC 235 Research Methods be taken in sequence during the first and second years. These courses are prerequisites for full acceptance to the major. The psychology

department also engages in a process of annual assessment in which all majors are expected to participate.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

- Credits:** 124 total credits, 40 of which must be from upper division coursework
- GPA:** 2.0 or higher*
- Residency:** At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

** Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.*

Four Year Plan

Course	Title	Hours
First Year		
Fall		
PSYC 111	Introductory Psychology	4
INTG 100	Learning Foundations (LF)	4
INTG 105	College Success	1
Language 111		4
Way of Thinking		4
Hours		17
Spring		
PSYC Elective/Processes/Paths Course		4
Cultural & Social Difference - Identity (CI)		4
Language 112		4
THEO 100	Theological Explorations (TE)	4
Hours		16
Second Year		
Fall		
PSYC 221	Applied Behavioral Statistics	4
PSYC Elective/Processes/Paths Course		4
Language 211		4
Way of Thinking with Additional Requirement		4
Hours		16
Spring		
PSYC 235	Research Methods	4
PSYC Elective/Processes/Paths Course		4
Way of Thinking with Additional Requirement		4
Benedictine Raven (BN)		4
Hours		16
Third Year		
Fall		
PSYC Elective/Processes/Paths Course		4
Cultural & Social Difference - Systems		4

Way of Thinking with Additional Requirement	4
Experiential Engagement (EX)	4
Hours	16
Spring	
PSYC Elective/Processes/Paths Course	4
PSYC Elective/Processes/Paths Course	4
Theology Integrations (TI)	4
Elective	4
Hours	16
Fourth Year	
Fall	
PSYC Capstone	4
INTG 300 Learning Integrations	4
Global Engagement (GL)	4
Artistic Engagement (AR)	4
Hours	16
Spring	
PSYC Elective/Processes/Paths Course	4
Electives	12
Hours	16
Total Hours	129

Psychology Minor

20 credits required

Code	Title	Hours
Required Courses		
PSYC 111	Introductory Psychology	4
PSYC courses		16
Total Hours		20

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Sociology and Anthropology

Sociology and Anthropology Department Chair: Ellen Block

Sociology and Anthropology Faculty: Ellen Block, Jake Jantzer, Michael Rosenbaum, Megan Sheehan, Ted Gordon

The Sociology and Anthropology (SOAN) Department offers courses in both Sociology and Anthropology. Sociology is the study of groups, institutions, and interactions. We study the ways people behave in groups and how an individual's attitudes and actions are influenced by them. These groups and institutions include families, schools, religious associations, peer groups, political parties, and work organizations. Anthropology is a holistic and comparative study of human diversity. Students examine cross-cultural examples to shed light on all aspects of human life and culture from race, gender, identity and ethnicity, to language and religion, to technology and medicine, to the study of human evolution and variation. Our department focuses on translating social and cultural differences and the multitude of human experiences with a particular attention to underrepresented and marginal groups.

Together, Sociology and Anthropology strive to illuminate the ways people think, feel, and behave as agents of historically, culturally, and socially specific communities. SOAN students develop skills in writing, critical thinking, and quantitative and qualitative methods to address social and cultural research problems and learn to apply disciplinary skills and perspectives in diverse career settings. SOAN graduates are equipped with the knowledge and skills to work professionally in a variety of fields including: public policy, public health, social work, nonprofit organizations, businesses and corporations, law, community organizing, education, healthcare, counseling, human resources, criminal justice and corrections.

Assessment

The Sociology and Anthropology Department utilizes a proficiency model of embedded assessment. Learning outcomes are scaffolded through Introduction, Reinforcement, and Proficiency stages in required courses across the curriculum, and are assessed in at least one course where proficiency is achieved. Students are introduced to outcomes in required courses and given the opportunity to practice them before demonstrating proficiency.

Major

The Sociology and Anthropology Department offers a single joint major in Sociology and Anthropology.

Majors

- Sociology and Anthropology Major (p. 191)

Minors

- Sociology and Anthropology Minor (p. 192)

Sociology and Anthropology Major

Acceptance to Major Requirements

Course Requirements: SOCI 111 Introduction to Sociology **OR** SOCI 121 Introduction to Anthropology with grade of C or better and 36 college credits completed

Minimum Grade and/or GPA for required courses: 2.00 GPA

Minimum Cumulative GPA: 2.00

44 credits required

Code	Title	Hours
SOCI 111	Introduction to Sociology	4
or SOCI 121	Introduction to Anthropology	
MATH 124	Probability and Statistical Inference	4
or PSYC 221	Applied Behavioral Statistics	
SOCI 304	Social Theory	4
SOCI 306	Qualitative Research Methods	4
or SOCI 206	Qualitative Research Methods	
SOCI 379B	Quantitative Methods	4
SOCI 396	Sociology Capstone	4
SOCI Electives		20
Total Hours		44

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

- Credits:** 124 total credits, 40 of which must be from upper division coursework
- GPA:** 2.0 or higher*
- Residency:** At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

** Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.*

Four Year Plan

Course	Title	Hours
First Year		
Fall		
INTG 105	College Success	1
INTG 100	Learning Foundations (LF)	4
or INTG 205	or Transfer Seminar	
LANG 111		4
Integrations Elective (NW)		4
THEO 100	Theological Explorations (TE)	4
Hours		17
Spring		
SOCI 111	Introduction to Sociology	4
or SOCI 121	or Introduction to Anthropology	
LANG 112		4
Elective		4
MATH 124	Probability and Statistical Inference	4
Hours		16

Second Year		
Fall		
SOCI 306	Qualitative Research Methods	4
or SOCI 206	or Qualitative Research Methods	
SOCI elective		4
LANG 211		4
Integrations Elective (AR/AE)		4
Hours		16
Spring		
SOCI 379B	Quantitative Methods	4
SOCI elective		4
Integrations Elective (SW) ¹		4
Elective ¹		4
Hours		16
Third Year		
Fall		
Study Abroad (EX/GL)		12-18
Elective (HE and/or AE)		
Elective		
Elective		
Hours		12-18
Spring		
SOCI 304	Social Theory	4
SOCI 336@ (CS) ²		4
Elective		4
Elective		4
Hours		16
Fourth Year		
Fall		
SOCI 396	Sociology Capstone ((EX))	4
SOCI Elective		4
Theological Integrations (TI)		4
Elective		4
Hours		16
Spring		
INTG 300	Learning Integrations	4
SOCI Elective		4
Elective		4
Integrations Elective (BN) ³		4
Hours		16
Total Hours		125-131

¹ One of these two should have a thematic encounter
² Cultural Journeys, Men & Masculinities, Race & Ethnic Groups
³ If students take SOCI 121, they will already have BN

Sociology and Anthropology Minor

The flexible Sociology and Anthropology Minor consists of any 20 SOCI credits (at least 8 have to be 300-level courses).

Code	Title	Hours
SOCI Electives (at least 8 credits of 300-level courses)		20
Total Hours		20

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our

students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

** Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.*

Theater and Dance

Department Chair: Sean Dooley

Faculty: Amelia Cheever, David DeBlieck, Sean Dooley

The theater+dance program offers an inclusive environment for any student interested in developing artistic skills and solving creative challenges within a collaborative ensemble.

As part of the theater+dance minor or the general education curriculum, students examine performance as a formalization of human experience usually requiring rehearsed behavior, linked to text or movement, within a designed visual environment and intended for a live audience. This collaborative process establishes a strong creative community which builds integrated theatrical events; events that reflect and examine the given historical, societal, and cultural context in which they are embedded.

The theater+dance program is committed to scholarly and artistic creativity, to the integration of theory and experience, to the dynamics of the theatrical process and to positive constructive human values. This pursuit includes a confrontation with our own humanity, an illumination of diverse constructions of reality, and a celebration of our spirits.

Students pursuing a theater+dance minor create their own acting, musical theater, dance, or technical collection of courses or select a mix of courses based on their interests.

Assessment

The Theater Program conducts regular assessment of student learning of our minors and students taking theater+dance courses to fulfill general education requirements. We evaluate how students apply communication, expression, design, and storytelling in the performing arts. We also examine students' ability to collaborate in theatrical productions and/or projects in a variety of roles (e.g., as an ensemble member, leader, designer, technician, and/or co-creator) depending on their area of interest. Students draw on these skills and abilities as they create socially meaningful work that engages local and/or global perspectives.

Theater+Dance minors will graduate from the program with skills in collaboration, problem solving, analysis, and communication that will translate into any career opportunity.

Majors

No results were found.

Minors

- Theater+Dance Minor (p. 193)

Theater+Dance Minor

22-26 credits required

Code	Title	Hours
THEA 200	Theater Experience	4
THEA 240	Production Labs (3)	1-2
THEA 340	Production Lab	1-4
THEA Electives ¹		16
Total Hours		22-26

¹ At least 4 credits need to come from Performance courses and 4 credits from Technical courses. (See below)

Performance Courses

Code	Title	Hours
THEA 105	Introduction to Modern Dance	4
THEA 117	Acting Out Loud	4
THEA 140	Fundamentals of Movement	2
THEA 209	Theatrical Dance Styles and Physical Theater	2
THEA 210	Dance Studies: Technique, Improvisation, Choreography and Performance	2
THEA 217	Happy Accidents: Improvisation for all	4
THEA 300	Why the Face	4
THEA 309	Ballroom, Breakdance and Boogie: Social & Popular Dance Cultures	4
THEA 310	Dance Studies: Technique, Improvisation, Choreography and Performance	2

Technical Courses

Code	Title	Hours
THEA 113	Stagecraft	4
THEA 253	Introduction to Textile Arts	4
THEA 279A	Alternative Fashion Trends	4
THEA 321	From Fops to Fashionistas: Four Hundred Years of Fabulous Fashion	4
THEA 333	Basic Principles and Design Elements of Lighting and Sound	4
THEA 353	Theater Materials and Techniques	4
THEA 373	Green Theater	4

Non-specific electives

Code	Title	Hours
THEA 271	Individual Learning Project	1-4
THEA 371	Individual Learning Project	1-4
THEA 395	Senior Project in Theater	1-4
THEA 397	Internship	4-16

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

* Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.

Theology, Undergraduate

DEPARTMENT CHAIR: Dr. Chris Conway

FACULTY: Nickolas Becker, OSB; Jennifer Beste; Adam Beyt, Kristin Colberg; Chris Conway; Benjamin Durheim; Juliann Heller; Micah Kiel, Anna Mercedes; Michael Rubbelke; Laura Taylor, and Kari-Shane Davis Zimmerman.

DEPARTMENT MISSION STATEMENT: Rooted in Benedictine values, the Catholic intellectual tradition, and the liberal arts, the Department of Theology at CSB+SJU seeks to help students cultivate theological ways of knowing as a resource for thinking about all of life. We explore enduring questions about God, ourselves, and the world, wrestling with historical and contemporary challenges in order to foster a lifelong commitment to the common good.

END OF PROGRAM LEARNING GOALS: By the end of the program, students studying theology at CSB+SJU will be able to:

1. Apply theological concepts to enduring and developing questions or topics.
2. Analyze theological texts.
3. Craft sound theological arguments.
4. Relate theology to everyday life.

ASSESSMENT: The theology department conducts assessment of student learning in order to determine how well the department and its students are accomplishing specified student learning goals and

objectives. This assessment activity provides the department with systematic feedback to make curricular and pedagogical improvements. While the department protects confidentiality, students should expect that their coursework may serve as evidence in the assessment process and that they may be asked to provide other data or participate in assessment reviews.

Majors

- Theology Major (p. 194)
- Theology Major with Minor in Secondary Education (<https://catalog.csbsju.edu/catalog/academic-departments/theology-undergraduate/theology-major-secondary-education/>)

Minors

- Theology Minor (p. 195)

Theology Major

Acceptance to Major Requirements

Course Requirements: THEO 100 Theological Explorations

Minimum Grade and/or GPA for required courses: 2.00

GPA Minimum Cumulative GPA: 2.00

Code	Title	Hours
THEO 100	Theological Explorations	4
THEO 313	Thinking Theologically	4
Two of the following Major THEO courses		8
THEO 315	Enduring Questions in Theology	
THEO 332	Theology and Spiritual Practice	
THEO 341	Theology and Justice	
THEO 376	Theology and Dialogue	
THEO 396	Theological Conversation	4
(5) Additional 300-level THEO courses ¹		20
Total Hours		40

¹ Students (junior class standing or higher) may take a 300-level course(s) in the School of Theology for credit. To do this, a student is asked first to consult with her/his theology faculty advisor to understand the approval and course registration process.

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

In addition to the Integrations Curriculum, all undergraduate students must meet the following minimum degree requirements to earn their degree from CSB and SJU.

Credits: 124 total credits, 40 of which must be from upper division coursework

GPA: 2.0 or higher*

Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

Please visit Graduation (p. 24) under the Academic Policies and Regulations (p. 15) portion of the catalog for additional details regarding degree requirements.

** Cumulative GPA as well as major(s)/minor(s) GPA. Please note some majors/minors may require a higher GPA to earn their degree.*

Four Year Plan

Course	Title	Hours
First Year		
Fall		
INTG 105	College Success	1
Language 111		4
THEO 100 or INTG 100	Theological Explorations (TE) or Learning Foundations	4
Elective/Integrations Requirement		4
Elective/Integrations Requirement		4
Hours		17
Spring		
INTG 100 or THEO 100	Learning Foundations (LF) or Theological Explorations	4
Cultural and Social Difference - Identity (CI)		4
Language 112		4
Integrations Requirement		4
Hours		16
Second Year		
Fall		
THEO 313	Thinking Theologically ((TI))	4
Language 211		4
Integrations Requirement		4
Integrations Requirement/Elective		4
Hours		16
Spring		
THEO 300-level elective #1		4
Integrations Requirement		4
Integrations Requirement		4
Elective/Integrations Requirement		4
Hours		16
Third Year		
Fall		
THEO 300-level Major Course #1		4
THEO 300-level elective #2		4
Integrations Requirement		4
Integrations Requirement		4
Hours		16
Spring		
THEO 300-level Major Course #2		4
THEO 300-level elective #3		4
Cultural and Social Difference - Systems (CS)		4
Integrations Requirement		4
Hours		16
Fourth Year		
Fall		
THEO 300-level Major Course #4		4
Integrations Requirement/Elective		4
Integrations Requirement/Elective		4
Integrations Requirement/Elective		4
Hours		16

Spring		
INTG 300	Learning Integrations	4
THEO 396	Theological Conversation	4
THEO 300-level Major Course #5		4
Integrations Requirement/Elective		4
Hours		16
Total Hours		129

Theology Minor

20 credits required

Code	Title	Hours
THEO 100	Theological Explorations	4
Theological Integrations Course (TI)		4
(3) Additional 300-Level THEO Courses of a Student's Choosing		12
Total Hours		20

Additional Requirements:

General Education Requirements:

All undergraduate students must complete the requirements of the Integrations Curriculum (IC) which is designed to ensure all of our students receive a liberal arts education. Please review details of the Integrations Curriculum (p. 25) requirements here (p. 25).

Graduation Requirements:

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Residency: At least 24 of your last 32 credits must be completed at CSB and SJU

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Course Descriptions

A

- Accounting & Finance (ACFN) (p. 196)
- Art (ART) (p. 200)
- Astronomy (ASTR) (p. 207)

B

- Biochemistry (BCHM) (p. 208)
- Biology (BIOL) (p. 208)

C

- Chemistry (CHEM) (p. 216)
- Classics/Ancient Mediterranean (CLAS) (p. 221)
- Communication (COMM) (p. 222)
- Computer Science (CSCI) (p. 230)
- Courses of the College (COLG) (p. 233)
- Cultural and Social Difference (CSD) (p. 238)

D

- Data Analytics (DATA) (p. 238)

E

- Economics (ECON) (p. 239)
- Education (EDUC) (p. 244)
- English (ENGL) (p. 250)
- English as a Second Language (ESL) (p. 261)
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- Entrepreneurship (ENTR) (p. 262)
- Environmental Studies (ENVR) (p. 265)
- Exercise and Health Science (EXHS) (p. 270)

F

- French (FREN) (p. 273)

G

- Gender Studies (GEND) (p. 277)
- Geography (GEOG) (p. 279)
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- Global Business Leadership (GBUS) (p. 281)
- Greek (GREK) (p. 288)

H

- Hispanic Studies (HISP) (p. 288)
- History (HIST) (p. 298)
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I

- Integrations Curriculum (INTG) (p. 317)

J

- Japanese (JAPN) (p. 318)

L

- Languages and Cultures (LNGS) (p. 321)
- Latin (LATN) (p. 321)
- Latino/Latin American Studies (LLAS) (p. 322)

M

- Mathematics (MATH) (p. 323)
- Military Science (MILS) (p. 327)
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N

- Nursing (NRSG) (p. 338)
- Nutrition (NUTR) (p. 347)

P

- Peace Studies (PCST) (p. 351)
- Philosophy (PHIL) (p. 354)
- Physics (PHYS) (p. 359)
- Political Science (POLS) (p. 363)
- Psychology (PSYC) (p. 371)

S

- Sociology and Anthropology (SOCI) (p. 377)
- Study Abroad (SA) (p. 383)

T

- Theater (THEA) (p. 387)
- Theology, Undergraduate (THEO) (p. 390)

Accounting & Finance (ACFN)

ACFN 111 Principles I (4 Credits)

This course introduces procedures and practices in the accounting cycle, following generally accepted accounting principles. Topics also include preparation and analysis of financial statements, as well as an introduction to investing decisions. Fall and spring.

Prerequisites: None

Equivalent courses: ACCT 113, ACCT 113Z, ACFN 113, ACFN 113Z

ACFN 112 Principles II (4 Credits)

Introduction to the principles and tools used in managerial accounting, with a focus on standard costs, variances, profit planning, and capital budgeting. Introduction to technology used in preparing and analyzing financial information. Fall and spring.

Prerequisites: ACFN 111

Equivalent courses: ACCT 114, ACCT 114Z, ACFN 114, ACFN 114Z

ACFN 210 Business Communication (2 Credits)

Writing skills necessary for producing effective business correspondence in multiple modes and forms, reports, and other written documents in professional contexts. Verbal communication skills necessary to deliver successful presentations in professional contexts. Fall and spring.

Prerequisites: None

Restrictions: Enrollment is limited to students with a major in Accounting or Finance. Students with the 2025-2026 Registration Cohort attribute may not enroll.

Equivalent courses: ACCT 210

Attributes: Writing Requirement (WR)

ACFN 271 Individual Learning Project (1-4 Credits)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

Equivalent courses: ACCT 271

ACFN 281 Financial Analyst Intern (Johnnie/Bennie Fund) (1 Credit)

The financial analyst intern for the JBF fund is a good way to see if this type of career is interesting to you. You will go to the same class and observe juniors and seniors who do the actual investing in the fund. Your responsibility will be to help them with analysis and begin to understand the fund and the datasets used in the analysis and investment in the Johnnie-Bennie Fund. Due to the nature of the changing investment recommendations over time, this course may be repeated once for credit. (Maximum 2 total credits). Students who have taken ACFN 381 are not eligible to enroll in ACFN 281.

Prerequisites: ACFN 111 and (ECON 111 or ECON 111A or ECON 111Z)

Restrictions: Students with the 2025-2026 Registration Cohort attribute may not enroll.

ACFN 310 Fundamentals of Managerial Finance (4 Credits)

This course is the foundation course in Finance and the prerequisite for all other Finance courses. Topics covered include the time value of money, the financial markets, the concepts of risk and valuation, the types of financing and their relative mix, financial leverage, the cost of capital, and the criteria for evaluating the attractiveness of investment opportunities. Fall and spring.

Prerequisites: ACFN 111 and (ECON 111 or ECON 111A or ECON 111Z)

Equivalent courses: ACCT 310, MGMT 331, MGMT 331Z, MGMT 336

ACFN 312 Financial Modeling & Analysis (4 Credits)

This course involves using technology to prepare robust financial models in order to make complex financial decisions for businesses. The course has a focus on how to analyze real-world information and present it in a professional manner. Topics covered will include financial forecasting, capital budgeting, the cost of capital, capital structure, and entity and business valuations.

Prerequisites: ACFN 310

Equivalent courses: ACFN 333

ACFN 315 Theory of Investments (4 Credits)

The primary focus of this course is the concepts of Modern Portfolio Theory. Through efficient diversification, it is possible to minimize the risk consequences of investing and maximize return. Topics covered will include models of capital market equilibrium, the concepts of risk and return in the fixed income and equity markets, and an introduction to technical analysis and behavioral finance. Fall.

Prerequisites: ACFN 310 and (MATH 119 or MATH 119Z or MATH 125)

Attributes: Social World (SW), Thematic Encounter3 - Movement

ACFN 318 Finance in Corporations (4 Credits)

This course introduces the fundamental theories in financial management. It is the prerequisite for Advanced Corporate Finance. Topics covered time value of money, capital budgeting decision making, cost of capital, risk analysis and real options, capital structure, financial forecasting, and corporate valuation. Spring only.

Prerequisites: ACFN 310

ACFN 320 International Finance (4 Credits)

This course examines the international dimensions of Finance. The course builds on the principles of Finance discussed in ACFN 310 and provides a conceptual framework for the key financial decisions of a multinational. Topics covered will include the balance of payments, the determination of exchange rates, forecasting future exchange rates, methods of hedging exchange rate risk, the international financial markets, the cost of capital for a multinational, multinational capital budgeting, and international cash management. Spring.

Prerequisites: ACFN 310

Equivalent courses: ACCT 320, MGMT 338

ACFN 325 Intermediate Accounting I (4 Credits)

Principles and procedures underlying the preparation of financial statements under U.S. GAAP. Time value of money concepts and their application to financial statements. Accounting issues related to the recognition and valuation of cash, receivables, investments, current liabilities, and long-term liabilities. Valuation of the elements in a corporation's stockholders' equity. Computation of earnings per share in simple and complex capital structures. Statement of Cash Flows preparation and evaluation. Financial statement analysis. Fall and spring.

Prerequisites: ACFN 111 or ACFN 111Z

Restrictions: Students with the 2025-2026 Registration Cohort attribute may not enroll.

Equivalent courses: ACCT 325

ACFN 326 Intermediate Accounting II (4 Credits)

Financial reporting preparation requirements and disclosures under U.S. GAAP. Recognition and valuation of inventories, intangible assets, and property, plant and equipment. Accounting issues related to revenue recognition. Accounting for leases, income taxes, changes in accounting estimates and principles, and error analysis and correction. Overview of pension plan financial statements. Fall and spring.

Prerequisites: ACFN 325

Equivalent courses: ACCT 326

ACFN 330 Governmental and Not-for-Profit Accounting (2 Credits)

Principles of accounting and reporting for governmental units and not-for-profit institutions and organizations. Spring, every other year.

Prerequisites: ACFN 325

Equivalent courses: ACCT 330, ACFN 330A

ACFN 331 Cost Accounting (4 Credits)

This course further studies the recording, communicating, and interpretation of cost information for controlling routine operations and long-range planning in order to make informed management decisions. Topics explore job order and process costing, standard costs and variances, variable costing, flexible budgets, capital budgeting, cost analysis for special purposes, and performance measurement. Cases are used to study applications of topics. Spring.

Prerequisites: ACFN 112

Equivalent courses: ACCT 331

Attributes: Quantitative Reasoning (QR)

ACFN 331AC Cost Accounting (CIC) (3-5 Credits)**Prerequisites:** None**Equivalent courses:** ACFN 331**Attributes:** Quantitative Reasoning (QR)**ACFN 335 Business Law (2 Credits)**

Law and the judicial process in commerce. Legal regulation of business and its relationships to society. Principles and issues in contract law, sales and commercial transactions, torts and product liability, agency and employment law, banking, negotiable instruments, and other topics of contemporary interest to those preparing for a career in business. Fall.

Prerequisites: None**Restrictions:** Students with the 2025-2026 Registration Cohort attribute may not enroll.**Equivalent courses:** ACCT 335, ACFN 335Z**Attributes:** Social World (SW), Writing Requirement (WR)**ACFN 338 Advanced Accounting (4 Credits)**

Accounting for equity method investments, business combinations and consolidated statements, segment and interim reporting, foreign currency translation and transactions, and other topics. Fall and spring.

Prerequisites: ACFN 326**Equivalent courses:** ACCT 338**ACFN 340 Accounting Information Systems (4 Credits)**

Information systems analysis, design, implementation and control, including the ability to analyze data in a variety of programs commonly used in the business community and the controls required to ensure accuracy and reliability of system data. Fall.

Prerequisites: ACFN 111**Equivalent courses:** ACCT 340**Attributes:** Abstract Structures (AS), Thematic Encounter3 - Movement**ACFN 341 Introduction to Income Taxation (2 Credits)**

An overview of federal income taxation of individuals and businesses. Accounting issues related to income taxes. Fall and spring.

Prerequisites: ACFN 111 or ACFN 111Z**Restrictions:** Students with the 2025-2026 Registration Cohort attribute may not enroll.**ACFN 342 Advanced Individual Income Taxation (2 Credits)**

Advanced topics related to Federal income taxation of individuals. Topics include taxation of self-employed individuals, capital gains and rental properties, as well as advanced issues related to income, deductions and credits. Fall.

Prerequisites: ACFN 341**ACFN 343 Business Taxation Topics (2 Credits)**

Advanced tax topics relating to businesses, with a focus on tax policy. Computation of tax, tax accruals, tax considerations on the formation and operation of domestic and multinational businesses. Spring.

Prerequisites: ACFN 341**Equivalent courses:** ACFN 337**ACFN 344 Tax Research and Communication (2 Credits)**

Research tax issues related to individuals and businesses and learn how to communicate such research. Working and negotiating with the Internal Revenue Service. Preparation of letters and memoranda to clients and the Internal Revenue Service. Spring, every other year.

Prerequisites: ACFN 341**Equivalent courses:** ACFN 332**ACFN 353 Fraud Examination (2 Credits)**

Understanding of occupational fraud, including asset misappropriation and corruption; how occupational fraud is committed and actions that can be taken to deter and detect occupational fraud. Process to investigate fraud allegations.

Prerequisites: ACFN 325**Equivalent courses:** ACCT 353**Attributes:** Experiential Engagement (EX)**ACFN 355 Auditing (4 Credits)**

Theory and practice of financial statement auditing. Focus on the nature of auditing, standards, reporting, the audit environment, risk assessment and planning, controls, audit testing, sample evaluation, and ethics. Fall and Spring.

Prerequisites: ACFN 326, Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.**Restrictions:** Students with the 2024-2025 Registration Cohort or 2025-2026 Registration Cohort attributes may not enroll.**Equivalent courses:** ACCT 355**Attributes:** Thematic Focus - Truth**ACFN 360 Financial Derivatives (4 Credits)**

This course is designed to enhance students' understanding of financial derivatives including options, futures, forwards, and swaps, and their use in the fields of investments and corporate financial management. Every other year.

Prerequisites: (ACFN 315 and (MATH 118 or MATH 119 or MATH 119Z) and (MATH 124 or MATH 124Z)**ACFN 361 Security Analysis and Portfolio Management (4 Credits)**

This course is designed to expand upon the knowledge and understanding of the basic concepts learned in Investments (ACFN 315). Students will learn several valuation methodologies related to prospective companies and other assets for investment purposes. Additionally, students will learn asset analysis methodologies within the context of a portfolio of assets. This course will cover analyses of stocks, fixed-income securities, derivatives, and other types of assets as may be required. Offered every other year.

Prerequisites: ACFN 315 and (MATH 118 or MATH 119 or MATH 119Z) and (MATH 124 or MATH 124Z)**ACFN 362 Current Issues in Finance (4 Credits)**

In this topics course, students will study themes which may vary each time the course is offered and will focus in depth on one or more of the traditional areas of finance or may consider topics outside the areas covered in other finance courses. Subject matter may include ethical and regulatory issues. This course covers contemporary issues not covered in depth in other finance courses. Offered every other year.

Prerequisites: ACFN 310 and ACFN 312 and (MATH 124 or MATH 124Z)**ACFN 363 Advanced Corporate Finance (4 Credits)**

This course discusses advanced topics in financial management. The course develops a deeper understanding of fundamental theories introduced in ACFN 310 and ACFN 312 and apply theories to solve corporate finance problems. Offered every other year.

Prerequisites: ACFN 312

ACFN 370IA International Finance (Abroad) (3 Credits)

This course explains and analyzes the main financial challenges that companies face in an international context. Globalization, or the increasing economic integration of goods, services, and financial markets at the international level, represents both opportunities and threats for governments and enterprises. This course provides discussions of some of the main challenges of international financial transactions. It is divided into two sections. In the first section, the students will be familiarized with exchange rate determination, balance of payments, the international monetary system, the European Monetary System, and the parity conditions in real markets and financial markets. In the second section, they will examine the different derivatives for hedging (options, forwards, futures, and swaps), and exposure measurement (translation, transaction, and economic exposure). Course activities are based on worksheets with exercises related to each topic studied in class and current articles and videos from business newspapers and magazines to be discussed on a daily basis and motivate class participation.

Prerequisites: None

Corequisites: XXXX 54

ACFN 370R Accounting in Cork (3 Credits)

Prerequisites: None

Corequisites: XXXX 63

ACFN 371 Individual Learning Project (1-4 Credits)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

Restrictions: Students with a class of First Year may not enroll.

Equivalent courses: ACCT 371

ACFN 381 Johnnie/Bennie Fund Management I (2 Credits)

This course is the first of a 2-semester course series (2-credits each). Enrollment is by application and interview only. You must receive permission from the instructor(s) in order to enroll in ACFN 381, and enrollment in ACFN 382 will be automatic the following semester unless you are removed by the instructor for poor performance in ACFN 381. You must be able to attend an 80-minute class one evening per week for two consecutive semesters (fall, then spring, or spring, then fall). The focus of this course is gaining practical, hands-on investment management. This course is designed to cover the fundamental techniques of investments and portfolio management with significant attention to developing financial modeling skills. The student managers will use many different valuation techniques including comparable valuations and transactional analysis. In addition, the student managers will cover macro-economic analysis, investment policy statements, industry analysis and specific company analysis to develop the skills needed to manage the portfolio. The course will prepare students for a career in the investment/corporate finance field along with providing an opportunity to learn many of the subjects included on the Chartered Financial Analyst (CFA) exam. The course will provide students with practical experience in portfolio management from the overall development of an Investment Policy Statement to in-depth analysis of financial statements to individual stock valuation and portfolio management. This class is responsible for managing a portion of the endowment(s) of the schools and is, therefore, subject to the policies and restrictions for the endowment. The class will inherit a portfolio of stocks from the students enrolled in the course from the previous semester. The student managers will manage the portfolio and make all buy and sell decisions in the portfolio to fulfill the objectives for the client (CSB & SJU Boards of Trustees). The Johnnie/Bennie Fund's portfolio performance will be tracked by the class and reported to the Chief Financial Officer(s) or their designee(s), monthly. The student managers will prepare a review and present results to their client, the Common Board of Trustees, or designated representatives, at the end of the academic year. The student managers are required to prepare an Annual Report and hold an Annual Meeting for all interested constituents of the Johnnie/Bennie Fund at the end of each academic year.

Prerequisites: ACFN 312 or ACFN 315

ACFN 382 Johnnie/Bennie Fund Management II (2 Credits)

This course is the second of 2-semester course series (2-credits each). Enrollment is by application and interview only. You must receive permission from the instructor(s) in order to enroll in ACFN 381, and enrollment in ACFN 382 will be automatic the following semester unless you are removed by the instructor for poor performance in ACFN 381. You must be able to attend an 80-minute class one evening per week for two consecutive semesters (fall, then spring, or spring, then fall). The focus of this course is gaining practical, hands-on investment management. This course is designed to cover the fundamental techniques of investments and portfolio management with significant attention to developing financial modeling skills. The student managers will use many different valuation techniques including comparable valuations and transactional analysis. In addition, the student managers will cover macro-economic analysis, investment policy statements, industry analysis and specific company analysis to develop the skills needed to manage the portfolio. The course will prepare students for a career in the investment/corporate finance field along with providing an opportunity to learn many of the subjects included on the Chartered Financial Analyst (CFA) exam. The course will provide students with practical experience in portfolio management from the overall development of an Investment Policy Statement to in-depth analysis of financial statements to individual stock valuation and portfolio management. This class is responsible for managing a portion of the endowment(s) of the schools and is, therefore, subject to the policies and restrictions for the endowment. The class will inherit a portfolio of stocks from the students enrolled in the course from the previous semester. The student managers will manage the portfolio and make all buy and sell decisions in the portfolio to fulfill the objectives for the client (CSB & SJU Boards of Trustees). The Johnnie/Bennie Fund's portfolio performance will be tracked by the class and reported to the Chief Financial Officer(s) or their designee(s), monthly. The student managers will prepare a review and present results to their client, the Common Board of Trustees, or designated representatives, at the end of the academic year. The student managers are required to prepare an Annual Report and hold an Annual Meeting for all interested constituents of the Johnnie/Bennie Fund at the end of each academic year.

Prerequisites: ACFN 381

ACFN 395 Case Analyses in Business Finance (4 Credits)

This course integrates accounting and finance knowledge gained throughout the finance concentration. This is a case-based course where students perform research in various areas of finance, prepare individual and group projects and presentations, and develop solutions to business issues. Spring.

Prerequisites: ACFN 312 or ACFN 315

Restrictions: Students with the 2023-2024 Registration Cohort, 2024-2025 Registration Cohort or 2025-2026 Registration Cohort attributes may not enroll.

ACFN 396 Accounting Capstone (4 Credits)

This course integrates knowledge gained throughout the accounting major. Students perform accounting, auditing and tax research and study; prepare individual and group projects and presentations; and conduct a research project which is presented to the department. Spring.

Prerequisites: ACFN 338 and (ACFN 332 and ACFN 340) or (ACFN 332 and ACFN 341) or (ACFN 332 and ACFN 355) or (ACFN 340 and ACFN 341) or (ACFN 340 and ACFN 355) or (ACFN 341 and ACFN 355)

Restrictions: Enrollment limited to students with a class of Senior.

ACFN 397 Internship (1-16 Credits)

Practical off-campus experience with a solid academic component for seniors directed by officers of employing firms or institutions.

Prerequisites: None

Equivalent courses: ACCT 397

Attributes: Experiential Engagement (EX)

Art (ART)

ART 118 Design: 2D/4D (4 Credits)

Students will explore and apply the elements and principles of two-dimensional and four-dimensional design as well as elements of color design while working with the themes and media chosen by the professor. Art majors and art minors are required to take both ART 118 (4) and ART 119 (4) ideally as first year students. Either course can be taken first. Restrictions: Enrollment is limited to students with a major or minor in Art, Art History or Book Arts. Spring.

Prerequisites: None

Restrictions: Enrollment is limited to students with a major in Art, Art History or Book Arts.

ART 119 Design: 3D/Drawing (4 Credits)

Students will explore and apply the elements and principles of three-dimensional design and drawing. Students will address the elements and principles of design in part through media and themes chosen by the professor. Art majors and art minors are required to take both ART 118 (4) and ART 119 (4) ideally as first year students. Either course can be taken first. Fall and Spring.

Prerequisites: None

Restrictions: Enrollment is limited to students with a major, minor, or concentration in Art, Art History or Pre-Dentistry.

ART 200 Environmental Art and Architecture (4 Credits)

This course focuses on a range of issues addressing art, architecture and design and their relationship to the environment. Through a critical analysis of design, students will gain an understanding of the impact of industrialization upon art and architecture and apply their understanding in the form of hands-on architectural models and related art activities. Students will also discuss prominent examples of environmental art and sustainable architecture, complete readings and films, and engage in site visits in order to further the practical and conceptual knowledge needed to design and create a more sustainable future. Open to all students and no prior experience necessary; ideal for any student considering future work in art, architecture, sustainable design, graphic design, industrial design, and/or urban planning. Spring.

Prerequisites: None

Equivalent courses: ENVR 200A

Attributes: Artistic Expression (AE), Thematic Encounter1/2-Justice

ART 212 Introduction to Biological Illustration (4 Credits)

This course teaches biological illustration as a way of thinking, seeing, and communicating. No science or art experience necessary. Students learn basic traditional and digital drawing techniques through introductory projects that teach close study of natural subjects. Then students design and complete an independent project that illustrates a concept or topic of personal interest for a hypothetical or actual textbook page, poster, or other educational resource. Through projects, readings, discussions, and professional examples, students learn how to solve scientific visual communication problems, while understanding how their choices relate to truths conveyed through other forms of illustration, art, and design.

Prerequisites: None

Equivalent courses: ART 233V

Attributes: Artistic Expression (AE), Thematic Encounter1/2 - Truth

ART 213 Introduction to Artist's Books (4 Credits)

Students will develop visual narratives using various 2-D media such as drawing, painting and printmaking processes. Students will investigate the book form as they work towards arriving at a marriage of form and content. The artist book is a unique format that encourages different attitudes between artist and viewer. It contains ideas in the familiarity and intimacy of the book form while providing opportunities for development of sequential imagery and narratives. Students may combine text and image in their projects and will work towards finding the most appropriate book form for their content. Visual presentations, demos, field trips, discussion and hands on studio practice are all components of this class. Offered periodically.

Prerequisites: None

Equivalent courses: ART 233D

Attributes: Artistic Engagement (AR), Artistic Expression (AE), Thematic Encounter1/2-Movement

ART 214 Introduction to Drawing (4 Credits)

An introduction to drawing with an emphasis on techniques, concepts, and the process of visualization. Open to all students. Fall and spring.

Prerequisites: None

Attributes: Artistic Expression (AE), Thematic Encounter1/2 - Truth

ART 215 Introduction to Painting (4 Credits)

An examination of painting as object and process. Exploration of techniques, methods and materials in oil media. Open to all students.

Prerequisite ART 118 or 214 highly recommended. Fall and spring.

Prerequisites: None

Attributes: Artistic Expression (AE), Thematic Encounter1/2 - Truth

ART 216 Introduction to Sculpture (4 Credits)

This course explores technical and conceptual principles of sculpture in a range of hands-on three-dimensional media such as wood, plaster, textile sculpture, found object sculpture, digital fabrication, and/or installation art. Open to all students and no prior experience necessary.

Prerequisites: None

Attributes: Artistic Expression (AE), Thematic Encounter1/2-Movement

ART 217 Introduction to Photography (4 Credits)

An introduction to the digital and analog processes of photography. Students will gain facility with digital image-making and the use of Adobe software to organize and edit photographs. Students will also create images using analog chemical processes. In addition to learning multiple processes of photography, principles of composition and visual communication will be explored. No Prerequisites. Fall and spring

Prerequisites: None

Attributes: Artistic Expression (AE), Thematic Encounter1/2 - Truth

ART 217L Photography Laboratory (0 Credits)

Prerequisites: None

ART 218 Introduction to Computer Art (4 Credits)

Introduction to the Macintosh platform, digital imaging, and the principles of two-dimensional design. Understanding the computer as a tool for creative expression. Open to all students. Fall and Spring.

Prerequisites: None

Attributes: Artistic Expression (AE), Thematic Encounter1/2 - Truth

ART 219 Introduction to Ceramics (4 Credits)

An introductory course that addresses the development of necessary skills to hand build and throw the basic ceramic forms, and prepare work for kiln firing. Students gain a general appreciation of the fine arts. This intensive course is for students with little or no experience in ceramics. Open to all students. Fall and spring.

Prerequisites: None

Attributes: Artistic Expression (AE), Thematic Encounter1/2-Movement

ART 224 Introduction to Printmaking (4 Credits)

Students will learn how to design, carve, engrave, etch, and print images using a variety of intaglio and relief surfaces and techniques.

Prerequisites: None

Attributes: Artistic Engagement (AR), Artistic Expression (AE), Thematic Encounter1/2-Movement

ART 227 Handmade Photography (4 Credits)

Students will explore alternative approaches to photography from the 19th, 20th, and 21st centuries, which emphasize making images by hand. This will include crafting photographs without a camera, building cameras, making photographic paper, printing on non-traditional surfaces, and manipulating imagery. Every other Fall.

Prerequisites: None

Equivalent courses: ART 233J

ART 230 Art Moves I: Art History Neolithic-1400 (4 Credits)

This course is an introduction to art history from ca. Neolithic Period-1400. The course is an introduction to art history from ca. 1400-1850. Although the course content focuses on art from Asia, Europe, and North America, it is examined through the lens of global connections and how these connections transformed art around the world in this period. This course considers movement of objects, ideas and technologies across space and through time. Each class period will focus on a number of issues, which will be introduced through specific examples of art. Any object may be examined from several points of view: as an independent work of art, as an example of a particular style developed within a chronological framework, or as a type which illustrates features associated with a certain locale, country, religious, political, or social context. Offered in the Spring.

Prerequisites: None

Attributes: Artistic Expression (AE), Thematic Encounter1/2-Movement

ART 233E Ceramics: Handbuilding (4 Credits)

Ceramics Hand building: is a hands-on experiential learning course which focuses upon skills required to create basic to advanced hand built ceramic art. Students will develop an understanding of form and surface design, kiln firings, and basic theory surrounding the production of hand built ceramic work as they gain an appreciation of the fine arts. Beginner through Advanced students are encouraged to enroll in this intensive course. Offered periodically.

Prerequisites: None

ART 233G Computer Art: Introduction to Digital Visual Narrative (2 Credits)

Using introductory digital art making skills, students will create visual narratives, through the use of still images, moving images, and/or image and text. Offered periodically.

Prerequisites: None

Attributes: Artistic Expression (AE), Thematic Encounter1/2-Movement

ART 233K Digital Installation I (4 Credits)

Multi-monitor projects, live feeds, interactive environments, political interventions, meditative spaces: video installation offers artists a rich and multi-layered vocabulary with which to address a host of issues in contemporary culture. In public life, video is 'installed' everywhere as a permanent fixture - in the high-tech spectacle of Nike-town and the surveillance and security systems of parking garages, shopping malls, and prisons. This class combines studio practice, site visits, screenings, readings, and critiques of student work to examine the diverse languages and practices of video within an installation context. Students experiment with monitors, projectors, and other media while addressing concerns of site and scale, issues of narrative, identity, reception and audience, and private/public space. Prerequisite ART 218 or 262. Offered periodically.

Prerequisites: ART 218 or ART 262

ART 233L Introduction to Papermaking (2 Credits)

An introduction to making paper by hand. Students will make paper from a variety of fibers, including: old clothing, local plants, and/or other everyday materials. Paper will be explored as an artform and as the foundation for other art media. The history and science of papermaking will also be examined. May take twice for up to 4 credits. No Prerequisites.

Prerequisites: None

ART 233M Digital Photography (4 Credits)

Digital Photography and Photographic Lighting: In this course students will explore digital photography and various photographic lighting techniques. This course takes a practical, aesthetic and thematic approach to photography as an art form and as a means of communication. No prior photographic experience required. Offered periodically.

Prerequisites: None

ART 233N Introduction to Animation (4 Credits)

Traditional animation methods will be explored together with digital and experimental techniques. A variety of materials will be utilized: paper and pencil, chalk, clay, toy figures, trash, and roommates – anything and everything. Participants will be able to create conventional narrative animations as well as abstract and experimental animation and art installation. Viewing of animation films, analysis, and discussion will accompany each new technique. Prerequisite: imagination, patience, and attention to details. Every third semester.

Prerequisites: None

Equivalent courses: ART 233T, ART 233U

Attributes: Artistic Expression (AE)

ART 233O Documentary Film Production (4 Credits)

This special-topic course will focus on the concept and practice of documentary filmmaking. We will examine diverse styles of non-fiction films and learn techniques in the various stages of filmmaking; interview and research, lighting, capturing sound and image, lighting, and editing. Projects assigned in class will address current issues in our community to inform, persuade, and inspire the viewers. Every third semester.

Prerequisites: None

Attributes: Artistic Expression (AE)

ART 233Q Fictional Narrative Cinema (4 Credits)

Fictional Narrative is an immensely powerful tool for creating and sharing emotion, values, and meaning itself between humans, across space and time. We all use narrative to communicate whether we realize it or not. This course is an opportunity to think deeply about fictional narrative and practice using the tools of making movies - tools which include cameras, lights and sound equipment, but more importantly encompass our ability to write, perform, direct performance, and understand dramatic interaction in a functional and compelling way. Everyone in the class will work in the roles of writer, director, actor, cinematographer and editor, on a rotating basis, as we complete a number of small collaborative, creative scene exercises, as well as larger individual and group projects.

Prerequisites: None

ART 233R Water Based Painting (4 Credits)

The class will primarily be an exploration of expressive and technical possibilities related to water based media. Projects will focus on various techniques and will place emphasis on composition, color and the development and recognition of each student's unique artistic language. Students will learn about and experiment in watercolor techniques working in both representation and abstraction. Research, visual presentations and class demos will form a component of this course. Critiques will provide the forum for discussion and evaluation of projects.

Prerequisites: None

Attributes: Thematic Encounter1/2 - Truth

ART 233S Digital Media: Movement (4 Credits)

Students will create visual narratives using time based digital media, including: 1. Basic web design, and 2. Explorations of how digital photography can be used to create moving images. No prerequisites.

Prerequisites: None

Attributes: Artistic Expression (AE), Thematic Encounter1/2-Movement

ART 233T Animation: Traditional Techniques (2 Credits)

This class is an introduction to the traditional, hand-drawn and hand-made animation. We will explore the basic animation techniques, examine the history of animation, and apply the principles of animation to projects from conception to stages of designing, storyboarding, and animating.

Prerequisites: None

Equivalent courses: ART 233N

ART 233U Animation: Digital Techniques (2 Credits)

This class will explore the techniques of computer-assisted and computer-generated animation. In both 2D and 3D computer animation, students will be introduced to the professional software Photoshop, After Effects, and Blender. Short animation projects will be assigned to put into practice the new techniques and to bring to life the stories.

Prerequisites: None

Equivalent courses: ART 233N

ART 233W Mixed Media Installation (4 Credits)

This is an introductory course to mixed/multi media installation. Working with a choice of media (including found, everyday or recycled materials), students will create site specific art installations. In addition, students will examine and discuss examples of mixed media installation works. No prior art experience necessary.

Prerequisites: None

Attributes: Artistic Expression (AE), Thematic Encounter1/2-Movement

ART 233Y Computer Art: Introduction to the Digital Portrait (2 Credits)

Using introductory digital art making skills and visual research students will examine explore thematic and visual aspects of the portrait through the creation of digital portraits.

Prerequisites: None

Attributes: Artistic Expression (AE), Thematic Encounter1/2 - Truth

ART 234A Ceramics: Throwing (4 Credits)

Special Topics in Throwing: is a hands-on experiential learning course which focuses upon skills required to create basic to advanced wheel thrown ceramic art. Students will develop the skills to throw a series of tableware forms from the hump, trim on a potter's chuck and make custom tools as they develop an understanding of form and surface design, kiln firings, and basic theory surrounding the production of wheel thrown ceramic work as they gain an appreciation of the fine arts. Beginning through Advanced students are encouraged to enroll in this intensive course. Offered periodically.

Prerequisites: None

ART 239 Introduction to Letterpress Printing and Design (4 Credits)

A hands-on introduction to designing and letterpress printing cards, posters/broadsides, and books, using metal, wood, and polymer type. Students will learn how to move fluidly between designing digitally and traditionally. Demonstrations and assignments will assist those new to art, as well as experienced artists, with thinking and working like a graphic designer, printer, and book artist. Students will work individually and collaboratively, using their own creative writing and images and/or the work of other writers and artists. Readings, visiting artists, and field trips will encourage the study of historical and contemporary relationships between text, image, and sequential movement. Spring.

Prerequisites: None

Attributes: Artistic Engagement (AR), Artistic Expression (AE), Thematic Encounter1/2-Movement

ART 240A Asian Art Now (2 Credits)

We will explore contemporary art made by Asian and Asian American artists using the four themes in our textbook as our outline: tradition, politics, pop/consumerism, and urban/nature. Students will explore notions of "Asia" and gain basic skills in formal and contextual analysis. Class will be interactive and discussion-based with regular written responses. There is a required field trip to Minneapolis. Offered Periodically

Prerequisites: None

ART 240D Arts of China (4 Credits)

This course is an introduction to the arts of China from prehistory to the present. Representative works from major historical periods will be studied, including jades, bronzes, ceramics, painting, sculpture and architecture. An emphasis will be placed on understanding the cultural, political, and/or religious significance of the works in addition to the styles and methods employed in their creation. No previous knowledge of art history or China is required. Offered Periodically

Prerequisites: None

ART 240I Italian Renaissance Art (4 Credits)

This course is designed as a survey of art and architecture of Italy from approximately 1350-1550. This includes the art historical time periods known as the Early Renaissance and High Renaissance. In order to understand the Renaissance, we will also study late Gothic art which preceded it, and Mannerist art which followed it. We will discuss the creation of art in a variety of media, including architecture, sculpture, painting, drawings, prints, and book arts. Works of art will be studied in terms of style, technique, iconography (subject matter), function, and social/historical context. Students will be expected to demonstrate what they have learned about key works of art and the circumstances in which they were created through a variety of writing assignments. Offered Periodically

Prerequisites: None

Attributes: Artistic Expression (AE), Thematic Encounter3 - Movement

ART 243A Introduction to Graphic Design (4 Credits)

An introduction to elements and concepts in graphic design. Students will gain facility with the fundamentals of type, type and image relationships, symbols (logos), visual problem-solving, and use of appropriate software. Students will also be introduced to careers in graphic design.

Prerequisites: None

Attributes: Artistic Expression (AE), Thematic Encounter1/2 - Truth

ART 248 New Art Major Seminar (2 Credits)

A practical seminar for those intending to major in art. Content includes seminar discussions, formative portfolio review, professional artistic practices for emerging artists, and long-range planning. Offered in Spring semester only, recommended in Spring of Sophomore Year. Enrollment is limited to students intending or exploring a major in Art.

Prerequisites: None

ART 260 Art Moves: Art History 1400-1850 (4 Credits)

This course is an introduction to art history from ca. 1400-1850. Although the course content focuses on art from Asia, Europe and North America, it is examined through the lens of global connections and how these connections transformed art around the world in this period. This course considers the movement of objects, ideas and technologies across space and through time. Each class period will focus on a number of issues, which will be introduced through specific examples of art. Any object may be examined from several points of view; as an independent work of art, as an example of a particular style developed within a chronological framework, or as a type which illustrates features associated with a certain locale, country, religious, political or social context. Offered in the Fall

Prerequisites: None

Equivalent courses: ART 240H

Attributes: Artistic Expression (AE), Thematic Encounter1/2-Movement

ART 262 Introduction to Video (4 Credits)

Visual storytelling is taught through the use of digital camera, sound, light, and editing with explorations in the narrative, documentary, and experimental approach to video production. Open to all students. Fall and Spring.

Prerequisites: None

Attributes: Artistic Expression (AE), Thematic Encounter1/2-Movement

ART 270AA DIGITAL PHOTOGRAPHY (AE) (4 Credits)

Prerequisites: None

ART 270IA Rome Sketchbook (3 Credits)

This course is designed to take full advantage of the student's unique experiences living and studying in the city of Rome. With onsite inspiration as a foundation for artistic development, students will draw on location at sites of historical significance and visual interest ranging from architectural masterpieces, museums, sculptures and fountains to formal gardens and landscape vistas. The course will explore the rich history of how Rome has attracted and inspired visiting artists for centuries. Students will explore artistic techniques and creativity through personal sketchbooks that will serve as a visual diary for developing future projects and ideas. Students will receive regular group and individual critiques from the instructor, but they will also be actively involved in analyzing and evaluating their own work and the work of others in a collaborative atmosphere of constructive reflection and criticism. At the end of the course students will have the opportunity to exhibit drawings and sketchbooks in an exhibition. Note: This course has an additional \$100 course fee.

Prerequisites: None

Corequisites: XXXX 54

Attributes: Artistic Expression (AE)

ART 271 Individual Learning Project (1-4 Credits)

Supervised reading or research and/or creative work at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

ART 300 Modern and Contemporary Art (4 Credits)

This course will introduce students to many principal movements and theories of art from around the world, 1850 to the present (with emphasis on US, Asia, and Europe). Students will learn to observe and describe formal elements of artworks as well as understand some of the basic context that shaped the artworks, including technological, philosophical, political, and social changes (especially regarding gender). This is a discussion- and writing-intensive course. Open to non-art majors with a prerequisite of Learning Foundations/Explorations and CSDI. Gender Studies Elective. Offered in the Spring.

Prerequisites: FYS 101 or FYS 201 or HONR 101 or INTG 100 or INTG 200

Attributes: Artistic Expression (AE), Thematic Encounter3 - Justice, Writing Requirement (WR)

ART 309D East Asian Gardens (4 Credits)

In the areas now called China and Japan, people have been creating gardens for thousands of years. Today reinterpretations of some of these early ideas appear in diverse sites ranging from the reconstructed UNESCO gardens in Suzhou to the garden installation at the Minneapolis Institute of Art. These gardens can serve many functions: they can be a work of art, a setting in which to create, a living space, a natural pharmacy, a status symbol, an element of soft power in diplomatic relations, a symbol of identity to name a few. This course will look at the theme of Truth in these gardens and their representations: the connections between landscapes and gardens in art, the garden as a site of aesthetic/cultural production, the complicated relationship of nature and artifice, gardens as repositories of memory, and the idea of authenticity. What truths are revealed and which are obscured in the forms of the gardens and in their manifold representations? Students will apply what they learn to create a design on paper and write a narrative and rationale for their design.. Prerequisite: FYS 101, HONR 101 or FYS 201; or INTG 100 (or 200), THEO 100 (or HONR 240A), and CI. Offered periodically (usually once every two years in the spring).

Prerequisites: ART 300 or (FYS 101 or HONR 101 or FYS 201 or INTG 100 or INTG 200) and (THEO 100 or THEO 111 or INTG XXXG or HONR 240A)

Attributes: Artistic Expression (AE), Thematic Encounter3 - Truth

ART 309F Photography in China (4 Credits)

By the 1840s, the medium of photography had arrived in China. Nearly two centuries later, it is still a powerful and popular medium. This writing and discussion intensive course explores some of the major themes addressed by photographers in China over this long history: the photograph as art, science, document, propaganda, popular culture, memory, identity. It focuses on the history of photography in China, the visual analysis of images, and a discussion of how a viewer's context plays a role in understanding the works. Although the primary topic is the history of photography as art in China by Chinese artists, the course includes a brief history of photography as art in Europe and also examines European and American photographers who focus on China as a subject. Students will investigate both primary texts (the photographs, writings by photographers and artists, etc.), and secondary texts (scholarly articles and books about the photographs, artists, etc.). Offered Periodically

Prerequisites: FYS 101 or FYS 201 or HONR 101

Equivalent courses: ART 240F

ART 314 Intermediate/Advanced Drawing (4 Credits)

Students work towards development of personal drawing practice through experimentation with methods and materials in drawing and through study of contemporary practices in drawing. Course topics vary and may be repeated for up to 16 credits. Fall and Spring.

Prerequisites: ART 214

ART 315 Intermediate/Advanced Painting (4 Credits)

Advanced individual or group projects under the guidance of the instructor. Course topics vary and may be repeated for up to 16 credits. Prerequisite: 215

Prerequisites: ART 215

ART 316 Intermediate/Advanced Sculpture (4 Credits)

Focused sculptural project explorations in traditional and/or experimental three-dimensional media. Course topics vary and may be repeated for up to 16 credits..

Prerequisites: ART 216 or ART 233W or ART 333W

Attributes: Artistic Expression (AE), Thematic Encounter3 - Movement

ART 317 Intermediate/Advanced Photography (4 Credits)

Advanced photographic processes, creative explorations, and professional techniques. Course topics vary and may be repeated for up to 16 credits. Offered in Spring.

Prerequisites: ART 217 or ART 233M or ART 233P

ART 318 Intermediate/Advanced Computer Art and Graphic Design (4 Credits)

Intermediate/Advanced Computer Art and/or Graphic Design techniques, creative explorations, and processes. Students have the option of focusing on either/both Computer Art or Graphic Design. Course topics vary and may be repeated for up to 16 credits. Grading: Standard.

Prerequisites: Art 218 OR Art 243 OR Art 233S or permission of instructor.

Prerequisites: ART 218, 233G, 233S, OR 243A AND Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Attributes: Artistic Expression (AE), Thematic Focus - Truth

ART 319 Intermediate/Advanced Ceramics (4 Credits)

This is a hands-on course which focuses upon skills required to create intermediate to advanced ceramic art. Students will develop an understanding of form and surface design, kiln firings, and basic theory surrounding the production of ceramic work as they gain an appreciation of the fine arts. Intermediate through Advanced students are encouraged to enroll in this intensive course. Course topics vary and may be repeated for up to 16 credits. Offered every semester. **Prerequisite:** 219 or permission of the instructor.

Prerequisites: ART 219 or ART 219Z

Attributes: Artistic Expression (AE), Thematic Encounter3 - Movement

ART 324 Intermediate/Advanced Printmaking (4 Credits)

.Advanced individual or group projects under the guidance of the instructor. Course topics vary and may be repeated for up to 16 credits. Offered periodically.

Prerequisites: ART 224 or ART 225 or ART 233B or ART 233C or ART 233F or ART 239

ART 333A Computer Art: Portrait (2 Credits)

Using advanced digital art making skills, students will create portraits. Through visual and textual research, students will examine conceptual questions surrounding the portrait, representation and identity. Course topics vary and may be repeated for up to 16 credits. **Prerequisite:** Art 218, Art 317, or Art 362

Prerequisites: ART 218 or ART 317 or ART 362

Attributes: Artistic Expression (AE), Thematic Encounter3 - Truth

ART 333B Digital Video Installation II (4 Credits)

Multi-monitor projects, live feeds, interactive environments, political interventions, meditative spaces: video installation offers artists a rich and multi-layered vocabulary with which to address a host of issues in contemporary culture. In public life, video is 'installed' everywhere as a permanent fixture - in the high-tech spectacle of Nike-town and the surveillance and security systems of parking garages, shopping malls, and prisons. This class combines studio practice, site visits, screenings, readings, and critiques of student work to examine the diverse languages and practices of video within an installation context. Students experiment with monitors, projectors, and other media while addressing concerns of site and scale, issues of narrative, identity, reception and audience, and private/public space. Course topics vary and may be repeated for up to 16 credits. Offered periodically.

Prerequisites: None

ART 333C Mixed Media Installation (4 Credits)

This course takes a mixed/multi media, thematic approach to art making in which students explore the various possibilities of installation art as a vital contemporary art form. Critical readings, field trips and artists' talks will provide various examples for exploring this genre while studio projects emphasize the development of content. Course topics vary and may be repeated for up to 16 credits. Offered periodically.

Prerequisites: You must take INTG 100 or 205 prior to taking a Thematic Focus Course. You must take a Cultural and Social Difference: Identity (CI) course prior to or at the same time as Thematic Focus Courses.

Attributes: Artistic Expression (AE), Thematic Focus - Movement

ART 333D Computer Art: Visual Narrative (2 Credits)

Using advanced digital art making skills, students will create visual narratives, through the use of still images, moving images, and/or image and text. Course topics vary and may be repeated for up to 16 credits.

Prerequisite: Art 218, Art 317 or Art 362

Prerequisites: ART 218 or ART 317 or ART 362

Attributes: Artistic Expression (AE), Thematic Encounter3 - Movement

ART 333E Intermediate & Advanced Drawing (2 Credits)

An exploration to Life drawing: portrait, figure, landscape and various environments, emphasis on experimentation and integration with other studio experiences. Course topics vary and may be repeated for up to 16 credits. Fall and Spring. **Prerequisite:** 214.

Prerequisites: ART 214

ART 339 Intermediate/Advanced Letterpress Printing and Design (4 Credits)

Advanced individual or group projects using letterpress printmaking and design under the guidance of the instructor. Course topics vary and may be repeated for up to 16 credits.

Prerequisites: ART 239 or ART 224

ART 344 Critical Theory (4 Credits)

This course examines in depth the major themes within modern and contemporary art theory and practice. Students will encounter and analyze the works of seminal artists, art critics, and theorists since 1985 through reading, writings, visiting, discussing and role playing. This course will consider the role of truth in art: many of the artworks will engage in appropriation and sampling and interrogate notions of authenticity ; works by the Guerrilla Girls focus on telling the truth about gender (and racial) bias in the art world; other works will show how artifice can be used to reveal larger truths. **Prerequisite** successful completion of art 300 or CS (CSD: Systems) or permission of the instructor. Offered periodically.

Prerequisites: ART 300

Attributes: Artistic Expression (AE), Thematic Encounter3 - Truth

ART 351 Senior Studio Thesis (4 Credits)

A seminar in which students learn how to develop and present their major thesis. Discuss topic selection, content, and working processes. They will learn to explore and discuss professional practices. Fall. **Prerequisite:** All 100 and 200 level requirements for the major.

Prerequisites: ART 248

Restrictions: Enrollment is limited to students with a major in Art.

ART 352 Senior Studio Thesis Part II (2 Credits)

This course will prepare senior art majors for their Senior Thesis Exhibition. Students will create a focused and cohesive body of artwork based upon the outcomes of ART 351 (fall). Artworks produced will be displayed in the department's exhibition requirement, the Senior Thesis Exhibition. Students will also complete a professional artist portfolio. Art education majors not student teaching in the spring of their senior year should enroll in ART 352. Spring

Prerequisites: ART 351

Attributes: Experiential Engagement (EX)

ART 355 Senior Thesis Exhibit (1 Credit)

Final exhibition of body of artwork by senior art majors with art ed minor. Limited to art education students who are student teaching in the spring of their senior year; art education majors not student teaching in the spring of their senior year should instead enroll in ART 352. Course is offered for S/U grading only.

Prerequisites: ART 351

Restrictions: Enrollment is limited to students with a major, minor, or concentration in Secondary Education.

ART 362 Intermediate/Advanced Video (4 Credits)

Advanced camera, lighting, sound, and editing techniques. To complement Adobe Premiere Pro, advanced software in audio and special effects are introduced, namely Audition and After Effects. Offered every third semester. Course topics vary and may be repeated for up to 16 credits.

Prerequisites: ART 262 or ART 2330

ART 370GA Art History of Greece - Abroad (4 Credits)

The course examines the art of ancient Greece from the Geometric Period (ca. 900 B.C.) to the end of the Hellenistic period (about 31/27 B.C.). The concerns of this course are manifold. The focus will be on functions, trends, and styles in sculpture and painting, with some address to architecture. We shall be concerned with the part art played in the everyday life of the ancient Greek. We shall also focus on the personalities of the artists, when known, and discuss the relationship of painting and architecture with sculpture: who commissioned the works and why, what the ancients thought about their art, and what the art adds to our knowledge of ancient Greek life and culture in general.

Prerequisites: None

Corequisites: XXXX 53

Attributes: Artistic Expression (AE)

ART 370GB Ancient Greek Sculpture (3 Credits)

Ancient Greek Sculpture is a course designed to give the student first-hand knowledge of sculpture of the Archaic, Classical, and Hellenistic periods. More than half of the class sessions take place in the National Archaeological, Acropolis, Kerameikos, Agora, and Piraeus museums. Students are also able to take advantage of field trips to Delphi, Olympia, and elsewhere.

Prerequisites: None

Corequisites: XXXX 53

Attributes: Artistic Expression (AE)

ART 370GC The Art and Craft of Curating: Making Sense of Art in the 21st Century (3 Credits)

"The Art and Craft of Curating" suggests an inquiry into the world of curating art in the 21st century. The course combines theory and history of curating with hands-on experience in curating a project with the instructor's guidance. The term curating is derived from Latin verb curare which translates as to heal/ to take care of/ to attend to. The course unravels the mechanisms through which curators make exhibitions happen whether they re-imagine contexts for existing works of art and/ or commission new artworks specifically produced/ installed for a show. Emphasis is placed on contemporary art and its curators, institutions, premises and principles, starting with the concept of the curatorial. Themes explored are, among others, history of museums and art institutions; theories of curating; the relationship between curator and artist; the premise of the white cube vs. the re-activation of historical spaces; curator-as-artist/ artist-as-curator; curator-artist-spectator. With visits to art spaces, from national museums, to privately owned galleries, the students will learn first-hand how to curate an exhibition, covering all aspects, from coming up with a curatorial concept, to more practical issues, such as fundraising, promotion, liaising with artists and galleries, insurance, budget, installing art and all constituent elements of a successful show.

Prerequisites: None

Corequisites: XXXX 53

Attributes: Artistic Expression (AE)

ART 370IC Renaissance Art & Architecture of Rome (3 Credits)

Prerequisites: None

Corequisites: XXXX 54

Attributes: Artistic Expression (AE)

ART 370LA History of Modern Design (4 Credits)

Prerequisites: None

Corequisites: XXXX 43

Attributes: Artistic Expression (AE)

ART 370LB Understanding Art through Collections (4 Credits)

Prerequisites: None

Corequisites: XXXX 43

Attributes: Artistic Expression (AE)

ART 370LC Photojournalism: London through the Lens (4 Credits)

How can your experience with a culture be reflected in the way you capture it in a photograph? How might you utilize images to narrate your experience during your stay in London? How can developing an appreciation of photography parallel a greater understanding of London as a global city? This course is intended for students with an interest in the history, theory and practice of photography. It is designed to familiarize students with skills which combine photographic composition and camera operation, together with conceptual ideas, especially those of narrative photography.

Prerequisites: None

Corequisites: XXXX 43

Attributes: Artistic Expression (AE)

ART 370OA Photography and Visual Studies - South Africa (4 Credits)

Prerequisites: None

Corequisites: XXXX 64

Attributes: Artistic Expression (AE)

ART 370PA Photography in Seville (3 Credits)

Prerequisites: None

Corequisites: XXXX 67

Attributes: Artistic Expression (AE)

ART 370PB Art & Architecture in Seville (3 Credits)

How has the design of modern objects made an impact on the way we live and how we feel about our lives? How has design become an art form? From buildings, to clothes, to London's tube and phones, how has the design of these entities defined our lives and helped shape modern culture? From Victorian styles and the industrial revolution to the swinging 60's and beyond, this course examines the products of applied design during the past 150 years, including examples of furnishings, industrial design, fashion, and graphic design, in relation to demand, technology and production, standards, fine art, social reform, and the dynamics of consumption. At the conclusion of this course students will have gained a developed knowledge of a wide range of objects, designed in Britain from the Industrial Revolution to the present day. Furthermore, they will be able to relate a wide range of objects to the socio/historical conditions in which they were produced, and to discuss the specific work of some of their most famous designers.

Prerequisites: None

Corequisites: XXXX 67

Attributes: Artistic Expression (AE)

ART 370PC Seville: The Expression of a City Through its Art (3 Credits)

Prerequisites: HISP 230 or HISP 311

Attributes: Artistic Expression (AE)

ART 370R Art in Cork (3 Credits)

Prerequisites: None

Corequisites: XXXX 63

ART 370SA EURO ART/ARCH I REN/BAR (AE) (3 Credits)

Prerequisites: None

Corequisites: XXXX 61

Attributes: Artistic Expression (AE)

ART 371 Individual Learning Project (1-4 Credits)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

ART 372 Open Studio (1-12 Credits)

An opportunity for the most advanced students to function as ART professionals. **Prerequisites:** completion of all major requirements (Required Courses: 118, 119, 230 or 260, 248, 351; 16 credits in studio art courses chosen from the 200 and 300 level, with at least 4 credits at the 300 level in an intended studio concentration area. 300-level course(s) in intended studio concentration and approval of department chair. Fall and spring.

Prerequisites: None

ART 379A Museum Ethics and History (4 Credits)

This class will examine the formation of museums and issues that arise from the museum's core activities: collecting and display. You will study the museum's role in society and in the shaping of knowledge. Readings will come from the textbook as well as case studies and current events. Through discussion of the readings, writing, presentations, and role play you will examine past and present practices of museums and develop your own informed interpretations. This course will look at a variety of museum types including but not limited to art, history, and science museums.

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Attributes: Artistic Engagement (AR), Human Experience (HE), Thematic Focus - Truth

ART 379B Art and Medicine (4 Credits)

This course is intended for pre-health students or any student who will need strong visual observation and visual analysis skills to be successful in their career. The subject matter of the course images will focus on some connection to medicine. These may include Leonardo Da Vinci's anatomical drawings, Chinese acupuncture models, portraits of patients by a number of artists, the Bodyworld exhibit and its copies, and/or media images of the coronavirus. Students will consider various ways that human minds have conceptualized human bodies (in sickness and in health; in life and in death) while honing their skills of observation. Students will be asked to consider how very different visual representations can reveal truths and how careful visual observations have advanced human understanding of medicine. The class will have required visits to museums/galleries for in-person art observation. There will also be some hands-on activities in class. Most class periods will be focused on a set of images and will have required readings by artists, art historians, medical historians, and/or medical professionals related to the image set. The class format will be a mix of discussion, short lectures, and in-class activities. Offered Periodically

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Attributes: Artistic Expression (AE), Thematic Focus - Truth

ART 397 Internship (1-16 Credits)

Supervised career exploration which promotes the integration of theory with practice. An opportunity to apply learned skills under direct supervision in an approved setting.

Prerequisites: None

Attributes: Experiential Engagement (EX)

Astronomy (ASTR)

ASTR 111 Solar System (4 Credits)

The sun and its satellites. Historical development of basic concepts. Present space exploration.

Prerequisites: None

Corequisites: ASTR 111L

Equivalent courses: ASTR 211

Attributes: Natural World (NW), Quantitative Reasoning (QR), Thematic Encounter1/2 - Truth

ASTR 111L Laboratory (0 Credits)

Prerequisites: None

Corequisites: ASTR 111

Equivalent courses: ASTR 211L

ASTR 112 Stellar Universe (4 Credits)

Properties of stars and their grouping. Milky Way Galaxy. Universe of galaxies. Cosmologies.

Prerequisites: None

Corequisites: ASTR 112L

Equivalent courses: ASTR 212

Attributes: Natural World (NW), Quantitative Reasoning (QR), Thematic Encounter1/2-Movement

ASTR 112L Laboratory (0 Credits)

Prerequisites: None

Corequisites: ASTR 112

Equivalent courses: ASTR 212L

ASTR 213 Night Sky Astronomical Observatory (1 Credit)

Constellations. Survey of deep sky objects using binoculars and telescope.

Prerequisites: None

ASTR 271 Individual Learning Project (1-4 Credits)

Supervised reading or research at the lower-division level. Permission of department chair required. Not available to first-year students.

Prerequisites: None

Biochemistry (BCHM)

BCHM 317 Biochemistry I (4 Credits)

Lecture and laboratory study of the chemical characteristics of biological molecules with emphasis on bioenergetics, enzymes, metabolic pathways and integration, biological signals and membrane receptors. (Enroll in BIOL 317 then notify registrar you would like it changed to BCHM 317) Fall or Spring.

Prerequisites: (BIOL 221 or BIOL 221Z) and (CHEM 125 or CHEM 125Z or HONR 210E) and (CHEM 250 or CHEM 250A) and CHEM 255 and (CHEM 201 or CHEM 201A) and (CHEM 202 or CHEM 202A) and CHEM 205

Corequisites: BCHM 317L

Equivalent courses: BIOL 317

BCHM 317L Laboratory (0 Credits)

Prerequisites: None

Corequisites: BCHM 317

Equivalent courses: BIOL 317L

BCHM 351 Laboratory Research (1-4 Credits)

Optional elective laboratory research done under the supervision of a faculty advisor. Emphasis on planning, conducting, and evaluating laboratory research. Students review the literature, write a final paper and give an oral presentation at the end of their senior year. Although students may register for the course in the Fall and/or Spring semesters of their senior year, they must select an advisor and sign a research contract in the beginning of their senior year. Fall and Spring.

Prerequisites: None

BCHM 370R Biochemistry in Cork (3 Credits)

Prerequisites: None

Corequisites: XXXX 63

BCHM 371 Independent Study (1-4 Credits)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

BCHM 375 Biochemistry Capstone (2 Credits)

Literature research done under the supervision of a faculty instructor. Required for all biochemistry majors. Students attend regular class meetings focusing on their literature research progress, literature review, and preparation of a final paper and oral presentation given at the end of their senior year. Spring senior year. Those students graduating in December should take the course in the Spring before their graduation. Those students graduating in December should take the course in the Spring before their graduation.

Prerequisites: (BCHM 317 (may be taken concurrently) or BIOL 317 (may be taken concurrently))

Restrictions: Students with the 2023-2024 Registration Cohort, 2024-2025 Registration Cohort or 2025-2026 Registration Cohort attributes may not enroll.

Attributes: Experiential Engagement (EX)

BCHM 397 Internship (1-16 Credits)

Completed Application for Internship Form REQUIRED. See Internship Office Web Page.

Prerequisites: None

Attributes: Experiential Engagement (EX)

Biology (BIOL)

BIOL 100 Principles of Biology 1: Fundamentals of Living Things (4 Credits)

This course is about organisms at the cellular level – the structure of cells, how cells acquire energy and materials, and how they transform energy and materials to meet needs; as well, it introduces students to adaptive evolution. Topics include cells and their parts, major types of biological molecules, photosynthesis, the transfer of energy and organic carbon from one organism to another, cell division, the replication of DNA, how DNA is used to make proteins, and evolution, natural selection, and adaptation.

Prerequisites: None

Corequisites: BIOL 100L

Equivalent courses: BIOL 100Z, BIOL 101, BIOL 101Z

Attributes: Natural World (NW), Quantitative Reasoning (QR), Thematic Encounter1/2 - Truth

BIOL 100L BIOL 100 Laboratory (0 Credits)

Prerequisites: None

Corequisites: BIOL 100

Equivalent courses: BIOL 101L

BIOL 106 Plants and Humans (4 Credits)

An introduction to plant science featuring horticultural techniques and plants that have impacted society. Intended for non-majors. Lecture and laboratory.

Prerequisites: None

BIOL 107 Field Biology (4 Credits)

An introduction to the natural history of plants and animals with an emphasis on the ecosystems of Central Minnesota. The laboratory is field-oriented, concentrating on developing an understanding of basic ecological interactions. Intended for non-majors. Lecture and laboratory.

Prerequisites: None

BIOL 108 Microbes and Human Affairs (4 Credits)

An examination of the role microorganisms play in various aspects of human affairs. Consideration will be given to both the beneficial activities and the harmful effects of microbes. The laboratory emphasizes the morphological diversity and physiological activities of microorganisms. Intended for non-majors. Lecture and laboratory.

Prerequisites: None

BIOL 109 Environmental Science (4 Credits)

A survey of the scientific basis of human interactions with nature. Topics include global environmental problems, analysis of local and regional issues, population biology and conservation of ecological systems. Intended for non-majors. Lecture and laboratory.

Prerequisites: None

BIOL 110 Life Science (4 Credits)

Exploration of fundamental principles and processes of biology through their application to biological topics of interest to the liberal arts student. The concepts and topics examined will help students to interpret and understand important scientific events affecting society. Intended for non-majors. Lecture and laboratory.

Prerequisites: None

BIOL 112 Human Biology (4 Credits)

Human biology is a non-majors course that will explore the biology, evolution, and interactions that exist between humans and their environment. Structural components and how these elements change to trigger diseases such as cancer will be explored. Lecture and laboratory.

Prerequisites: None

BIOL 180 Summer Courses (2 Credits)

Biology courses offered specifically during the summer term.

Prerequisites: None

BIOL 200 Principles of Biology 2: Biological Response to Challenge (4 Credits)

This course builds on the material covered in BIOL 100, with a focus on how organisms coordinate life processes to respond to challenge/change. Topics include communication and sensation, locomotion, internal transport, reproduction, evolution, and ecology. In labs, students will practice applying their understanding of biological concepts and the scientific method to develop a fact-based opinion on a societally relevant issue.

Prerequisites: BIOL 100, Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Corequisites: BIOL 200L

Equivalent courses: BIOL 115, BIOL 121, BIOL 201

Attributes: Natural World (NW), Thematic Focus - Truth

BIOL 200L BIOL 200 Laboratory (0 Credits)

Prerequisites: None

Corequisites: BIOL 200

Equivalent courses: BIOL 201L

BIOL 202 Evolution in Action (4 Credits)

This course builds on the material covered in BIOL 101 and 201 by examining evolutionary processes, and some of the tools used to understand these processes, in the context of important biological themes. Laboratories provide opportunities to investigate these topics while building on the skills acquired in BIOL 101 and 201.

Prerequisites: (BIOL 101 or BIOL 101Z or BIOL 100) and (BIOL 201 or BIOL 200 or BIOL 201Z) or (BIOL 121 or BIOL 121Z and BIOL 221 or BIOL 221Z)

Corequisites: BIOL 202L

Equivalent courses: BIOL 115, BIOL 116, BIOL 222, BIOL 222Z

BIOL 202L Laboratory (0 Credits)

Prerequisites: None

Corequisites: BIOL 202

BIOL 212 Microbiology (4 Credits)

Survey of microorganisms emphasizing those that cause disease. Topics include morphology and physiology of microorganisms, sterilization, disinfection, and specific diseases and their causative agents. Laboratory work emphasizes aseptic technique. Intended for pre-nursing students.

Prerequisites: BIOL 101 or BIOL 101Z or BIOL 100

Corequisites: BIOL 212L

Restrictions: Enrollment is limited to students with a major in Nursing.

BIOL 212L Laboratory (0 Credits)

Prerequisites: None

Corequisites: BIOL 212

BIOL 216 Human Physiology (4 Credits)

This course is specifically designed to introduce nutrition and dietetics students to basic principles of human physiology from cellular processes, to the workings of organ systems, to homeostasis. The course will use a case study, problem-based learning approach to teach basic physiology from applied examples that students will likely be exposed to in their future clinical practice.

Prerequisites: BIOL 101 or BIOL 101Z or BIOL 100

Equivalent courses: BIOL 214

BIOL 270R Biology in Cork (3 Credits)

Prerequisites: None

Corequisites: XXXX 63

BIOL 271 Individual Learning Project (1-4 Credits)

Supervised reading or research at the lower-division level. Permission of department chair required. Does not count toward major requirements. Not available to first-year students.

Prerequisites: None

BIOL 277A Plants and Society (4 Credits)

An introduction to plant sciences and their role in human society, with a focus on food security, conservation, climate change, and Ojibwe and Dakota plant sciences. Labs will explore using the scientific method to answer justice-related questions regarding plant cultivation and conservation. Intended for nonmajors.

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course. BIOL 277A Lab must be taken at the same time as BIOL 277A.

Corequisites: BIOL 277AL

Attributes: Natural World (NW), Quantitative Reasoning (QR), Thematic Focus - Justice

BIOL 277AL Laboratory (0 Credits)

Prerequisites: None

Corequisites: BIOL 277A

BIOL 300 Protist Diversity (2 Credits)

Protists are eukaryotic organisms that are not plants, animals, or fungi. They include algae, protozoans, slime molds, and countless diverse microbes. Protists play many important ecological roles, such as human parasites, primary producers, beneficial mutualists, plant pathogens. As the ancestors of all other eukaryotes, they experimented with cell structure, sex, multicellularity, and complex life cycles. Special attention given to their morphology, evolution, ecology, and importance to humans. Spring

Prerequisites: BIOL 202

Corequisites: BIOL 300L

BIOL 300L Laboratory (0 Credits)

Prerequisites: None

Corequisites: BIOL 300

BIOL 302 Fungal Diversity (2 Credits)

A survey of the various groups of organisms belonging to the kingdom Fungi. These organisms are important decomposers, plant pathogens, human parasites, and as mutualist with plants and algae. Special attention is given to their morphology, phylogeny, ecology, and importance to humans. Laboratories include examination of living and prepared specimens as well as experimental work with fungi.

Prerequisite: BIOL 202. Spring.

Prerequisites: BIOL 202

Corequisites: BIOL 302L

BIOL 302L Laboratory (0 Credits)

Prerequisites: None

Corequisites: BIOL 302

BIOL 304 The Evolution of Terrestrial Plants (2 Credits)

An overview of the evolution of the major groups of terrestrial plants from their green algal ancestors. We will follow the changes that took place as these organisms have become better adapted to living on dry land, from mosses to ferns, conifers, and flowering plants. Special attention is given to their morphology, phylogeny, ecology and importance to humans. Laboratories entail the examination of living and prepared specimens. Spring.

Prerequisites: BIOL 202

Corequisites: BIOL 304L

BIOL 304L Laboratory (0 Credits)

Prerequisites: None

Corequisites: BIOL 304

BIOL 305 Invertebrate Zoology (4 Credits)

Classification, evolution, structure, life cycles and ecology of representative invertebrate animals. Laboratories include a study of representative species from major taxa. Spring.

Prerequisites: BIOL 201 or BIOL 200

Corequisites: BIOL 305L

BIOL 305L Laboratory (0 Credits)

Prerequisites: None

Corequisites: BIOL 305

BIOL 307 Biology of Microorganisms (4 Credits)

This course begins with introduction and comparison using structural, molecular, and physiological characteristics of the representative microbial groups. Special topics that students will research include host-parasite relationships, microbial genomics and synthetic microbiology, and the environmental impact of microorganisms. Laboratory will stress research design and student-based projects. Students will design experiments using microbiology techniques including different culturing methods, microscopy, and identification techniques. Fall.

Prerequisites: (BIOL 201 or BIOL 200) and (CHEM 125 or CHEM 125A or HONR 210E)

Corequisites: BIOL 307L

BIOL 307L Laboratory (0 Credits)

Prerequisites: None

Corequisites: BIOL 307

BIOL 308 Plant Systematics (4 Credits)

A study of the principles of identifying and classifying flowering plants, with a focus on plant species that are found on campus, exemplify conservation concerns, or are of special interest to human health and society. Labs will involve identifying plants on campus in order to answer conservation questions, analyzing data, and preparing herbarium specimens.

Prerequisites: BIOL 101 or BIOL 101Z or BIOL 100

Corequisites: BIOL 308L

Attributes: Natural World (NW), Thematic Encounter3 - Justice, Writing Requirement (WR)

BIOL 308L Laboratory (0 Credits)

Prerequisites: None

Corequisites: BIOL 308

BIOL 309 Biology of Insects (4 Credits)

Examination of the morphology, systematics, behavior, ecology, evolution and economic importance of major groups. Laboratory and field studies of local insects. Fall.

Prerequisites: BIOL 222 or BIOL 222Z or BIOL 202

Corequisites: BIOL 309L

BIOL 309L Laboratory (0 Credits)

Prerequisites: None

Corequisites: BIOL 309

BIOL 311 Cell Biology (4 Credits)

A study of the organization and function of plant and animal cells, emphasizing the experimental basis of current concepts in cell biology. Laboratory work includes light and electron microscopy, cell culture, cytochemistry and other techniques of cellular investigation. Fall.

Prerequisites: (BIOL 201 or BIOL 200) and (CHEM 125 or CHEM 125A or HONR 210E) and (CHEM 250 or CHEM 250A) and (CHEM 201 or CHEM 201A) and (CHEM 202 or CHEM 202A)

Corequisites: BIOL 311L

BIOL 311L Laboratory (0 Credits)

Prerequisites: None

Corequisites: BIOL 311

BIOL 315 Virology (4 Credits)

Structure and chemical composition of viruses. Host-virus interactions with emphasis on bacterial and animal viruses, subviral particles and viral evolution. Laboratory focuses on techniques for culturing and characterizing bacterial viruses.

Prerequisites: BIOL 201 or BIOL 200

Corequisites: BIOL 315L

BIOL 315L Laboratory (0 Credits)

Prerequisites: None

Corequisites: BIOL 315

BIOL 316 General Genetics (4 Credits)

The principles and applications of gene transmission are a primary focus of this course. Gene and genome structure and function are also discussed in detail. The laboratory serves to introduce students to techniques and analytical approaches that are routinely used by practicing geneticists. Fall and spring.

Prerequisites: BIOL 201 or BIOL 200

Corequisites: BIOL 316L

BIOL 316L Laboratory (0 Credits)

Prerequisites: None

Corequisites: BIOL 316

BIOL 317 Biochemistry (4 Credits)

Lecture and laboratory study of the chemical characteristics of biological molecules with emphasis on bioenergetics, enzymes, metabolic pathways and integration, biological signals and membrane receptors. Fall and spring.

Prerequisites: (BIOL 201 or BIOL 200) and (CHEM 125 or CHEM 125A or HONR 210E) and (CHEM 250 or CHEM 250A) and CHEM 255 and (CHEM 201 or CHEM 201A) and (CHEM 202 or CHEM 202A) and CHEM 205

Corequisites: BIOL 317L

Equivalent courses: BCHM 317

Attributes: Writing Requirement (WR)

BIOL 317L Laboratory (0 Credits)

Prerequisites: None

Corequisites: BIOL 317

BIOL 318 Molecular Genetics (4 Credits)

Lecture and laboratory study of the structure, function, and organization of genetic material and the regulation of gene expression. Lecture topics explore modern applications including epigenetics, gene editing, and gene therapy. Laboratory techniques and applications include DNA and RNA manipulations, recombinant DNA technology, gene editing, and analysis of nucleic acid and protein sequence. Spring.

Prerequisites: (BIOL 201 or BIOL 200) and (CHEM 125 or CHEM 125A or HONR 210E) and (CHEM 250 or CHEM 250A) and (CHEM 201 or CHEM 201A) and (CHEM 202 or CHEM 202A)

Corequisites: BIOL 318L

BIOL 318L Laboratory (0 Credits)

Prerequisites: None

Corequisites: BIOL 318

BIOL 319 Immunology (4 Credits)

A study of the initiation and the biological/chemical aspects of the immune response. Emphasis is placed on the innate response, B and T cell development, T cell receptor and antibody protein and gene structure, and the adaptive response to an infection. Attention will be given to hypersensitivities (allergies), autoimmunity and tumor and transplant immunology.

Prerequisites: (BIOL 221 or BIOL 221Z or BIOL 200 or BIOL 201) and (CHEM 125 or CHEM 125A or HONR 210E)

BIOL 319L Laboratory (0 Credits)

Prerequisites: None

Corequisites: BIOL 319

BIOL 320 Neurobiology (4 Credits)

A reading, writing, and discussion-based investigation of neurobiological principles such as neuronal and circuit structure and function, cellular excitability, synaptic transmission, and the neurobiological basis of disease. Students will produce a critical analysis of a current neurobiological issue of their choice. Current experimental techniques are used to generate, analyze, and interpret data in laboratory and in class discussions. Spring.

Prerequisites: (BIOL 101 or BIOL 100 or BIOL 101Z) and (BIOL 201 or BIOL 200)

Corequisites: BIOL 320L

Equivalent courses: BIOL 373K

Attributes: Natural World (NW), Thematic Encounter3 - Truth

BIOL 320L Laboratory (0 Credits)

Prerequisites: None

Corequisites: BIOL 320

BIOL 322 Developmental Biology (4 Credits)

Mechanisms by which a fertilized egg becomes a mature organism are explored at both the molecular and cell-tissue level. These patterns and principles of development are considered for a variety of animal species. Laboratories include observation of normal development and experimental manipulations of the normal processes.

Prerequisites: BIOL 201 or BIOL 200

Corequisites: BIOL 322L

BIOL 322L Laboratory (0 Credits)

Prerequisites: None

Corequisites: BIOL 322

BIOL 323 Animal Physiology (4 Credits)

Structure, function and physiological adaptations in a variety of animals including humans. Metabolism, cardiovascular physiology, nerve and muscle function, salt and water balance, excretion, temperature regulation and endocrinology. Fall.

Prerequisites: BIOL 201

Corequisites: BIOL 323L

Attributes: Natural World (NW), Thematic Encounter3 - Movement

BIOL 323L Laboratory (0 Credits)

Prerequisites: None

Corequisites: BIOL 323

BIOL 325 Human Anatomy and Physiology I (4 Credits)

Integrated study of cells, tissues, organs, and systems of the human body, with emphasis placed on structure-function relationships. Major concepts stressed are how function at the cellular level governs events observable at the tissue, organ, or systemic tier, and physiological mechanisms necessary for homeostasis. Topics covered include excitable tissue, skeletal system, nervous system, muscular system, endocrine system. Laboratory component involves dissection exercises, study of human models, and inquiry-based investigations of muscle physiology and nervous system function. Fall.

Prerequisites: BIOL 201 or BIOL 212 or BIOL 200

Corequisites: BIOL 325L

Attributes: Natural World (NW), Thematic Encounter3 - Movement

BIOL 325L Laboratory (0 Credits)

Prerequisites: None

Corequisites: BIOL 325

BIOL 326 Human Anatomy and Physiology II (4 Credits)

Integrated study of cells, tissues, organs, and systems of the human body, with emphasis placed on structure-function relationships. Major concepts stressed are how function at the cellular level governs events observable at the tissue, organ, or systemic tier, and physiological mechanism necessary for homeostasis. Topics covered include the cardiovascular system, respiratory system, digestive system, urinary system, reproductive system and water, electrolyte and acid-base balance. Laboratory component involves dissection exercises, study of human models, inquiry-based investigations of cardiovascular, respiratory, and urinary system physiology, and a group independent research project. Spring.

Prerequisites: (BIOL 325

Corequisites: BIOL 326L

Attributes: Natural World (NW), Thematic Encounter3 - Truth

BIOL 326L Laboratory (0 Credits)

Prerequisites: None

Corequisites: BIOL 326

BIOL 327 Plant Physiology (4 Credits)

A study of how plants function and grow. Topics include metabolism, water relations, growth and development, gas exchange and responses to the environment. Laboratory provides a hands-on opportunity to work with plants and learn basic physiological techniques.

Prerequisites: BIOL 175 or 201. Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Corequisites: BIOL 327L

Attributes: Natural World (NW), Thematic Focus - Movement

BIOL 327L Laboratory (0 Credits)

Prerequisites: None

Corequisites: BIOL 327

BIOL 329 Histology and Technique (4 Credits)

Investigation of tissue characteristics, development, and interrelationships. Extensive laboratory experience in applicable microtechnique.

Prerequisites: (BIOL 221 or BIOL 221Z or BIOL 200 or BIOL 201)

Corequisites: BIOL 329L

BIOL 329L Laboratory (0 Credits)

Prerequisites: None

Corequisites: BIOL 329

BIOL 330 Comparative Anatomy of Vertebrates (4 Credits)

This course studies vertebrate anatomy in developmental and evolutionary contexts. We examine each of the body's major organ systems within the framework of vertebrate phylogeny so as to begin to understand how and why vertebrate structure has changed over time. Structures are illustrated and compared through dissection of representative vertebrates in the laboratory portion of the course. Fall.

Prerequisites: BIOL 202

BIOL 332 Natural History of Terrestrial Vertebrates (4 Credits)

Amphibians, reptiles (including birds), and mammals comprise the Tetrapoda, or terrestrial-vertebrate group. In this course we examine tetrapod anatomy, physiology, behavior, and evolution. Laboratories emphasize identification of, and field experience with, the tetrapods of central Minnesota. Spring.

Prerequisites: BIOL 202

BIOL 334 General Ecology (4 Credits)

An exploration of the historical, theoretical and empirical development of the science of ecology. Topics include dynamics of populations, interactions among species, and the organization and function of ecosystems. We devote special attention to the interplay between theoretical and empirical studies, with emphasis upon current research whenever possible. In the laboratory, students are expected to work in teams to design and implement a research project and present their findings in a public forum. Recommended prerequisite MATH 124. Fall.

Prerequisites: BIOL 202 or ENVR 275

Corequisites: BIOL 334L

Attributes: Natural World (NW), Thematic Encounter3 - Movement

BIOL 334L Laboratory (0 Credits)

Prerequisites: None

BIOL 336 Behavioral Ecology (4 Credits)

A study of animal behavior with emphasis on the ways in which the ecological circumstances surrounding animals help shape their behavior. Laboratory experience in the observation and analysis of behavior in living organisms. Spring.

Prerequisites: BIOL 202 or ENVR 175

Corequisites: BIOL 336L

BIOL 336L Laboratory (0 Credits)

Prerequisites: None

Corequisites: BIOL 336

BIOL 337 Aquatic Ecology (4 Credits)

This course offers an in-depth exploration of the ecology of lakes, streams, wetlands, and other aquatic ecosystems. We will examine how these bodies of water and their diverse inhabitants are integral to our landscape, serving as crucial habitats and resources. Key topics include the formation and seasonal dynamics of lakes, ecological interactions within lakes and streams, with a particular emphasis on native fish species, and strategies for effective lake management. Laboratory sessions will be conducted on campus lakes, along the shore, and in the lab.

Prerequisites: ENVR 175 or BIOL 201 or BIOL 200

Corequisites: BIOL 337L

Attributes: Natural World (NW), Thematic Encounter3 - Movement

BIOL 337L Laboratory (0 Credits)

Prerequisites: None

Corequisites: BIOL 337

BIOL 339 Evolution (4 Credits)

This course provides a historical and societal context for evolutionary theory, surveys the evidence for evolution, and emphasizes the processes of genetic change. The laboratory focuses on collaborative group projects and deepening students' appreciation for key components of the scientific process including: methodological troubleshooting, interacting with scientific literature, and technical writing.

Prerequisites: BIOL 202

BIOL 341 Natural History of the Bahamas (4 Credits)

This course offers students the opportunity to learn about and conduct field-based ecological research in a unique tropical ecosystem. Students will explore the diverse systems in and around the Bahamian islands, including coastal strand, mangrove, coppice, cave, and forest ecosystems, as well as coastal reefs and seagrass beds. The course requires travel to San Salvador Island, Bahamas during spring break, where students will conduct independent research projects and produce both a scientific poster and paper. Students should be comfortable with swimming. Formerly a Spring half-semester course; now a full-semester Spring course.

Prerequisites: BIOL 202 or ENVR 275

Equivalent courses: ENVR 341, GEOL 341

BIOL 347 Journal Club (1 Credit)

Preparation of a paper and a seminar presentation on a topic of current biological interest. Source materials will be the current research literature.

Prerequisites: None

Restrictions: Enrollment limited to students with a class of Junior or Senior.

BIOL 348 Biology Seminar Series (1 Credit)

This course consists of attendance at department sponsored seminars and seminar preparation sessions. At the preparation sessions students will familiarize themselves with the seminar topic through appropriate readings and discussion with faculty. Fall and Spring.

Prerequisites: None

Restrictions: Enrollment limited to students with a class of Junior or Senior.

Equivalent courses: BIOL 200

BIOL 370AA AUSN ECOLOGY: THRY PRAC (NW) (4 Credits)

Prerequisites: None

Attributes: Natural World (NW)

BIOL 370AB HUMAN GENETICS (4 Credits)

Prerequisites: None

BIOL 3700B Diversity and Function of Invertebrates (4 Credits)

The focus of this module is invertebrate diversity. Major adaptations in morphology (form) and recent molecular changes in taxonomy, as well as physiological adaptations within the major phyla will be explored. Topics will include: recent developments in phylogenetic classifications within the major groups; physiological challenges, such as those related to respiration, osmoregulation, feeding, locomotion, defence, sensory perception and reproduction, which invertebrates face in their respective environments (marine, freshwater and terrestrial); and what strategies are used to cope with or compensate for these challenges. The practical component of the module will entail laboratory work.

Prerequisites: None

Corequisites: XXXX 64

Attributes: Natural World (NW)

BIOL 3700C Principles of Ecology - South Africa (4 Credits)

Prerequisites: None

Corequisites: XXXX 64

Attributes: Natural World (NW)

BIOL 370R BIOLOGY IN CORK (3-6 Credits)

Prerequisites: None

Corequisites: XXXX 63

BIOL 371 Individual Learning Project (1-4 Credits)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Credits in 371 cannot be applied towards major requirements.

Prerequisites: None

BIOL 372 Biological Research (1-4 Credits)

Original research conducted under the supervision of a staff member. Students will design their own project in consultation with their moderator. Permission of department chair required. Credits in 372 may be applied towards major requirements.

Prerequisites: None

BIOL 373A Exploring Medicine (1-2 Credits)

Exploring Medicine 373A is a course designed for students interested in the health professions, particularly students seeking a career as a medical doctor, doctor of osteopathy, physician assistant, or nurse practitioner. Students will go, with their physician instructor, to the bedside of actual recorded patient encounters and experience how the process of diagnosis and treatment of disease actually works. Students will study selected systems of the body and learn the pathophysiology and treatment of a variety of human diseases and conditions, then apply that knowledge to selected patient scenarios. In addition, students will delve deeply into discussions of social and financial aspects that influence health. The purpose of this course is to help students see the relevance of their basic sciences, be better prepared for the MCAT, be better prepared for medical school, and be a step ahead in their decision to pursue a career in medicine. Credits in 373A cannot be applied toward major requirements.

Prerequisites: None

BIOL 373B Exploring Medicine II (1-2 Credits)

Like Exploring Medicine 373A, Exploring Medicine 373B is a course designed for students interested in the health professions, particularly students seeking a career as a medical doctor, doctor of osteopathy, physician assistant, or nurse practitioner. In order to be a doctor (or other medical provider) you need to learn to think like a doctor, and this course will introduce an entirely new set of exciting clinical experiences. In the fashion of Exploring Medicine 373A, we will go to the bedside of actual patients and review actual clinical cases. In this course, however, there will be a greater focus on the social determinants of health and aspects of wellness that are affected by elements beyond what we do as medical providers. Though we cannot directly control all obstacles to patient wellness, being aware of these encumbrances will allow us to better serve our patients and engage proper available resources. The purpose of this course, then, is to help students see the relevance of their basic sciences, be better prepared for the MCAT, be better prepared for medical school, and be a step ahead in their decision to pursue a career in medicine. Students do not need to take Exploring Medicine 373A before taking 373B; credits in 373B, like those in 373A, cannot be applied toward major requirements.

Prerequisites: None

BIOL 373F Bioinformatics (4 Credits)

This course provides an introduction to the field of bioinformatics. Topics will include sequences of DNA, RNA and proteins, comparing sequences, predicting sequences, predicting species; computational techniques such as substitution matrices, sequence databases, dynamic programming and bioinformatics tools. The course will have a seminar format.

Prerequisites: BIOL 121 or BIOL 121Z or BIOL 201 or BIOL 200

Equivalent courses: CSCI 317D

BIOL 373G Ecology and Evolution of the Galapagos Islands (4 Credits)

This course allows students to explore the following disciplines: evolutionary biology, terrestrial ecology, history of science, geology, oceanography and conservation biology. Thus, these islands represent an ideal place to study the interaction of multiple scientific disciplines in one of the most intellectually stimulating place on Earth (not to mention one of the most beautiful). The object of this program is to provide students with a hands-on field experience in conjunction with traditional classroom work. The ultimate goal: to obtain both an academic and an experiential understanding of an iconic ecosystem. Required ability to work well in groups, and a degree of physical fitness that allows for extensive snorkeling in cold water and hiking a minimum of five miles over rough terrain. Summer.

Prerequisites: BIOL 202

BIOL 373H The Omics of Medicine (2 Credits)

How will proteomics, genomics impact the study and practice of medicine? This course will use primary literature, real data, and hands-on student research projects to study the impact of modern day "omics" on the field of medicine. Discussions and topics include the role of proteomics and genomics in preventive medicine, diagnostics, and treatments. In addition, students will research the role of "omics" in understanding the evolution of infectious disease in terms of a pathogen's virulence (ability to cause disease) and the growing resistance to antibiotics. Independent group projects will be a component of the bench work to encourage and develop not only research skills but to also better understand its role in medicine. BIOL 317 or 318 is highly recommended as additional prerequisite. Spring AB mod.

Prerequisites: BIOL 201 or BIOL 200

Corequisites: BIOL 373HL

BIOL 373HL Laboratory (0 Credits)**Prerequisites:** None**Corequisites:** BIOL 373H**BIOL 373J Biological Illustration (1 Credit)**

This course is a hands-on introduction to biological illustration theory and techniques. The class meets weekly. In the first five weeks students are introduced to some of the basic techniques of biological illustration. Students will be encouraged to work with techniques that fit well with their main interest area(s) in biology. Then, students will be required to apply this knowledge by designing and completing an independent project. This project will involve preparing a set of materials that illustrate a concept or topic of interest, and that can be used to help others understand the topic. Each student will be asked to work on an independent project that incorporates their illustrations in a real setting, whether preparing a poster for a research presentation, teaching a lesson, preparing a resource that others could use to teach a lesson, preparing an educational brochure for the Arboretum or a nature center, preparing posters for an elementary school science class, or other similar project. A student who successfully completes this course should have a basic understanding of the techniques and purposes of biological illustration and be able to use his or her knowledge to successfully convey significant biological information to a target audience. Spring AB mod.

Prerequisites: None**BIOL 373L Mathematical Modelling in Biology (4 Credits)**

Traditional approaches to mathematical modelling in biology have relied primarily on differential equations models. However, new approaches have and are being developed that rely instead on discrete methods, such as those coming from graph theory, polynomial manipulation and elementary linear algebra. For example, gene regulatory networks have been successfully modelled using Boolean logic. The spread of tick-borne diseases and methods of control have been well described using agent-based models. Graph theoretic models have been used to explore aspects of neuronal network connectivity. This course will survey a variety of discrete modelling approaches, including Boolean models, polynomial dynamical systems, graph theory, agent based modelling, and hidden Markov models. Emphasis will be on examples and applications, which will be drawn from various areas of biology, including problems in gene regulation, population dynamics and neuroscience. The necessary mathematical background will be included in the course.

Prerequisites: MATH 119 or MATH 119Z**Equivalent courses:** MATH 340A**BIOL 373O Exploring Neurobehavioral and Social Aspects of Medicine (1,2 Credits)**

Exploring Medicine is a course designed for students interested in the health professions, specifically students seeking a career as a medical doctor, doctor of osteopathy, physician assistant, or nurse practitioner. Students will study various systems of the body and learn the pathophysiology and treatment of a variety of human diseases and conditions. The purpose of this course is to help students see the relevance of their basic sciences, to be better prepared for the MCAT, to help students prepare for medical school, and help them to be a step ahead in their decision to pursue a career in medicine.

Prerequisites: None**BIOL 373P The Art of Healing: A Practical & Benedictine Approach to Caring for Others (1 Credit)**

Drawing from two decades of medical practice & centuries of literary, philosophical & scientific wisdom, this course hopes to speak to the transcendent art of healing. In a hurried world of pragmatism and efficiency, we still want our work to be meaningful. Now is the time to ignite the deeper sense of vocation in those aspiring to a career in health care (MD, RN, PA, NP, PT, OT, Pharm, etc.) or in those simply interested in finding enduring meaning in the career they will pursue. Cannot be applied towards major requirements.

Prerequisites: BIOL 101 or BIOL 101Z or BIOL 100**BIOL 373Q Ecology and Evolution of the Serengeti Ecosystem (4 Credits)**

Students will study the ecologically and evolutionarily complex Serengeti Ecosystem of Tanzania. Using traditional classroom methods and field-based activities, we will explore the following disciplines: Evolutionary Biology, Terrestrial Ecology, History of Science, Nutrient Cycling, Animal Physiology, Wildlife Conflicts, Geology, Climate and Conservation Biology. Thus, the Serengeti Ecosystem represents an ideal place to study the interaction of multiple disciplines in one of the most intellectually stimulating places on Earth (not to mention one of the most beautiful). The object of this program is to provide students with both an in-class learning opportunity (C/D modules) and a hands-on field experience to the Serengeti (May) – with an ultimate goal for students to obtain both academic and an intellectual understanding of one of the most unique ecosystems on earth.

Prerequisites: (BIOL 101 or BIOL 100 or BIOL 101Z) and (BIOL 201 or BIOL 200) and BIOL 202**Attributes:** Natural World (NW), Thematic Encounter3 - Justice**BIOL 373R Dark Side of Science: Experimental Procedures (2 Credits)**

This course re-examines 'scientific' experimentation, bringing to light astonishing chapters in science history. While many assume science to be conducted in a morally neutral environment, that assumption is untenable. This course will help students to better assess and judge science's obligation to the citizens and society that it serves. Students will use writing and discussion to:

- Recognize and comprehend how the basis of applied experimental medicine can lead to abuse of subjects especially those at a disadvantage when human subject protocols are violated.
- Understand the potentially unwelcomed consequences of medical experimentation for both the medical as well as patient community when studies or treatment are conducted without restrictions and appropriate guidelines.
- Raise the level of ethical consciousness in all those who in the future may be responsible for the use and care of patients undergoing experimental procedures.

Credits in 373R cannot be applied towards major requirements

Prerequisites: None**BIOL 373S Biostatistics in R (4 Credits)**

Learn how to process biological data using the programming language and environment of R. After covering key concepts in biostatistics, including measures of central tendency, common distributions, t-tests, linear regressions, and ANOVAs, students will apply their knowledge to produce graphs and test hypotheses using biological data. Students will build the skills necessary for their final project, which will include selecting data, importing it into R, performing an appropriately chosen statistical test, and representing the results in both graphical and written form.

Prerequisites: BIOL 201 or BIOL 200**Corequisites:** BIOL 373SL**Attributes:** Quantitative Reasoning (QR)

BIOL 373SL Laboratory (0 Credits)**Prerequisites:** None**Corequisites:** BIOL 373S**BIOL 374 Biological Techniques (1-2 Credits)**

Independent work to develop expertise in special techniques such as electron microscopy, chromosome preparation, tissue culture, and the preparation of specimens of plants, insects or vertebrates. Does not count toward the biology major.

Prerequisites: None**BIOL 375 Natural History of Maple Syrup (1 Credit)**

A springtime ritual throughout NE United States, including St. John's, is the production of maple syrup from the sap of the sugar maple tree. This course provides an introduction to the history of the process, methods for producing syrup, and the biological and chemical principles underlying the production of sap and syrup. Spring C mod.

Prerequisites: BIOL 221 or BIOL 221Z or BIOL 201 or BIOL 200**Equivalent courses:** BIOL 379**BIOL 380A Pathophysiology and Epidemiology of Diseases Transmitted by Insect Vectors (2 Credits)**

Student projects will focus on the transmission, pathophysiology, and treatment of human infectious diseases transmitted by insect vectors. Student teams will pick a particular disease and research the various aspects listed above. The bloodier and more bizarre, the better! Different levels of biology (i.e., cellular, organismal, ecological) should be addressed, allowing students with different backgrounds to contribute to each project.

Prerequisites: BIOL 202 and (MATH 124 or MATH 124Z)**Attributes:** Experiential Engagement (EX)**BIOL 380B A World of Unintended Consequences (2 Credits)**

From hunting, gathering, and the ability to control fire, through domestication of plants and animals, long-distance voyages, industry, to the editing of genomes, humans have been interacting with the rest of the biosphere to varying degrees for thousands, perhaps millions, of years. Few, if any, locations on Earth are free from the influence of humanity, and many of the challenges our ecosystems and societies face result from unintended consequences of human activity. In this course, students will analyze biological legacies of past actions or predict biological outcomes of choices that currently face humanity. They will then make recommendations for addressing the biological and societal impacts (extant or anticipated) they document.

Prerequisites: BIOL 202 and (MATH 124 or MATH 124Z)**Attributes:** Experiential Engagement (EX)**BIOL 380C The Magic of Microorganisms (2 Credits)**

Bacterial systems present a multitude of questions of biological interest given their competition for resources, adaptability to distinct environments, and propensity to evolve new biochemical capabilities. Students in this course isolate, identify and characterize bacterial samples from sites in and around CSB/SJU of personal interest or in conjunction with other studies currently underway. These projects will include some combination of library, laboratory and written work that hopefully ties together many of the levels of current biological inquiry. Additional prerequisites 307 & 317 strongly recommended.

Prerequisites: BIOL 202 and (MATH 124 or MATH 124Z)**Attributes:** Experiential Engagement (EX)**BIOL 380D Biological Extremophiles (2 Credits)**

Life is amazing. Some organisms can tolerate extreme desiccation, radiation, heat, cold, acidity, alkalinity, pressure or salinity. How do they do it? The focus of this course will be the organisms capable of surviving extreme environmental conditions. Students will select a phenomenon to study, prepare a review paper about the topic, and then present their results in a public forum.

Prerequisites: BIOL 202 and (MATH 124 or MATH 124Z)**Attributes:** Experiential Engagement (EX)**BIOL 380E Climate Change (2 Credits)**

During the coming decades, Earth's changing climate is likely to generate a diversity of disruptions ranging in severity from exasperating to existential. In this capstone, student teams will produce a research paper that explains the biological foundations for a projected consequence of climate change that interests them, and will also explain and evaluate adjustments that society might make to mitigate climate-associated challenges. Each team's research will be presented on Scholarship and Creativity Day.

Prerequisites: BIOL 202 and (MATH 124 or MATH 124Z or HONR 260A)**Attributes:** Experiential Engagement (EX)**BIOL 380F Genome Editing with CRISPR/Cas9 (2 Credits)**

CRISPR/Cas9 is one of the most exciting advancements in modern biology. Students will learn about what CRISPR/Cas9 is, what it can be used for, and design/carry-out their own projects using CRISPR/Cas9 technology. Students will learn bioinformatics, and a number of wet-bench skills including molecular biology and biochemistry techniques to carry out their project. These projects will include some combination of library, laboratory, and written work that hopefully ties together many of the levels of current biological inquiry. Additionally, students will discuss the ethics implications of the variety of CRISPR/Cas9 applications and new developments in this rapidly evolving field.

Prerequisites: BIOL 202 and (MATH 124 or MATH 124Z)**Restrictions:** Enrollment limited to students with a class of Senior.**Attributes:** Experiential Engagement (EX)**BIOL 380G Feeding 10 Billion (2 Credits)**

By the end of this century the population of this planet is projected to exceed 10 billion people. How will we feed them? The solutions to this problem may depend on our understanding of biology from molecular biology (as in genetic engineering) to ecology (as in agronomy).

Prerequisites: BIOL 202 and (MATH 124 or MATH 124Z)**Attributes:** Experiential Engagement (EX)**BIOL 380H Plants and Pollinators (2 Credits)**

This course provides students with an opportunity to learn about prairie pollinators with a focus on the monarch butterfly/milkweed interaction. After a review of basic prairie pollinator ecology, students will review proper planning and implementation of a research project. Students will then develop a research question, design an in-the-field research effort, implement their study design (St. John's Abbey Arboretum), analyze the results and write a scientific paper based on their data results. Finally, they will present their results in a public forum. Course offered for A-F grading only. Offered in fall semester.

Prerequisites: BIOL 202 and (MATH 124 or MATH 124Z)**Restrictions:** Enrollment limited to students with a class of Senior.**Attributes:** Experiential Engagement (EX)**BIOL 397 Internship (1-16 Credits)**

Completed Application for Internship Form REQUIRED. See Internship Office Web Page.

Prerequisites: None**Attributes:** Experiential Engagement (EX)

Chemistry (CHEM)

CHEM 105 Chemistry and Society (4 Credits)

Fundamentals of chemistry are studied with the aim of gaining an understanding of the importance of chemistry for humanity and society. Topics of historical interest and current relevance are explored. Laboratory emphasis is on the principles of scientific inquiry, including the collection, analysis and interpretation of data. Intended primarily for non-science majors. Fall and spring.

Prerequisites: None

CHEM 125 Introduction to Chemical Structure and Properties (4 Credits)

An introductory chemistry course in which students study how the structure of atoms, ions, and molecules determine their physical and chemical properties. Starting with atoms and their electron configurations, students build a progressive and linked understanding of bonding, ionic and molecular geometry, and physical and chemical properties that emerge from structure. Intended as a first course for students majoring in the natural sciences. Students usually co-enroll in CHEM 125 and 201.

Prerequisites: None

Equivalent courses: CHEM 123, CHEM 123Z, CHEM 125A, CHEM 125B, CHEM 125C, HONR 210E

Attributes: Thematic Encounter 1/2 - Truth

CHEM 201 Purification and Separation Lab I (1 Credit)

An introductory laboratory course in basic purification techniques and analysis in chemistry. Emphasis is on mastery of technique and analysis of experimental data. Students usually co-enroll in CHEM 125 and 201.

Prerequisites: CHEM 125 or HONR 210E

Equivalent courses: CHEM 201A

Attributes: Natural World (NW)

CHEM 202 Purification and Chromatography Lab II (1 Credit)

A laboratory course in the use of chromatography as a tool to purify and analyze chemistry mixtures. Emphasis is on mastery of techniques and analysis of experimental data.

Prerequisites: CHEM 201

Equivalent courses: CHEM 202A

CHEM 203 Synthesis Lab (1 Credit)

A laboratory course in synthetic techniques. Students will learn a variety of techniques for synthesis including air sensitive, biochemical and organic reactions. Students will continue to develop independence, literature searching, project design, data interpretation and writing skills. Prerequisites: CHEM 202 and 250 or department permission. A-F grading only.

Prerequisites: (CHEM 202 or CHEM 202A) and (CHEM 250 or CHEM 250A)

Equivalent courses: CHEM 203A

Attributes: Natural World (NW)

CHEM 205 Chemical Measurement Lab (1 Credit)

A laboratory introduction to the science of chemical measurement. Using classical techniques (quantitative analysis, spectroscopic techniques) students will learn to measure important physical and chemical properties, quantitate and minimize measurement errors, and obtain accurate calibrations. Laboratory experiments will focus on student development of precision and accuracy, data analysis and reporting as well as scientific writing. Prerequisite: CHEM 201. A-F grading only.

Prerequisites: (CHEM 201 or CHEM 201A)

Attributes: Writing Requirement (WR)

CHEM 215 Problem Solving Seminar I (1 Credit)

This course is to expose sophomore students to a sampling of fundamental and applied research problems, develop problem solving and communications skills (written and oral) skills, and prepare them for advanced laboratory research projects. Resources and methods for searching the chemical literature, proper referencing, protocols, and technology enhanced presentation skills will be emphasized. The assigned problems will engage students in hands-on activities and provide a supportive environment to develop their confidence in understanding, operating, and manipulating instruments, and computational methods. At the end of the semester, students will present their results through written reports and oral presentations.

Prerequisites: (CHEM 125 or CHEM 125A or HONR 210E) and (CHEM 250 or CHEM 250A) and (CHEM 201 or CHEM 201A) and (CHEM 202 or CHEM 202A)

CHEM 250 Reactions of Nucleophiles and Electrophiles (Reactivity 1) (4 Credits)

An understanding of chemical reactivity is developed based on principles of Lewis acidity and basicity. The formation, stability and reactivity of coordination complexes serves as an introduction to electrophilicity, nucleophilicity, and steric and electronic effects. Investigations of carbonyl reactivity (addition and substitution) using analogous principles are used to develop pattern recognition skills in understanding chemical processes. Some emphasis is placed on energetics as a basis of understanding reactivity. Together, these topics lead to an understanding of simple biochemical pathways. Applications of the material are drawn from organic, biological and inorganic chemistry.

Prerequisites: CHEM 125 or CHEM 125A or HONR 210E

Equivalent courses: CHEM 235, CHEM 236, CHEM 250A, CHEM 341

CHEM 251 Intermediate Reactions of Nucleophiles and Electrophiles (Reactivity 2) (4 Credits)

An understanding of chemical reactivity, initiated in Reactivity I, is further developed based on principles of Lewis acidity and basicity. Alternative mechanisms of ligand substitution in coordination complexes are considered in terms of steric and electronic effects. An understanding of kinetic evidence is developed in order to determine which mechanism has occurred in a particular case. Organic nucleophilic substitution pathways are studied using analogous principles. Electrophilic addition and substitution in pi systems (alkenes and aromatics) are used to extend these principles to new systems and complete an overview of polar reactions. Applications of the material are drawn from organic, biological and inorganic chemistry.

Prerequisites: CHEM 250 or CHEM 250A

Equivalent courses: CHEM 236, CHEM 251A

CHEM 255 Macroscopic Chemical Analysis (4 Credits)

Fundamentals of Macroscopic Chemical Analysis explores thermodynamic approaches to chemical equilibrium. Emphasis on free energy as the driving force for chemical reactions will be explored through the quantitative analysis of chemical equilibria in simple as well as complex systems. Statistical methods will be developed for the assessment of data. Chemical systems in equilibrium as well as in dynamic situations will be studied.

Prerequisites: CHEM 125 or CHEM 125A or HONR 210E

Attributes: Quantitative Reasoning (QR), Writing Requirement (WR)

CHEM 270AA Introduction to Chemistry - Australia (4 Credits)

Prerequisites: None

CHEM 2700A Fundamental Principles of Chemistry I (4 Credits)

Matter and its properties; chemical formulae; stoichiometry; solution stoichiometry and reactions in aqueous solution; thermodynamics: energy, enthalpy, entropy and Gibbs free energy; atomic structure and bonding; molecular geometry and structure according to Lewis and VSEPR; intermolecular forces; chemical kinetics.

Prerequisites: None

Corequisites: XXXX 64

Attributes: Natural World (NW)

CHEM 271 Individual Learning Project (1-4 Credits)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements.

Prerequisites: None

Restrictions: Students with a class of First Year may not enroll.

CHEM 304 Analytical Method Development and Validation Laboratory (1 Credit)

Analytical Method Development and Validation is an advanced laboratory that builds on the techniques, skills, and concepts developed in the foundation level laboratory courses. Students will complete projects that involve experimental design and optimization of GC and LC instrumental techniques. Students will develop methods for separating mixtures of compounds, quantify amounts of a specific compound in a mixture, and analytically validate a method. Additional topics will include topics such as sample preparation and instrumental response. Students will further their understanding of how to communicate laboratory results in industrial settings.

Prerequisites: (CHEM 202 or CHEM 202A) and CHEM 205 and CHEM 255

CHEM 305 Integrated Laboratory (4 Credits)

Integrated Laboratory builds on the Foundation technique-based laboratories with the goal of allowing students to develop an understanding that chemistry is not five separate disciplines, but is an integrated approach to chemical problems. The laboratory will have one recitation and two laboratory session each cycle. The laboratory experiments are project-based where the projects will include synthesis, method development for analysis, data reduction and computational components. Students will develop the skills needed to conduct an individual laboratory research project. Offered Fall and Spring. Co-requisites: CHEM 315 or 255.

Prerequisites: (CHEM 201 or CHEM 201A) and (CHEM 202 or CHEM 202A) and (CHEM 203 or CHEM 203A) and CHEM 205 and (CHEM 251 or CHEM 251A) and (CHEM 315 (may be taken concurrently) or CHEM 255 (may be taken concurrently))

CHEM 306A Advanced Electronics & Instrumentation Lab (1 Credit)

Prerequisites: CHEM 205 and CHEM 255

CHEM 306B Advanced Biochemical Techniques Lab (1 Credit)

Prerequisites: CHEM 205 and CHEM 255

CHEM 306C Advanced Lab Topic: Synthesis (1 Credit)

Prerequisites: CHEM 203 and (CHEM 255 or CHEM 315)

CHEM 306D Advanced Lab Topic: Materials (1 Credit)

Prerequisites: CHEM 205 and CHEM 255

CHEM 306E Advanced Lab Topic: Protein Engineering (1 Credit)

In this research-based biochemistry lab experience, students will work towards redesigning malate dehydrogenase (MDH) to be able to detect conformational changes upon its binding to other proteins in the citric acid cycle. The semester long experiment will begin with analyzing the published crystal structure of MDH to make a hypothesis about where mutations can be made that will incorporate a fluorophore, while not negatively impacting the activity of the enzyme. Students will then design primers for their mutations, perform the mutagenesis, transform the resultant mutant plasmid, and over-express the mutant MDH protein. After protein purification and quantitation, the specific activity, Michaelis-Menten kinetic parameters, and fluorescent properties of both wild-type and the mutated MDH will be spectroscopically determined and compared. Analyzing class data will allow us to reach some conclusions, refine our initial hypotheses, and determine next steps. Data will be shared with other undergraduate labs across the country studying different aspects of MDH.

Prerequisites: CHEM 202 and CHEM 250

CHEM 315 Advanced Reactions (Reactivity 3) (4 Credits)

An understanding of chemical reactivity, developed in Reactivity 1 and 2, is extended through the study of redox, radical, photochemical and pericyclic reactions. Molecular orbital theory is exploited to explain a number of reactions. With a firm understanding of an array of reactions in hand, a number of applications, including biochemical pathways such as oxidative phosphorylation and photosynthesis, are examined in detail. The roles of enzyme catalysis, enzyme cofactors and regulatory pathways are also explored.

Prerequisites: (CHEM 251 or CHEM 251A)

Equivalent courses: CHEM 341

Attributes: Thematic Encounter3 - Movement

CHEM 316 Catalysts & Initiators (1 Credit)

This course will engage students in service leadership in chemistry. Students will design and implement a service or leadership project in the context of the chemistry department and/or the broader community. This course is typically taken in the third year.

Prerequisites: CHEM 250 or CHEM 250A

CHEM 318 Microscopic Chemical Analysis (4 Credits)

Exploration of chemical systems from a quantum mechanical perspective. Spectroscopy will be emphasized as one of the techniques that link theory with data. Statistical methods will be developed for the assessment of instrumentation as well as a fundamental understanding of spectroscopic and chromatographic techniques used in the analysis and exploration of chemical properties.

Prerequisites: CHEM 255 and (MATH 119 and (MATH 120 or MATH 120Z and (PHYS 105 or PHYS 105Z or PHYS 191 or PHYS 191Z) and (PHYS 106 or PHYS 106Z or PHYS 200 or PHYS 200Z

Attributes: Abstract Structures (AS), Quantitative Reasoning (QR), Thematic Focus - Truth

CHEM 321 Topics in Computational Chemistry (1-4 Credits)

The Chemistry Department offers a series of topics courses, 321-326. These courses, offered for variable credit, cover the major areas in chemistry and are used to extend or supplement topics introduced in previous chemistry courses.

Prerequisites: None

CHEM 322A Topics in Analytical Chemistry - Forensics (2 Credits)

Forensic chemistry is the application of chemistry and toxicology in a legal setting. This course covers various criminalistic detection and analysis techniques involving DNA, fiber, hair, body fluids, pigments, fingerprints, footprints, toxic substances and illegal drugs. The proper handling of evidence, careful observation, and logical interpretation of crime scene evidence will also be stressed.

Prerequisites: CHEM 255 and (CHEM 205 and (CHEM 255

CHEM 322B Topic: Food and Drug Analysis (2 Credits)

This course explores chromatographic and instrumental methods used in the analysis of foods and drugs. Students will examine analytical techniques that assess composition, structure, physicochemical properties, and sensory attributes, providing critical insights into food safety, nutrition, and quality. These methods also play a key role in the development and quality control of pharmaceuticals and recreational drugs. The course covers sampling techniques, data analysis, and the application of analytical procedures in product development and regulatory compliance.

Prerequisites: (CHEM 250 or CHEM 202) and (CHEM 255 or CHEM 205

CHEM 323A Food Toxicology (2 Credits)

Have you ever wondered why cherry pits made the list of the most dangerous foods in the world, what the latest lettuce recall is all about, what the causative agent of bovine spongiform encephalopathy (BSE or mad cow disease) is, why peanut allergies are so severe for many people, or whether it's a good idea to eat the deviled eggs Grandpa made for the family picnic that have been sitting out in the sun all day? We will explore these topics and more as we focus on understanding naturally occurring toxins in food, synthetic toxins in food, toxins introduced into food in its preparation, processing, and preservation as well as how the body reacts to and rids itself of these toxins. In the first part of the course, we will immerse ourselves in basic principles of toxicology to be able to understand primary literature in the latter part of the course. Students will also design and complete a project based on their interest related to food toxicity. **Prerequisites:** CHEM 250.

Prerequisites: CHEM 250

CHEM 323B Topics in Biochemistry: Fermentation (4 Credits)

This course will cover the use of fermentation processes in the production of foods, beverages, and chemical products. We will build on topics involving structure and reactivity of important biomolecules. The course will then cover a variety of biochemical pathways and investigate the types of organisms typically used in fermentation. This material will then be applied to the processes involved in making fermented foods (such as cheese, yogurt, bread and pickles) and beverages (beer, wine, spirits and kombucha). Topics may also include the use of fermentation in pharmaceutical and chemical industries including tours of MN companies. A study abroad component after the semester will include tours of several industries, reflections on the different cultural contexts for brewing and industry.

Prerequisites: CHEM 125 and CHEM 250

CHEM 323C The Biochemistry of SARS-CoV-2 (COVID-19) (2 Credits)

In the winter of 2020, COVID-19 took the world by surprise. This course will focus on the biochemical aspects of what we now know about the virus and what we have still yet to learn. We will begin by immersing ourselves in background material on viruses and SARS-CoV-2 in particular, and use the primary literature to explore the vaccines that have been approved and those that look promising as well as the drug targets that have been identified and those that have been used to design therapeutics. Students will also design and complete a project based on their interest in COVID-19.

Prerequisites: CHEM 250

CHEM 323D Biochemical Pharmacology (2 Credits)

This course will focus on the molecular level, biochemical details of drug action. The course will begin with background topics in pharmacodynamics and pharmacokinetics, including how drugs interact with protein targets and how they are absorbed, distributed, metabolized, and excreted by the human body. The main part of the course will use that background knowledge to read and understand primary literature-based case studies on the mechanism of action of drugs that have been recently FDA approved, including those for SARS-CoV2, Hutchinson-Gilford Progeria Syndrome (an orphan disease), and neurodegenerative diseases. Each student will be invited to bring their interests, experiences, and backgrounds into the course in a culminating final project.

Prerequisites: CHEM 250 or CHEM 250A

CHEM 323E Supramolecular Chemistry: Beyond the Molecule (2 Credits)

Topics in biochemistry - supramolecular chemistry, often referred to as "chemistry beyond the molecule" focuses on the importance of non-covalent interactions in the development of complex assemblies. Starting with an understanding of naturally occurring supramolecular systems (enzymes, nucleic acids, antibody/antigen interactions and more), we will begin to understand the importance and ubiquity of non-covalent interactions in biological systems and learn how chemists take inspiration from these systems to create novel applications in areas including bio-imaging, drug delivery systems, biosensing, and cell stimulation.

Prerequisites: CHEM 251

CHEM 324A Electrochemistry, Batteries and Sensors (2 Credits)

Reactions in which electrons are transferred provide unique opportunities for chemists to analyze redox-active species and store energy.

This course will explore electroanalytical techniques such as cyclic voltammetry, which can be used to study electron transfer kinetics, detect species of only transient stability or probe the mechanism of a chemical reaction. In addition, we will explore batteries and fuel cells in current use as well those that may be part of our energy future. Finally, we will see how electrochemistry allows the development of qualitative and quantitative sensors, such the glucose sensor in insulin pumps, ion-selective electrodes and oxygen sensors in cars. **Learning goals:** after completion of the course, successful students. 1. Will gain an understanding of electrochemical techniques in which current or voltage are applied to gain qualitative or quantitative information about a sample. 2. Will understand situations in which a current or voltage is generated, such as batteries and fuel cells. 3. Will be able to understand applications in which electrochemically active species are detected and quantified, such as sensors.

Prerequisites: CHEM 315

CHEM 325A Chemistry of Art Conservation (2 Credits)

This course explores the intersection of art conservation, examining the scientific principles, techniques, and preservation of artworks. Topics may include the chemistry of pigments, binders, and metals; degradation processes; and analytical techniques used to study and restore artwork. Students will gain insight into real-world conservation challenges, ethical considerations, and emerging technologies in the field.

Prerequisites: CHEM 250 and CHEM 255 and CHEM 205

CHEM 330 Chemistry Lab Research (2 Credits)

Independent laboratory research will be completed under the supervision of a faculty advisor. In this course, students will apply foundation level laboratory skills in the research setting, learn trouble-shooting, data analysis and other research skills, discuss the results of research activities with a faculty mentor and use primary literature to develop new approaches to answering a research question.

Prerequisites: CHEM 203 or CHEM 203A or CHEM 205

CHEM 343 Climate & Habitat Change (2 Credits)

Along with the positive advances that result from chemistry, copious amounts of toxic and corrosive chemicals have also been produced and dispersed into the environment. The course will address selections from different areas of environmental study that impact our climate and habitat. Specific topics could include; global warming, ozone depletion, pollution, energy production and usage, and toxic waste disposal. Approaches for remediation will be discussed.

Prerequisites: CHEM 255 or CHEM 255A

CHEM 344A Environmental Chemistry: Atmosphere (2 Credits)

The behavior of chemicals in earth's natural systems is critical to the study of environmental chemistry. Recently, copious amounts of toxic and corrosive chemicals have been produced and dispersed into the environment. This course will address the source and fate of compounds found both in natural and polluted air. The reactivity of compounds and their effect on the natural cycle in the atmosphere will also be explored. Specific topics could include CFCs, dioxins, pesticides, polycyclic aromatic hydrocarbons (PAHs), ozone, and particulate matter.

Prerequisites: CHEM 250 and CHEM 255

CHEM 344B Environmental Chemistry: Lithosphere and Hydrosphere (2 Credits)

The behavior of chemicals in earth's natural systems is critical to the study of environmental chemistry. Recently, copious amounts of toxic and corrosive chemicals have been produced and dispersed into the environment. This course will address the source and fate of compounds found both in natural and polluted soil and water. The reactivity of compounds and their effect on the natural cycle in the lithosphere and hydrosphere will also be explored. Specific topics could include water treatment processes, pharmaceuticals and personal care products, dioxins, pesticides, polybrominated biphenyl ethers (PBDEs), and DOM.

Prerequisites: CHEM 250 and CHEM 255

CHEM 345 Industrial Engineering Processes (2 Credits)

This course is intended to teach students the underlying principles in the operation and process development of a product for industrial scale mass production. Topics for this course will include; testing/trials, production design, and resource management.

Prerequisites: CHEM 255

CHEM 346 Nanomaterials (2 Credits)

This course will focus on the fundamental principles in nanomaterials. Topics may include; structural materials, conductors, semiconductors, sensors, or polymers. The students will be presented with current synthetic techniques for the production of bulk and nanostructured materials along with analytical methodologies to physically characterize materials. NOTE: The in-depth courses do not require a completion of all the foundation courses indicated by the specified prerequisite course(s).

Prerequisites: CHEM 255

CHEM 347 Chemical Biology (2 Credits)

Chemical biology will cover topics of current interest in chemical biology and will survey the way in which small molecules are used to investigate and manipulate biological systems wither for a biological or chemical purpose. Specific topics may include; protein design, development of unnatural biological molecules, peptide-carbohydrate interactions, combinatorial synthesis/libraries, molecular recognition, chemical genetics, biosynthesis, and methods of drug discovery.

Prerequisites: CHEM 250 or CHEM 250A

CHEM 348A Molecular Design-Organic (2 Credits)

Molecular design and catalysts are important applications of chemical reactivity concepts. In this course, students will learn about some current methods useful in synthesis and see these methods applied in the synthesis of complex molecules. Topics may include; organo-transition metal reactions, catalytic methods of enantioselective synthesis and retrosynthetic analysis. Students will demonstrate basic proficiency in these areas and also carry out detailed analyses of total syntheses from the current literature.

Prerequisites: CHEM 315 (may be taken concurrently)

CHEM 348B Molecular Design-Inorganic (2 Credits)

The design and synthesis of compounds containing transition metals is an important area of modern chemistry. In this course, students will learn the general principles of inorganic syntheses. Case studies from the chemical literature will then be examined in areas such as the synthesis of homogenous and heterogeneous catalysts, models for active sites in metalloenzymes, and solid state compounds.

Prerequisites: CHEM 315 (may be taken concurrently)

CHEM 349 Chemistry in Experience and Practice (1 Credit)

Students will participate in and write reflections about structured activities designed to explore jobs, graduate education, research, ethical issues, and general career planning in chemistry. Students should enroll in their sophomore or junior year.

Prerequisites: None

CHEM 352 Signal Transduction (2 Credits)

Living cells and organisms must respond to their environment, which allows them to adapt to a variety of external conditions. We will use the language of chemistry (thermodynamics, kinetics, analysis, reactivity, and modeling) as well as the languages of biology and mathematics, to explore systems of regulation within and between cells, and how signaling and regulation within complex biological systems leads to biological function, behavior, homeostasis, adaptation, and emergence of new traits. Special attention will be given to the development of learning and memory.

Prerequisites: (CHEM 251 or CHEM 251A) and CHEM 315 and (BIOL 121 or BIOL 121Z or BIOL 101 or BIOL 100 or BIOL 101Z)

CHEM 353 Xenobiotic Metabolism (2 Credits)

This course will explore biological mechanisms of activation and detoxification of xenobiotics. Topics will include; oxidation/reduction mechanisms (e.g. Cytochrome P450, Flavin Mono-Oxygenase), transferase reactions (e.g. Glutathione S-Transferase, Glycosyltransferases, Acetyltransferases), adduct formation, and repair mechanisms. Recommended additional prerequisite BIOL 121.

Prerequisites: CHEM 315

CHEM 354 Sustainable Energy (2 Credits)

The world's energy demands are increasing and drawbacks associated with fossil fuels have spurred the search for energy alternatives. This course will examine alternative options such as solar energy, nuclear energy, hydrogen economy and fuel cells, ethanol production from switchgrass or algae versus corn, other biofuels, and batteries. In addition, methods for making fossil fuels more sustainable will be discussed. Emphasis will be on the chemistry and thermodynamics of these processes with a focus not only the final energy production but the actual energy costs and environmental impacts of a given technology.

Prerequisites: (CHEM 250 or CHEM 250A) and (CHEM 255 or CHEM 255A)

CHEM 355 Analysis of Biomaterials (2 Credits)

This course provides an overview of principles of bioanalytic methods and the application of modern instrumental techniques to biological systems. Particular focus will be placed on fundamental principles and analytical measurements of biomolecules, immunoassays, separations, biological mass spectrometry, microscopy, and imaging. Emerging technologies such as nanotechnology-enabled biosensors, microfluidic devices, and lab-on-chip may also be addressed. Error analysis, statistical treatment of data, and validation of bioanalytical methods and devices are included. Recommended additional prerequisite BIOL 121.

Prerequisites: CHEM 255 and CHEM 205

CHEM 356 Instrumental Design and Technology (2 Credits)

This course will study the modern techniques of instrumental analysis focusing on electronics, optics, physical design and limitations of instrumentation in analytical chemistry. Upon completion of this course students will understand the theory of instrumentation for optical spectroscopy, chromatography, and mass spectroscopy. Additionally, students will be able to select an instrument based on experimental goals and sample types. The course will also examine the development of new technologies for instrumentation used in security devices, in the human body for medical devices, as well as in space and underwater exploration.

Prerequisites: CHEM 205 and CHEM 255

CHEM 357 Separation Science (2 Credits)

This course provides a systematic study of the modern techniques for analytical separations in terms of underlying principles, instrumentation, data interpretation, and practical applications. Emphasis will be placed on gas and liquid chromatography, electrophoresis, two dimensional separations, and hyphenated techniques. Topics will be explored through a combination of scientific readings, case studies, and independent projects.

Prerequisites: CHEM 205 and CHEM 255

CHEM 358 Biomacromolecules (2 Credits)

Students will explore how the unique 3D structures of proteins, RNA, nucleic acids, and glycans arise and confer on those molecules, their role in catalysis, regulation, recognition, and informational storage. Students will develop an enhanced structural, thermodynamic, and dynamic understandings of biomacromolecules and their biological functions, and how in vivo and in vitro alternations in structure confers on them new biological properties. Recommended additional prerequisites BIOL 121.

Prerequisites: CHEM 251 and CHEM 255

CHEM 359 Symmetry & Spectroscopy (2 Credits)

Symmetry, group theory, and molecular orbital theory will be used to explore and explain the behavior of chemical systems on the molecular and atomic scale. The emphasis will be to develop orbital theory in order to gain an understanding of observed spectroscopic behavior such as Raman, IR, and UV. Additionally, symmetry and orbital theory will be used to explain chemical reactivity using models such as Woodward-Hoffman rules and photochemical selection rules.

Prerequisites: (MATH 119 or MATH 119Z) and (PHYS 105 or PHYS 105Z or PHYS 191 or PHYS 191Z) and CHEM 255 and (PHYS 106 or PHYS 106Z or PHYS 200 or PHYS 200Z)

CHEM 360 Junior/Senior Capstone Research (2 Credits)

CHEM 360 (2) is a writing intensive capstone course required for all chemistry majors in their senior year. In this course students will complete a literature review, prepare a final paper, and make an oral presentation in a public setting on a chemistry topic.

Prerequisites: None

Restrictions: Enrollment is limited to students with a major in Chemistry. Students with the 2024-2025 Registration Cohort or 2025-2026 Registration Cohort attributes may not enroll.

Equivalent courses: CHEM 350, CHEM 351

Attributes: Experiential Engagement (EX)

CHEM 361 Mechanistic Determination (2 Credits)

This course will study how chemists determine organic, inorganic, and biochemical reactions. Emphasis will be on methods for monitoring reaction rates and using experimental data to propose reaction mechanisms. Techniques discussed could include kinetics, isotopic labeling studies, isolation of reaction intermediates, site-directed mutagenesis, computational models, and/or synthesis of compounds for model studies.

Prerequisites: CHEM 315

CHEM 362 Polymers (2 Credits)

This course explores various aspects of the chemistry of macromolecules. Topics may include synthetic approaches; chemical composition, molar mass and structure relationships to properties/property relationships; applications of soft materials, thermodynamic and kinetic considerations in property control, and physical characterization of pure polymers, solutions, and blends.

Prerequisites: CHEM 255 and (CHEM 315)

CHEM 363 Structural Elucidation (2 Credits)

The major emphasis of this course will be on molecular structure determination. This skill is essential for chemists in many areas, such as medicinal chemistry, process chemistry, natural products chemistry, polymer chemistry, forensic chemistry, and many other sub-specialties of analytical chemistry. This course will prepare students with an up-to-date presentation of the tools used for the advanced analysis and structure elucidation of organic molecules using a variety of spectroscopic data including mass spectrometry, IR spectroscopy, fluorimetry, x-ray spectroscopy, etc. The specific techniques may vary depending on instructor choice. However, as NMR has proven to be one of the most powerful tools available, this course will provide students with an understanding of the basic principles of NMR and the students will explore the use of different techniques such as decoupling, relaxation time measurements, nOe, and interpretation of 1D and 2D NMR spectra.

Prerequisites: CHEM 203 or CHEM 203A

CHEM 364 Medicinal Chemistry (2 Credits)

This course will explore the fundamental aspects and current methodologies involved in the drug discovery process. The fundamental aspects include the physical, chemical, and pharmaceutical properties of drugs. The methodologies include lead discovery strategies, structure activity relationships, structure-based and mechanism-based design methods, computational drug design methods, combinatorial chemistry techniques, and drug delivery considerations. Application to current topics such as chemotherapy of cancer, or viral or microbial diseases will be examined. Recommended additional prerequisite BIOL 121.

Prerequisites: CHEM 251

CHEM 371 Individual Learning Project (1-4 Credits)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements.

Prerequisites: None

Restrictions: Students with a class of First Year may not enroll.

CHEM 390 Science Ethics: How Science and Policy Shape How We Live in the World (4 Credits)

This course will explore the idea of an ethical scientific process and its effect on our society. Topics may include: air pollution, persistent pollutants, disposal of waste, vaccines, energy production, work hazards, factory farms (antibiotic resistance), pesticides, GMOs, geoengineering, climate change (water, land, and food access; infectious diseases; impact of extreme weather), and pharmaceutical industry practices. Students will apply current ethical philosophies to examine their own place in the scientific world through readings, discussion, and case studies.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Restrictions: Students with the 2025-2026 Registration Cohort attribute may not enroll.

Attributes: Benedictine Raven (BN), CSD: Systems (CS)

CHEM 397 Internship (4-16 Credits)

Completed Application for Internship Form REQUIRED. See Internship Office Web Page.

Prerequisites: None

Attributes: Experiential Engagement (EX)

Classics/Ancient Mediterranean (CLAS)

CLAS 221 Golden Age of Athens (4 Credits)

All works read in English. Great works of Greek literature, history, and philosophy from the 5th and early 4th centuries B.C., one of the most remarkable periods of intellectual, artistic, and political activity. Authors read include Aeschylus, Sophocles, Euripides, Herodotus, Thucydides, Aristophanes, and Plato.

Prerequisites: None

Equivalent courses: HUMN 221

Attributes: Human Experience (HE)

CLAS 223 Classical Mythology (4 Credits)

From gods and heroes to witches, monsters, and legendary rulers, the imagination of the ancient Mediterranean was populated with a dynamic cast of characters and the myths that told their stories. In this class, we will explore Greek and Roman mythology through ancient art and literature as well as selected modern art, literature, and film that take classical myths as their inspiration. As we go, we'll become familiar with some of the most significant and influential mythology of the classical world, and we will learn how to apply strategies like close reading, comparative analysis, and critical theory to these myths to help us ask: What is a myth? What do myths mean, and why are they important? And what do ancient mythology and the modern day have to say to each other?

Prerequisites: None

Equivalent courses: HUMN 327

Attributes: Human Experience (HE), Thematic Encounter 1/2 - Truth, Writing Requirement (WR)

CLAS 279A Scientific Etymology (4 Credits)

Language is power. Nowhere is that truer than in the language of science, which is based on Greek and Latin. In this course, students dramatically increase their understanding and command of scientific terminology through learning its Greek and Latin roots. Students in biology, chemistry, nursing, nutrition, and other science programs will save themselves numerous hours of study by taking this class—and hundreds of hours if they plan on graduate entrance exams and study. And all students, regardless of major, will improve their scientific literacy, ability to navigate their health histories and healthcare, and fluency with English in general, which also owes a major debt to Greek and Latin. What is more, this class will help you experience the study of language as an enjoyable adventure in exploration, rather than a burdensome task. Languages do not materialize out of nothing. They are based on thousands of root words that have moved through time and now join in a variety of combinations that give meaning. Every day your words carry a legacy of human history that stretches back millennia. Greek and Latin are alive and well, and in this class, you will study words that enable you to understand the present and past and to advocate for yourself, your family, your friends, and your fellow citizens.

Prerequisites: Learning Foundations (LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Attributes: Human Experience (HE), Thematic Focus - Truth

CLAS 379A Grand Strategy (4 Credits)

Vision and decision, across 5000 years of human history: this is the subject of Grand Strategy. In this course, we will consider a vast array of case studies, starting from the depths of ancient history and moving into the present moment. Along the way, we will witness the spectacular successes and failures of some of the most famous leaders of all time. We will ask a series of interrelated questions that will enable us to understand past human behavior and to best prepare ourselves for how to grapple with crises now, political and personal (and broadly defined). What resources did leaders have? How did they use them? To what effect? How should we explain success or failure? What can we learn from later creative reflections on these movers and shakers in society? How should we apply the past to the present? Is there a reliable recipe for success? As we grapple with such questions and seek truth, students will have opportunities to apply what we learn in a modern context. They will collaborate on responses to global crises and consider how this course can help them to lead lives of positive impact and deep meaning. If you want big history, big questions, and (possibly) big answers, join us.

Prerequisites: CLAS 379A is a Thematic Focus - Truth course. You must take INTG 100 or 205 prior to taking a Thematic Focus Course. You must take a Cultural and Social Difference: Identity (CI) course prior to or at the same time as Thematic Focus Courses.

Attributes: Human Experience (HE), Thematic Focus - Truth

CLAS 379B Truth, Lies, & Fiction in Classical Literature (4 Credits)

When we read a novel, attend a play, or even listen to a tall tale, we're told stories about things that haven't really happened by people who aren't telling us the truth. How is it, then, that made-up stories can seem meaningful? Is there truth in fiction, or is fiction a type of lie? And—as many ancient readers and writers wondered—does that make fiction dangerous? This course will trace the ways that ancient Greek and Roman poets, playwrights, philosophers, and other writers explored these questions in a range of time periods, literary genres, and artistic works. Beginning with an introduction to the Greek philosophical concept of mimesis (imitation/artistic representation) and working up to the first sci-fi novel, we'll consider how classical authors and artists evaluate and represent different types of invention and their relationships to truth and storytelling. Periodically we will pause in our consideration of ancient works and hold roundtable discussions evaluating our overarching question: what is at stake when we distinguish between truth, lies, and fiction? Throughout the term, we will practice the skills of academic research and writing, including close reading, evaluating sources, prewriting, drafting, and integrating feedback. Students will develop a research question in consultation with the instructor and answer it in a term paper composed in stages over the term.

Prerequisites: CLAS 379B is a Thematic Focus - Truth course. You must take INTG 100 or 205 prior to taking a Thematic Focus Course. You must take a Cultural and Social Difference: Identity (CI) course prior to or at the same time as Thematic Focus Courses.

Attributes: Artistic Expression (AE), Thematic Focus - Truth

CLAS 399 Senior Capstone (2 Credits)

All Classics: Ancient Mediterranean Studies majors and Classics: Classical Languages majors must present a senior project in a public forum. In consultation with a faculty advisor, students choose a project appropriate to their previous course of study and/or their individual goals. Students completing 398 on a topic relevant to their Classics major do not need to complete CLAS 399.

Prerequisites: None

Communication (COMM)

COMM 102 Public Speaking and the Public Sphere (4 Credits)

This course introduces students to the basic skills needed to present information to an audience clearly, effectively, and eloquently. The class will study, analyze, and construct public speeches from a rhetorical perspective. Students will ground their study of speechmaking in fundamental questions about the habits and skills of civic participation and the ethics of speech.

Prerequisites: None

Attributes: Human Experience (HE), Thematic Encounter1/2-Justice

COMM 103 Media and Society (4 Credits)

Our digital world—like water to fish—is generally invisible to us because it surrounds all aspects of our daily lives. In this class we look at the 'truths' media creates, maintains, and distorts by examining the factors that drive the media and us. We also will work to develop critical thinking around our relationship to media by analyzing media messages and their impacts on us as individuals, on our relationships, and on the choices we make.

Prerequisites: None

Attributes: Human Experience (HE), Thematic Encounter1/2 - Truth

COMM 105 Introduction to Human Communication (4 Credits)

This course provides students with a general overview of communication theory and research, particularly as it relates to their everyday interactions. The course covers theories related to interpersonal, gender, group, organizational, and intercultural contexts.

Prerequisites: None

Equivalent courses: HONR 220B

Attributes: Social World (SW), Thematic Encounter1/2 - Truth

COMM 110 Voices Unheard: Gender, Race, and Power in America (4 Credits)

This course challenges students to critically examine how intersectional identities shape access to power, influence cultural expectations, and impact our lives. Students will gain insights into the structural barriers that have historically excluded marginalized communities. In the course, students will study key terms associated with intersectional notions of gender and race, investigate significant social movements and influential voices for change, and analyze the dynamic systems of power that dictate access to public spaces.

Prerequisites: None

Attributes: CSD: Identity (CI)

COMM 112 Adulthood and Identity (4 Credits)

College is a transformative time when students navigate academic and social pressures while defining themselves apart from childhood expectations. In many ways, this is driven by the pressures and patterns of communication. This course addresses key challenges students face, such as managing societal expectations, difficult conversations, self-advocacy, and civic engagement, with a focus on how gender, race and ethnicity, and other intersectional identities shape these experiences. It explores how students' identities and actions are influenced by their community and how they, in turn, impact that community. By examining personal and collective experiences both on campus and nationally, the course provides a space for meaningful discussions on the everyday issues students encounter. The specific topics and examples discussed in the course will likely change from semester to semester due to relevance and changing times, but will always focus on issues related to identity formation and perception, culture/cultural appropriation, intersecting identities, ability/difference/belonging, mental health, misinformation and information/media literacy, communication and conflict management, stereotyping, social media, cultural and societal expectations, and more.

Prerequisites: None

Equivalent courses: HONR 1201

Attributes: CSD: Identity (CI)

COMM 205 Interpersonal Communication (4 Credits)

Gives students a practical and theoretical understanding of one-on-one communication. Topics may include relationship development, perception, self-image, language, nonverbal communication, listening, conflict, gender roles, family communication, culture, communication competence, and the impact of technology on communication. In addition, this class uses the lens of the Truth theme to explore many of these topics.

Prerequisites: None

Equivalent courses: COMM 205AC

Attributes: Thematic Encounter1/2 - Truth

COMM 205AC Interpersonal Communication (CIC) (3-5 Credits)

Prerequisites: None

Equivalent courses: COMM 205

COMM 220 Debate & Democracy (4 Credits)

Public debate is essential in a democratic society. In this course, students will participate in debates on public issues to empower them to be skillful, informed, and ethical advocates. Students will work collaboratively to research and evaluate sources and evidence, assess the truthfulness and quality of claims by applying analytical and reasoning skills to public issues, listen thoughtfully to opposing viewpoints and learn to formulate creative counterarguments, develop presentation skills by constructing, questioning, and refuting arguments delivered to audiences, and explore the role of debate in promoting democratic political and social change. Students will participate in interactive classroom debates on contemporary issues, but no previous debate training is required.

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Attributes: Benedictine Raven (BN), Thematic Focus - Truth

COMM 225 Argumentation and Advocacy (4 Credits)

This course equips students with the skills and theory necessary to interpret, analyze, research, and construct arguments about matters of public concern. By learning about, practicing, and participating in argument, students understand, evaluate, and appreciate the communicative practices that constitute shared civic life.

Prerequisites: None

Attributes: Human Experience (HE), Thematic Encounter1/2 - Truth

COMM 240 Digital Video Communication (4 Credits)

Point, shoot, edit, post does not guarantee effective digital video communication any more than scribbling thoughts or talking "off the cuff" means you've created effective written or spoken messages. In this class, students will learn the principles of effective digital video communication so they might be able to identify important aesthetic concepts and analyze the effectiveness of messages. Students will construct their own digital video messages by learning to conceptualize, script/storyboard, and pitch messages to a client.

Prerequisites: None

COMM 245 Introduction to Media Writing (4 Credits)

Students will learn to collect and analyze information to be used in message design; to construct clear and accurate messages that are appropriate to the purpose, audience, context, and media platform, under deadline pressure, and will be introduced to different types of media writing, including journalistic storytelling, blogging, brand communication, and public relations.

Prerequisites: None

Attributes: Writing Requirement (WR)

COMM 248 Media & Youth (4 Credits)

Analyze the relationship between mediated communication and youth culture by examining issues such as privacy, gender bias, cultural stereotypes, sexuality, civic engagement, and violence. Explore cognitive development, as well as social, emotional, and psychological effects of media on youths' everyday lives, knowledge, and relationships. Develop media literacy by applying these theories and concepts to your own experiences with popular media, including social media, television, music, film, and print. Finally, analyze how mediated messages have influenced the human experience by communicating movement of beliefs, norms, and expectations over time. The knowledge gained in this course will serve you in your personal and professional lives in the years to come. Course includes an optional experiential learning component (EX).

Prerequisites: None

Equivalent courses: COMM 348

Attributes: Cmnty Engaged Learning Opt, Human Experience (HE), Thematic Encounter1/2-Movement, Writing Requirement (WR)

COMM 250 Effective Listening (4 Credits)

Introduces students to basic principles and theories of listening. Approaches listening as a critical component in the communication process. Readings, discussion, and exercises facilitate understanding of effective listening and development of individual listening skills. Topics include intrapersonal (mindfulness) discriminative, comprehensive, empathic/compassionate, critical and appreciative listening.

Prerequisites: None

Equivalent courses: COMM 277A

Attributes: Human Experience (HE)

COMM 251 Communication and Conflict (4 Credits)

Introduces students to principles and theories of conflict. Examines causes of conflict and a variety of approaches to managing conflict. Emphasizes conflict in various interpersonal contexts.

Prerequisites: None

COMM 253 Nonverbal Communication (2 Credits)

Provides students with a general overview of the theoretical and practical application of primary areas of nonverbal communication research. The course examines theories and empirical studies in selected areas of nonverbal communication such as personal appearance, touch, space, body language, gestures, eye contact, use of time, facial expressions, olfaction, and body adornment/alteration.

Prerequisites: None

COMM 265 Group Communication (4 Credits)

Gives students a practical and theoretical understanding of how groups communicate. Includes such topics as group dynamics, leadership, feedback, decision-making, power, norms and roles, conflict, groupthink and communication theory. This class has a Justice designation, and students will examine the impact that group communication can have on Justice as well as create projects that explore questions of Justice in everyday situations and conflicts.

Prerequisites: None

Attributes: Thematic Encounter 1/2-Justice

COMM 271 Individual Learning Project (1-4 Credits)

Supervised reading or research at the lower-division level. The proposed project must be grounded in previous relevant coursework in the discipline. ILPs may not substitute for a regularly offered course and must be student-designed. Permission of department chair required. Consult department for applicability toward major or minor requirements. Not available to first-year students.

Prerequisites: None

COMM 277A Listening for Justice (4 Credits)

What role does listening play in Social Justice transformation? We are currently redefining our government, relationships with each other, and our connection to the global community. This course invites students to be brave even when listening becomes uncomfortable. Readings, discussion, and exercises facilitate understanding of effective listening and development of individual listening skills. Students will study and practice an awareness of self-listening and Benedictine perspective to determine how the mission applies to our current culture. Students learn to respond rather than react to social situations with mindfulness, empathy, and cultivated compassion. Compassion is action.

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Equivalent courses: COMM 250

Attributes: Human Experience (HE), Thematic Focus - Justice

COMM 278A Rhetoric of Social Change (4 Credits)

Social movements and social protest have played a pivotal role in challenging power and shaping culture, society, and politics. This course examines the role of language, music, images, and other symbolic actions in bringing about social change. The course also teaches students the art of rhetorical criticism – the intentional, methodical study of how rhetoric works and impacts communities from the local to the global. The course is writing intensive and students will develop research in the course that can be developed and shared in other venues.

Prerequisites: COMM 278A is a Thematic Focus - Movement course. You must take INTG 100 or 205 prior to taking a Thematic Focus Course. You must take a Cultural and Social Difference: Identity (CI) course prior to or at the same time as Thematic Focus Courses.

Equivalent courses: COMM 201

Attributes: Human Experience (HE), Thematic Focus - Movement, Writing Requirement (WR)

COMM 282A Public Relations (4 Credits)

Develop practical skills in public relations and understand how it shapes organizational communication and public image. You'll learn key strategies and ethical practices and see how relationships are created, developed, and maintained. By exploring real-world examples, you will look at various types of public relations, which may include public affairs and political communication, crisis communication, media relations and corporate social responsibility. You will analyze how PR pros tackle challenges, build trust, and create strong relationships between organizations and their audiences.

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Attributes: Thematic Focus - Truth

COMM 283A Public Relations Branding (2 Credits)

Public Relations Branding is a deep dive into public relations content creation and its intersection with brand. This course will introduce students to the overarching objectives of public relations: building and maintaining relationships, including creating awareness, instilling positive perceptions, generating support for organizational goals and overcoming negative perceptions. In addition, it will educate students about brand, brand adjective and key messages and their roles in guiding public relations messaging and content development. Students will gain experience planning and executing core public relations tactics such as generating earned media through press releases and social media, engaging audiences on social media, creating strategic email and developing content for effective web homepages and landing pages. Instruction and editing will focus on helping students develop the key skill of writing clear, concise, active and compelling messages that are appropriate for the organization/client, audience, objective and specific media platforms.

Prerequisites: None

COMM 283B Advertising Branding (2 Credits)

Advertising Branding focuses on advertising strategy and message development in a digital environment. This course will introduce students to the overarching objectives of advertising: to promote products and services, differentiate them from other, similar products and services and convey consistent, benefit-oriented brand messaging, largely through paid communications. It will teach students the basics of advertising content creation such as the creative strategy and brief and then delve into the inner workings of the creative process and the critical skills of copy writing and multimedia content development for advertising across media platforms. Students also will develop an understanding of the importance of a strong, tightly curated brand that defines and differentiates a company and informs every aspect of advertising strategy and tactics, with a focus on the emotion and authentic truth at the heart of the brand.

Prerequisites: None

COMM 303 Social Movements (4 Credits)

This course examines how rhetoric enables groups of people to come together in order to influence public policies. Students will study a variety of historical movements to understand how public arguments can represent social groups and motivate collective action.

Prerequisites: COMM 201

COMM 304 Political Communication (4 Credits)

This class examines how political symbols and discourse mobilize society, stimulate social action and create national identity. The course will explore how political language reinforces, interprets, challenges and manipulates popular beliefs, attitudes and values. Topics may include presidential rhetoric, campaign discourse and legislative appeals.

Prerequisites: COMM 278A

COMM 305 Gender, Voice, and Power (4 Credits)

Students will apply both theory and historical precedent to our current cultural conversations about race and gender as it relates to public voice, law, and social order. Contemporary issues that might be discussed are things like the bias that exists for women and racial/ethnic minorities when seeking political roles, the challenges faced in the workplace, the cultural expectations of gendered relationship, rape culture, inequality in Hollywood, strategies in gender activism, etc. This course centers around conversations of justice, equality, and access.

Prerequisites: Before taking a Cultural and Social Difference: Systems Courses (CS) you first must complete the following Integrations requirements; Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Attributes: CSD: Systems (CS)

COMM 310 Black Civil Rights Rhetoric (4 Credits)

The course explores how public expressions about race have impacted the history of United States democracy. More specifically, students will study the political issues, moral complexities, and rhetorical strategies of speeches, essays, and public art by people of African descent who have argued about the nature and scope of "America."

Prerequisites: COMM 102 or COMM 278A

COMM 311 Rhetoric and Religion (4 Credits)

This course will examine the complex relationship between religion and politics and the role that discourse and symbols play in that relationship. The course will explore both how the United States uses public discourse to navigate the proper role between church and state, as well as the ways in which public figures and movements draw upon religion for moral authority. The course will cover such topics as the founding discussions about the role of religion in public life and contemporary debates about the church/state relationship.

Prerequisites: None

COMM 312 Rhetorical Dimensions of Sport (4 Credits)

This course will explore the ways in which sports are used as a part of public discourse and debate. The course will use rhetorical theories and concepts to examine how athletes, games, competitions and controversies are incorporated into larger social discussions about gender, race and national identity.

Prerequisites: Before taking a Cultural and Social Difference: Systems Courses (CS) you first must complete the following Integrations requirements; Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Equivalent courses: COMM 381H

Attributes: CSD: Systems (CS)

COMM 314 Public Health Marketing (4 Credits)

Interested in a health-related career? Would you like to work in health communication, health promotion, or health education? The primary goal of this course is to help students understand how to apply marketing principles and theories of health promotion to enhance community health. In this course, students will learn the basics of planning, implementing, and evaluating public health marketing programs to improve individual and population health, including the use of social marketing practices, audience analysis research, creative message design, and more. In addition, students will study the fundamentals of marketing and learn what drives consumers' needs and choices. Competencies: conducting focus group interviews, considering how audiences' intersectional understandings of identity impact message framing and message reception, and creating and evaluating effective health campaigns. This course will include an experiential learning project that provides students with hands-on experience working with a client on designing a public health marketing campaign. Some sections of this course will carry an experiential learning (EX) attribute.

Prerequisites: None

Attributes: Social World (SW)

COMM 330 Apology and Crisis Communication (4 Credits)

This course examines three distinct types of public messages that have proliferated in recent years: Apologia and image repair (public statements defending one's character in response to accusations of wrongdoing); Apologies (statements of contrition and acknowledgment of offense that express regret); and Crisis Communication (statements delivered in response to sudden emergencies or upheavals). Students will study a range of responses to public accusations, including denial, excuses, accounts, explanations, evasion, justifications, and confessions. The course examines the relationship between blame, guilt, humility, remorse, repentance, atonement, and forgiveness, and looks at the ways that public figures and groups express these ideas in response to controversies. Special focus is given to official apologies for historical transgressions and injustices, with an exploration of how these statements seek reconciliation. Some sections of this course carry a Benedictine Raven (BN) attribute.

Prerequisites: Learning Foundations (LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Attributes: Human Experience (HE), Thematic Focus - Justice

COMM 331 Capstone: Rhetoric and Citizenship (4 Credits)

The Communication discipline has been built around educating students on the practice and performance of eloquent, productive, and ethical citizenship. Drawing from a vast array of interdisciplinary scholarship and public argument, this course engages this notion of citizenship and its role in civic life. This Capstone course will examine these ideas through debates about the rights of citizenship itself. We will look at the legality of citizenship rights such as suffrage and marriage. We will also look at citizenship through the lens of belonging and identity, in categories such as gender, race, class, sexuality, and ethnicity. This will be done through examining both historical and contemporary examples of people enacting their rights as citizens through social movements, social media, public campaigns, etc. Overall, we will try to understand what duties and obligations we might have as citizens and how we can directly engage our community.

Prerequisites: COMM 102 and COMM 103 and COMM 105 and (COMM 201 or COMM 278A)

Restrictions: Enrollment limited to students with a class of Junior or Senior. Enrollment is limited to students with a major in Communication.

COMM 336 Marketing, Advertising and Public Relations Campaign Design (4 Credits)

Learn how effective strategic campaigns in marketing, advertising and public relations are designed. Master the tools necessary to analyze and create effective strategic communication campaigns. The primary purpose of this course is to develop students' analytical skills and to enable students to understand the role of persuasive theory in strategic communication campaign development, implementation, and evaluation. This course provides a framework for students to understand the appropriate use of theory and components of strategic communication campaigns, as relevant to marketing, public relations, public service, health campaigns, sports promotion, and much more. Students will learn to be more discerning creators and consumers of persuasive messages.

Prerequisites: None

Attributes: Social World (SW), Thematic Encounter3 - Truth

COMM 338 Strategic Social Media Marketing and Communication (4 Credits)

Strategic online branding, engagement, and experiences need more than your personal social media accounts require. In this course, you'll learn strategies for creating an effective, ethical social media campaign or plan through research, analysis, and hands-on experience. Some sections of this course will carry an experiential learning (EX) attribute.

Prerequisites: None

Equivalent courses: COMM 384A

COMM 341 News and Democracy (4 Credits)

The role of the news industry in a democracy is to inform and socialize the citizenry for participation within the democracy. Today we must ask: How do we uncover "truth" in an era of "Fake News," Artificial Intelligence, and extreme partisanship? What are the consequences for the quality of news coverage when the funding model for news organization has collapsed causing mass layoffs and news deserts across the United States? This course will examine the pressures and constraints on journalists and journalism; teach you to identify quality journalism regardless of political perspective; identify the influence of social media, advertising, and public relations on the content of news; examine the nature of news coverage for local, national, and international issues; and, most importantly, teach you to become well-informed, news literate citizens.

Prerequisites: None

Attributes: Human Experience (HE), Thematic Encounter3 - Truth

COMM 342 Communication in an AI Era (4 Credits)

As our communication evolves, so do our identities, our relationships, our cultures and societies. The use of new media and social media in our society, locally and globally, has altered traditional boundaries that once defined communication, identity, and relationships. Artificial intelligence communication is already shifting our expectations and norms. This course examines how new forms of mediated communication affect interpersonal and mass communication, social identities, our understanding of privacy, and reality. Participants will investigate theoretical questions raised by changing communication technologies and analyze movement of ideas, beliefs, and communication over time.

Prerequisites: None

Attributes: Thematic Encounter3 - Movement

COMM 346 Strategic Communication Campaigns Design Experience (4 Credits)

Ready to apply what you've learned in the classroom to hands-on work for a community client? This course provides an opportunity for majors to apply what they have learned about strategic communication campaigns, persuasive theory, oral and written communication, message analysis, and community, by creating strategic communication campaigns for a client.

Prerequisites: COMM 336 or COMM 314

Restrictions: Students with the 2024-2025 Registration Cohort or 2025-2026 Registration Cohort attributes may not enroll.

Attributes: Experiential Engagement (EX)

COMM 347 Media Effects (4 Credits)

Given the centrality of media in our lives, it is important to understand how it may influence us. This course provides advanced study in the effects of media on young adults by exploring major theories of media effects. Through analyzing quantitative research, we will gain a deeper understanding of media representations and how they impact diverse audiences. A range of topics will be covered including media and mental health, racial and gender stereotypes, violent and sexual content, advertising, and social media and political polarization.

Prerequisites: COMM 102 and COMM 103 and (COMM 105 or HONR 220B)

Attributes: Quantitative Reasoning (QR), Social World (SW)

COMM 350 Intercultural Communication (4 Credits)

Examines the relationship between communication and culture. Communication theory is used to identify and explore barriers and opportunities in communicating with individuals from different cultures and co-cultures. Skills necessary for communication across cultures are identified and developed. Note: Some sections of this course may carry an experiential learning component. Students may take either COMM 350 or COMM 350A, not both, for credit. See registration booklet for details.

Prerequisites: None

Equivalent courses: ENVR 350A, HONR 325B

COMM 350A Intercultural Communication (4 Credits)

Examines the relationship between communication and culture. Communication theory is used to identify and explore barriers and opportunities in communicating with individuals from different cultures and co-cultures. Skills necessary for communication across cultures are identified and developed. Special attention is placed on communicating cross culturally within the U.S.A., including across race, socio-economic class, etc. In addition, the course also explores communicating internationally. Students may take either COMM 350A or COMM 350, not both, for credit. Some sections of this course will carry a GL attribute.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Equivalent courses: ENVR 350A, HONR 325B

Attributes: CSD: Systems (CS)

COMM 351 Gender and Communication (4 Credits)

Examines the impact of socialization on gender identity and the influence of gender roles on communication. Looks at the connections between communication and gender, racial identity, sexuality and other social identity factors in a variety of relational and social contexts. Introduces students to current theories of gender communication that highlight evolving understandings of gender identity.

Prerequisites: None

Equivalent courses: HONR 325A

Attributes: Social World (SW), Thematic Encounter3 - Justice

COMM 352 Health Communication (4 Credits)

Provides students with a broad introduction to the study and application of health communication theories, principles, and practices. Examines how narratives, media, interpersonal communication, group communication, intercultural communication, gender communication, organizational communication and promotional campaigns function within health contexts. The relevance of communication to health is examined as a means for improving communication in the health care setting, improving personal health, and influencing public health.

Prerequisites: None

Equivalent courses: COMM 385B

Attributes: Social World (SW), Thematic Encounter3 - Truth

COMM 353A Intercultural Health Communication (4 Credits)

This course explores the communication about cultural health beliefs and practices, particularly within the U.S. biomedical system. In addition, the course examines health disparities in the U.S. and how communication contributes to, but also may help alleviate, them. Some topics include: traditional health beliefs among Latinx, Asian, African, and Native American cultures; and relationship between health disparities and race/ethnicity, socioeconomic class, obesity, and differing abilities. Students will complete a variety of analysis papers related to the course topics.

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Restrictions: Students with the 2024-2025 Registration Cohort or 2025-2026 Registration Cohort attributes may not enroll.

Equivalent courses: COMM 353

Attributes: Thematic Focus - Justice

COMM 354 Gender, Media, and Political Campaigns (4 Credits)

Students analyze political campaign communication texts, including speeches, advertisements, social media, and other messaging. They engage in historical analysis, contextual analysis, audience analysis, textual analysis, and content analysis. They learn about political communication, advertising strategies and tactics and conduct their own in-depth textual analyses. This will all be understood through the lens of gender and how intersectional understandings of identity impacts not only framing of messaging/campaigns but also perception/reception of messages. Students will learn about the history of women running for political office. Offered every other fall during election years.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Equivalent courses: COMM 384C, GEND 360S

Attributes: CSD: Systems (CS)

COMM 358 Family Communication (4 Credits)

This advanced relational communication course is based on the following assumptions: there are many ways to be a family, communication serves to constitute as well as reflect family relationships, and well-functioning families work at managing their communication patterns because developing and maintaining relationships takes effort. The course explores movement in families by using a variety of theoretical perspectives to understand family development and communication processes. Students ultimately learn to apply qualitative and quantitative primary research findings to analyze lived family communication experiences.

Prerequisites: None

Equivalent courses: COMM 385C

Attributes: Social World (SW), Thematic Encounter3 - Movement

COMM 361 Fat Studies (4 Credits)

This course examines the ways in which fatness has come to be socially constructed as a means for discrimination and oppression in American culture. We will explore fat stigma within a variety of contexts including employment, education, interpersonal relationships, and fashion, as well as how that stigma intersects with gender, race, class, age, ability, and sexual orientation. We will also study fat activism enacted to counter systemic weight bias.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Equivalent courses: COMM 387C, GEND 360R, GEND 361

Attributes: CSD: Systems (CS)

COMM 367 Organizational Communication (4 Credits)

Theories and concepts of organizational communication are discussed. Includes such topics as communication approaches to organizational theory, power, corporate culture, conflict, organizational metaphors, organizational processes, management styles and organizational change. Some sections of this course may carry an experiential learning requirement. See registration booklet for details. Prerequisite: 105.

Prerequisites: COMM 105 or HONR 220B

COMM 370AA Introduction to Journalism (4 Credits)

Prerequisites: None

COMM 370FA French [R]evolutions/Film - France (3 Credits)

Prerequisites: None

Corequisites: XXXX 52

Attributes: Artistic Expression (AE)

COMM 370GA COMM ACROSS CULTURES (3 Credits)

"Communicating Across Cultures" is about the human element of an increasingly integrated global economy. As entrepreneurship continues to boost its international character, people become travelers across different sociocultural and economic environments. The goal of business strategies and executives alike is to make things work in diverse cultural contexts, having to deal with local rules and particularities, habits and processes. Approaching the field is a multi-disciplinary task. Therefore, "Communicating Across Cultures" course borrows elements from various fields: communications, culture, management and business. It adopts a multi-dimensional approach to the subject matter, introducing topics such as cross-cultural communication, cultural intelligence, negotiations across cultures, workplace social communication, culture in virtual teaming etc. Management and communication systems and techniques can provide solutions and point the way forward. However, the starting point lies within people themselves.

Prerequisites: None

COMM 370LA Media in Britain (4 Credits)

Prerequisites: None

Corequisites: XXXX 43

COMM 370LB Contemporary British Broadcasting (4 Credits)

ABC, NBC, and Fox may all sound familiar but did you know the British Broadcasting Corporation is the largest is broadcasting organisation in the world? What impact does this public service media giant play in the U.K. and around the world? What about radio broadcasting? Where does the radio format fit in a modern society? What role do digital technologies play in modern broadcast? Students in this course will explore the history of British radio and television broadcasting, its role in British society and culture, its global impact, and its place in today's digital world.

Prerequisites: None

Corequisites: XXXX 43

COMM 370PA Communication & Global Competence (3 Credits)

With the rise of global mobility and communication, encounters between people of diverse and multiple cultural identities are increasingly common. Less obvious are the reasons why these encounters can be challenging and, more importantly, the knowledge and skills necessary for overcoming communication barriers that arise from differences in communication styles and patterns. The study of intercultural communication requires not only grappling with broad concepts such as "culture", "communication", and "identity", but also learning how communication styles are patterned within cultural groups. This course thus explores the interaction between culture and communication and introduces students to the knowledge and skills requisite to building intercultural competence. More specifically, this course invites students to analyze and evaluate how their own cultural identity influences communication with others; encourages interaction with the host culture; and prepares students with knowledge and skills to be effective and ethical intercultural communicators.

Prerequisites: None

Corequisites: XXXX 67

Attributes: Social World (SW)

COMM 370R Communication in Cork (3 Credits)

Prerequisites: None

Corequisites: XXXX 63

COMM 370TA Communication and Creativity (3 Credits)

Prerequisites: None

Corequisites: XXXX 45

COMM 371 Individual Learning Project (1-4 Credits)

Supervised reading or research at the upper-division level. The proposed project must be grounded in previous relevant coursework in the discipline. ILPs may not substitute for a regularly offered course and must be student-designed. Permission of department chair and completion of 12 credits within the department required. Four credits maximum will count toward the major. ILP credits may not be applied to fulfill the four 300-level courses in Communication for the major. Not available to first-year students.

Prerequisites: None

COMM 378A Environmental Rhetoric (4 Credits)

In recent years, we have witnessed dramatic events caused by human activity on the climate and the environment, including record-breaking global temperatures, air quality alerts caused by wildfires, and rampant plastics pollution. There have also been historic responses, such as state bans on "forever chemicals" and a global youth climate justice movement. This course looks at the way advocates communicate about the environment. Students study environmental appeals in speeches, advertisements, news stories, image events, films, and advocacy campaigns, to determine how these messages shape public understanding and behavior about the natural world. The course examines a range of issues related to the theme of movement: from appeals focusing on the migration of animals, to the movement of people in response to climate change, to how activists engage in performative protests involving body movement or immobility, to the range of emotional appeals used to compel or move audiences to action. Students will critique environmental texts using a variety of theoretical and philosophical approaches, including a Benedictine perspective with a focus on stewardship, stability, and humility.

Prerequisites: COMM 378A is a Thematic Focus - Movement course. You must take INTG 100 or 205 prior to taking a Thematic Focus Course. You must take a Cultural and Social Difference: Identity (CI) course prior to or at the same time as Thematic Focus Courses.

Restrictions: Students with the 2025-2026 Registration Cohort attribute may not enroll.

Equivalent courses: COMM 309

Attributes: Human Experience (HE), Thematic Focus - Movement

COMM 379A Freedom of Speech (4 Credits)

This course explores the historical development of laws and cultural assumptions that regulate the freedom of expression in the United States. Whether or not a citizen has a right to speak freely is a determining factor in the health of human progress and democracy. Students will study the communicative behaviors that have inspired free speech controversies and analyze the arguments made in favor of and in opposition to laws regulating speech. As a Thematic Focus – Truth course, students are asked to consider how the right of free expression has been integral to the discovery of knowledge and progress. The creation of and dissemination of knowledge is power. We cover topics such as free speech and democracy, the freedom of the press, sedition, protest, obscenity, threatening speech, intellectual property, and the regulation of speech in cyberspace. JN/SR standing recommended but not required.

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Restrictions: Students with the 2024-2025 Registration Cohort or 2025-2026 Registration Cohort attributes may not enroll.

Equivalent courses: COMM 307

Attributes: Benedictine Raven (BN), Human Experience (HE), Thematic Focus - Truth, Writing Requirement (WR)

COMM 379B Rhetoric of Advertising (4 Credits)

Advertising is everywhere. Our nation spends more money on advertising than on public education, making advertising arguably the most powerful source of information on the planet. Each advertisement is a compact and powerful form of argument designed to motivate a specific audience to take some action. This course analyzes the rhetorical features of advertisements and examines how these messages generate social meaning. Students will use critical theory to render deep readings of advertisements, examining how they shape perceptions of identity and the world around us and create a perspective of what constitutes “truth” or “common sense” in a culture. Focusing on the theme of “truth,” students will examine false and deceptive claims that occur in advertising, including the legal standards that regulate such advertising. Students will also discuss the ethical and social consequences of advertising in society and discuss how these messages shape civic attitudes and perceptions of the “good life.”

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Restrictions: Enrollment limited to students with a class of Junior, Sophomore or Senior.

Equivalent courses: COMM 308

Attributes: Human Experience (HE), Thematic Focus - Truth

COMM 379C The Truth Wars: Media and the Limits of the First Amendment (4 Credits)

Malcolm X once said, “The media’s the most powerful entity on earth. They have the power to make the innocent guilty and to make the guilty innocent, and that’s power. Because they control the minds of the masses.” New media technologies offer the potential for great civic engagement and social learning. They also, however, provide a space of potential harm to information sharing, public understanding, and privacy. Using media has become an integral part of everyday life, and as such, understanding both its potentials and limitations is imperative. This course seeks to educate students on the regulations, principles, and ethical obligations involved in media use and dissemination. Students will learn about media regulation under the First Amendment around issues such as privacy, defamation, obscenity, hate speech, intellectual property, mis/disinformation, and communication online.

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Equivalent courses: COMM 387D

Attributes: Human Experience (HE), Thematic Focus - Truth

COMM 384B Rhetoric and Popular Music (4 Credits)

This course assumes that we use music as a soundtrack for our lives, to encode memories, to express the way we feel, to annoy or influence others. So we will not study the history of popular music nor will we practice its appreciation; rather, we will study the rhetoric of popular music, or how people use music to do stuff. In particular, we will explore how music helps people shape and maintain their identities.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Equivalent courses: COMM 381L

Attributes: CSD: Systems (CS)

COMM 387A Harlem Renaissance (4 Credits)

This course studies the art of the Harlem Renaissance from a rhetorical perspective. This means that we will analyze a diverse body of texts from the 1920s and 20s – literature and poetry, film, the blues, painting and photography – to gain insight into the social truths they establish and contest. Ultimately, our study of this period will help us discuss fundamental questions about the relationship between public expression and public life, art and language, politics and identity.

Prerequisites: COMM 278A

Equivalent courses: HONR 350R

COMM 387E Monsters (4 Credits)

What is a Monster? This course uses monsters – real and imaginary – to explore rhetorical issues and ways of thinking. Throughout the semester we will consider three interrelated questions: What is a monster?; Where do monsters come from?; and, How should we confront our monsters? These questions are all inherently rhetorical and as we consider them, we will grapple with the implied ethical questions of representation – what is at stake in how Otherness is represented? In how difference is deployed? In how fear or passivity is martialled?

Prerequisites: None

COMM 387H Media, Culture, and Power (4 Credits)

This course will examine the social, political, and economic motivations and consequences of the “reality” found in media content, such as film, television, and advertising. We will explore the “constructed reality” of media content to uncover the ways in which particular views of reality reflected in that content might help to maintain a status quo understanding of the world that benefits some members of society more than others. In the spirit of social justice and in hopes of creating a just and equitable world, students will learn to unmask existing power dynamics in media content. Through this process, students will develop a hearty resilience to ideologically troubling mediated messages and an appreciation for ones that forge a more inclusive, equitable, and just public discourse. Students will study and practice five different critical approaches to analyzing media texts (rhetorical, cultural, psychoanalytic, feminist, and queer). After reading, discussing, and trying out the five approaches over the course of the semester, students will select one approach for their final analysis project. In an effort to actively make the world a more just and equitable place, students will then publicize the findings of their analysis projects through a mass medium.

Prerequisites: None

Restrictions: Enrollment limited to students with a class of Junior, Sophomore or Senior.

COMM 390 Communicating Ethically (4 Credits)

Every act of communication is, at its core, an ethical enterprise. How we communicate at home, in the workplace, and in our communities raises important ethical questions. Students in this course will use ethical frameworks to understand who is responsible for a message’s creation and impact, its effects in a diverse range of contexts, and to evaluate communication situations. They will learn to balance their self-interest with the interests of others, and by emphasizing moral character and agency, learn how moral thought can translate into ethical action.

Prerequisites: None

Restrictions: Students with the 2024-2025 Registration Cohort or 2025-2026 Registration Cohort attributes may not enroll.

Attributes: Writing Requirement (WR)

COMM 392 Communication Practicum (1 Credit)

Under the supervision of an approved faculty moderator, a student who participates in a practical communication-related activity may receive credit. Evidence of work completed (e.g. portfolio, audio tapes) letters of evaluation by supervisors, regular conferences with the faculty moderator, a structured self-evaluation, and a minimum number of hours (30 per term) and projects completed are required. Students present a proposal to a faculty moderator and obtain approval prior to registering for this credit. Course is repeatable for total of 4 credits. It may not be applied toward completion of the communication major or minor.

Prerequisites: None

COMM 395 Capstone: Research Paper (4 Credits)

Student proposed research project not ordinarily available in standard courses. Additional prerequisite at least one course in each department learning goal area.

Prerequisites: COMM 102 and COMM 103 and COMM 105 and (COMM 201 or COMM 278A)

Restrictions: Enrollment limited to students with a class of Junior or Senior.

COMM 397 Internship (1-16 Credits)

Practical work experience for juniors and seniors. Experience is arranged by the student with the advice and approval of the internship director and the departmental faculty moderator prior to registering for the course.

Credit will be earned by demonstrating knowledge gained as a result of the work experience. Additionally, students must demonstrate the ability to apply this knowledge to past communication department concepts and courses. Departmental moderator supervises and evaluates the experience. Internship credits may not be applied toward completion of the minor. Faculty in the department are limited to a maximum of three internship supervisions each term. Consequently it is not guaranteed that all students who desire to complete an internship for credit will be accommodated. Completed Application for Internship Form required; see XPD webpage. Fall, Spring, and Summer.

Prerequisites: None

Attributes: Experiential Engagement (EX)

Computer Science (CSCI)

CSCI 105A COMPUTER SCIENCE A-LEVEL (4 Credits)

Prerequisites: None

CSCI 105B GENERAL COMPUTER SCIEN A-LEVEL (4 Credits)

Prerequisites: None

CSCI 130 Concepts of Computing: Science and Applications (4 Credits)

Introduces fundamental concepts of computer science that underlie all computing application, motivated by computational problems in business. Students will study the basic architecture of computers, the structure of programming, and the design of spreadsheets and databases. Through regularly scheduled labs they will gain hands-on experience with applications to business problems. Intended for students with an interest in computing in business. Prerequisites: Math 115 or four years of college preparatory mathematics or permission from the chair of the department.

Prerequisites: None

Corequisites: CSCI 130L

Equivalent courses: CSCI 130Z, HONR 210, HONR 210B

CSCI 130L Laboratory (0 Credits)

Prerequisites: None

Corequisites: CSCI 130

CSCI 140 Concepts of Computing: Science and Mathematics (4 Credits)

Introduces fundamental concepts of computer science that underlie all computing applications, motivated by computational problems in science and mathematics. Topics include programming, modeling and simulation applied to a wide range of scientific problems along with an introduction to fundamental structures of computing. Intended for students with an interest in computing in science. Prerequisites: MATH 115 or four years of college preparatory mathematics or permission from the chair of the department.

Prerequisites: None

Corequisites: CSCI 140L

Equivalent courses: CSCI 140Z

CSCI 140L Laboratory (0 Credits)

Prerequisites: None

Corequisites: CSCI 140

CSCI 150 Introduction to Computing in the Liberal Arts and Sciences (4 Credits)

Introduces fundamental concepts of computer science that underlie all computing applications, motivated by computational problems in the arts, humanities, and sciences. Topics include programming, modeling and simulation applied to a wide range of problems along with an introduction to fundamental structures of computing.

Prerequisites: None

Corequisites: CSCI 150L

Equivalent courses: CSCI 150Z

Attributes: Abstract Structures (AS), Quantitative Reasoning (QR), Thematic Encounter1/2 - Truth

CSCI 150L Laboratory (0 Credits)

Prerequisites: None

Corequisites: CSCI 150

CSCI 155 Conceptual Approaches to Computing (2 Credits)

This course introduces students to foundational concepts in computer science without focusing on programming. Students will explore key topics including unit and boundary testing, recursion, functional thinking, and object-oriented design principles. Through a conceptual approach, students will develop problem-solving skills, learn to think critically about computational processes, and understand how different paradigms of thinking apply to real-world scenarios. In addition to technical concepts, the course will emphasize ethical considerations in computing, such as responsible algorithm design, fairness in automation, and the societal impacts of computational decisions. This course encourages students to think critically not only about how to design efficient systems, but also about their ethical implications in a rapidly evolving digital world.

Prerequisites: None

CSCI 160 Problem Solving, Programming, and Computers (4 Credits)

Introduces fundamental concepts of computer science that underlie all computing applications, motivated by computational problems in media, communication and the arts. Topics include programming, modeling and simulation applied to a wide range of visual, aural and textual problems along with an introduction to fundamental structures of computing.

Prerequisite: 130 or 140 or 150.

Prerequisites: (CSCI 130 or CSCI 130Z or CSCI 140 or CSCI 140Z or CSCI 150 or CSCI 150Z)

Corequisites: CSCI 160L

Equivalent courses: CSCI 160Z

CSCI 160L Laboratory (0 Credits)

Prerequisites: None

Corequisites: CSCI 160

CSCI 200 Abstraction, Data Structures, and Large Software Systems (4 Credits)

A study of the data structures used in problem-solving and programming from an object-oriented perspective. Topics include the implementation and application of linear, hierarchical, network and associative data structures along with the use of standard program libraries to supply those structures. Prerequisite: 160 (or 161) and MATH 118 or 119 or 120.

Prerequisites: (CSCI 160 or CSCI 160Z or CSCI 161)

Corequisites: CSCI 200L

Equivalent courses: CSCI 162, CSCI 162Z, CSCI 200Z

CSCI 200L Laboratory (0 Credits)

Prerequisites: None

Corequisites: CSCI 200

CSCI 210 Computer Systems (4 Credits)

Prerequisites: None

Corequisites: CSCI 210L

CSCI 210L Laboratory (0 Credits)

Prerequisites: None

Corequisites: CSCI 210

CSCI 217A Programming Contest Team (1 Credit)

Prerequisites: CSCI 200 or CSCI 162

CSCI 217B Robotics Programming Contest (1 Credit)

Prerequisites: CSCI 160 or CSCI 160Z or CSCI 161

CSCI 217D Volunteering and Outreach (0 Credits)

Computer science and/or computational thinking outreach opportunities in the local community. Programs are generally offered on a semester-long basis. Prerequisite: Consent of Instructor.

Prerequisites: None

CSCI 217E Video Game Design and Development (1 Credit)

This lab will provide students the opportunity to learn the basics of video game design and development using industry standard development tools, such as the Unity game engine. Prerequisites: CSCI-200 or CSCI-230 or consent of instructor.

Prerequisites: CSCI 200 or CSCI 230

CSCI 220 Software Development Skills (2 Credits)

This course provides a comprehensive introduction to software development for medium scale interactive applications. It aims to develop proficiency in essential software engineering practices, including effective use of terminal and build systems, adherence to coding standards, and advanced debugging techniques. Students will gain a deep understanding of team collaboration skills and technologies like version control systems and their integration with automated testing, as well as foundational software design principles and their application. The course also explores the role of generative AI tools in the software development process and emphasizes rigorous testing methodologies. Additionally, it fosters an appreciation for human-centered design principles, highlighting the distinctions between UX and UI.

Prerequisites: CSCI 160

Equivalent courses: CSCI 230

CSCI 230 Software Development (4 Credits)

Provides an intensive, implementation-oriented introduction to the software-development techniques used to create medium-scale interactive applications, focusing on standard techniques and skills for software design such as the Unified Modeling Language (UML) and design pattern, and for software coding such as class design by contract (DBC), package design, code documentation, debugging, testing, version controlling, and refactoring. Prerequisites: 160 (or 161) and MATH 118 or 119 or 120.

Prerequisites: (CSCI 160 or CSCI 160Z or CSCI 161)

Corequisites: CSCI 230L

Equivalent courses: CSCI 220

CSCI 230L Laboratory (0 Credits)

Prerequisites: None

Corequisites: CSCI 230

CSCI 239 Discrete Computational Structures (4 Credits)

Offers an intensive introduction to discrete mathematical structures as they are used in computer science. Topics include functions, relations, sets, propositional and predicate logic, proof techniques, elementary combinatorics, discrete probability and functional programming.

Prerequisites: 130 or 140 or 150 and MATH 118 or 119 or 120.

Prerequisites: (CSCI 130 or CSCI 130Z or CSCI 140 and CSCI 140Z or CSCI 150 or CSCI 150Z)

Corequisites: CSCI 239L

CSCI 239L Laboratory (0 Credits)

Prerequisites: None

Corequisites: CSCI 239

CSCI 271 Individual Learning Project (1-4 Credits)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

CSCI 310 Computer Organization (4 Credits)

Introduction to computer systems and architecture. Topics include digital systems, circuit design, machine level data representation, introduction to the von Neumann architecture, processor design, machine and assembly languages, memory systems, organization of operating systems, concurrency, and scheduling. Prerequisite: 160 (or 161), and either 239 or MATH 239.

Prerequisites: (CSCI 160 or CSCI 160Z or CSCI 161) and (CSCI 239 or MATH 239)

Attributes: Thematic Encounter3 - Movement

CSCI 312 Data Communications and Networks (4 Credits)

Introduction to the concepts, terminology and approaches used in data communication systems. Topics include protocol stacks as models and implementations, signal encoding, media for transmission, analysis of network architectures, addressing and routing, error and flow control, connection management and security. Prerequisite: 200 (or 162) or 230.

Prerequisites: CSCI 162 or CSCI 200 or CSCI 200Z or CSCI 230

CSCI 317D Bioinformatics (4 Credits)

This course provides an introduction to the field of bioinformatics. Topics will include sequences of DNA, RNA and proteins, comparing sequences, predicting sequences, predicting species; computational techniques such as substitution matrices, sequence databases, dynamic programming and bioinformatics tools. The course will have a seminar format. Prerequisite CSCI 200 (or 162).

Prerequisites: CSCI 162 or CSCI 200 or CSCI 200Z

Equivalent courses: BIOL 373F

CSCI 317G Network Programming (4 Credits)

This course covers the basic concepts involved in writing programs that can be run using standard TCP/IP networks for displaying data, retrieving data from the network, acting on data from the network, etc. Emphasis will be placed on client-server programs. Generally, the tools will be Java based with use of HTML5, JavaScript, JDBC, JSP, and so on. One of the projects will be using the students' knowledge to construct a local cloud. Prerequisite: 200 (or 162) or 230.

Prerequisites: (CSCI 200 or CSCI 200Z or CSCI 162) or CSCI 230

CSCI 317H Artificial Intelligence (4 Credits)

This course will introduce students to the basic principles in artificial intelligence research. It will cover representation schemes, problem solving paradigms, learning methods, and search strategies in artificial intelligence. Areas of application such as knowledge representation, learning in intelligent-system engineering, and expert systems will be explored. Students will develop intelligent systems by assembling solutions to concrete computational problems. Prerequisite: 200 (or 162) and either 239 or MATH 239.

Prerequisites: (CSCI 200 or CSCI 200Z or CSCI 162) and (CSCI 239 or MATH 239)

CSCI 317I Computer Security (4 Credits)

This course will cover important topics in computer security. The first part of the course will be an intensive introduction to encryption. Students will analyze 1-time pads, Pseudo-random functions, symmetric-key algorithms, and public-key encryption systems with an emphasis on real security. The second part of the course will cover testing systems for security by using various tools for breaking into systems and how to protect against those tools. Additionally, there will be discussions of human-generated problems in otherwise secure systems such as poor password choice or non-protected system files. Prerequisite: 200 (or 162) or 230.

Prerequisites: (CSCI 200 or CSCI 200Z or CSCI 162) or CSCI 230

Equivalent courses: MATH 340B

CSCI 317J Agile and Efficient Software Development (4 Credits)

In this course we will cover modern approaches to creating software, with particular emphasis on effective and efficient small team approaches. We will also consider fundamental design and implementation principles that lead to efficient execution on modern computer platforms. We will cover basic database concepts in order to effectively use online data sources for modeling, simulation and analysis. Special topics will include the use of Jupyter notebooks, C++ and departmental advanced computing systems. Each student will develop software products as part of a small team using iterative, agile software methodologies. Prerequisite CSCI 200 (or 162) and 230.

Prerequisites: (CSCI 200 or CSCI 162) and CSCI 230

CSCI 317K Natural Language Processing (4 Credits)

This course studies the theory and application of Natural Language Processing (NLP). Topics include stemming, lemmatization, parts of speech tagging, parsing, and machine translation. Students will use specialized libraries in Python to develop applications for topic modeling, sentiment analysis, and text summarization.

Prerequisites: (CSCI 200 or CSCI 162) and (CSCI 239 or MATH 239)

CSCI 317M Volunteering and Outreach (1 Credit)

An opportunity to give back to the local community through volunteering, supplemented by study of computer science education. The course includes study and discussion of computer science pedagogy and computational thinking, with a focus on middle and high school level students and barriers to access in early CS education. This course has a required service learning component (one hour per week).

Prerequisites: CSCI 150 or CSCI 150Z

CSCI 317N Colloquium in Computer Science (1 Credit)

Study of one or more current works related to computer science. Works could include ethical, social, or technical content, depending on the instructor. Students will discuss, reflect, and produce a substantial artifact on advanced topics in CSCI, derived from the semester's text selections.

Prerequisites: CSCI 150 or CSCI 150Z

Restrictions: Students with the 2025-2026 Registration Cohort attribute may not enroll.

CSCI 317O Video Game Design and Development (4 Credits)

This course will introduce students to the foundation of game design and the technical and critical thinking skills necessary to create interactive and engaging games using the Unity game engine. Throughout the course, students will gain expertise in both the technical skills of developing applications in Unity, as well as a broader understanding of the design principles that go into the development of video games and interactive applications, including user experiences and graphical interfaces, player motivation and incentivization, game balance and game design theory, visual design, asset development, environment design, collaboration, communication, and teamwork. Students will develop adequate proficiency in the C# programming language. The course requires a large-scale project.

Prerequisites: CSCI 200

CSCI 317P Problem-solving Techniques for Programing Contests (1 Credit)

A study of problem-solving techniques—including topics like language selection, data structure selection, graph problems, and dynamic programming—with emphasis on preparation for a programming competition. Students solve problem sets both individually and as a team, and develop skill in recognizing problem styles and applying known techniques.

Prerequisites: CSCI 200 or CSCI 200Z

CSCI 317Q Web Design for Social Good (2 Credits)

This course introduces students to front-end web development using modern platforms. Course content is focused on design and addressing real-world problems. Students will complete a mini-project supporting a local cause or non-profit, showing how computing can be a force for social good.

Prerequisites: CSCI 150 or CSCI 160

CSCI 321 Computer Graphics (4 Credits)

This course will survey programming techniques for producing three-dimensional computer graphics. Topics will include event-driven programming, geometric objects and transformations, viewing, shading, and animation. Prerequisites: 200 (or 162) or 230 and either 239 or MATH 239.

Prerequisites: (CSCI 200 or CSCI 200Z or CSCI 162) or CSCI 230 and (CSCI 239 or MATH 239)

CSCI 330 Software Engineering (4 Credits)

This course examines advanced concepts in software design and development, including various software architectures, test-driven development, and current research topics in software engineering; requires a semester-long group project. Prerequisite: 200 & 230.

Prerequisites: CSCI 230 and (CSCI 200 or CSCI 200Z or CSCI 162)

CSCI 331 Database Systems (4 Credits)

Introduction to physical file organization and data organization techniques, including an examination of data models, file security, data integrity and query languages. Discussion will focus on examples which illustrate various data models. Prerequisite: 200 (or 162) and 230.

Prerequisites: (CSCI 200 or CSCI 200Z or CSCI 162) and CSCI 230

CSCI 332 Machine Learning (4 Credits)

Introduction to supervised as well as unsupervised machine learning and data mining algorithms. Students will study, analyze and implement various algorithms designed to efficiently extract useful knowledge from large volumes of real-world data. Prerequisites: 200 (or 162) and either 239 or MATH 239.

Prerequisites: (CSCI 200 or CSCI 200Z or CSCI 162) and (CSCI 239 or MATH 239)

Equivalent courses: CSCI 317A

CSCI 338 Algorithms and Concurrency (4 Credits)

Introduction to formal methods for the design and analysis of complex algorithms, with an emphasis on developing students' problem-solving abilities. Focuses on computational resources and ways of conserving both time and memory. Prerequisites: 200 (or 162) and either 239 or MATH 239.

Prerequisites: (CSCI 200 or CSCI 200Z or CSCI 162) and (CSCI 239 or MATH 239 or MATH 239Z)

CSCI 339 Theoretical Foundations of Computer Science (4 Credits)

Introduction to the theoretical structures of programming languages and computers. Topics include regular expressions, formal grammars, abstract automata and computability. Prerequisites: 160 (or 161) and either 239 or MATH 239.

Prerequisites: (CSCI 160 or CSCI 160Z or CSCI 161) and (CSCI 239 or MATH 239 or MATH 239Z)

CSCI 340 Organization of Programming Languages (4 Credits)

A survey of the design, implementation, and analysis of programs and programming languages of various paradigms (including imperative, functional, and logic languages). The course covers topics related to language design, compilers, safety and vulnerability, program verification, and program analysis. Prerequisite: 200 (or 162) and either CSCI 239 or MATH 239; 230 and 339 recommended but not required..

Prerequisites: (CSCI 200 or CSCI 200Z or CSCI 162) and (CSCI 239 or MATH 239)

CSCI 341 Compiler Theory (4 Credits)

Introduction to the design and construction techniques of modern language compilers, including both parsing and code generation. Prerequisite: 200 (or 162).

Prerequisites: (CSCI 200 or CSCI 200Z or CSCI 162)

CSCI 350 Operating Systems (4 Credits)

The fundamentals of the software that drives the computer, including single-user, multi-user and multi-tasking systems. Topics include basic structure of operating systems, synchronization (various models of concurrency, including processes and threads), local and distributed file systems, memory management, process resource management, and virtualization. The course also covers topics in systems programming in a traditional Linux operating system. Prerequisite: 200 (or 162); 310 recommended but not required.

Prerequisites: (CSCI 200 or CSCI 200Z or CSCI 162)

CSCI 351 Principles of Parallel Computing (4 Credits)

Presents the theoretical foundations of parallel computing and an overview of several parallel computing models. Exposes students to current parallel programming models and systems through projects. Teaches students the ability to determine the most appropriate model for a given task. Prerequisite: 200 (or 162) and either 239 or MATH 239; 310 recommended but not required.

Prerequisites: (CSCI 200 or CSCI 200Z or CSCI 162) and (CSCI 239 or MATH 239)

Equivalent courses: CSCI 317F

CSCI 370PA Database Systems Technology (3 Credits)

Prerequisites: None

CSCI 371 Individual Learning Project (1-4 Credits)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

CSCI 372 Senior Research (1-4 Credits)

Individualized experimental, theoretical or applied projects for seniors. Each student intensively explores a topic, writes a major research paper, and makes a formal presentation to the department. Prerequisite: Consent of department chair. May be repeated for up to 4 credits.

Prerequisites: None

CSCI 373 Senior Research in Computer Science (4 Credits)

Directed research in computer science organized around a selected topic and conducted in a seminar format. Includes consideration of computer science research methodology and analysis of current research in the seminar topic. Each student intensively explores a topic, writes a major research paper and makes a formal presentation to the department.

Prerequisite: 200 (or 162) or 230 and JN/SR CSCI or NMCP major.

Prerequisites: (CSCI 200 or CSCI 200Z or CSCI 162) or CSCI 230

Restrictions: Enrollment is limited to students with a major, minor, or concentration in Computer Science, Data Analytics or Numerical Computation. Students with the 2024-2025 Registration Cohort or 2025-2026 Registration Cohort attributes may not enroll.

CSCI 377A Ethical Issues in Computing (4 Credits)

Examines a variety of philosophical and ethical questions that arise within the development and use of computer technology. Students will become familiar with several models of ethical reasoning and will apply these approaches to questions in a variety of areas of computer science, including artificial intelligence, nanotechnology, data mining, software development, and cyberspace.

Prerequisites: CSCI 162 or 200, and Learning Foundations(LF), Cultural and Social Difference: Identity (CI). The CI course may be taken prior to or concurrently with Focus Course.

Restrictions: Students with the 2024-2025 Registration Cohort or 2025-2026 Registration Cohort attributes may not enroll.

Equivalent courses: CSCI 369

Attributes: Human Experience (HE), Thematic Focus - Justice, Writing Requirement (WR)

CSCI 397 Internship (1-8 Credits)

Completed Application for Internship Form REQUIRED. See Internship Office Web Page. Cannot be counted toward the major or minor but can be used for elective credits toward graduation.

Prerequisites: None

Attributes: Experiential Engagement (EX)

Courses of the College (COLG)

COLG 106A Tutor for Writing (1 Credit)

The course is required for students that have a work award or ILP and are new to the Writing Center. Students learn about the theory and practice of tutoring writing. Strategies for engaging students in one-on-one and group tutoring at all stages of the writing process are emphasized.

Completion of FYS and approval of instructor required for enrollment.

Prerequisites: None

COLG 115 Introductory STEM Topics I (1 Credit)

First year students intending to become STEM majors (biochemistry, biology, chemistry, computer science, mathematics, or physics) will form a cohesive and supportive peer group as they are introduced to STEM careers, research, internship opportunities and develop practical and leadership skills. The instructor for this course will serve as their advisor. Topics will include applying for summer research positions, an introduction to scientific literature, developing resilience as they face challenges in becoming independent learners, and balancing leadership, service and academic commitments. Offered for S/U grading only. Fall.

Prerequisites: None

Equivalent courses: CHEM 115

COLG 116 Introductory STEM Topics II (1 Credit)

A continuation of Introductory STEM Topics I. First year students intending to become STEM majors (biochemistry, biology, chemistry, computer science, mathematics, or physics) will form a cohesive and supportive peer group as they are introduced to STEM careers, research, internship opportunities and develop practical and leadership skills. The instructor for this course will serve as their advisor. Topics will include summer internship applications, an introduction to scientific literature, industry tours, and alumni networking. Students will develop resilience as they face challenges in becoming independent learners, and balancing leadership, service and academic commitments. Prerequisite: 115. Course offered for S/U grading only. Spring.

Prerequisites: COLG 115 or CHEM 115

Corequisites: COLG 116L

Equivalent courses: CHEM 116

COLG 121 Medical Terminology (1 Credit)

This introductory course is designed to provide a foundation for using medical terminology. Students will become familiar with the structure of the medical language in order to learn medical terms and abbreviations.

Prerequisites: None

Equivalent courses: NRSRG 112

COLG 128 Personal Finance (2 Credits)

This course will give students a fundamental understanding of several important money management concepts use in daily life in college and far beyond. Topics will includes general financial planning, budgeting, paying for college, income taxes, financial institutions, credit, loans (including student loans), insurance, saving and investments, and retirement planning.

Prerequisites: None

COLG 130 EMT Basics (4 Credits)

This course covers basic minimal emergency care required to work on an ambulance or a first responder squad. The course offers basic to more advanced techniques of pre-hospital emergency care. Prerequisite: CPR for the Professional Rescuer. Course offered for S/U grading only.

Prerequisites: None

COLG 170AC ASL I (CIC) (3-5 Credits)

Prerequisites: None

COLG 170IB Beginning Italian I - Rome (4 Credits)

This course is designed for students who have little or no prior knowledge of Italian. The primary aim of the course is to develop the four basic skills (reading, writing, listening and speaking) through a communicative, collaborative and cultural approach. In order to develop these skills the primary language of instruction in this course is Italian. The course combines several integrated approaches aimed at developing your skills. Most in-class time, driven by the structure of the textbook and accompanying workbook, is devoted to speaking and practicing Italian through a combination of group-based and individual activities, focusing on grammatical structures, language functions and vocabulary. Lessons also focus on a wide range of contemporary cultural themes through the use varied materials such as newspaper articles, advertising material and short film clips. Onsite activities such as visits to markets and bars will give you a unique chance to rapidly implement your linguistic development in real-life. To give you further opportunities to develop your linguistic and intercultural skills in real local-community situations, your professor will assist in arranging conversation exchanges with Italians, either as part of in-class cultural exchanges with local Italians as guests, or during on-site study excursions. Special extra-curricular activities, organized by various local institutions, will be announced at the start of the semester and your instructor will help you identify which activities would be most useful for you. These and other cultural components of the course will also promote your knowledge of Italy and Italians, as you learn about Italian society, and thus learning Italian gives you a privileged opportunity to develop sensitivity towards cultural differences and to understand the ways in which culture and language interlock. In this sense you will be encouraged to exploit the value of these lessons not just as a useful aid to your progress in other courses at the Global Campus, but as a set of tools for unlocking a wide range of intercultural discoveries whilst living and studying abroad. By the end of the course, you are expected to have mastered basic grammar and lexical structures, so that you'll be able to conduct a simple conversation and to write short and basic texts with some degree of competency. You will be able to speak about yourself and your family, to introduce people, to interact with the host community and to follow short and simple conversations.

Prerequisites: None

Corequisites: XXXX 54

COLG 170JA Japanese Animation, Manga and Fashion Abroad (1 Credit)

Students study "cool" elements of Japanese culture such as anime, manga, fashion and trends. Course is required on the Japan study abroad program.

Prerequisites: None

Corequisites: XXXX 41

COLG 201 Benedictine Heritage and Practice (2 Credits)

Benedict as portrayed by Gregory the Great and in subsequent literature and art, the spread of Benedictine monasticism worldwide, historical reforms of Benedictine monasticism; the history of Metten and Eichstatt and those monasteries' role in founding Saint John's Abbey and Saint Benedict's Monastery; the early histories of Saint John's and Saint Benedict's, key historical figures in women's and men's monasticism; and key themes in applying monastic practices to one's life in college and beyond: Awareness of God, Community, Living, Dignity of Work, Hospitality, Justice, Listening, Moderation, Peace, Respect for Persons, Stewardship, and Care for the Environment.

Prerequisites: None

COLG 203A Leadership Lessons with John Gagliardi (1 Credit)

A study of the qualities necessary for effective leadership, inspired by the legendary football coach John Gagliardi. Course offered for S/U grading only.

Prerequisites: None

COLG 204 Introduction to Private Equity Investments (1 Credit)

A study of the lifecycle of private equity investments – including acquiring capital, analyzing opportunities (sourcing the deal), selecting an investment, managing the investment, and exiting the investment. Offered for S/U grading only.

Prerequisites: None

COLG 270 SCSU/SABRO COURSES (1-6 Credits)

Prerequisites: None

COLG 270AA Introduction to Archaeology - Australia (4 Credits)

Prerequisites: None

COLG 270AC Courses of the College Course (CIC) (3-5 Credits)

Prerequisites: None

COLG 270OA Afrikaans for Beginners - South Africa (3 Credits)

Prerequisites: None

Corequisites: XXXX 64

COLG 270OB Basic Xhosa - South Africa (3 Credits)

Prerequisites: None

Corequisites: XXXX 64

COLG 270R COURSES OF THE COLLEGE IN CORK (1-6 Credits)

Prerequisites: None

Corequisites: XXXX 63

COLG 271 Individual Learning Project (1-4 Credits)

Supervised reading or research at the lower-division level. Permission of Director of Academic Advising required. Not available to first-year students.

Prerequisites: None

COLG 370 SCSU/SABRO COURSES (1-5 Credits)

Prerequisites: None

COLG 370AA Data Analysis and Experiment De-Australia (4 Credits)

Prerequisites: None

COLG 370IA Environmental Ethics - Rome (3 Credits)

The general aim of this course is to explore the ethical challenges involved in the creation and maintenance of sustainable societies.

In particular, we will ask what exactly it is that we should seek to sustain, why, how, and who or what should do so. We will consider the sustainability of current political, business, and cultural practices, as well as individual lifestyles. A study of the phenomenon of climate change and of the notion of “the Anthropocene” – this new epoch in which no earthly place, entity, form, process, or system escapes the reach and influence of human activity – will be a particularly weighty element in this course. Students will explore the philosophical foundations of a plausible environmental ethic that may reconcile human responsibilities towards non-human nature and the future to our ongoing quest for meaning in a globalized, highly interconnected, unprecedentedly populated, rapidly urbanizing, ecologically deteriorating world. Students will examine the challenges that understanding and living up to these responsibilities pose to our psychology and our ethical and political systems. Pre-requisite: completion of one 200 level course or two 100 level courses in the subject area of instruction.

Prerequisites: None

Corequisites: XXXX 54

Equivalent courses: PHIL 322

Attributes: Human Experience (HE)

COLG 370IB Food and Culture in Italy - Rome (3 Credits)

Prerequisites: None

Corequisites: XXXX 54

Attributes: Human Experience (HE)

COLG 370IC Basic Operations Management (3 Credits)

Operations management is a key managerial function impacting the whole of an organization and is concerned with designing, controlling, and improving the processes used to produce goods and/or provide services. This course serves as an introduction to the field of operations and supply chain management and will provide students with an understanding of the strategic implications of the many decisions facing operations managers. Students will develop knowledge of manufacturing resources planning by exploring forecasting, production planning, master scheduling, material requirements planning, capacity planning, world-class manufacturing principles, and continuous improvement. Students will be introduced to problem-solving techniques in design, planning, controlling of manufacturing and service operations, and quality. They will also participate in a systematic study of the managerial and mathematical techniques-along with information technology resources-used to make goods and services. Pre-requisites: completion of one introductory course in Business and/or Information Systems.

Prerequisites: None

Corequisites: XXXX 54

COLG 370ID Basic Operations Management Lab (1 Credit)

This 1-credit course is assignment-based, using Microsoft's Excel software, and is intended to complement the 3-credit Basic Operations Management course (BUS 334). It consists of weekly, one-hour laboratory sessions in which students develop their skills in the application of Excel in order to resolve Operational Research problems. Emphasis will therefore be placed on the practical implementation of real-world models, building on competencies acquired in the 3-credit BOM course. The laboratory sessions are informal, and students are expected to contribute in a positive manner.

Prerequisites: None

Corequisites: XXXX 54

COLG 370IE Immigration, Race & Identity in Contemporary Italy - Rome (3 Credits)**Prerequisites:** None**Corequisites:** XXXX 54**Attributes:** Human Experience (HE)**COLG 370LA Food, Society, and Culture of Britain - Abroad (4 Credits)****Prerequisites:** None**Corequisites:** XXXX 43**COLG 370LB Sport in British Society (4 Credits)****Prerequisites:** None**Corequisites:** XXXX 43**COLG 370LC CMRF: An Introduction to the Business Practices of the Evolving British Music Industry (4 Credits)****Prerequisites:** None**Corequisites:** XXXX 43**COLG 370LD Health Care Policy (4 Credits)**

Is free healthcare a human right? What happens if there isn't funding to provide access to every opportunity? Who misses out? Are we responsible for our own positive health? Is there a correct answer to the provision of healthcare? This introductory course compares health care policy in the UK and USA and tracks the evolution of health policy in the UK prior to and since the implementation of the National Health Service. It also identifies contingencies and issues that remain problematic in health care delivery across differing systems despite the ongoing changes made to this service, and the ideological shifts that underpin these changes. Using a spiral curriculum approach, the course seeks to synthesize the concepts through returning to previous learning and providing space for reflection and comparison with the student's own experiences of health care in the USA.

Prerequisites: None**Corequisites:** XXXX 43**COLG 370LE Health Care Ethics (4 Credits)**

What is the practitioner-patient relationship and how is it affected by concepts such as 'duty-to-assist', Good Samaritan, and conscientious objection? What happens when there's conflict between what's best for the individual versus what's best for the community? How do culture and religion affect healthcare? What happens when patients (and/or their families) and practitioners disagree? The provision of healthcare is constantly changing. These changes sometimes require us to reconsider even basic assumptions in health care ethics. This course addresses some of the ethical issues raised by changes in the healthcare delivery system, rapidly advancing technology, an aging population, economic and resource limitations, and social and cultural changes, and their impact on health care and promotion.

Prerequisites: None**Corequisites:** XXXX 43**COLG 370OA South Africa Pop Culture and Identity - South Africa (3 Credits)****Prerequisites:** None**Corequisites:** XXXX 64**Attributes:** Human Experience (HE)**COLG 370PA Food & Culture in Spain (3 Credits)**

This course combines historical, anthropological, sociological and, of course, gastronomical perspectives to examine the relationship between food and culture in Spain. A historical timeline will be used as a reference to follow the evolution of Spanish cuisine from Spain's first settlers to present day. The different cultures and civilizations that have formed part of Spain's history - Romans, Visigoths, Arabs, Jews and Pre-Columbian Americans - have contributed a variety of foods and spices that today form part of the rich and unique Spanish cuisine. Through a variety of readings, study excursions and tasting sessions this course offers you the opportunity to go beyond the traditional classroom experience to explore the five senses of sight, hearing, taste, smell and touch, essential to fully comprehend and appreciate Spanish cuisine.

Prerequisites: None**Corequisites:** XXXX 67**Attributes:** Human Experience (HE)**COLG 370R COURSES OF THE COLLEGE IN CORK (1-6 Credits)****Prerequisites:** None**Corequisites:** XXXX 63**COLG 370TA Food, Culture & Sustainability in Argentina - Arg. (3 Credits)****Prerequisites:** None**Corequisites:** XXXX 45**COLG 371 Individual Learning Project (1-4 Credits)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None**COLG 385GA Study Abroad Seminar - Greece (4 Credits)**

The goal of the Study Abroad Seminar program is to expose students to the richness and diversity found on-site in their host culture and to more fully immerse the students into that culture. The course will include pre-departure, on-site and re-entry activities. Selected topics pertaining to the study abroad program site, with a significant emphasis on the local culture(s). Course content will include other site specific fields (history, art, economics, politics, biology, geology, music, etc.), depending upon the expertise of the program director. Excursions, field trips, volunteering and or interactions with local institutions and people will also be a part of the course experience. A-F grading only.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Corequisites: XXXX 53**Attributes:** CSD: Systems (CS)

COLG 385IA Study Abroad Seminar - Italy (4 Credits)

The goal of the Study Abroad Seminar program is to expose students to the richness and diversity found on-site in their host culture and to more fully immerse the students into that culture. The course will include pre-departure, on-site and re-entry activities. Selected topics pertaining to the study abroad program site, with a significant emphasis on the local culture(s). Course content will include other site specific fields (history, art, economics, politics, biology, geology, music, etc.), depending upon the expertise of the program director. Excursions, field trips, volunteering and or interactions with local institutions and people will also be a part of the course experience. A-F grading only.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Corequisites: XXXX 54

Equivalent courses: COLG 385, COLG 385A

Attributes: CSD: Systems (CS), Experiential Engagement (EX)

COLG 385JA Study Abroad Seminar - Japan (4 Credits)

The goal of the Study Abroad Seminar program is to expose students to the richness and diversity found on-site in their host culture and to more fully immerse the students into that culture. The course will include pre-departure, on-site and re-entry activities. Selected topics pertaining to the study abroad program site, with a significant emphasis on the local culture(s). Course content will include other site specific fields (history, art, economics, politics, biology, geology, music, etc.), depending upon the expertise of the program director. Excursions, field trips, volunteering and or interactions with local institutions and people will also be a part of the course experience. A-F grading only.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Corequisites: XXXX 41

Attributes: CSD: Systems (CS)

COLG 385LA Study Abroad Seminar - UK London (4 Credits)

The goal of the Study Abroad Seminar program is to expose students to the richness and diversity found on-site in their host culture and to more fully immerse the students into that culture. The course will include pre-departure, on-site and re-entry activities. Selected topics pertaining to the study abroad program site, with a significant emphasis on the local culture(s). Course content will include other site specific fields (history, art, economics, politics, biology, geology, music, etc.), depending upon the expertise of the program director. Excursions, field trips, volunteering and or interactions with local institutions and people will also be a part of the course experience. A-F grading only.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Corequisites: XXXX 43

Attributes: CSD: Systems (CS)

COLG 385OA Study Abroad Seminar - South Africa (4 Credits)

The goal of the Study Abroad Seminar program is to expose students to the richness and diversity found on-site in their host culture and to more fully immerse the students into that culture. The course will include pre-departure, on-site and re-entry activities. Selected topics pertaining to the study abroad program site, with a significant emphasis on the local culture(s). Course content will include other site specific fields (history, art, economics, politics, biology, geology, music, etc.), depending upon the expertise of the program director. Excursions, field trips, volunteering and or interactions with local institutions and people will also be a part of the course experience. A-F grading only.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Corequisites: XXXX 64

Attributes: CSD: Systems (CS)

COLG 385PA Study Abroad Seminar - Spain (4 Credits)

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Corequisites: XXXX 67

Attributes: CSD: Systems (CS)

COLG 385SA Study Abroad Seminar - Austria (4 Credits)

The goal of the Study Abroad Seminar program is to expose students to the richness and diversity found on-site in their host culture and to more fully immerse the students into that culture. The course will include pre-departure, on-site and re-entry activities. Selected topics pertaining to the study abroad program site, with a significant emphasis on the local culture(s). Course content will include other site specific fields (history, art, economics, politics, biology, geology, music, etc.), depending upon the expertise of the program director. Excursions, field trips, volunteering and or interactions with local institutions and people will also be a part of the course experience. A-F grading only.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Corequisites: XXXX 61

Attributes: CSD: Systems (CS)

COLG 385TA Study Abroad Seminar - Argentina (4 Credits)

The goal of the Study Abroad Seminar program is to expose students to the richness and diversity found on-site in their host culture and to more fully immerse the students into that culture. The course will include pre-departure, on-site and re-entry activities. Selected topics pertaining to the study abroad program site, with a significant emphasis on the local culture(s). Course content will include other site specific fields (history, art, economics, politics, biology, geology, music, etc.), depending upon the expertise of the program director. Excursions, field trips, volunteering and or interactions with local institutions and people will also be a part of the course experience. A-F grading only. (CSB+SJU Faculty)

Prerequisites: Students must be registered in Corresponding Study Abroad Program. Before taking a Cultural and Social Difference: Systems Courses (CS) you first must complete the following Integrations requirements; Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Corequisites: XXXX 45

Attributes: CSD: Systems (CS)

COLG 396 Distinguished Thesis Proposal (1 Credit)

Student will work closely with a faculty advisor from the student's major department to develop a proposal for a thesis. The proposal will include: title, selection of committee members, statement of purpose and value to discipline, preliminary outline of project, bibliography and summary. Note that this is a self-directed process. Junior standing is required to enroll in Thesis Proposal. In rare cases, COLG 396 may be taken concurrently with COLG 398, but this must be approved by the department chair. Offered for S/U grading only.

Prerequisites: None

Equivalent courses: HONR 396

COLG 397 Internship (1-16 Credits)

Supervised career exploration which promotes the integration of theory with practice. An opportunity to apply skills under direct supervision in an approved setting. Prerequisites: approval the Director of Academic Advising and a faculty moderator; completion of the pre-internship seminar.

Prerequisites: None

Attributes: Experiential Engagement (EX)

COLG 398 Distinguished Thesis Essay, Research or Creative Project (1-4 Credits)

Student will work closely with a faculty advisor from the student's major department writing a thesis, often in an area closely related to the advisor's own research or creative work. This research will typically take place over the course of one academic year or longer, and includes a prerequisite for a proposal (396). Student will form a committee comprised of 1 advisor and 2 readers. The thesis culminates in a 60 minute defense. Senior standing is required to enroll in All College Thesis. May be split between semesters. Offered for A-F grading only.

Prerequisites: COLG 396 or HONR 396

Equivalent courses: HONR 398

Attributes: Experiential Engagement (EX)

Cultural and Social Difference (CSD)

CSD 100 Cultural and Social Difference: Identity (4 Credits)

In this course, students will learn why gender, race, or ethnicity in isolation is insufficient to conceptualize either individual or social identity. Students will learn to think critically about their own gendered, racial, and ethnic identities as well as identify the social and cultural factors that shape and contribute to each. The way in which gender, race and ethnicity intersect will be given prominent attention in this class. The course will examine the ways in which gender, racial, and ethnic identities are dynamic and experienced differently, depending on how they combine in any one person. The course will also explore how these and other identities dynamically connect to system of power, or how efforts to achieve justice in any one of these areas must take the others into account.

Prerequisites: None

Attributes: CSD: Identity (CI)

CSD 300 Cultural and Social Difference: Systems (4 Credits)

In this course, students will demonstrate an understanding of how constructions of race, gender, and ethnicity shape cultural rules and biases and how these constructions vary across time, cultures, and societies. In addition, students will critically analyze the ways in which these forms of identity raise questions of justice with regard to access and participation in communal life. This class may address gender, race, and ethnicity in any context, including the contemporary United States, other nations or cultures, and/or various points in history.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Attributes: CSD: Systems (CS)

Data Analytics (DATA)

DATA 162 Introductory Data Analysis and Visualization (2 Credits)

Grounded in the liberal arts, students will learn how data can be used to understand the world through multiple disciplinary lenses (e.g., business, economics, history, music, political science, et cetera). Students will learn introductory data organization and visualization skills. Students will pose interesting questions about real-world data, learn the computational tools needed to organize and visualize data related to the question, draw meaningful conclusions from such analyses, and communicate their findings. One college-level statistics course recommended

Prerequisites: None

DATA 205 Readings in Data Analytics (1 Credit)

Reading and discussion in data analytics, moderated by a faculty member in data analytics or major with a specific data analytics problem. Interested faculty and students in other areas are welcome to participate as well. Each section of this course is typically devoted to a single work, but occasionally a group of smaller works by a single author may be selected. S/U grading only. May be repeated for credit.

Prerequisites: None

DATA 271 INDEPT STUDY (1-4 Credits)

Prerequisites: None

DATA 272 Intermediate Data Analysis and Visualization (2 Credits)

This course provides students an opportunity to gain greater proficiency in computer programming, data management, and visualization. The emphasis will be on leveraging the skills acquired in earlier courses and providing students with the opportunity to more fully develop their abilities to organize, visualize, and analyze real-world data as well as communicate findings.

Prerequisites: (CSCI 150 or CSCI 150Z) and DATA 162 and (ECON 217 or MATH 124 or MATH 345 or MATH 124Z or PSYC 221 or HONR 260A)

DATA 302A Programming in SQL (2 Credits)

Prerequisites: DATA 272

DATA 314 Data Analytics Project (2 Credits)

This course will provide an integrative experience where students use computing, statistics, and disciplinary skills to explore a particular data-related project. The final project should demonstrate satisfaction of the learning goals of the minor. Students complete a standalone activity distinct from their major under the supervision of a faculty member outside of their major.

Prerequisites: DATA 272 and (ACFN 340 or BIOL 316 or BIOL 373F or BIOL 373L or CSCI 160 or CSCI 200 or CSCI 317D or CSCI 331 or CSCI 332 or CSCI 351 or ECON 314 or ECON 334 or ECON 350 or ECON 353 or ECON 376 or ENVR 311 or ENGL 217 or GBUS 342 or GBUS 343 or MATH 318 or MATH 339 or PHYS 222 or POLS 222 or POLS 223 or POLS 343 or POLS 355 or POLS 356 or PSYC 235 or PSYC 347)

DATA 331 Topics in Data Analytics (2-4 Credits)

Content varies from semester to semester. Course would apply existing technological knowledge to the study of humanities, social sciences, fine arts, or other disciplinary areas or could be focused on the development of new technological skills and applications. May be repeated for credit when topics vary. Additional prerequisites possible depending on the topic.

Prerequisites: DATA 162

DATA 371 INDEPT STUDY (1-4 Credits)

Prerequisites: None

Economics (ECON)

ECON 111 Introduction to Economics (4 Credits)

Why does a bumper crop year for farmers often lead to a fall in their incomes? Should we worry about importing too many things from China? What's the difference between inflation and the consumer price index? How do supply and demand affect average salaries in the career you hope to have after graduation? Are there better measures of economic well-being than GDP (gross domestic product)? What is "the Fed" and how does it affect the economy? These and other questions about daily economic life are explored in this introduction to economics as a discipline.

Prerequisites: None

Equivalent courses: ECON 111A, ECON 111Z, HONR 220A

Attributes: Quantitative Reasoning (QR), Social World (SW), Thematic Encounter1/2-Justice

ECON 202 Readings in Economics (1 Credit)

Readings and discussions in specific areas of economics. Topics may be tied to on-campus lectures/presentations given by invited speakers. Approval of department chair and/or faculty moderator required. This course can be repeated for credit with the permission of the department chair.

Prerequisites: ECON 111 or ECON 111Z

ECON 217 Applied Statistics for Economics, Business, and Society (4 Credits)

This course will introduce students to the tools and methods of descriptive statistical analysis, methods of basic statistical inference and applications of these concepts to understand and analyze socioeconomic phenomena in the areas of economics, business, finance, and public policy. Students will learn basic measures of central tendency (mean, median, mode), positional measures of dispersion (range, variance, standard deviation) and explore their computation in Excel as a way of summarizing data. They will also represent data through appropriate graphs such as box plots and histograms. Students will learn the differences between cross sectional and time series data and tools to visualize both. Students will understand trends and seasonal fluctuations in time series data and learn methods to smoothen seasonality and other fluctuations by using methods such as moving averages. In addition to descriptive statistics, students will gain grounding in probability theory and sampling theory as part of the development of knowledge necessary for statistical inference. Students will explore and draw inferences about relationships among different types of data in the context of topics in economics, business, finance, and society more broadly (e.g., correlation, covariance, Pearson's r , Chi-square measures of association, F statistics, t-statistics).

Prerequisites: None

Attributes: Abstract Structures (AS), Thematic Encounter1/2 - Truth

ECON 270AA History of Australian Economics-Australia (4 Credits)

Prerequisites: None

ECON 271 Individual Learning Project (1-4 Credits)

Supervised reading or research at the lower-division level. Prerequisite: 111 or permission of the department chair. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

ECON 302 Readings in Economics (0-1 Credits)

Readings and discussions in specific areas of economics. Topics may be tied to on-campus lectures/presentations given by invited speakers. Approval of department chair and/or faculty moderator required. This course can be repeated for credit with the permission of the department chair.

Prerequisites: ECON 111 or ECON 111Z

ECON 314 Economics of Financial Institutions and Markets (4 Credits)

How do interest rates affect the value of stocks and bonds, the cost of a mortgage, and how much you save by buying a used car rather than a new one? How do pension funds and mutual funds work? How does the interaction of supply and demand affect personal and national finances? Who makes the rules for the banking system and why? You will learn how success in these areas leads to financial stability and supports a well-functioning economy and broader well-being, while failure can cause widespread harm to individuals and society.

Prerequisites: ECON 111 or HONR 220A or ECON 111Z or ECON 111A

ECON 315 American Economic History (4 Credits)

Examination of the growth and development of the American economy from the 17th –century colonization to the present. Application of basic tools of economic analysis to explore the effects of the natural environment, public policies, changes in technology, and social and cultural forces on historical economic events, institutions and processes of economic growth and development.

Prerequisites: ECON 111 or ECON 111Z or ECON 111A or HONR 220 or HONR 220A

Attributes: Social World (SW), Thematic Encounter3 - Movement

ECON 316 Asian Economies (4 Credits)

Life in the United States has deep connections to the global community. This course looks at some of the largest economies of Asia, such as China, Japan, India and South Korea, and traces their journey to becoming economic giants in today's world. It looks at the role played by the United States in each of those stories as an economic and political partner. It addresses income growth in these economies and the quality of lives of citizens within them. Are they healthier? Are they happier? Do they have more equal access to the fruits of economic prosperity? It especially looks at gender equality between women and men. And this study asks whether those experiences parallel our own experiences in the US. The course focuses on understanding the interplay of economic justice with economic growth and learning how the complex process of economic development requires appropriate public policy to ensure a high quality of life for citizens.

Prerequisites: ECON 111 or ECON 111Z or HONR 220A or ECON 111A

Attributes: Social World (SW), Thematic Encounter3 - Justice

ECON 317 International Economics (4 Credits)

Is it easy to win a trade war? Does the labor of immigrants help or hurt the US economy? Should we be more concerned about China or automation as a threat to US jobs? Why do trade deficits matter? Does international trade make poor countries even poorer? Can Chinese “currency manipulation” hurt the US economy? International economics explores the theory of international trade and finance with attention to today’s problems of trade policy, the balance of payments, the international monetary system, and globalization issues. The course will help students understand such things in the news as comparative advantage, trade policy, international economic institutions (the WTO, the IMF, and the World Bank), regional trade agreements, foreign exchange markets, and the influence of multinational corporations.

Prerequisites: ECON 111 or HONR 220A or ECON 111Z or ECON 111A

ECON 318 Natural Resource and Environmental Economics (4 Credits)

Examination of the economics of natural resources and the environment with special focus on environmental policy formulation. Topics include inter-temporal efficiency criteria, cost/benefit analysis, and sustainability issues.

Prerequisites: ECON 111 or ECON 111Z or HONR 220 or HONR 220A or ECON 111A

Attributes: Thematic Encounter3 - Justice

ECON 320 Market Structures and Firm Strategy (4 Credits)

At your local supermarket there are likely over 200 different kinds of ready-to-eat breakfast cereals, but a few dozen brands of carbonated beverages. However, both are dominated by few firms producing a majority of the brands. Why does this occur? Many markets such as automobile, airline, videogame and online video streaming share similar characteristics. How can we better understand such market structures as well the firms who sell us the products that we consume? In this course, we examine the pricing, output, and welfare implications of different market structures such as perfect competition, monopoly, oligopoly, and monopolistic competition. Topics frequently include the structure of production and costs, industrial regulation, pricing and advertising strategy, and the sources of firm dominance in an industry.

Prerequisites: ECON 111 or HONR 220A or ECON 111Z or ECON 111A

ECON 323 Economics of the Public Sector (4 Credits)

Examination of the economic rationale for the government sector; issues of economic efficiency and equity. Evaluation of government expenditures. The nature and incidence of taxation. Federal government debt.

Prerequisites: ECON 111 or ECON 111Z or HONR 220 or HONR 220A or ECON 111A

ECON 325 Political Economy of Gender and Race (4 Credits)

Over the past five decades, the top 1% of American earners have doubled their share of national income, from about 10% of all income to 20%. What are the forces creating this inequality? How equal is the American labor market? Is access to education an indicator of inequality? Access to health insurance? How will “Generation Z” (that’s you) deal with growing income inequality, declining prime-age employment, and less economic mobility? To answer these questions, we need to have a good understanding of the economy and a big part of that is understanding an upsurge in differences across various social groups in the most important factors that trigger inequality – wages, education, and health. The course not only explores competing explanations for gender, racial, and ethnic inequality in the US but pays attention to the way these imbalances shape the ideas of citizenship and employment, and how some public policies can contribute to disparity.

Prerequisites: ECON 111 or ECON 111Z or HONR 220A or FYS 101 or HONR 101 or FYS 201 or ECON 111A

Attributes: Social World (SW), Thematic Encounter3 - Justice

ECON 326 History of Economic Thought (4 Credits)

Are ticket prices high because the salaries of sports superstars are high or are salaries high because ticket prices are high? Economists agree that David Ricardo answered this question 200 years ago, though he was talking about land and not superstars. Will the citizens of a poor country with inefficient production processes simply lose jobs if their nation begins to trade with a rich country that produces nearly everything more efficiently? Ricardo and others in the history of the discipline had a lot to say about this too. A number of other important contemporary questions have been addressed – and in some cases “solved” – by economists long ago. This course investigates the development of the discipline of economics, starting with the ancient Greeks, but focusing on the last three centuries.

Prerequisites: You must take ECON 111 prior to taking ECON 326. You must take INTG 100 or 205 prior to ECON 326. You also must take a Cultural and Social Difference: Identity (CI) course prior to or at the same time as Thematic Focus Courses.

Attributes: Human Experience (HE), Thematic Focus - Truth

ECON 327 Economic Thought and Religious Values (4 Credits)

Does competition in today’s global markets contradict the religious concern for the common good? Should a Christian – called to love one’s neighbor – refuse to act out of self-interest in economic life? These questions are actually very old ones. This course will investigate these and other issues of economic life, starting with the Hebrew Scriptures 3000 years ago, through history from the early church, the Middle Ages, the Protestant Reformation, and contemporary debates about free markets, liberation theology, feminism, and the social teaching of the Roman Catholic Church today.

Prerequisites: (ECON 111 or ECON 111Z or HONR 220A or ECON 111A or HONR 101 or HONR 110 or INTG 100 or INTG 200 or INTG 205 or INTG XXXF) and (THEO 111 or THEO 100 or INTG XXXG or HONR 240B or HONR 240A)

Equivalent courses: CORE 369, CORE 369A, THEO 349E

Attributes: Cmnty Engaged Learning Opt, Theological Integration (TI), Writing Requirement (WR)

ECON 329A Behavioral Economic Ideas (2 Credits)

Examines social influences and psychological constraints affect household choices. Questions asked include the following: Why is having more choice sometimes detrimental to good decision-making? How do common decision rules and behaviors lead consumers and managers astray? How can better systems and incentives help people improve choices? How can the introduction of market norms undermine social norms? Why do most people lie, cheat, and steal just a "little bit"? Course will explore how behavioral economic findings can be applied in policy, business, and finance.

Prerequisites: ECON 111 or ECON 111Z or ECON 111A or HONR 220A or PSYC 111 or PSYC 111Z or FYS 101 or FYS 201

ECON 329B Behavioral Economic Analysis (2 Credits)

Focuses on how cognitive limits, social forces, and psychology interact to affect human decision making under conditions of uncertainty and over time. Traditional economic theories will be compared with behavioral economic models. The course will also explore behavioral games with applications to bargaining and questions of fairness. Applications will include considerations of risky behavior, insurance pricing and choice, savings and investment behaviors, eating/exercise behaviors, and the extent of cooperation in groups.

Prerequisites: ECON 111 or ECON 111Z or ECON 111A or ECON 329A (may be taken concurrently)

ECON 329C Economics of Climate Change (2 Credits)

Examines the economic effects of climate change. Some important questions explored include the following: Which communities and countries are most affected by climate change? How does climate change affect agricultural production, our food supply, livelihoods, air quality, human health, and ecosystems? What are the different methods of measuring the economic cost of climate change? How do international climate negotiations like the Kyoto Protocol, the Paris Agreement or the UNFCCC meetings try to mitigate and prevent the effects of climate change? It also considers policy options that will help different communities and groups to adapt to climate change, and explores economic models and impacts of policies intended to affect the rate or nature of climate change. Pre-requisite(s): ECON 111 or permission of the instructor.

Prerequisites: ECON 111 or ECON 111Z or ECON 111A or HONR 220A

ECON 329D International Economic History (4 Credits)

A survey of trends in the international economy since the industrial revolution. Primary emphasis on the role of trade in industrialization and growth. Other topics include the spread of the industrial revolution from Britain; the role of domestic and international financial markets in growth; the nature and causes of international business cycles; the international nature of the Great Depression; and economic growth since World War II. Prerequisites: ECON 111 or Sophomore Cohort Standing.

Prerequisites: ECON 111 or ECON 111Z or ECON 111A or HONR 220A or FYS 101 or HONR 101 or FYS 201

ECON 329E Economics of Innovation and Entrepreneurship (4 Credits)

Electricity, telephones, jet engines, computers, copy machines, cellphones, social media, sustainable energy, 3-D printing, AI are examples where innovation and entrepreneurial activity have transformed economies. The rate of innovation has steadily increased since the Industrial Revolution, and the future promises an acceleration of this process. This course will help students to understand the origins and effects of innovation in a world where upcoming breakthroughs will have broad implications for people and society. The course pays special attention to how entrepreneurial activity and the structure of the economy influences innovation. Discovering new products or processes that increase production efficiency and quality can increase a nation's wealth and raise the living standards of its people. Furthermore, entrepreneurship influences the way in which a country deploys and commercializes those discoveries. Students in this course will reflect on questions like the factors that contribute to innovation, economic structures that are conducive to innovation, the social benefits and costs of innovation and entrepreneurship, and the connections between innovation, entrepreneurship, and the degree of inequality between and within countries.

Prerequisites: ECON 111 or ECON 111Z or ECON 111A

ECON 332 Microeconomic Theory (4 Credits)

Why have seat belt laws led to an increase in the rate of auto accidents? Why are some people workaholics and others take more time off to enjoy life? Why doesn't the US allow buying and selling kidneys, even though this would extend the lives of those with kidney disease? These are the kind of questions we will be looking at in Micro Theory. This course examines how producers, consumers, and resource owners, acting through the market, determine the prices and output of goods, the allocation of productive resources, and the distribution of incomes. The market system is seen as a network of interrelated decisions, with prices communicating information among decision makers.

Prerequisites: (ECON 111 or ECON 111Z or ECON 111A or HONR 220A) and (MATH 119 or MATH 119Z or MATH 118)

Attributes: Abstract Structures (AS)

ECON 333 Macroeconomic Theory (4 Credits)

Why do some countries grow faster than others? What causes unemployment and what can the government do about it? What causes inflation? US households are saving more than ten years ago: is this good or bad for the economy? Is a recession coming soon? Macroeconomics studies aggregate economic activity, which affects the decisions of households, businesses, and policymakers. It focuses on saving, consumption, investment, and international economic influences that affect national output, inflation, and unemployment rates. The course will help students become informed decision-makers who can use analytical tools to understand today's economy.

Prerequisites: (ECON 111 or ECON 111A or ECON 111Z or HONR 220A) and (MATH 118 or MATH 119 or MATH 119Z)

ECON 334 Introductory Econometric Analysis (4 Credits)

Engaging in analysis and drawing inferences from economic data are an important tool for students interested in economics, business, policy, and financial analysis. Students in this course will formulate hypotheses based on economic theory that can be tested with data. Students will become proficient in regression analysis and related statistical inference using appropriate software. They will understand issues related to proper variable and functional form selection, and they will be able to identify and correct for violations of the Classical Model of regression analysis (e.g., multicollinearity, heteroskedasticity, and autocorrelation). They may be exposed to more advanced topics in econometrics.

Prerequisites: (ECON 332 or ECON 333) and (MATH 124 or MATH 124Z or HONR 260A or ECON 217 or MATH 345) and (MATH 119 or MATH 119Z) and (ECON 111 or ECON 111A or HONR 220A)

Attributes: Social World (SW), Thematic Encounter3 - Truth

ECON 350 Topics in Econometrics and Data Analysis (4 Credits)

Students will examine more advanced techniques in econometrics and data analysis. Topics may include time-series analysis, panel data analysis, limited dependent variable analysis, simultaneous equations and instrumental variable approaches. Other advanced econometric and data analytic methods may be introduced depending on instructor. Students will be introduced to more advanced uses of software in data analysis and management.

Prerequisites: ECON 334

ECON 353 Labor Economics and Policy Analysis (4 Credits)

Labor force participation, wage determination, and income distribution. Collective bargaining, bargaining power, and labor legislation. Economics of the family, poverty, and discrimination. Evaluation of labor market policy. **Prerequisite:** 334.

Prerequisites: ECON 334

ECON 359C Environmental Economics and Policy (4 Credits)

This course will study the economics of public policy toward natural resources and the environment. It will start by developing the concepts of externalities, public goods, property rights, market failure, and cost-benefit analysis and will then consider additional problems such as information, uncertainty, and risk analysis. These concepts be used to evaluate environmental policy towards actual policy problems such as air pollution, water pollution, solid waste management, and hazardous materials. The course will also cover public policy towards nonrenewable resources, such as fossil fuels, and renewable resources, such as forests and fisheries. **Prerequisite:** 332 & 334 or written perm of instructor.

Prerequisites: ECON 334 and ECON 332

ECON 359E Economics of Disasters (4 Credits)

Examines the economic concepts and relevant policy issues concerning the impact of natural disasters including hurricanes, earthquakes, droughts, and climate change. Topics include the history of natural disasters and their economic impact, economic vulnerability to disasters, the role of insurance, disaster impact on poverty and inequality, and post-disaster growth and reconstruction. Emphasizes the analysis of existing research, and the evaluation of both pre- and post-disaster policy. **Prerequisite:** 332, 333 & 334

Prerequisites: ECON 332 and ECON 333 and ECON 334

ECON 359G International Finance Theory and Policy (4 Credits)

International finance as a field of economics arises because of special problems associated with the economic interaction between sovereign states. This course will introduce the main concepts and theories of international finance and illustrate them with real world applications. Students will be equipped with tools and methods to study and analyze international economic issues and problems. The course addresses a wide range of issues, including the balance of payments, exchange rate determination, international policy coordination, economic integration and monetary unification and international investment and banking (international capital markets). **Prerequisites:** 333 and 334.

Prerequisites: ECON 333 and ECON 334

ECON 359H Education Economics & Policy (4 Credits)

This course will explore a range of theoretical, empirical, and policy dimensions of education. The course will examine the theory of human capital development as a foundation for understanding benefits and costs of education. The theory and estimation of education production and cost functions will be studied. The course will further consider the returns from education both at the individual level and in terms of its economic growth effects. The course will also review the labor markets for teachers, the role of taxation in education finance, and the methods of financing elementary, secondary, and tertiary education in the United States. Special topics will include the achievement gap and the role of technology in education. **Prerequisite:** ECON 333 and 334 or written permission of the instructor.

Prerequisites: ECON 334

ECON 359I Introduction to Game Theory Applications in Economics (4 Credits)

This is an introductory course to game theory and its applications in economics. The course will cover the main topics of non-cooperative game theory in a mathematically rigorous way. Game theory is the mathematical study of behavior in strategic settings: situations in which an individual must think about other individuals' perspectives and choices to determine one's own optimal choice(s). The course covers a set of analytical tools essential to understanding and consequently predicting behavior in multi-person decision settings. The course trains students to analyze strategic interactions between individual economic agents and to solve various types of games. In addition to learning the substance of game theory and improving students' mathematical skills and logical thinking, **Prerequisite:** ECON 332 (or 333) & 334

Prerequisites: (ECON 332 or ECON 333) and ECON 334

ECON 359J Economic Impact Evaluation (4 Credits)

Students will learn the principles and methods underlying economic policy evaluation with a focus on if and whether policy interventions in developing countries can be shown to improve outcomes such as health, wealth, and productivity in a wide variety of settings. The course emphasizes empirical applications and relies on both theory and case studies as learning tools. Students will learn a wide range of methods in policy impact evaluation, including experimental and quasi-experimental methods, and students will develop a critical understanding of the design and implementation of these types of studies.

Prerequisites: ECON 334

ECON 359K Economics, Philosophy, and Method (4 Credits)

We regularly hear competing explanations of why things happen, even among economists. What makes for a good scientific explanation? Is it the same in economics and psychology as it is in chemistry and physics? This course will investigate the philosophical debates concerning what makes for a good explanation in natural and social science, including disagreements about whether explanations in social science are fundamentally different because they apply to human beings. It will trace how disagreements among different schools within economics often reflect underlying philosophical disagreements.

Prerequisites: ECON 359K is a Thematic Focus - Truth Course. You must take INTG 100 or 205 prior to taking a Thematic Focus Course. You must take a Cultural and Social Difference: Identity (CI) course prior to or at the same time as Thematic Focus Courses.

Equivalent courses: ECON 328, PHIL 368B

Attributes: Human Experience (HE), Thematic Focus - Truth

ECON 359L Financial Economics (4 Credits)

How should we compare money invested today to payments expected in the future? What is the difference between risk and uncertainty? What happens when risk increases along with returns? How do interest rates influence the profitability of a financial investment? How does inflation influence both interest rates and future profits? What are the derivative securities and how do they both help and threaten financial markets? Financial economics studies financial instruments and asset classes, the time value of money, term structures of interest rates, portfolios and investment management, financial risk management, and other topics. The course will help students understand important microeconomic concepts in financial economics such as the risk-return trade-offs and the tools to evaluate alternative investment strategies.

Prerequisites: ECON 332 and ECON 333 and ECON 334

ECON 362 Economic Development (4 Credits)

Examines and analysis of issues of economic development in developing and developed countries. The course focuses on understanding key concepts in evaluating economic development of economies and understanding the process of development as a broad notion of wellbeing of individuals within economies. The course uses the gender lens to understand heterogeneities in the experience of economic development within and across societies. Prerequisite: 334.

Prerequisites: ECON 334

ECON 363 Economic Growth (4 Credits)

Investigation and analysis of the theoretical and empirical causes, processes, and consequences of economic growth. Particular attention is given to the roles of history, capital accumulation, education, and research and development in economic growth to explain why some countries experience growth and others do not. Prerequisite: 333 and 334.

Prerequisites: ECON 333 and ECON 334

ECON 364 Dynamic Macroeconomics (4 Credits)

Development and application of dynamic models to macroeconomic phenomena. Models will include the Solow growth model, overlapping generations models, and real business cycle models. Emphasis will be on the general equilibrium nature of macroeconomics and the need to consider macroeconomic theory and policy in a dynamic, rather than a static, context. Prerequisite: 333 and 334.

Prerequisites: ECON 334 or ECON 333

Equivalent courses: ECON 359B

ECON 370FA International Economy & Monetization - France (3 Credits)

Prerequisites: None

Corequisites: XXXX 52

ECON 370LA Political Economy of the EU: Brexit & beyond (4 Credits)

Prerequisites: None

Corequisites: XXXX 43

ECON 371 Individual Learning Project (1-4 Credits)

Supervised reading or research at the upper-division level. Prerequisite: completion of 12 credits within the department, including 334, and permission of the department chair. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

ECON 373 International Theory and Policy Analysis (4 Credits)

General equilibrium analysis of reasons for trade and the gains from trade. Impact of international trade on income distribution. Trade and commercial policy. Politics of trade. International trade agreements and trade wars. Exchange rates and balance of payments. Prerequisite: 333 and 334.

Prerequisites: ECON 333 and ECON 334

ECON 374 Monetary Theory and Policy Analysis (4 Credits)

Theoretical analysis and empirical investigation of the effect of money on macroeconomic activity from classical and contemporary approaches. Theories of money demand and the money supply process. Issues in the formulation, execution and impact of monetary policy. Prerequisite: 333 and 334.

Prerequisites: ECON 333 and ECON 334

ECON 376 Industrial Organization and Public Policy (4 Credits)

Theoretical and empirical analysis of the behavior of and policies for business and industry. Theories of production, costs, and market power are studied along with related estimation methods. Applied game theory is used to study strategy and policy in imperfectly competitive markets. Models and strategies of businesses that compete on product quality and location are considered. Special topics may include pricing strategy, information economics, intellectual property and innovation, and network industries. Prerequisite: 332 and 334.

Prerequisites: ECON 332 and ECON 334

Equivalent courses: ECON 359D

ECON 380 Welfare Economics and Public Policy Analysis (4 Credits)

Application of the new welfare economics to analysis of government policy. Efficiency and equity criteria are developed and applied to analysis of expenditures and tax policy with special focus on the federal government. Evaluation of specific government programs. Examination of taxation theory and burden of the public debt. Prerequisite: 332 and 334.

Prerequisites: ECON 332 and ECON 334

Equivalent courses: ECON 379

ECON 384 Advanced Research in Economics (4 Credits)

A directed research experience in economics. Application of economics research methodology and analysis in various sub-disciplines of economics. Each student intensively explores a topic and makes a formal presentation to the department. Fall and spring.

Prerequisites: (ECON 334 and ECON 333 and ECON 332) and (ECON 350 or ECON 353 or ECON 359C or ECON 359E or ECON 359G or ECON 359H or ECON 359I or ECON 359J or ECON 359K or ECON 359L or ECON 362 or ECON 363 or ECON 364 or ECON 373 or ECON 374 or ECON 376 or ECON 379 or ECON 380)

Attributes: Experiential Engagement (EX)

ECON 397 Internship (1-4 Credits)

Practical off-campus experience. Must have a substantial academic component. Directed by officers of employing firms or institutions.

Prerequisites: 20 credits in economics, senior standing and permission of the department chair. These credits will not apply to the requirements for a major or minor.

Prerequisites: None

Attributes: Experiential Engagement (EX)

ECON 398 Honors Senior Essay, Research or Creative Project (1-4 Credits)

Required for graduation with "Distinction in Economics."

Prerequisites: COLG 396

Education (EDUC)

EDUC 111 Introduction to Teaching and Learning in a Diverse World (4 Credits)

Participants will examine trends in education, the philosophical foundations and the history of P-12 education. Additionally, they review the social problems and tension points in American education. Participants also examine the effects of their own culture on their education and begin an exploration of teachers' awareness of diversity issues in education as well as their sensitivities toward working with diverse student populations in various settings.

Prerequisites: None

Restrictions: Enrollment is limited to students with a major, minor, or concentration in Elementary Education or Secondary Education.

Attributes: CSD: Identity (CI)

EDUC 203 Development, Learning, and Mental Health in Childhood and Adolescence (4 Credits)

This course applies theories of education and psychology to support the holistic development and mental health of children, with an emphasis on humane and compassionate practice in applied settings. Students will critically analyze the domains of development and their intersectionality, considering contextual influences. Further, students will learn about exceptionalities; how mental health, maltreatment, and trauma play a role in development; and how to best support students (such as through trauma-informed teaching practices). Students will actively learn, apply, and integrate theory to inform their practices as future educators, psychologists, practitioners, policy makers, learners, and citizens.

Prerequisites: EDUC 111

Attributes: Social World (SW), Thematic Encounter1/2-Justice

EDUC 212 Clinical Experience: Elementary Education (1-2 Credits)

This course develops pre-service teachers' abilities to make decisions when working with diverse student populations in K-6 classroom settings. Students complete 35 clinical hours in a classroom with a mentor teacher and a culturally diverse student population. From this experience, students begin to appreciate the dynamics of a culturally diverse classroom in a real-world setting.

Prerequisites: EDUC 111

Corequisites: EDUC 203, EDUC 215, EDUC 241, EDUC 323

Restrictions: Enrollment is limited to students with a major in Elementary Education.

EDUC 213 Clinical Experience for K-12/5-12 Majors (1-2 Credits)

This course develops pre-service teachers' abilities to make decisions when working with diverse student populations in K-12 or 5-12 classroom settings. Students complete 35 clinical hours in a classroom with a mentor teacher and a culturally diverse student population. Students can choose to complete the clinical hours throughout the semester or during a CSB + SJU break (winter, spring, or in May after classes have adjourned for the semester). From this experience, students begin to appreciate the dynamics of a culturally diverse classroom in a real-world setting.

Prerequisite: EDUC 111.

Prerequisites: EDUC 111

Restrictions: Students with the 2025-2026 Registration Cohort attribute may not enroll.

EDUC 214 Embedded Children's Literature in the United Kingdom (4 Credits)

Course participants will read and analyze literature written for children by authors from across the globe, with an emphasis on the United Kingdom. Students will explore cross-cultural comparisons of the social, political, and cultural forces that shape writing and publishing for young readers. The embedded study abroad course will focus on distinguishing characteristics of genres, critical analysis of literary elements, and developmental considerations for young readers with instructional emphasis on writing and discussion processes.

Prerequisites: None

Attributes: Human Experience (HE)

EDUC 215 Literature for Children and Adolescents K-8 (4 Credits)

This course explores aspects of the human experience through reading, discussing, and analysis of literature and poetry written for children. Students will encounter themes related to justice within children's literature. Topics include cultural representation, accuracy, and authenticity, distinguishing characteristics of a variety of genres, the dynamic interaction of literary elements, approaches to critical analysis, problems of censorship, and developmental considerations for young audiences. Emphasis is placed on writing and discussion processes. Literature for the course is selected to represent a variety of diverse cultures.

Prerequisites: EDUC 111

Corequisites: EDUC 203, EDUC 212, EDUC 241, EDUC 323

Restrictions: Enrollment is limited to students with a major in Elementary Education.

Attributes: Human Experience (HE), Thematic Encounter1/2-Justice

EDUC 216 Exploring Justice through Young Adult Literature (2 Credits)

This course explores aspects of the human experience and concepts of justice through discussion and analysis of young adult literature (YAL). YAL is an exploding field of literature written specifically for young adults (ages 12-18) that addresses often edgy or taboo contemporary social issues. Participants will explore themes of identity and community as well as concepts of justice including environmental, social, political, economic, and educational justice. The course is designed for students of all majors and minors interested in exploring concepts of justice and aspects of the human experience through literature.

Prerequisites: None

Attributes: Human Experience (HE), Thematic Encounter1/2-Justice

EDUC 241 Fine Arts Content and Pedagogy: K-6 (4 Credits)

This course provides an introduction to the basic structural elements, principles, and vocabulary of the visual and performing arts. Students will explore various art forms, including visual arts (such as painting, sculpture, and fiber) and performing arts (such as music, theater, and dance). Through hands-on activities, discussions, and analysis of artworks, students will learn to perform and create using the basic elements and processes of visual and performing arts. Additionally, the course will examine the role of visual and performing arts in culture, highlighting their historical, social, and cultural significance. This course also provides educators with a comprehensive understanding of strategies for fostering artistic modes of expression and thinking within the elementary curriculum. Participants will explore the characteristics of children's developmental stages in the visual and performing arts and learn to design effective lesson plans that maximize learning by incorporating a wide variety of materials and technology resources. With teaching experience in a K-6 field experience. Additionally, participants will gain knowledge of assessment strategies, instruments, and technologies suitable for evaluating learning outcomes and diagnosing student progress.

Prerequisites: EDUC 111

Corequisites: EDUC 203, EDUC 212, EDUC 215, EDUC 323

Attributes: Artistic Expression (AE)

EDUC 268 Multidisciplinary Science for Mid-level Educators (4 Credits)

This course is designed to give students a broad experience in the content of the natural science appropriate for the mid-level science education (grades 5-8). This course will help students develop an understanding and appreciation of the nature of science, the evolution of science, how we see science, the role of science in society, and the prospects of science in the future using the inquiry process. This course emphasizes content in the domains of earth and space science, and physical science.

Prerequisites: (BIOL 101 or BIOL 101Z) and (CHEM 125 or CHEM 125A or HONR 210E) and (PHYS 105 or PHYS 105Z)

Equivalent courses: EDUC 278

EDUC 271 Individual Learning Project (1-4 Credits)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

EDUC 300 Structures of English for the ESL Teacher (4 Credits)

The course addresses both the structures of the English language in a format that allows pre-service teachers to not only understand how the language works, but also how these structures can be taught effectively. The course will cover an introduction to linguistics, including English grammar rules, phonology, morphology, orthography, vocabulary, semantics and pragmatics. This course will also cover word and sentence-level pronunciation rules in North American English. Students will observe and analyze speech and writing samples of English language learners, and design activities and lessons that target the development of specific structures of English in a contextualized, communicative way.

Prerequisites: None

EDUC 301 Multilingual Learners: Essential Understandings and Strategies for Success (2 Credits)

EDUC 301 develops future educators' essential understandings, skills and strategies for teaching multilingual learners, emphasizing an asset-based mindset that values students' individual experiences, abilities, and cultural backgrounds.

Prerequisites: EDUC 111

Restrictions: Enrollment is limited to students with a major in Elementary Education or Secondary Education.

EDUC 302 Assessing English Language Learners (2 Credits)

This course addresses the importance of using appropriate methods of assessment when measuring achievement and making decisions about English Language Learners. Some of the issues that will be explored include purposes for assessing, types of assessments, limitations of traditional assessments, creating validity and reliability in assessments, administering tests, interpreting test results, and sharing results with learners, colleagues and parents. Students will design language and academic content assessments for use with English Language Learners.

Prerequisites: EDUC 111

Restrictions: Enrollment is limited to students with a major in Elementary Education or Secondary Education.

EDUC 303 Theoretical Foundations of ESL (2 Credits)

This course is designed to build on candidates' knowledge of English structures by bringing together theories of first and second language acquisition with methods and approaches to language instruction. This writing-intensive course covers the topics of first and second language acquisition, biological and sociological factors in human learning and language acquisition, sociocultural issues related to language, motivation and policy making, as well as accepted approaches and methods to language pedagogy used in variety of ESL contexts. Participants will research and report on the latest findings in the field of language acquisition, and analyze and critique the major pedagogical approaches in the field of ESL.

Prerequisites: EDUC 300 (may be taken concurrently) or ENGL 387 (may be taken concurrently)

Attributes: Social World (SW), Thematic Encounter3 - Movement

EDUC 304 ESL Methods and Materials (4 Credits)

This course is designed to provide students with an overview of practical issues pertaining to teaching ESL today, including course and lesson planning, second language teaching methods, strategies instruction, as well as hands-on experiences working with elementary, high school and post-secondary learners. Topics covered include: information on learners of various ages and ability levels, communicative-based approaches to teaching ESL, creating and adapting lesson plans, working with technology and creating and analyzing ESL teaching materials. A variety of clinical experiences will prepare participants to work with ESL students in any setting.

Prerequisites: EDUC 300 (may be taken concurrently) or ENGL 387 (may be taken concurrently)

Restrictions: Enrollment is limited to students with a major, minor, or concentration in Elementary Education, Secondary Education or Teaching English Second Lang.

Equivalent courses: EDUC 319

Attributes: Writing Requirement (WR)

EDUC 305 Human Exceptionalities: School, Home, and Community (1 Credit)

This course provides an introduction and overview of human exceptionalities with an emphasis on considerations in education. Course content is correlated to the Minnesota Standards of Effective Practice for Teachers (SEPs). It will include the following topics: history and laws of special education; knowledge of exceptionalities (particularly those specified under IDEA); the human experience of exceptionalities; effective and ethical practice with special needs students in the least restrictive environment; collaborating with parents and professionals; the process of pre-referral, referral, 504 plans, IEPs and attending IEP meetings; considering, developing, and applying accommodations, adaptations, differentiation, and accessibility; response to intervention; and technologies that support students with exceptionalities.

Prerequisites: EDUC 111

EDUC 307 Finland and Denmark – Linking Science and Movement with Educational Success (4 Credits)

The goal of this course is to explore how schooling shapes and perpetuates cultures by examining schools in Finland and Denmark. Finland and Denmark are known to have some of the best education systems in the world. In this course, students will explore the interdisciplinary approach to the educational systems and be looking at what is taught as part of the national curriculum and how this aligns to cultural practices of movement and nutrition. Students will observe students, teachers and university faculty in the countries. This course will review the research related to the practices of physical activity, wellness, and nutrition that are incorporated throughout the school day. Students will also explore the concepts of hygge and sisu in the Scandinavian countries.

Prerequisites: None

Attributes: Global Engagement (GL)

EDUC 309 Teaching Native Americans' Histories and Cultures (2 Credits)

Minnesota's teachers of social studies share an important responsibility for accurately and honestly teaching the histories and cultures of North America's Indigenous people. Unfortunately, many pre-collegiate students have few opportunities to consider the complex stories, including: diverse perspectives, values, beliefs, triumphs, challenges, and traditions of Native Americans across the United States generally, and within Minnesota specifically. This course is designed to enhance preservice social studies teachers' ability to question, and when appropriate, correct myths that they may have learned. Specifically, participants will construct knowledge of Native American histories and cultures while evaluating their inclusion in K-12 curriculum materials, selecting resources that can be used to integrate Native perspectives, and developing learning experiences that accurately represent Native American historical and contemporary experiences.

Prerequisites: EDUC 111

Equivalent courses: HIST 365

EDUC 318 Social Studies Pedagogy in Grades K-6 (4 Credits)

In this course, participants consider key historical and social studies concepts and methods of inquiry as they prepare meaningful social studies experiences for children in the elementary classroom. The Minnesota Academic Standards in History and Social Studies and the NCSS Curriculum Standards for Social Studies are used when creating developmentally appropriate lessons that accommodate elementary students' diverse needs. Students also learn to select and utilize a variety of instructional methods and resources. This course includes a weeklong practicum.

Prerequisites: EDUC 212

Corequisites: EDUC 346

Restrictions: Enrollment is limited to students with a major in Elementary Education.

Attributes: Experiential Engagement (EX)

EDUC 321 Music Pedagogy K-6 (3 Credits)

Music majors actively learn to teach K-12 general music and instrumental and choral performance ensembles. Students become familiar with the National Arts (music) Standards and Minnesota Music Content Standards and Standards of Effective Practice for K-12 students. Observations and teaching experiences are required in K-6, mid-level, and secondary classrooms.

Prerequisites: (EDUC 212 or EDUC 213)

Equivalent courses: EDUC 324, EDUC 336, EDUC 342, EDUC 346

EDUC 323 Elementary Science Content (4 Credits)

The purpose of this course is to provide pre-service teachers with content specific knowledge, methods, and theoretical basis necessary for success in the elementary science education classroom. The course content emphasizes: teaching for conceptual understanding, problem solving, reasoning and sense making, inquiry, modeling, representations, science as a coherent and connected subject, and technology integration. The course is also designed to help pre-service teachers develop an understanding of how to use national and state science standards in lesson planning, instruction, and assessment, and become aware of various teaching resources that are available to enrich the science instruction.

Prerequisites: EDUC 111

Corequisites: EDUC 203, EDUC 212, EDUC 215, EDUC 241

Restrictions: Students with the 2025-2026 Registration Cohort attribute may not enroll.

Attributes: Natural World (NW), Thematic Encounter3 - Truth

EDUC 324 Music Pedagogy (K-12) (4 Credits)

Music majors actively learn to teach K-12 general music and instrumental and choral performance ensembles. Students become familiar with the National Arts (music) Standards and Minnesota Music Content Standards and Standards of Effective Practice for K-12 students. Observations and teaching experiences are required in K-6, mid-level, and secondary classrooms.

Prerequisites: EDUC 212 or EDUC 213

Equivalent courses: EDUC 321, EDUC 322

Attributes: Experiential Engagement (EX), Writing Requirement (WR)

EDUC 325 Mathematics Pedagogy K-6 (4 Credits)

Course participants explore and apply the central concepts, tools of inquiry and structure of mathematics education. Aspects of the MN Academic Standards and the National Council of Teachers of Mathematics Standards are addressed. Participants create and implement developmentally appropriate lessons which follow the outcome/assessment/curriculum/instruction in an elementary school classroom. These lessons also include accommodation for learners with diverse backgrounds and learning modes.

Prerequisites: MATH 121 and MATH 180 and EDUC 212

Corequisites: EDUC 334

Restrictions: Enrollment is limited to students with a major in Elementary Education.

EDUC 334 Science Pedagogy K-6 (4 Credits)

Participants study the central concepts and structures of science and plan and implement age-appropriate instruction based on the Constructivist model of learning. The identification of misconceptions and ways to address them through hands-on activities are included. Science process skills and the nature of science constitute a thread running throughout the course, as well as the incorporation of multicultural and special needs issues. Aspects of the MN Academic Standards and the National Science Teaching Standards are implemented in long and short term instructional planning. Clinical observations and a teaching experience are required.

Prerequisites: EDUC 212 and EDUC 323

Corequisites: EDUC 325

Restrictions: Enrollment is limited to students with a major in Elementary Education.

Attributes: Writing Requirement (WR)

EDUC 340 Art Education/Methods and Materials K-12 (4 Credits)

Art majors learn to teach K-12 students the four essential components of a quality art program: art aesthetics, criticism, history/heritage and production. Participants engage in a field experience in grades K-12 to observe and to implement developmentally appropriate art lessons. In addition, participants create an art resource file which includes art lessons/art works completed both in and outside of class. This resource package must include a variety of art concepts, grade levels and art media. There is a heavy emphasis on addressing the concepts, issues and trends in multicultural education as they relate to the creation of a culturally diverse art curriculum.

Prerequisites: EDUC 212 or EDUC 213

Restrictions: Enrollment is limited to students with a minor in Art, Elementary Education or Secondary Education.

Attributes: Experiential Engagement (EX), Writing Requirement (WR)

EDUC 341 World Language Pedagogy K-12 (4 Credits)

This course is designed to meet the needs of pre-service teachers in K-12 world/second language education by providing an overview of child and adolescent development with corresponding implications for teaching world language K-12. Specific theories, methods and techniques for teaching second language and culture in K-12 settings will be examined and demonstrated with particular emphasis on national and professional standards for program content, teacher performance, and student proficiency assessment. Students will participate in age appropriate, communicative-oriented materials development and peer teaching scenarios. A field experience is required.

Prerequisites: HISP 312 or HISP 316

Restrictions: Enrollment is limited to students with a major in Secondary Education.

Attributes: Writing Requirement (WR)

EDUC 346 Reading, Writing, and Language Pedagogy K-3 (4 Credits)

This course prepares future elementary teachers to teach reading, writing, speaking, and listening in elementary schools. Participants will learn about the 5 pillars of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. This course addresses oral language, writing, dyslexia, other disabilities that affect reading, and English Learners/Multi-Lingual (ELs/MLs) literacy learners. Participants demonstrate their understanding and ability to teach K-2nd grade literacy lessons in a field experience during which they will apply their learning to conduct assessments, plan lessons, deliver instruction, and engage in reflection.

Prerequisites: EDUC 212

Corequisites: EDUC 318

Restrictions: Enrollment is limited to students with a major in Elementary Education.

EDUC 348 Reading, Writing, and Language Pedagogy 4-8 (4 Credits)

This course prepares future elementary teachers to teach reading, writing, speaking, listening, and media literacy, literature, and informational texts. This course will address the 5 pillars of reading with an emphasis on fluency, vocabulary, and comprehension. Participants will learn about digital literacies, media literacies, critical literacies, culturally relevant pedagogy, dyslexia, other disabilities that affect reading, and English Language/Multi-Lingual literacy learners. Participants demonstrate their understanding and ability to teach elementary literacy lessons in a field experience during which they will apply their learning to conduct assessments, plan lessons, deliver instruction, and engage in reflection.

Prerequisites: EDUC 212 and (EDUC 346 or EDUC 347)

Restrictions: Enrollment is limited to students with a major in Elementary Education.

EDUC 352 Teaching Reading in the Middle/Secondary Classroom (1-2 Credits)

The purpose of this course is to assist pre-teachers in developing instructional strategies for integrating reading into middle and secondary (5-12) content area classrooms and interdisciplinary curriculum. Participants will investigate the Common Core Literacy Standards for 6-12 content areas as embedded within the Minnesota Academic Standards in English Language Arts K-12. They will study basic concepts of reading instruction (including phonics, phonemic awareness, vocabulary, fluency, and comprehension) and apply a variety of strategies for teaching vocabulary and comprehension of informational text through their content area. In addition, participants will evaluate reading materials for text complexity and modify them based on the needs of students. This course will address Minnesota Standards of Effective Practice for Teachers as well as the following content area reading standards: 5-12 Teachers of Mathematics, Science, Social Studies, and Communication Arts and Literature; K-12 World Languages and Cultures, Visual Arts, and Vocal and Instrumental Music.

Prerequisites: EDUC 111

Restrictions: Enrollment is limited to students with a major, minor, or concentration in Secondary Education or Teaching English Second Lang.

EDUC 355 Pedagogy in Grades 9-12 (4 Credits)

Participants learn and apply the principles of effective long and short term planning of developmentally appropriate lessons for students in grades 9-12. In addition, participants develop a variety of authentic assessment strategies for their particular disciplinary area, including aspects of the MN Standards and appropriate National Standards. A field experience is required with this course.

Prerequisites: EDUC 213

EDUC 355A English Pedagogy in Grades 9-12 (4 Credits)**Prerequisites:** EDUC 213**Restrictions:** Enrollment is limited to students with a major, minor, or concentration in Secondary Education.**Attributes:** Experiential Engagement (EX), Writing Requirement (WR)**EDUC 355B Social Science Pedagogy in Grades 9-12 (4 Credits)****Prerequisites:** EDUC 213**Restrictions:** Enrollment is limited to students with a minor in Secondary Education.**Attributes:** Experiential Engagement (EX), Writing Requirement (WR)**EDUC 355C Mathematics Pedagogy in Grades 9-12 (4 Credits)****Prerequisites:** EDUC 213**Restrictions:** Enrollment is limited to students with a minor in Secondary Education.**Attributes:** Experiential Engagement (EX), Writing Requirement (WR)**EDUC 355D Science Pedagogy in Grades 9-12 (4 Credits)****Prerequisites:** EDUC 213**Restrictions:** Enrollment is limited to students with a minor in Secondary Education.**Attributes:** Writing Requirement (WR)**EDUC 355E Theology Pedagogy in Grades 9-12 (4 Credits)****Prerequisites:** EDUC 213**Restrictions:** Enrollment is limited to students with a major, minor, or concentration in Secondary Education.**Attributes:** Writing Requirement (WR)**EDUC 356 World Languages in the Elementary School (K-8) (4 Credits)**

This course is designed to meet the needs of the world languages teacher in the elementary classroom. Course focus is on current theories of second language acquisition, communicative methods and techniques for teaching second language and culture in a variety of K-8 settings. These topics will be examined and demonstrated with particular emphasis on national and professional standards for program content, teacher performance, and student proficiency assessment. Students will also learn about the principles of foreign language immersion. A field experience requires observations and teaching in a K-8 setting, with the option to do so in a language immersion classroom.

Prerequisites: EDUC 212**Restrictions:** Enrollment is limited to students with a major in Elementary Education.**Attributes:** Writing Requirement (WR)**EDUC 358 Mid Level Literacy and Pedagogy in Language Arts, Mathematics, Science or Social Studies (4 Credits)**

The participants in this course will gain an understanding of the importance of literacy instruction in the middle school curriculum.

The class will review developmental stages of students in the middle grades as well as the philosophical foundation for middle school.

Developmentally appropriate practices in middle level content areas are explored. Both Minnesota and National Standards are examined and used in planning lessons that are appropriate for the student. Curricular materials and resources are reviewed for use in teaching. A field/teaching experience at the middle school is integrated into the course.

Prerequisites: EDUC 212 or EDUC 213**Restrictions:** Enrollment is limited to students with a major in Elementary Education or Secondary Education.**EDUC 358A Mid Level Literacy and Pedagogy in Social Science (4 Credits)****Prerequisites:** EDUC 213**Restrictions:** Enrollment is limited to students with a major in Elementary Education or Social Science.**EDUC 358B Mid Level Literacy and Pedagogy in Language Arts (4 Credits)****Prerequisites:** EDUC 212 or EDUC 213**Restrictions:** Enrollment is limited to students with a major in Elementary Education or English.**EDUC 358C Mid Level Literacy and Pedagogy in Science (2-4 Credits)****Prerequisites:** EDUC 212 or EDUC 213**Restrictions:** Enrollment is limited to students with a major in Elementary Education or Social Science.**EDUC 358D Mid Level Literacy and Pedagogy in Mathematics (4 Credits)****Prerequisites:** (EDUC 212 or EDUC 213)**Restrictions:** Enrollment is limited to students with a major in Elementary Education or Mathematics.**EDUC 359 Issues in Education K-12 (1-2 Credits)**

In this capstone course, participants explore school related issues from the perspective of the "Teacher as a Decision Maker" conceptual model. Topics include both current and on-going educational issues such as classroom management, student discipline, parental involvement and diversity. Other matters are also addressed such as the Minnesota Code of Ethics for Teachers, licensure requirements and procedures as well as other legal issues relating to teaching. All participants will have an opportunity to develop a formal management plan integrating their beliefs about teaching and learning, knowledge of the setting in which they will complete their students teaching, and techniques of classroom management they have observed or acquired from their readings and discussion. Taken the semester immediately before student teaching.

Prerequisites: EDUC 212 or EDUC 213**EDUC 360 Student Teaching K-6 (8-16 Credits)**

Participants use classroom observation, information about student, and a strong knowledge base as sources for their teaching in K-6 school settings. Furthermore, they implement aspects of the "Teacher as a Reflective Decision Maker" conceptual model as well as aspects of the Minnesota Academic Standards. Major goals of this experience are to have student teachers recognize and accept their responsibility to children, to become reflective practitioners and to actively seek out opportunities to grow professionally. Full-time off-campus assignments are arranged by the Director of Student Teaching. Prerequisite is successful completion of all major and Education courses and requirements and approval of the Director of Student Teaching.

Prerequisites: None**EDUC 360A Student Teaching K-6 (1-16 Credits)**

Participants use classroom observation, information about student, and a strong knowledge base as sources for their teaching in K-6 school settings. Furthermore, they implement aspects of the "Teacher as a Reflective Decision Maker" conceptual model as well as aspects of the Minnesota Academic Standards. Major goals of this experience are to have student teachers recognize and accept their responsibility to children, to become reflective practitioners and to actively seek out opportunities to grow professionally. Full-time off-campus assignments are arranged by the Director of Student Teaching. Prerequisite is successful completion of all major and Education courses and requirements and approval of the Director of Student Teaching.

Prerequisites: None

EDUC 361 Student Teaching K-8 (8-17 Credits)

Participants use classroom observation, information about students, and a strong knowledge base as sources for their teaching in K-8 school settings. Furthermore, they implement aspects of the "Teacher as a Reflective Decision Maker" conceptual model as well as aspects of the Minnesota Academic Standards. Major goals of this experience are to have student teachers recognize and accept their responsibility to children, to become reflective practitioners and to actively seek out opportunities to grow professionally. Full-time off-campus assignments are arranged by the Director of Student Teaching. Prerequisite is successful completion of all major and Education courses and requirements and approval of the Director of Student Teaching.

Prerequisites: None

Equivalent courses: EDUC 361A

EDUC 361A Student Teaching K-8 (4-8 Credits)

Participants use classroom observation, information about students, and a strong knowledge base as sources for their teaching in K-8 school settings. Furthermore, they implement aspects of the "Teacher as a Reflective Decision Maker" conceptual model as well as aspects of the Minnesota Academic Standards. Major goals of this experience are to have student teachers recognize and accept their responsibility to children, to become reflective practitioners and to actively seek out opportunities to grow professionally. Full-time off-campus assignments are arranged by the Director of Student Teaching. Prerequisite is successful completion of all major and Education courses and requirements and approval of the Director of Student Teaching.

Prerequisites: None

Equivalent courses: EDUC 361

EDUC 362 Student Teaching 5-12 (8-16 Credits)

Participants use classroom observation, information about students, and strong knowledge base as sources for their teaching in 5-12 school settings. Furthermore, they implement aspects of the "Teacher as a Reflective Decision Maker" conceptual model as well as aspects of the Minnesota Academic Standards. Major goals of this experience are to have student teachers recognize and accept their responsibility to children and youth, to become reflective practitioners and to actively seek out opportunities to grow professionally. Full-time off-campus assignments are arranged by the Director of Student Teaching. Prerequisite is successful completion of all major and Education courses and requirements and approval of the Director of Student Teaching.

Prerequisites: None

EDUC 362A Student Teaching 5-12 (1-8 Credits)

Participants use classroom observation, information about students, and strong knowledge base as sources for their teaching in 5-12 school settings. Furthermore, they implement aspects of the "Teacher as a Reflective Decision Maker" conceptual model as well as aspects of the Minnesota Academic Standards. Major goals of this experience are to have student teachers recognize and accept their responsibility to children and youth, to become reflective practitioners and to actively seek out opportunities to grow professionally. Full-time off-campus assignments are arranged by the Director of Student Teaching.

Prerequisite is successful completion of all major and Education courses and requirements and approval of the Director of Student Teaching.

Prerequisites: None

EDUC 363 Student Teaching K-12 (4-16 Credits)

Participants use classroom observation, information about students, and strong knowledge base as sources for their teaching in K-12 major subject area (music, art or world languages). Furthermore, they implement aspects of the "Teacher as a Reflective Decision Maker" conceptual model as well as aspects of the Minnesota Academic Standards. Major goals of this experience are to have student teachers recognize and accept their responsibility to children and youth, to become reflective practitioners and to actively seek out opportunities to grow professionally. Full-time off-campus assignments are arranged by the Director of Student Teaching. Prerequisite is successful completion of all major and Education courses and requirements and approval of the Director of Student Teaching.

Prerequisites: None

EDUC 363A Student Teaching K-12 (1-16 Credits)

Participants use classroom observation, information about students, and strong knowledge base as sources for their teaching in K-12 major subject area (music, art or world languages). Furthermore, they implement aspects of the "Teacher as a Reflective Decision Maker" conceptual model as well as aspects of the Minnesota Academic Standards. Major goals of this experience are to have student teachers recognize and accept their responsibility to children and youth, to become reflective practitioners and to actively seek out opportunities to grow professionally. Full-time off-campus assignments are arranged by the Director of Student Teaching. Prerequisite is successful completion of all major and Education courses and requirements and approval of the Director of Student Teaching.

Prerequisites: None

EDUC 364 Student Teaching 5-8 (4-8 Credits)

Participants use classroom observation, information about students, and a strong knowledge base as sources for their teaching in 5-8 school settings. Furthermore, they implement aspects of the "Teacher as a Reflective Decision Maker" conceptual model as well as aspects of the Minnesota Academic Standards. Major goals of this experience are to have student teachers recognize and accept their responsibility to students, to become reflective practitioners, and to actively seek out opportunities to grow professionally. Full-time off-campus assignments are arranged by the Director of Student Teaching. Prerequisite is successful completion of all major and Education courses and requirements and approval of the Director of Student Teaching.

Prerequisites: None

EDUC 365 Student Teaching 9-12 (8-16 Credits)

Participants use classroom observation, information about students, and strong knowledge base as sources for their teaching in 9-12 school settings. Furthermore, they implement aspects of the "Teacher as a Reflective Decision Maker" conceptual model as well as aspects of the Minnesota Academic Standards. Major goals of this experience are to have student teachers recognize and accept their responsibility to children and youth, to become reflective practitioners and to actively seek out opportunities to grow professionally. Full-time off-campus assignments are arranged by the Director of Student Teaching.

Prerequisite is successful completion of all major and Education courses and requirements and approval of the Director of Student Teaching.

Prerequisites: None

EDUC 368 International Teaching Externship (ITE) (1 Credit)

International Teaching Externship (ITE) is a post-student teaching international/multicultural experience in which CSB and SJU teacher candidates work with international teaching professionals as volunteer teacher aides, teaching assistants, or team-teachers in globally diverse K-12 classrooms. The four to six week externship begins soon after the successful completion of the Minnesota-based student teaching experience. Since this is not a student teaching experience, externship students are able to teach in a more collaborative, collegial environment while living in other countries, experiencing other cultures, and engaging in diverse educational systems.

Prerequisites: None

EDUC 370 SCSU/SABRO COURSES (1-5 Credits)

Prerequisites: None

EDUC 370FA Introduction to Elementary Teaching - France (3 Credits)

Prerequisites: None

Corequisites: XXXX 52

EDUC 370FB Teaching Practicum - France (3 Credits)

Prerequisites: None

Corequisites: XXXX 52

Attributes: Experiential Engagement (EX)

EDUC 370FC Language Development from a Cross-Cultural Perspective - France (3 Credits)

Prerequisites: None

Corequisites: XXXX 52

EDUC 371 Individual Learning Project (1-4 Credits)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements.

Prerequisites: EDUC 212 or EDUC 213

Restrictions: Students with a class of First Year may not enroll.

EDUC 379A Educational Psychology: Myths Versus Science (4 Credits)

This course challenges students to consider their beliefs and experiences related to behavior and assessment; grapple with myths and misconceptions about education and psychology; and actively compare such beliefs and myths with theory and research-based practices in educational psychology. Students will consider several questions related to examining the truth theme, such as: What influences behavior, and how do we motivate productive behaviors and establish engaged and equitable environments? In what ways can assessment become meaningful? How can we interpret, collect, and use data and statistics to improve learning and behavior? In this course, students will actively learn, apply, and integrate theory to inform their practices as future educators, psychologists, practitioners, policy makers, learners, and citizens.

Prerequisites: EDUC 111, Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Restrictions: Students with a class of CE - First Year or First Year may not enroll. Enrollment is limited to students with a major, minor, or concentration in Elementary Education, Psychology or Secondary Education. Students with the 2025-2026 Registration Cohort attribute may not enroll.

Equivalent courses: EDUC 310

Attributes: Quantitative Reasoning (QR), Social World (SW), Thematic Focus - Truth

EDUC 390 Ethics in Human Relations (4 Credits)

This course examines some prominent ethical views of both Western and Eastern philosophical thinking. Participants explore various ethical perspectives and visions and consider their application in the demanding and ever-changing arenas of classroom, school, community, and world. The focus of ethical analysis in this course will revolve around issues of oppression, discrimination, poverty, violence and educational leadership. While students will grapple with ethical concerns existing in educational issues, this will require that they engage with ethical perspectives relevant to the larger world. Additional prerequisites: acceptance to the teacher education program.

Prerequisites: EDUC 111, Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Restrictions: Enrollment is limited to students with a major in Elementary Education or Secondary Education. Students with the 2024-2025 Registration Cohort or 2025-2026 Registration Cohort attributes may not enroll.

Attributes: Benedictine Raven (BN), CSD: Systems (CS)

EDUC 396 Education Field Experience (1-16 Credits)

Education Field Experience is reserved for Education majors or minors who decided during their student teaching experience that they no longer wish to pursue a teaching license at this point in time.

Prerequisites: None

EDUC 397 Internship (1-8 Credits)

Practical off-campus experience related to education. Experience is arranged by the student with the advice and approval of the internship director and department chair prior to registering for the course. Departmental moderator supervises and evaluates the experience.

Prerequisites: None

Attributes: Experiential Engagement (EX)

EDUC 399 Research (1-8 Credits)

Education research conducted under the supervision of a staff member. Students will design their own project in consultation with their moderator or work on a faculty-student research project.

Prerequisites: None

English (ENGL)

ENGL 101A Introduction to Reading literature: The Hero's Trek: An Expedition Through Literature (4 Credits)

Heroes are easy to find in REALLY good books, right? However, have you ever wondered what makes those heroes "heroic"? What makes heroic characters relatable and unreachable at the same time? Can villains be heroic? Can heroes be bad? Throughout your semester-long literary expedition, we'll look at MANY types of heroic characters—some characters you might like and some you won't; some you can relate to and some you can't. We'll begin our expedition by creating a literary guide and a literary roadmap in order to figure-out how to effectively identify heroic characters. As we navigate through myriad literary worlds, the following is a list of "heroes" we'll likely bump-into (not in any particular order): Gilgamesh, Lisbeth Salander, Guinevere, Esther, Aragorn, Odysseus, Aeneas, Laura Ingalls, Beowulf, Harry Potter, Natty Bumpoo/Hawkeye, Wife of Bath, Dracula, Sherlock Holmes, Lucy Pevensie, Achilles, Katniss Everdeen. Who knows, you might even encounter an Ironman or a Black Widow or a Rick Grimes or an Aladdin or a Xena along the way. Join us as we travel vast literary worlds in search of the sometimes elusive but always interesting literary hero.

Prerequisites: None

Equivalent courses: ENGL 120G

Attributes: Human Experience (HE), Thematic Encounter1/2-Movement

ENGL 101B Introduction to Reading literature: Reading Science and Fiction: From Known to Unknown—& Back Again (4 Credits)

Imagine asking your Smart-device to continue reading Isaac Asimov's book "I, Robot." Imagine attending a history lecture on The Plague. Imagine listening to a speaker on catastrophic climate change and its impact on humans in North America. Imagine having a discussion with a psychology professor or colleague about changing gender roles and expectations. Imagine watching an anti-gravity football game with your teammates. The common link between these "imaginings" is this: Fiction helps discuss science AND science helps inform fiction. In this introduction to reading fiction course, students will have the opportunity to explore intersections between worlds of fiction and worlds of science by reading and discussing works by authors, thinkers, and scholars such as Leonardo DaVinci, George Orwell, HG Wells, Stephen Hawking, Sun Tzu, Marie Curie, Margaret Atwood, Philip K. Dick, Isaac Asimov (among others). Students will have opportunities to seek out places where new life might emerge, to explore strange new (and old) worlds, and to go boldly where they may not have gone before in their reading and collegiate experience.

Prerequisites: None

Equivalent courses: ENGL 120I

Attributes: Human Experience (HE), Thematic Encounter1/2-Movement

ENGL 101C Introduction to Reading literature: Modes of Allegory (4 Credits)

What does literature mean? So often, a story or a poem means more than one thing at the same time: and what they are really all about can seem to elude us. In this course we read poems and stories that clearly mean two things at once. But when is a snake just a snake, and when is it Satan? By reading medieval to contemporary texts, we learn to decipher this form of "double-speaking" otherwise known as "allegory." The works we read for class will often be about shape-shifting characters (such as Pinocchio and Gregor Samsa), while all of the stories themselves will appear to shape-shift before our eyes as they start out about one thing and turn into another. By the end of the course, students attain the skills to read these transformations with confidence and delight. Coursework involves attentive reading, reflective and analytical writing, and rigorous participation in class discussions.

Prerequisites: None

Equivalent courses: ENGL 122G

Attributes: Human Experience (HE)

ENGL 105 Introduction to Analytical and Rhetorical Writing (4 Credits)

Analytical reading, writing, and critical reasoning for a variety of rhetorical purposes, including argumentation (broadly conceived). Practice in developing ideas, insights, and claims through the use of both personal observation/experience and external texts and perspectives. From this workshop-oriented course, you should gain awareness of the composing processes of invention, drafting, and revision; the rhetorical concepts of audience and purpose, methods, for developing, organizing, and editing your writing; and strategies for reading and analyzing various texts.

Prerequisites: None

Equivalent courses: ENGL 112

ENGL 110 Introduction to Literature (4 Credits)

Course offered through Upward Bound summer program.

Prerequisites: None

ENGL 111A Introduction to Narrative Practice: Health (4 Credits)

Introduction to Narrative Practice develops creative-writing skills in service of students' professional pursuits. Applying skills from creative-writing to their future careers allows students to develop their own imaginative lives, explore questions of identity, amplify underrepresented voices in their professional fields, and to develop programming utilizing creative-writing and close-reading to benefit their future colleagues, clients, and patients. This course employs community-based experiential learning to meaningfully connect narrative practices to systems change outside of the classroom. Intended for Health majors. Instructor Permission required.

Prerequisites: None

Equivalent courses: ENGL 111, ENGL 111B

Attributes: CSD: Identity (CI)

ENGL 111B Introduction to Narrative Practice: Business (4 Credits)

Introduction to Narrative Practice develops creative-writing skills in service of students' professional pursuits. Applying skills from creative-writing to their future careers allows students to develop their own imaginative lives, explore questions of identity, amplify underrepresented voices in their professional fields, and to develop programming utilizing creative-writing and close-reading to benefit their future colleagues, clients, and patients. This course employs community-based experiential learning to meaningfully connect narrative practices to systems change outside of the classroom. Intended for Business majors. Permission of instructor required.

Prerequisites: None

Equivalent courses: ENGL 111, ENGL 111A

Attributes: CSD: Identity (CI)

ENGL 112 Introduction to Analytical and Rhetorical Writing (4 Credits)

Analytical reading, writing, and critical reasoning for a variety of rhetorical purposes, including argumentation (broadly conceived). Practice in developing ideas, insights, and claims through the use of both personal observation/experience and external texts and perspectives. From this workshop-oriented course, you should gain awareness of the composing processes of invention, drafting, and revision; the rhetorical concepts of audience and purpose, methods, for developing, organizing, and editing your writing; and strategies for reading and analyzing various texts.

Prerequisites: None

Equivalent courses: ENGL 105

ENGL 122F Modern Irish Literature (4 Credits)

This course will both hone and investigate our literary interpretive practices, focusing on some of the most inventive and influential literature to emerge from Ireland in the late nineteenth and twentieth centuries. We'll read both past masters and current practitioners of the literary arts (some in translation), including, W.B. Yeats, Elizabeth Bowen, James Joyce, Flann O'Brien, Thomas Kinsella, Seamus Heaney, Eavan Boland, Medbh McGuckian, Paul Muldoon, and Nuala Ni Dhomhnaill. We will pay particular attention to the way these and other writers imagine(d) their work in conversation with that of their peers, creating and complicating notions of cultural and artistic identity.

Prerequisites: None

Attributes: Human Experience (HE), Thematic Encounter1/2 - Truth

ENGL 124A Cultural and Social Difference - Identity: Narrative Identities (4 Credits)

Women, men, and aliens. This sounds more like a reality tv show than a college class, but in fact, it is a popular culture course that offers students a way to explore their personal identities. Through the critical examination of novels, short stories, and movies, students will be asked to think about their own gendered, racial, and ethnic identities. This discussion-based class will also push students to examine the influence of society and culture on identity.

Prerequisites: None

Attributes: CSD: Identity (CI)

ENGL 124C Cultural and Social Difference - Identity: Nonfiction of Identity (4 Credits)

In this course we will read multiple modern essayists whose work explores ideas of cultural and social difference and identity in our contemporary American culture(s). Writers will include Claudia Rankine, Kao Kalia Yang, Kiese Laymon, and others.

Prerequisites: None

Attributes: CSD: Identity (CI)

ENGL 124D Cultural and Social Difference - Identity: Fiction of Identity (4 Credits)

Years ago, TV cop Joe Friday left a permanent imprint on our nation's sensibility with his signature phrase, "Just the facts, Ma'am." In other words, he was only interested in the truth, the details that really mattered, as he endeavored to solve a case, to figure things out. Fiction, on the other hand, is not dependent upon facts as we generally understand them. (You want talking pigs? Meet Wilbur or Snowball. Ten-year-old wizards? Hello, Harry Potter.) And yet, for those interested in Truth with a capital T, fiction is the best source for questions such as What is Love? Or Loss? How does a mountain FEEL? Who am I? In this course, students will read fiction – specifically short stories from contemporary masters like Jhumpa Lahiri, George Saunders, ZZ Packer, and Jamel Brinkley – in an effort to better understand concepts of gender, race and ethnicity, and culture.

Prerequisites: None

Attributes: CSD: Identity (CI)

ENGL 124E Cultural and Social Difference - Identity: Our Monsters, Our Selves (4 Credits)

Monsters are an integral part of our narrative experience, from childhood ghost stories to contemporary tales of vampires and zombies. We are fascinated with monsters, the creatures that are like us but not us. This course will examine representations of the monstrous in a variety of genres in order to examine identity in the contemporary United States, with a particular focus on race, ethnicity, and gender. We will ask: How do we conceive of the monster and the monstrous? Who decides who (or what) is monstrous and why? And above all, what does the monster reveal or show us about ourselves?

Prerequisites: None

Attributes: CSD: Identity (CI)

ENGL 124F Cultural and Social Difference - Identity: Detecting Identity (4 Credits)

American mystery stories take a hard look not only at the scene of the crime but also at society. By bringing individual lawbreaking to public view, the detective reveals the tension, hypocrisy, and corruption of the surrounding society. This class introduces you to the detective fiction genre. We will focus on how American crime fiction explores and critiques social identities, especially race, ethnicity, and gender. Readings will include a variety of contemporary detective fiction by writers such as Tony Hillerman, Walter Mosley, and Barbara Neely.

Prerequisites: None

Attributes: CSD: Identity (CI)

ENGL 124G Cultural and Social Difference - Identity: Border Crossings (4 Credits)

What narratives do literature and film provide for understanding the complex ways that border crossing affects human identity? This course explores stories about how people are transformed by crossing the United States border; and, how these changes relate directly to their gender, race, and ethnicity (and the way each of those may be perceived and valued in the United States). Through our reading, we will endeavor to better understand social constructions of gender, race, and ethnicity. We will foster awareness of how dominant group features such as whiteness, heterosexuality, and citizenship status interplay with intersectional aspects of identity in meaningful and transformative ways. Together we will endeavor to better understand power dynamics surrounding the constructions and impositions of identity within United States culture.

Prerequisites: None

Attributes: CSD: Identity (CI)

ENGL 124H Cultural and Social Difference - Identity: Tragedy, Passion and Sacrifice (4 Credits)

Bloody murder, illicit sex, martyrdom, guts and gore: This course is a pleasure tour through some of the noisiest transgressions in the Western Literary Canon. After a brief grounding in the patricide and fratricide of Greek theatre, the Bible, and Shakespeare, we'll see what shape these themes take in modern U.S. fiction. Expect Wise Guys and Men in Pink Suits. We'll also consider, occasionally, what happens when women take these matters in hand. Not for weak stomachs.

Prerequisites: None

Equivalent courses: ENGL 120D

Attributes: CSD: Identity (CI)

ENGL 124I Cultural and Social Difference - Identity: The Recent Invention of White People (4 Credits)

Whiteness as a racial category is a highly variable identity that has not carried the current definition for a long stable stretch of historical time. Rather, Whiteness is an imaginary racial marker that is only activated when it is placed in opposition to other "non-white" classifications for specific political, social, institutional, and emotional investments for those who fall inside or outside the category. This course will interrogate the imaginary uses of "whiteness" in fictional or imaginary films, literature, and essays, to try to determine how such a slippery term has come to dominate our social imaginary for various ends and means. Film screenings will be included in the course, as well as literature and essays, in order to give us room to place a frame around "whiteness" so that it does not seem as natural as we might think it is.

Prerequisites: None

Attributes: CSD: Identity (CI)

ENGL 201A Introduction to English Studies: Games and Fiction (4 Credits)

This course serves as an introduction to studies in English and focuses on the many roles that literature plays in games and gaming. We study the construction of games and play in fictional narratives including novels such as *The Hunger Games*, graphic novels, short stories, and films. We examine video games ranging from AAA's like *The Last of Us* to indie titles like *Undertale*. We discuss the ins and outs of the growing phenomenon of "gamification," game theory, and how the ludic (play) operates in multiple aspects of our daily life. Students receive foundational training in reading and writing about literature as we explore how games are constructed and imagined in different literary worlds, changing concepts of games, and current forms of gameplay in US culture.

Prerequisites: None

Attributes: Human Experience (HE)

ENGL 201B Introduction to English Studies: Robots/AI/Technology and Fiction (4 Credits)

This course serves as an introduction to studies in English and focuses on the critical roles that literature plays in our understanding of robots, AI, and technology more broadly. In the future, there will be devices to clean your house, devices to entertain and care for your children, devices to help you sleep, devices to drive you to work and school, devices to create art, devices to do your homework, devices to do mundane tasks so you don't have to, things that will make our lives better, right? In this section of ENGL201B, students will explore these "strange new worlds" by reading and discovering old and new literary texts and plays and radio and video from both the past and present which might inform student futures.

Literary and cinematic characters students are likely to encounter in this class are the many forms of Frankenstein, all types of C3POs, versions of Data, clones of HAL, descendants of Sunny—all addressing themes of joy, sorrow, attachment, longing, community, calculation, logic and, above all, the insatiable HUMAN needs of want and learning. Do androids "sleep"? Can artificial intelligence "feel"? Do robots "play"? Is there a "place" for humanity in a technological world? What comes next?

Prerequisites: None

Attributes: Human Experience (HE)

ENGL 202A Studies in pre-1800s English Literature: Medieval Literature (4 Credits)

This course explores the earliest stories written in English. Funny, brutal, and mesmerizing, these tales from the medieval period—spanning 1,000 years—seem strange and yet oddly familiar. We'll divide the course into three sections, early, middle, and late medieval, reading foundational texts from each era, such as the extraordinary *Beowulf*, *The Lais of Marie de France*, *Sir Gawain and the Green Knight*, and *The Canterbury Tales*. While we approach each text historically, we remain mindful of how medieval works exist in dialogue with literature from across the world and with later literature even into our present day. Students further enhance their study of manuscript culture and early literary production through hands-on visits to our HMM library and Book Arts Studio.

Prerequisites: None

Equivalent courses: ENGL 221F

Attributes: Human Experience (HE)

ENGL 202B Studies in pre-1800s English Literature: Literature of the English Renaissance (4 Credits)

From 1580's to the 1680's England experienced an unprecedented literary renaissance, as writers resurrected and re-imagined classical literary forms to fit new cultural, political, and social pressures. We'll read and consider texts within this historical content, from the sonnet sequences of Lady Mary Wroth and Sir Philip Sidney, to epics such as Edmund Spenser's *The Faerie Queene* and John Milton's *Paradise Lost*, pastoral and country house poems by Aemilia Lanyer, Ben Jonson, and Andrew Marvell, the religious lyrics of John Donne and George Herbert, the occasional verse of Mary Herbert and Katherine Philips, and the Restoration era work of John Wilmot (the Earl of Rochester) and Aphra Behn.

Prerequisites: None

Equivalent courses: ENGL 222A

Attributes: Human Experience (HE), Thematic Encounter1/2 - Truth

ENGL 202C Studies in pre-1800s English Literature: Pirates and Puritans (4 Credits)

Ahoy Matey! Would ye like t' learn about danger on the high seas? Yarr, I can spin a yarn dat would freeze yer blood! But why be ye so keen on we pirates? This class explores why the pirates of the 1600s and 1700s have such a strong hold on our imagination. We will compare stories about pirates with the stories, poetry, and sermons of the pirates' enemies: puritans! Both puritans and pirates rebelled against traditional forms of hierarchy and authority. And both wrestled with big questions: What is freedom? What makes authority legitimate? How can ordinary people gain control over their lives? They came to very different conclusions, but their literature helps us imagine our world differently and think critically about our own choices.

Prerequisites: None

Equivalent courses: ENGL 223F

Attributes: Human Experience (HE), Thematic Encounter1/2-Justice, Writing Requirement (WR)

ENGL 203A Studies in post-1800s English Literature: Revolutionary Americas (4 Credits)

This course offers you a fresh perspective on the American Revolution—through the eyes of women as well as men, ordinary people as well as founding fathers, and enslaved as well as free Americans. We will examine how ideas about race, masculinity, and femininity shape concepts of liberty from the late eighteenth-century Atlantic revolutions to the US Civil War. Our discussions will focus on the messy and incomplete processes of social and personal transformation using a wide range of readings that trace experiences of escape and failure in early America, including Benjamin Franklin's *Autobiography*, the novel *Charlotte Temple*, and Mary Prince's freedom narrative.

Prerequisites: None

Equivalent courses: ENGL 223C

Attributes: Human Experience (HE), Thematic Encounter1/2-Justice

ENGL 203B Studies in post-1800s English Literature: Haunted Americas (4 Credits)

This course introduces you to the literary culture of the nineteenth-century Americas by introducing you to its ghosts. Literary forms, like the poetic elegy, cultural movements, such as gothicism and romanticism, and new technologies, like the photograph, combined to make the Americas very ghostly places in the 1800s. The course will feature works by and about three of the most significant groups of ghostly Americans: Native Americans, enslaved Americans, and women. We will consider theoretical approaches to haunting from psychological, sociological, historical, and literary perspectives and the historical contexts of imperialism and war that contributed to the haunting of the Americas. Readings for this class may include short stories, poems, and narratives by writers including Edgar Allan Poe, Emily Dickinson, Harriet Jacobs, Charles Chesnutt, and Henry James.

Prerequisites: None

Equivalent courses: ENGL 223D

Attributes: Human Experience (HE), Thematic Encounter1/2-Justice, Writing Requirement (WR)

ENGL 203C Studies in post-1800s English Literature: American Outsiders: American Literature 1945 - present (4 Credits)

In this course we will consider the role of the outsider (socially, politically, culturally, ethnically, aesthetically, and more) in the literature of the Americas from World War II to the present. The outsider has long figured in American literature, an oft celebrated figure, such as Henry David Thoreau writing alone in his cabin at Walden Pond. In this class we will study writers and artists who have chosen to work outside expected norms and others who have not had the choice, whose outsider status is determined by the dominant culture. We will carefully read poetry, drama, fiction, cultural criticism, and nonfiction to understand: What does it mean to be an outsider? Who decides who belongs and who does not? How does the literature and art-making of this period demonstrate how individuals and groups agitate for belonging, create new communities of belonging, and/or challenge artistic and social norms? Authors and artists may include: James Baldwin, Flannery O'Connor, Leslie Marmon Silko, Toni Morrison, Gloria Anzaldúa, Sandra Cisneros, Junot Diaz, Claudia Rankine, John Cage, the Beat Poets, the Guerilla Girls, Kathy Acker, and more.

Prerequisites: None

Equivalent courses: ENGL 223E

Attributes: Human Experience (HE), Thematic Encounter1/2-Movement, Writing Requirement (WR)

ENGL 206 Creative Writing: Clinical Encounters I (4 Credits)

English 206 is a creative writing course for pre-health science majors. Students participate in a sustained clinical experience, delivering creative writing sessions to a clinical population, while developing their own writing lives. This course helps students increase their capacity for working with ambiguity (moral, creative and narrative), while helping them see "patients" as people who are not defined by their diseases. Additionally, this course helps future clinicians learn to communicate with precise imagery and metaphors, while revealing connections between the practice of medicine and the arts of poetry and fiction.

Prerequisites: None

Attributes: Artistic Expression (AE), Experiential Engagement (EX)

ENGL 207 Creative Writing: Clinical Encounters II (4 Credits)

English 207 is a creative writing course for pre-health science majors. Students participate in a sustained clinical experience, delivering creative writing sessions to a clinical population, while developing their own writing lives. This course helps students increase their capacity for working with ambiguity (moral, creative and narrative), while helping them see "patients" as people who are not defined by their diseases. Additionally, this course helps future clinicians learn to communicate with precise imagery and metaphors, while revealing connections between the practice of medicine and the arts of poetry and fiction.

Prerequisites: ENGL 206

Attributes: Human Experience (HE)

ENGL 211 Creative Writing: Nonfiction (4 Credits)

Craft and practice of writing creative nonfiction. Students write original works of creative non-fiction, including forms such as memoir, personal essay, photographic essay, and literary journalism. Students closely examine published essays, and participate in peer-review workshops. This course prepares students for advanced writing courses at the 300 level. Attention to style, grammar, paragraph development, etc.

Prerequisites: None

Equivalent courses: ENGL 211Z

ENGL 213 Creative Writing: Fiction and Poetry (4 Credits)

Craft and practice of writing short fiction and poetry. Students write original works of fiction and poetry, closely examine published short stories and poems, and participate in peer-review workshops. This course prepares students for advanced creative writing workshops at the 300 level. Consult the English Department Course Description Booklet for a specific description of each semester's offering.

Prerequisites: None

Attributes: Artistic Engagement (AR), Artistic Expression (AE), Thematic Encounter1/2 - Truth

ENGL 217 Data and Narrative Writing (4 Credits)

Exploration and incorporation of research into creative and critical works of original writing. Students examine research as a part of the creative and critical processes of writing-in genres including poetry, fiction, and creative nonfiction. Students evaluate and experiment with approaches to research as well as ways of incorporating it into their writing. This course is an excellent preparation for an Honors Thesis in the humanities.

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Equivalent courses: ENGL 220

Attributes: Artistic Expression (AE), Thematic Focus - Truth

ENGL 221C Modern World Literature: Affairs of the Heart (4 Credits)

In this course we will read some Masterworks of Western literature and drama in translation from the Early Modern period to the present day.

Our reading list includes some very famous texts, and other equally fascinating reads that may be less familiar to you. Our texts come from Europe, Mexico, Colombia, and Brazil and may include: Voltaire's *Candide*, Flaubert's *Madame Bovary*, Machado de Assis' *The Posthumous Memoirs of Bras Cubas*, Chekov's *Uncle Vanya*, Kafka's *The Trial*, Freud's *Civilization and its Discontents*, Camus' *The Plague*, De Beauvoir's *The Second Sex*, Rulfo's *Pédro Páramo*, García Márquez' *Chronicle of a Death Foretold*, Lispector's *Hour of the Star*, and Calvino's *If on a Winter's Night a Traveler*.

Prerequisites: None

Equivalent courses: ENGL 231, HONR 250Q

Attributes: Human Experience (HE), Thematic Encounter1/2 - Truth, Writing Requirement (WR)

ENGL 221F Medieval Literature (4 Credits)

This course explores the earliest stories written in English. Funny, brutal, and mesmerizing, these tales from the medieval period—spanning 1,000 years—seem strange and yet oddly familiar. We'll divide the course into three sections, early, middle, and late medieval, reading foundational texts from each era, such as the extraordinary *Beowulf*, *Sir Gawain and the Green Knight*, *The Canterbury Tales*, and *The Dream Vision of Piers Plowman*. While we approach each text historically, we remain mindful of how medieval works exist in dialogue with literature from across the world and with later literature even into our present day. Students further enhance their study of manuscript culture and early literary production through hands-on visits to our HMML library and Book Arts Studio.

Prerequisites: None

Equivalent courses: ENGL 202A

Attributes: Human Experience (HE)

ENGL 222A Literature of English Renaissance (4 Credits)

From 1580's to the 1680's England experienced an unprecedented literary renaissance, as writers resurrected and re-imagined classical literary forms to fit new cultural, political, and social pressures. We'll read and consider texts within this historical content, from the sonnet sequences of Lady Mary Wroth and Sir Philip Sidney, to epics such as Edmund Spenser's *The Faerie Queene* and John Milton's *Paradise Lost*, pastoral and country house poems by Aemilia Lanyer, Ben Johnson, and Andrew Marvell, the religious lyrics of John Donne and George Herbert, the occasional verse of Mary Herbert and Katherine Philips, and the Restoration era work of John Wilmot (the Earl of Rochester) and Aphra Behn.

Prerequisites: None

Equivalent courses: ENGL 202B

Attributes: Human Experience (HE), Thematic Encounter1/2 - Truth

ENGL 223C Revolutionary Americas (4 Credits)

This course offers you a fresh perspective on the American Revolution—through the eyes of women as well as men, ordinary people as well as founding fathers, and enslaved as well as free Americans. We will examine how ideas about race, masculinity, and femininity shape concepts of liberty from the late eighteenth-century Atlantic revolutions to the US Civil War. Our discussions will focus on the messy and incomplete processes of social and personal transformation using a wide range of readings that trace experiences of escape and failure in early America, including Benjamin Franklin's *Autobiography*, the novel *Charlotte Temple*, and Mary Prince's freedom narrative.

Prerequisites: None

Equivalent courses: ENGL 203A

Attributes: Human Experience (HE), Thematic Encounter1/2-Justice

ENGL 223D Haunted Americas (4 Credits)

This course introduces you to the literary culture of the nineteenth-century Americas by introducing you to its ghosts. Literary forms, like the poetic elegy, cultural movements, such as gothicism and romanticism, and new technologies, like the photograph, combined to make the Americas very ghostly places in the 1800s. The course will feature works by and about three of the most significant groups of ghostly Americans: Native Americans, enslaved Americans, and women. We will consider theoretical approaches to haunting from psychological, sociological, historical, and literary perspectives and the historical contexts of imperialism and war that contributed to the haunting of the Americas. Readings for this class may include short stories, poems, and narratives by writers including Edgar Allan Poe, Emily Dickinson, Harriet Jacobs, Charles Chesnutt, and Henry James.

Prerequisites: None

Equivalent courses: ENGL 203B

Attributes: Human Experience (HE), Thematic Encounter1/2-Justice, Writing Requirement (WR)

ENGL 223E American Outsiders: American Literature 1945 - present (4 Credits)

In this course we will consider the role of the outsider (socially, politically, culturally, ethnically, aesthetically, and more) in the literature of the Americas from World War II to the present. The outsider has long figured in American literature, an oft-celebrated figure, such as Henry David Thoreau writing alone in his cabin at Walden Pond. In this class we will study writers and artists who have chosen to work outside expected norms and others who have not had the choice, whose outsider status is determined by the dominant culture. We will carefully read poetry, drama, fiction, cultural criticism, and nonfiction to understand: What does it mean to be an outsider? Who decides who belongs and who does not? How does the literature and art-making of this period demonstrate how individuals and groups agitate for belonging, create new communities of belonging, and/or challenge artistic and social norms? Authors and artists may include: James Baldwin, Flannery O'Connor, Leslie Marmon Silko, Toni Morrison, Gloria Anzaldúa, Sandra Cisneros, Junot Diaz, Claudia Rankine, John Cage, the Beat Poets, the Guerilla Girls, Kathy Acker, and more.

Prerequisites: None

Equivalent courses: ENGL 203C

Attributes: Human Experience (HE), Thematic Encounter1/2-Movement, Writing Requirement (WR)

ENGL 224 Leadership Through Literature (4 Credits)

Professional development of leaders takes many forms; however, there is a common thread: Leaders read. Leaders read not only self-help texts, they read fiction. Lots of fiction. Professional texts on leadership are written to give us specific strategies to deal with many types of situations in the world beyond the academic, whereas reading and experiencing fiction puts into context how those specific professional tools work with power, understanding, and empathy. This class aims to balance these tools, inviting students to make their own personal leadership journey. Leaders you might encounter on this journey include historical figures of ancient literature and religious texts, medical leaders of all historical ages, historical and modern leaders of exploration, current leaders of political movements, business leaders vying for wealth, and future leaders in the vast unknown.

Prerequisites: None

Attributes: Human Experience (HE)

ENGL 230 Early Western Literature: Homer to Dante (4 Credits)

This literature course starts in the ancient world and travels to the medieval as we read foundational works of world literature. We read the famous Greek poets Homer and Sappho, and the later Roman poets Virgil and Ovid. We see how Virgil changes Homer in his later version to fit with the values of the Roman Empire. (We also look at some contemporary poems to see how modern writers retell Ovid's classical myths.) In the Medieval period we see how Dante and other Christian writers transform the ancient, "pagan" stories into Christianized versions. Students see how a story changes over time as each writer turns old material into something new—Students in this course may expect to learn ways of reading literary texts, how to conduct literary research and analysis, as well as how to recognize allusions in later literature—a strong basis for future literary study.

Prerequisites: None

Equivalent courses: ENGL 221A, ENGL 221B, HONR 250M, HONR 250Q

Attributes: Human Experience (HE), Thematic Encounter1/2-Movement, Writing Requirement (WR)

ENGL 231 Modern World Literature: Affairs of the Heart (4 Credits)

In this course we will read some Masterworks of Western literature and drama in translation from the Early Modern period to the present day. Our reading list includes some very famous texts, and other equally fascinating reads that may be less familiar to you. Our texts come from Europe, Mexico, Colombia, and Brazil and may include: Voltaire's *Candide*, Flaubert's *Madame Bovary*, Machado de Assis' *The Posthumous Memoirs of Bras Cubas*, Chekov's *Uncle Vanya*, Kafka's *The Trial*, Freud's *Civilization and its Discontents*, Camus' *The Plague*, De Beauvoir's *The Second Sex*, Rulfo's *Pédro Páramo*, García Márquez' *Chronicle of a Death Foretold*, Lispector's *Hour of the Star*, and Calvino's *If on a Winter's Night a Traveler*.

Prerequisites: None

Equivalent courses: ENGL 221C, HONR 250Q

Attributes: Human Experience (HE), Thematic Encounter1/2 - Truth, Writing Requirement (WR)

ENGL 232 Myth in World Literature (4 Credits)

In this course we will read fiction and poetry written by a variety of modern and contemporary authors who incorporate mythology and/or legends into their writing. As we begin each piece of fiction or poetry, we will simultaneously read versions of the myths or legends being accessed in the writing; in this way, we can see how the author may be re-imagining and translating the myth into his or her contemporary social, political, and artistic contexts. Students may expect to read writers from several different cultures and countries, to gain skills and confidence reading both poetry and fiction, and to explore the imaginative and critical dynamics of re-writing myth—both in our course readings and in multiple creative and critical writing exercises that we will undertake throughout the semester.

Prerequisites: None

Equivalent courses: ENGL 122A

Attributes: Human Experience (HE)

ENGL 246 Introduction to Literary Theory and Criticism (4 Credits)

Introduction to literary and cultural theory. Students apply theoretical texts or concepts to literary or cultural texts (e.g., novels, films, television, popular arts, clothing, architecture, and public spaces).

Prerequisites: None

Equivalent courses: ENGL 243, ENGL 279A

Attributes: CSD: Systems (CS)

ENGL 271 Individual Learning Project (1-4 Credits)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

ENGL 280A Creative Writing: Italy (4 Credits)

On this May term, CSBSJU students travel to Pavia, Italy for an intercultural writing workshop to develop writing skills and intercultural competencies. While living in a beautiful and historical residential college, CSBSJU students take this course together with English-speaking students at the University of Pavia. Our creative writing course centers on writing exercises and workshops within a larger thematic framework: the ethics of creative writing. What ethical crises—moral, political, ecological—do American and Italian poets write about? What concerns do our cultures share and in what ways might we approach the same concerns differently? Through reading and discussion, we examine our diverse perspectives about challenges we share as humans in the modern age. Through generous support from the CSB Literary Arts Institute, the course incorporates a visiting Italian writer who meets with our class to discuss writing and to host us for a tour of Pavia to discuss its literary past and relationship to the writer's own work. Students workshop together in small groups to help one another negotiate a foreign language (reading a few poems in English and a few in Italian); undertake creative writing exercises; and discuss one another's work in a context that promotes intercultural writing and communication skills. Each student is supported in developing a writing portfolio in which they explore their own concerns in their own words.

Prerequisites: None

Equivalent courses: COLG 280K

Attributes: Global Engagement (GL)

ENGL 286 Introduction to Film Studies (4 Credits)

Introduction to film as a medium of communication and representation. Possible topics include but are not limited to a survey of the development of film and the movie business, techniques of acting, directing, cinematography, narrative style, and film theory. The vocabulary of cinema and representative films of the first hundred years of filmmaking is covered. Recent titles have included "An Introductory Guide to Active Spectatorship" and "Introduction to Film Techniques, Meanings, and Pleasures."

Prerequisites: None

Equivalent courses: COMM 286

Attributes: Human Experience (HE), Thematic Encounter1/2 - Truth

ENGL 311 Creative Nonfiction (4 Credits)

Theory and practice of writing longer nonfiction forms (essays, articles) dealing with complex subject matter. This course explores the rhetorical strategies used in non-technical writing drawn from a variety of disciplines. Students focus on the development of their own voices and styles.

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Restrictions: Students with the 2025-2026 Registration Cohort attribute may not enroll.

Attributes: Artistic Engagement (AR), Artistic Expression (AE), Thematic Focus - Truth

ENGL 312 Community-based Narrative Practice (4 Credits)

Advanced Narrative Practice centers the exploration of race, gender, and ethnicity—and their intersectionality—by exploring narrative practice responses to healthcare inequities, based in identity. Students develop their imaginative lives—through poetry and fiction writing—as a means to engage, deeply and meaningfully, with art’s power to change thought and action. Moreover, students will regularly design, develop, and deliver narrative practice activities—which aim to undercut unjust social structures—in the classroom, in community settings, and in their future clinical practices. This class employs solution-based thinking—privileging readings, activities, and discussions which encourage future clinicians to embrace an active role in pursuing social-justice.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Attributes: CSD: Systems (CS)

ENGL 313A Advanced Creative Writing: Poetry (4 Credits)

This creative writing workshop course offers a careful study of the art of poetry and the writing life. Together, we read a wide variety of styles and forms of poetry as we write original poetry throughout the semester. Students may expect readings and writing exercises to supplement their study and to stretch their writing. Regular writing workshops will provide sustained feedback on student writing, as well as exercise in reading and editing skills. As part of the course each student will read the major works of an individual poet in a guided study of that author’s achievements, and each student will produce a revised portfolio of creative work, meet with visiting writers, and participate in a poetry reading. The course primarily aims to develop creative writing skills and to help students grow as writers; additionally though, the course enhances students’ ability to read and discuss poetry, provides practice revising and editing written work, and expands students’ knowledge of poets writing in English.

Prerequisites: ENGL 213

Restrictions: Students with the 2025-2026 Registration Cohort attribute may not enroll.

Attributes: Artistic Engagement (AR)

ENGL 313B Advanced Creative Writing: Fiction (4 Credits)

In this semester of Advanced Creative Writing: Fiction, we will delve deeply into reading and writing fiction with even greater attention to language, voice, and form. You will explore and better understand the practice of your own fiction writing, as well as study and attempt together to understand why a particular story works in a particular way. What makes this character engaging? Why does dialogue in this piece leap off the page while in another story the dialogue feels static? We will also expand our expectations of narrative and narrative conventions, while asking what makes a good story. You will strive to, as Lidia Yuknavitch writes in *The Chronology of Water*, “Make up stories until you find one you can live with. Make up stories as if life depended on it.” Workshop will be an essential component of the class. We will also perform writing exercises based on the readings, experiment with our texts, and work to stay present in the world and in the word.

Prerequisites: ENGL 213

Restrictions: Students with a class of First Year may not enroll. Students with the 2025-2026 Registration Cohort attribute may not enroll.

Attributes: Artistic Engagement (AR)

ENGL 315B Editing and Publishing (4 Credits)

With literary publishing in rapid flux, book publishers knit their brows and try to forecast demand for printed books and e-books. Every prediction prompts a new round of hand-wringing about the future of the book. The shift from print to electronic formats has had—and continues to have—enormous consequences for the publishing industry. Claims that this shift spells the death of books, however, demand careful examination. In English 315, we’ll explore the rapidly changing book-publishing industry, looking closely at the ways in which industry developments and new technologies affect writers, readers, and publishing companies. We’ll begin by studying the traditional book-publishing model, and then we’ll study the effects of digital technologies on the transmission of writers’ works to audiences of readers. By the end of the semester, we may not arrive at certain answers about the future of literary publishing, but we’ll understand many of the forces that will shape that future.

Prerequisites: None

Equivalent courses: ENGL 316

ENGL 316 Editing and Publishing (4 Credits)

With literary publishing in rapid flux, book publishers knit their brows and try to forecast demand for printed books and e-books. Every prediction prompts a new round of hand-wringing about the future of the book. The shift from print to electronic formats has had—and continues to have—enormous consequences for the publishing industry. Claims that this shift spells the death of books, however, demand careful examination. In English 315, we’ll explore the rapidly changing book-publishing industry, looking closely at the ways in which industry developments and new technologies affect writers, readers, and publishing companies. We’ll begin by studying the traditional book-publishing model, and then we’ll study the effects of digital technologies on the transmission of writers’ works to audiences of readers. By the end of the semester, we may not arrive at certain answers about the future of literary publishing, but we’ll understand many of the forces that will shape that future.

Prerequisites: None

Restrictions: Students with the 2025-2026 Registration Cohort attribute may not enroll.

Equivalent courses: ENGL 315B

ENGL 317 Writing in Business (4 Credits)

Successfully navigating a business is tricky business; however, with planning, research, and execution, it is not an impossible task. This class is structured to give the student practice writing and communicating in four types of business climates: government, for-profit, non-profit, and education. This “practice” includes resumes, cover letters, formal reports, professional presentations, grant proposals, advertising copy for TV and radio, communications for emerging social media outlets, business plans, formal and informal memos, various forms of print media, etc. In the process, students will have opportunities to consider various career options and look ahead to professional life after college. In addition to the academic work in the classroom, students will hear from a number of business professionals as those professionals will come to class to share their collective wisdom about writing and communicating in the business environment. All in all, this class will help students realize that the theory and “book-learnin’” they experience in the academic arena really do have practical applications and a place in the world outside of academia.

Prerequisites: None

Restrictions: Students with the 2025-2026 Registration Cohort attribute may not enroll.

Equivalent courses: ENGL 315A

Attributes: Human Experience (HE), Writing Requirement (WR)

ENGL 333 Chaucer (4 Credits)

Geoffrey Chaucer, legendary author of *The Canterbury Tales*, is considered to be the “father” of English Literature, English Poetry, and even the English Language. But who was he, and why is he important to us? This course explores Chaucer’s life and writing, examining the paradoxes and mysteries that surround his identity: what is known about his contemporaries, social networks, and political intrigues. We discover Chaucer writes about concerns pressing in the medieval period that remain relevant today: marriage; sex; political corruption and tyranny; Christianity and Islam; the mistreatment of women; anti-Semitism; refugees; loss; and the human longing for consolation. We read and listen to his writings in Middle English so we can appreciate the humor, beauty, and brilliance of his verse. We tour the genres that Chaucer incorporates into his *Tales*—including the fabliau (bawdy tale), saint’s lives, beast tales, and romances—both to deepen our understanding of medieval literature and to gain a clearer view of Chaucer’s innovations. The course also examines manuscript culture (looking at how his poems were first collected) as well as the most recent commentaries on his work, such as “Chaucer at Ground Zero,” to understand why his writing still matters now. In-class discussions and readings will support student learning throughout the course, and students will receive individual guidance in a critical and/or creative research project designed around their interests.

Prerequisites: None

Restrictions: Students with the 2025-2026 Registration Cohort attribute may not enroll.

Equivalent courses: ENGL 351

ENGL 334 Medieval Women (4 Credits)

During the Middle Ages, commonplace depictions of women portrayed them as all-powerful temptresses or husband-destroying nags. Yet women enjoyed little to no sexual freedom or legal authority in marriage. In this course, students examine the gap between these images and gendered realities as we study complex relationships between women and power in medieval literature. We look carefully at women as writers of and as subjects in medieval texts, reading for instance the romances of Marie de France and the defense of women written by Christine de Pizan. We read medieval women Christian mystics as well, Julian of Norwich among other, often surprisingly powerful, female visionaries. The course provides historical context for reading these figures and specifically draws attention to the material conditions in which different genders were able to write. Students explore how gender affects a writer’s ability to communicate in writing and to make their voice heard.

Prerequisites: None

Restrictions: Students with the 2025-2026 Registration Cohort attribute may not enroll.

Equivalent courses: ENGL 385J

Attributes: Human Experience (HE), Thematic Focus - Truth

ENGL 335 Shakespeare (4 Credits)

This course will focus on reading closely, discussing, and writing about key representative plays from Shakespeare’s career. We’ll consider how his work both contributed to, and moved past, the conventions of Elizabethan and Jacobean theatrical genres. We will move in a roughly chronological order, in order to consider the trajectory of the plays as well as historical and cultural shifts. Plays will likely include *The Merchant of Venice*, *A Midsummer Night’s Dream*, *Henry IV Part One*, *As You Like It*, *Hamlet*, *King Lear*, *Macbeth*, and *The Winter’s Tale*.

Prerequisites: None

Restrictions: Students with the 2025-2026 Registration Cohort attribute may not enroll.

Equivalent courses: ENGL 352

Attributes: Human Experience (HE)

ENGL 340A Medieval Quests (4 Credits)

In Arthurian Romances and medieval epics, the heroic knight commonly encounters dangerous folk and creatures that pose threats to his life and virtue. These monstrous figures threaten the knight with violence and with the allure of their otherworldly difference. Yet these monsters also reflect fears and attitudes about historical “Others” such as women, the Islamic East, Judaism, and the Orient. In this course we will examine these encounters with an eye to cultural anxieties surrounding difference. To better understand these anxieties, we will read and discuss the history and culture of the Middle Ages in relationship to our primary texts: *Le Morte D’Arthur*; *Sir Gawain and the Green Knight*; *The Romances of Chrétien de Troyes*; *The Lais of Marie De France*; *Tristan and Isolde*; and *The Song of Roland*. Reading critical texts such as Said’s *Orientalism* and Frye’s *The Secular Scripture*, we will explore the “line between ‘the West’ and ‘the Other,’” the quest as nightmare, the uncanny, and fears surrounding mixed blood. (If you are a fan of *Game of Thrones*, dragons, Lancelot and Guinevere, or medieval mystics, you’ll be among your people).

Prerequisites: None

Restrictions: Students with a class of First Year may not enroll.

Attributes: Human Experience (HE), Thematic Encounter3 - Justice, Writing Requirement (WR)

ENGL 342 American Deception: Frauds, Cons, and Social Climbers (4 Credits)

Here’s the truth: fake news wasn’t invented in the run-up to the 2016 American presidential election. This course uses nineteenth-century fiction to explore the United States’ love-hate relationship with fakes, frauds, and cons. On the one hand, the American Dream of social mobility seems to always entail a little bit of “fake it ‘till you make it.” Some class climbers and tricksters who deceive their way to success, like Benjamin Franklin, are our cultural heroes. On the other hand, writers have explored how deception and hypocrisy threaten democratic social order and the possibility of faith in something larger than our selves. This class explores how nineteenth-century American literature examined both its own practices of deception and those of the culture around it. Readings may include Native trickster stories and works by Charles Brockden Brown, Edgar Allan Poe, Herman Melville, Nathaniel Hawthorne, Fanny Fern, Anna Cora Mowatt, and Charles Chesnutt. Students in this class can expect to gain a better understanding of the historical context for contemporary debates over authenticity in media. We will also debate the role of self-invention in religion, race, gender, and capitalist democracy in America.

Prerequisites: None

Restrictions: Students with the 2025-2026 Registration Cohort attribute may not enroll.

Equivalent courses: ENGL 379A

Attributes: Human Experience (HE), Thematic Focus - Truth, Writing Requirement (WR)

ENGL 348B James and Wharton: Marriage and the Market (4 Credits)

In this course, we will look at American novels that feature heroines facing the complications of marriage at a moment when national conversations about women's education, their increasing independence, the relationship between difference and equality, and the limits of contract law take place in the context of a rapidly developing market for commodity exchange. Focusing heavily on Henry James—*The Portrait of a Lady* (1880) and *The Ambassadors* (1903)—and Edith Wharton—*The House of Mirth* (1905) and *The Custom of the Country* (1913)—we will meet some of American literature's more sympathetic adulteresses as well as its most infamous single marriageable females. We will also test these characterizations against their limits in terms of the working class and immigrants with the novels of Theodore Dreiser—*Sister Carrie* (1900) and *An American Tragedy* (1925)—and Anzia Yezierska—*Arrogant Beggar* (1927). (This reading list is subject to revision.).

Prerequisites: None

ENGL 351 Chaucer (4 Credits)

Geoffrey Chaucer, legendary author of *The Canterbury Tales*, is considered to be the "father" of English Literature, English Poetry, and even the English Language. But who was he, and why is he important to us? This course explores Chaucer's life and writing, examining the paradoxes and mysteries that surround his identity: what is known about his contemporaries, social networks, and political intrigues. We discover Chaucer writes about concerns pressing in the medieval period that remain relevant today: marriage; sex; political corruption and tyranny; Christianity and Islam; the mistreatment of women; anti-Semitism; refugees; loss; and the human longing for consolation. We read and listen to his writings in Middle English so we can appreciate the humor, beauty, and brilliance of his verse. We tour the genres that Chaucer incorporates into his *Tales*—including the fabliau (bawdy tale), saint's lives, beast tales, and romances—both to deepen our understanding of medieval literature and to gain a clearer view of Chaucer's innovations. The course also examines manuscript culture (looking at how his poems were first collected) as well as the most recent commentaries on his work, such as "Chaucer at Ground Zero," to understand why his writing still matters now. In-class discussions and readings will support student learning throughout the course, and students will receive individual guidance in a critical and/or creative research project designed around their interests.

Prerequisites: None

Restrictions: Students with a class of First Year may not enroll.

Equivalent courses: ENGL 333

ENGL 352 Shakespeare (4 Credits)

This course will focus on reading closely, discussing, and writing about key representative plays from Shakespeare's career. We'll consider how his work both contributed to, and moved past, the conventions of Elizabethan and Jacobean theatrical genres. We will move in a roughly chronological order, in order to consider the trajectory of the plays as well as historical and cultural shifts. Plays will likely include *The Merchant of Venice*, *A Midsummer Night's Dream*, *Henry IV Part One*, *As You Like It*, *Hamlet*, *King Lear*, *Macbeth*, and *The Winter's Tale*.

Prerequisites: None

Restrictions: Students with the 2025-2026 Registration Cohort attribute may not enroll.

Equivalent courses: ENGL 335

Attributes: Human Experience (HE)

ENGL 356 The Illicit in Modernist Literature (4 Credits)

This course traces recurrent subtexts of illicit desire, the dreamwork of the forbidden, in the American Modernist Novel from the turn of the 19th to the mid-20th century. We meet outrageous dreamers, ambitious climbers, plotting lovers, and would-be tycoons for whom illicit desires are set against social prescription, with generally violent results: think body panic and revenge, American style. These novels are a punch to the gut, and sometimes darkly funny. We will read a wide sampling of the most brilliant writers of this literary period and watch as they invent new ways to describe the precise anatomy of the thing just out of reach. We explore both well-known works and more recently celebrated works written by writers variously marked by race, ethnicity, gender, sexuality, and class, toggling between them to see how they echo and transform one another. Readings may include Chopin, James, Wharton, Wright, Larsen, Fitzgerald, West, McCoy, Baldwin, Faulkner, DiDonato, and Ellison.

Prerequisites: None

Attributes: CSD: Systems (CS), Writing Requirement (WR)

ENGL 357 The Lost Generation: Literature between the World Wars (4 Credits)

The term "Lost Generation" refers to those who came of age during World War I and helps describe the upheaval and loss experienced by an entire generation for whom the world had changed forever. This course focuses on American and British writers working in the period between the world wars, a period known as literary modernism. In the face of world war, a global pandemic, and more, these writers were breaking away from past models of writing and challenging social and political norms. You will read carefully, write argumentative literary analyses, and conduct scholarly research. Readings by such authors as Virginia Woolf, Jean Toomer, T.S. Eliot, James Joyce, Zora Neale Hurston, Gertrude Stein, William Faulkner, Nella Larsen, and others.

Prerequisites: None

Equivalent courses: ENGL 366A

Attributes: CSD: Systems (CS), Writing Requirement (WR)

ENGL 361 Literature by Women (4 Credits)

Selection of works written by women. Recent course offerings include "Literature by Women: African, Asian, and Caribbean." Prerequisite: Sophomore standing

Prerequisites: None

Restrictions: Students with the 2025-2026 Registration Cohort attribute may not enroll.

Equivalent courses: ENGL 381, GEND 360N

Attributes: CSD: Systems (CS)

ENGL 362 Race and Ethnicity in American Literature (4 Credits)

This class undertakes advanced exploration of how literary works represent, construct, and evolve to respond to race and ethnicity in the Americas. We will examine how constructions of race and ethnicity in literary works intersect with similar constructions of gender, sexuality, or class, and how these constructions vary across time, cultures, and societies. Coursework will critically analyze the way that these forms of identity dynamically connect to systems of power and raise questions of justice. Prerequisite: Sophomore standing.

Prerequisites: None

Restrictions: Students with the 2025-2026 Registration Cohort attribute may not enroll.

Equivalent courses: ENGL 382

Attributes: CSD: Systems (CS)

ENGL 367 Studies in Contemporary Literature (4 Credits)

A selection of fiction, poetry and/or other forms written in the past 30-50 years. Recent courses have emphasized emerging forms, including graphic novels, hybrid works, and online works. Prerequisite: Sophomore standing.

Prerequisites: None

Restrictions: Students with a class of First Year may not enroll.

ENGL 369 Studies in Critical Theory (4 Credits)

Study of selected critical theories and application, using such approaches. Recent course offerings have included "Globalization and American Literature." Recommended for majors planning for graduate English studies. Prerequisite: Sophomore standing.

Prerequisites: None

Restrictions: Students with a class of First Year may not enroll.

ENGL 370 SCSU/SABRO COURSES (1-6 Credits)

Prerequisites: None

ENGL 370FA French Writers: Transformations in French & Francophone Society from 1945 to the Present (3 Credits)

Prerequisites: None

Corequisites: XXXX 52

Attributes: Human Experience (HE)

ENGL 370LA Harry Potter - London (4 Credits)

Prerequisites: None

Corequisites: XXXX 43

Attributes: Human Experience (HE)

ENGL 370LB The Nature of Story: Creative Writing (4 Credits)

Do you fancy yourself a novelist or a writer of short stories? Not sure how do you develop your main characters? How should you structure the plot? What point of view should you choose? The focus of this course will be decidedly practical as students learn to read as writers, gleaning tips on the craft. Students will consider the processes of writing, aiming to uncover various methods of confronting potential issues. London's own vibrant arts scene and literary traditions form a fascinating focus and locus for the study of creative writing. Class members will engage with local novelists, poets and playwrights through guest lectures and readings.

Prerequisites: None

Corequisites: XXXX 43

ENGL 370LC Literary London: Reading the Restless City - Abroad (4 Credits)

Is London fairly represented in literature? Has the way London is presented changed over time? Is there a difference in the London of a novel and the London of a travel guide? London is a city of stories and has been an inspiration and subject for writers over hundreds of years. This course introduces students to London, both as an object of enquiry and as source, setting, and inspiration for numerous literary texts. Exploring the places, tropes, symbols, and characters in a selection of texts enables students to think about the city in relation to key theoretical and historical/cultural events that have helped shape the way we each experience London. Different approaches to 'writing and reading' London are addressed alongside an analysis of the ways in which the city acts as a basis for critical interrogation and understanding.

Prerequisites: None

Corequisites: XXXX 43

Attributes: Human Experience (HE)

ENGL 370LD Shakespeare - Abroad (4 Credits)

You're undoubtedly familiar with William Shakespeare, but how did he and other Elizabethan wordsmiths define an era and create a timepiece of this dramatic time with their works? How are Elizabethan values and stereotypes portrayed within the works of the age's most celebrated poets, authors and playwrights? What was it like to enjoy live Elizabethan theatre? Students taking this course will be introduced to the life and work of William Shakespeare and his contemporaries through lectures, workshops, field trips and theatre visits.

Prerequisites: None

Corequisites: XXXX 43

Attributes: Human Experience (HE)

ENGL 370LE Travel Writing (4 Credits)

What is travelling and what does it mean to each of us. What is it for? Why do we travel, and how do we decide where to go? What is travel writing? What do we want from it? Do you feel more 'American' now you're out of America (if that's where you're from)? Why and How? As Tim Cahill, the legendary travel writer and former editor of 'Outside Magazine', once wrote, "It isn't the travelling, it's the writing." Cahill, Andrew Bain, Rory MacLean, Sara Wheeler, Rolf Potts, Bill Bryson—these are writers with wildly different styles, and many of them travel to completely mundane locations, but they all manage to learn something about themselves, and why they travel, in the process of writing. In other words, it's not where they go; it's how they experience the place, and how they write about that experience.

Prerequisites: None

Corequisites: XXXX 43

Attributes: Human Experience (HE)

ENGL 370PA Nobel Prizes in Spanish and Latin American Literature: A Critical Approach (3 Credits)

Prerequisites: None

Corequisites: XXXX 67

Attributes: Human Experience (HE)

ENGL 370R ENGLISH IN CORK (3-6 Credits)

Prerequisites: None

Corequisites: XXXX 63

Attributes: Human Experience (HE)

ENGL 370SA LIT/HIST 20 CENTURY EUROPE(HE) (3 Credits)

Prerequisites: None

Corequisites: XXXX 61

Attributes: Human Experience (HE)

ENGL 370SB Banned and Censored: Literary Scandals from the Middle Ages to the 21st Century - Austria (3 Credits)

Writing has always been the fuel for social change and revolution, and censorship is the favorite tool of rulers to control their subjects. There are many reasons why books have been banned throughout the ages; most official reasoning centers around obscenity or being unsuitable for the age or taste of the audience. The real reasons for censorship are more political: incitement for revolt, unwanted language around social issues, religious or gendered aspects of the piece of writing. This course examines selected books from the Middle Ages up to the 21st century and discusses both the official and the real reasons for censorship.

Prerequisites: None

Corequisites: XXXX 61

Attributes: Human Experience (HE)

ENGL 371 Individual Learning Project (1-4 Credits)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

ENGL 381 Literature by Women (4 Credits)

Selection of works written by women. Recent course offerings include "Literature by Women: African, Asian, and Caribbean." Prerequisite: Sophomore standing.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Restrictions: Students with a class of First Year may not enroll.

Equivalent courses: ENGL 361, GEND 360N

Attributes: CSD: Systems (CS)

ENGL 382 Race and Ethnicity in American Literature (4 Credits)

This class undertakes advanced exploration of how literary works represent, construct, and evolve to respond to race and ethnicity in the Americas. We will examine how constructions of race and ethnicity in literary works intersect with similar constructions of gender, sexuality, or class, and how these constructions vary across time, cultures, and societies. Coursework will critically analyze the way that these forms of identity dynamically connect to systems of power and raise questions of justice. Prerequisite: Sophomore standing.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Restrictions: Students with a class of First Year may not enroll.

Equivalent courses: ENGL 362

Attributes: CSD: Systems (CS)

ENGL 384 American Environmental Literature (4 Credits)

This course explores the long history of American writing about nature and the environment, with particular attention to questions of the human place in nature. Some of this literature is about exploration—what is out there? Some of this is about the utility of nature—what can we do with vast forests, grasslands, or rivers? But the most interesting examples are often about what we can learn from nature and what obligations we may have to non-human life—what is our place in nature? The styles and traditions of American nature/ environmental writing have changed dramatically over time and today are quite diverse, incorporating at times elements of philosophy, theology, ethics, science, economics, politics, and art. Through reading, thinking, and discussing, and writing critically about a wide range of examples from genre students will gain an appreciation for the depth of the American literary approach to nature, become familiar with many of the writers and texts that could be said to form a "canon" in the field. And will learn to actively engage such writing form a variety of approaches including historical analysis, ecocriticism, and ethical reasoning.

Prerequisites: None

Equivalent courses: ENGL 385L, ENVR 315

Attributes: Human Experience (HE), Thematic Encounter3 - Justice

ENGL 386 Studies in Film (4 Credits)

This course analyzes film through one or more theoretical aspects. Psychoanalytical, feminist, cultural studies, and reader-response theories are among possible approaches offered. Prerequisite: Sophomore standing. COMM 286 or ENGL 286 recommended.

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Restrictions: Students with the 2025-2026 Registration Cohort attribute may not enroll.

Equivalent courses: COMM 386

Attributes: Human Experience (HE), Thematic Focus - Justice

ENGL 387 Introduction to Linguistics (4 Credits)

Linguistics, as a discipline, is the scientific study of human language. This course will cover the core of linguistic study: phonetics and phonology (sounds and sound systems), morphology (word shapes), syntax (sentence structure), semantics (the meanings of linguistic forms), and pragmatics (meaning in context). We'll also look at a wide variety of other topics including sociolinguistics (language and identity), language contact, change, death, and revitalization; and writing systems. This challenging but fascinating topic area will prove relevant not only to students of English and education but also to those majoring in foreign languages, philosophy, psychology, or computer science. Prerequisite: Sophomore standing.

Prerequisites: None

Restrictions: Students with the 2025-2026 Registration Cohort attribute may not enroll.

Attributes: Abstract Structures (AS)

ENGL 390 English Capstone (4 Credits)

Analysis and discussion of significant literary texts. Students will complete a substantial research project designed to facilitate the transition to work or study beyond the undergraduate English degree. Thematic focus of the course varies with instructor.

Prerequisites: None

Restrictions: Students with the 2024-2025 Registration Cohort or 2025-2026 Registration Cohort attributes may not enroll.

Equivalent courses: ENGL 365, ENGL 365A, ENGL 365B, ENGL 365C, ENGL 365D, ENGL 368

ENGL 397 Internship (1-4 Credits)

Integration of the skills of the English major, a liberal arts background and the expectations of a career. Individually tailored by the student with the advice and approval of a department advisor and the college's director of internships. S/U grading only.

Prerequisites: None

Attributes: Experiential Engagement (EX)

English as a Second Language (ESL)

Courses fulfill Global Language Proficiency requirement for eligible students: ESL 101/102/103/104; ESL 105/106/107/108

ESL 201 English as a Second Language (ESL) (4 Credits)

ESL helps students improve their proficiency in English language for use in an academic context in the areas of listening, speaking, reading, and writing. This course will focus on: Listening to, responding to, and taking notes on spoken English, especially in an academic context; Pronunciation, discussion and public speaking practice, with emphasis on skills expected in an academic setting; Emphasis on academic vocabulary, grammar, and reading skills needed in college coursework; Emphasis on academic vocabulary, grammar and writing skills needed in college coursework.

Prerequisites: None

Equivalent courses: ESL 101, ESL 102, ESL 103, ESL 104

Attributes: Global Engagement (GL)

ESL 203 English as a Second Language (ESL) (4 Credits)

In this course, students continue to improve their proficiency in English language for use in an academic context in the areas of listening, speaking, reading, and writing. This course will focus on: Listening to, responding to, and taking notes on spoken English, especially in an academic context; Pronunciation, discussion and public speaking practice, with emphasis on skills expected in an academic setting; Emphasis on academic vocabulary, grammar, and reading skills needed in college coursework; Emphasis on academic vocabulary, grammar and writing skills needed in college coursework.

Prerequisites: None

Equivalent courses: ESL 105, ESL 106, ESL 107, ESL 108

ESL 271 Individual Learning Project (1-4 Credits)

This course gives students flexibility as to what aspect of Academic English they would like to work on. The focus can be on academic and professional English reading and writing skills, listening and speaking with public presentations, or enhancing academic English vocabulary. This course can be taken concurrently with an ESL course (4 credits) or on its own. This course is recommended for, but not limited to, short-term non-degree seeking students and visiting scholars as well as students who wish to join a part of an ESL course (4-credit course).

Prerequisites: None

English for Bilingual Students (EBS)

Courses fulfill Global Language Proficiency requirement for eligible students: EBS 210/211

EBS 201 English for Bilingual Students (2 Credits)

Designed for US bilingual/multilingual students, this course focuses on the two core skills of advanced academic reading and writing. The first part aims to strengthen academic reading and research skills and to improve academic vocabulary. The second part aims to strengthen academic writing with emphasis on essays and research papers. Students practice organizing, outlining, proofreading, editing, and revising. May count toward fulfillment of the global language requirement.

Prerequisites: None

Equivalent courses: EBS 210, EBS 211

Attributes: Human Experience (HE), Thematic Encounter 1/2-Movement

Entrepreneurship (ENTR)

ENTR 101A Entrepreneurship: A Film Study (2 Credits)

Explore the entrepreneurial mindset and skillset required for a successful entrepreneur through watching a series of major motion picture, TV series and/or documentary films. Class will unpack concepts of opportunity assessment, creativity and innovation, resources, risk taking, resiliency and relationship required to be an entrepreneur.

Prerequisites: None

ENTR 101B Innovation: This is Water? (2 Credits)

"It must be considered that there is nothing more difficult to carry out, nor more doubtful of success, nor more dangerous to handle than to initiate a new order of things. Niccolo Machiavelli wrote those words over 500 years ago, which is about as old as the word 'innovation' itself, something Adam Grant defines as introducing and advancing an idea. It's a concept that belongs to no particular major nor career path but one that I believe is central to each of us: making our own unique contribution. But how can we do that? In this class, we will learn the art of what Jane Hirshfield calls the hidden tangential approach, and what I call the art of wandering and wondering. We will explore the things that block our understanding so completely—blindness, biases and beliefs—that we don't even realize they are there. We will examine what Isaiah Berlin calls the "lower depths," those things that are too familiar and too obvious or too intimate and fleeting for us to perceive. We will discuss the concept of our default state, our way of seeing the world, and learn how we can challenge it, "not so much to see what no one has yet seen; but to think what nobody has yet thought about what everybody sees." And we will start where innovation always starts—with an idea that challenges our most basic assumptions about things and ourselves: David Foster Wallace's famous commencement address, This is Water.

Prerequisites: None

Restrictions: Students with the 2025-2026 Registration Cohort attribute may not enroll.

Equivalent courses: COLG 105M

ENTR 101C Improvisation (2 Credits)

Improvisation training develops your ability to think on your feet, listen and respond quickly and be able to adjust to different stimuli with confidence. The mind, body and voice work together to improve your communication skills; the pedagogy in this class is based on classic developmental exercises and improvisational games focused especially for the business oriented student. Every student will be involved during every class period. Attendance at 2 ARTE events is required.

Prerequisites: None

Attributes: Artistic Expression (AE)

ENTR 101D Social Ventures: Ideation to Impact (2 Credits)

Explore the concepts of opportunity/need assessment within the context of social change. Determine creative pathways to impact the social problem while learning the collaboration and benefit considerations for multiple stakeholders that will need to be engaged to create and sustain positive social impact.

Prerequisites: None

ENTR 101E Innovating Your Life: Defaults and Dogfish (2 Credits)

Innovation principles can be a strong guide to creating a life that leverages trends, opportunities and growth mindset as a foundation for continuous change that will be ahead both personally and professionally. Through readings, video clips and conversation, this course will continue to push your mindset on what your life path will have in store and your ability to embrace and leverage those opportunities. Course offered for S/U grading only.

Prerequisites: None

ENTR 101F Financial Concepts for Innovators and Entrepreneurs (2 Credits)

In this course, expand your understanding of financial concepts critical for successful venture launch and oversight. Topics that will be explored will include: financial statements and key financial ratios, budgets and forecasting, financial measurement and management and funding avenues for businesses from founding through venture growth. Course offered for S/U grading only.

Prerequisites: None

ENTR 101G Introduction to Product Design and Prototyping (2 Credits)

Students will be introduced to the process of designing, prototyping, and testing a potential product. The course will include learning to use computer-aided design (CAD) software and 3D-printing. Students will consider aspects of design important for a marketable and profitable product. Course offered for S/U grading only.

Prerequisites: None

ENTR 101H Storytelling for Entrepreneurs: Writing the Narrative of You and Your Venture (2 Credits)

Every venture – and every person, for that matter – has a story to tell, a narrative that differentiates them from the pack. Consistent, compelling communication of that story in an authentic voice is key to creating a strong brand or public identity. Uncover your unique story and learn how to tell it to through clear, creative, audience-focused communications – and polish those writing and video skills in the process. Course is offered for S/U grading only.

Prerequisites: None

ENTR 101I Sales Fundamentals (2 Credits)

Sales is key for the generation of revenue in all organizations – startup to large organizations, for profit to nonprofits. The success of every enterprise is highly dependent on the ability of individuals to develop and execute a sales strategy for clients to purchase the organization's product or service. The concepts in sales are also critical for a nonprofit/social enterprise construct and communicate a compelling vision, mission and impact for individuals and entities to gain funding support or in some instances pitch your organization's value proposition for capital investment or funding. In this course, students will be introduced to the foundational concepts of defining and understanding customer segments and their value propositions, opportunities and challenges while developing methods to develop strategies to communicate and negotiate the product/service impact to gain a win/win sales outcome. Offered for S/U grading only.

Prerequisites: None

ENTR 101J Ideas: Generation to Pitch (2 Credits)

The launch of any entrepreneurial venture begins with the seed of an "Idea". This course will provide you foundational skills through introduction of opportunity assessment and idea generation techniques to launch a venture, solve a business or social problem or explore various other possibilities. You will also gain experience in sharing your ideas through different pitch formats considering various venture stakeholders in order to move your idea forward, secure resources and launch. Offered for S/U grading only.

Prerequisites: None

ENTR 101K Small Business as an Agent for Change (2 Credits)

Small businesses account for a significant contribution to the US economy. Structured to efficiently adapt and adjust, small business founders and leaders are uniquely positioned to make positive impact on the economy, environment and communities to ensure that resources are available for future generations to thrive. The course will explore the principles and characteristics of sustainable for-profit small businesses, issues and models and the pathways for small business to make long-lasting changes to our economic, environmental and social practices. Offered for S/U grading only.

Prerequisites: None

ENTR 101L Entrepreneurship & Sports (2 Credits)

In this course, we will take a lens at how innovation and entrepreneurship has impact the wide and diverse space of sports – whether a sport as designed, products to support the sport or activities, research and technology impact in addition to resources (people, financial, infrastructure) to support the business of a particular sport industry. Students will engage in both innovation and entrepreneurial practices regarding opportunities or challenges they may see in the sport/sport entertainment industry as well as learn valuable lessons for their own entrepreneurial mindset and skillset from professionals engaged in this industry. Course offered for S/U grading only.

Prerequisites: None

ENTR 101M Multimedia Strategies For Entrepreneurs (2 Credits)

Social media gives entrepreneurs unprecedented opportunities to communicate directly with their customers and potential customers, and multimedia is key to getting and keeping their attention. Learn how to create video, audio and photo posts that deliver maximum impact on TikTok, Instagram, Facebook and more. Course offered for S/U grading only.

Prerequisites: None

ENTR 101N Unintended Consequences: Tech Changes the World (2 Credits)

Many entrepreneurs hope to make the world a better place. They are visionary game changers who disrupt the status quo by identifying and implementing innovative solutions to the world's most wicked problems. Yet, frequently, innovative solutions that may solve one problem, create additional, unforeseen problems and consequences. This course focuses on a selection of case studies related to technological change to help you identify problems, design solutions, and anticipate the potential unintended consequences of innovation. Course offered for S/U grading only.

Prerequisites: None

Attributes: Human Experience (HE), Thematic Encounter1/2 - Truth

ENTR 101O Creativity and Innovation (2 Credits)

Prerequisites: None

ENTR 101P Communication Essentials for Entrepreneurs (2 Credits)

Running a company requires strong communication in a variety of formats to a variety of audiences. You'll want to make your message clear and compelling whether you're crafting an email, drafting a memo, posting on social media, creating a killer PowerPoint or distilling information into an executive summary. You'll probably need a polished video presence, too. This course will tackle them all with the goal of making you a stronger, more confident communicator. Course offered for S/U grading only.

Prerequisites: None

ENTR 101Q Humane Design (2 Credits)

Prerequisites: None

ENTR 101R Indigenous Entrepreneurship (2 Credits)

Indigenous communities experience some of the greatest economic disparities in the United States. They are also some of the most innovative entrepreneurs, from the development of the \$40 billion tribal casino industry and advances in FinTech to revitalizing Indigenous farming and wild rice gathering. This course will explore how Indigenous communities respond to political and economic marginalization with innovations that impact the entire U.S. economy. By studying Indigenous businesses, students will learn how entrepreneurship can be a tool for empowering marginalized communities.

Prerequisites: None

ENTR 101S Negotiation Skills for Entrepreneurs (2 Credits)

We all negotiate every single day. This course will introduce practical skills that every negotiator must have. Students will gain skill in; reading body language, active listening, goal setting, communication, and closing tactics. Students will learn how to apply these fundamental skills to basic negotiation game theory, strategy, and tactics. No math, just instruction and exercises from the real world designed to prepare you to dive into it.

Prerequisites: None

ENTR 101T The Heart and Mind of an Entrepreneur (2 Credits)

This course examines what drives entrepreneurial passion. Are entrepreneurs born or made? The course concentrates on the exploration of the characteristics and attitudes of entrepreneurs and examines what specifically makes them successful. What constitutes the “entrepreneurial mindset” – the essential component that sets top entrepreneurs apart from others? Powerful real-world case studies, industry interviews, and an elite roster of successful entrepreneur guest speakers enhance the student experience. Discover your internal entrepreneur!

Prerequisites: None

ENTR 101U Moonlighting as an Entrepreneur (2 Credits)

It's common to hear an entrepreneur boast that they quit their job and cashed out their retirement to start their business. Truth be told – countless successful entrepreneurial ventures start as part-time side hustles. This course examines what it means to be a part-time entrepreneur. It examines powerful examples of successful businesses that can be formed while maintaining one's current career or pursuing other personal and professional goals. And yes – while attending college! Effective goal setting, priorities management, resource allocation, and the importance of achieving balance are critical strategies we'll examine.

Prerequisites: None

ENTR 101V Spreadsheet Analysis for Entrepreneurs (2 Credits)

This course will provide students with an overview of spreadsheet analysis & spreadsheet software. Students will learn intermediate to advanced spreadsheet functionality using Microsoft Excel. Students will be introduced to basic financial concepts such as break-even point analysis, loan payment calculation, feasibility analysis, and more. Students will complete a project using spreadsheets to determine the financial feasibility of an entrepreneurial venture.

Prerequisites: None

ENTR 101W Forethought: Why Thinking About Tomorrow is Today's Most Important Skill (2 Credits)

In this interactive, fast-paced class, global futurist and best-selling author Jack Uldrich (a graduate of St. John's Prep) will share the skills necessary to prepare students for a predictably unpredictable future while simultaneously giving them the confidence to create a better, bolder and more beautiful future. Topics covered will include: • The value of meditation and contemplation • Harnessing the power and vitality of imagination and creativity • Developing the ability to probe the future with better questions • Embracing uncertainty as a condition of the future • Recognizing ambiguity and paradox • Appreciating why humility and unlearning are critical components of navigating a rapidly changing world • Cultivating probabilistic thinking • Considering “unthinkable” scenarios • The necessity of long-term thinking; and • Exploring the wisdom in St. Benedict's advice to learn to listen with the ear of the heart.

Prerequisites: None

ENTR 101X From Lab to Launch: How Research Becomes Real-World Innovation (2 Credits)

Many of the world's most impactful inventions begin in research settings—but how do they move from discoveries and ideas to real-world applications? This course explores the journey from research to innovation, covering the key processes that bridge science, knowledge transfer, and commercialization. Students will gain a foundational understanding of research and development (R&D), technology and knowledge transfer, and entrepreneurial efforts—equipping them with the knowledge to navigate and contribute to the innovation ecosystem as future professionals, researchers, or entrepreneurs.”

Prerequisites: None

ENTR 101Y Artificial Intelligence for Applied Creativity (2 Credits)

Artificial Intelligence (AI) is transforming how we create, solve problems, and express ideas. This course introduces students to a range of AI tools—generative and analytical—that enhance creative thinking and productivity across disciplines. Students will learn how to design effective prompts, evaluate outputs, and integrate AI thoughtfully into their own work. Beyond practical applications, the course also examines the human role in the creative process, exploring how our judgment, curiosity, and context remain essential for AI to produce meaningful and valuable results.

Prerequisites: None

ENTR 201 Foundations of Entrepreneurship (4 Credits)

Interdisciplinary exploration of creativity and entrepreneurship. Students will be introduced to concepts such as curiosity, lateral thinking, idea generation, and creative problem-solving within the context of entrepreneurship. Different approaches to entrepreneurship and types of start-up firms will be examined. At the conclusion of the course, students will identify their entrepreneurial strengths and aspirations including a list of potential ideas for new ventures and preliminary steps toward launch.

Prerequisites: None

ENTR 271 Individual Learning Project (1-4 Credits)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

ENTR 280 Experiencing Entrepreneurship (1 Credit)

Students will be introduced to entrepreneurship, interviewing techniques as a research tool, organization operations basics, differences between nonprofit and for profit organizations, and career discovery techniques. Course is offered for S/U grading only.

Prerequisites: None

ENTR 301 Creating World Class Ventures (4 Credits)

This is the first in a three course sequence for the E-Scholars program. The course covers conceptual entrepreneurial skills needed to create a business that is globally competitive. Students will be introduced to the essential entrepreneurial tools of opportunity recognition, idea generation and feasibility for a potential world class venture. Students will prepare for and execute multiple informational interviews with entrepreneurs and people of interest to observe first hand best practices of entrepreneurial organizations. Students will also be introduced to issues of organizational integrity and ethics. Prerequisite: acceptance into the E-Scholars program and permission of instructor required.

Prerequisites: None

ENTR 302 Global Entrepreneurship (4 Credits)

This is the second course in a three course sequence. The course prepares students to refine their business ventures through framing and validating assumptions through methods of customer feedback, concept testing and prototypes. Students will also prepare for a global business trip, understand how markets and competition (economic dimension), power (political dimension), and culture (social dimension), and values (ethical dimension) influence start up decisions. The global trip includes engagement with foreign professors, business leaders and entrepreneurs as they are immersed in a foreign culture and face the challenge of transacting and collaborating with global business partners and markets. Prerequisite ENTR 301 & Acceptance to E-Scholars Program and written permission of instructor required.

Prerequisites: ENTR 301

ENTR 303 Entrepreneur Apprenticeship (4 Credits)

This is the final course in the E-Scholars program. It involves an individualized entrepreneurial experience. Students will reflect deeply on their global business travel experience. Students will be expected to complete a professional written business plan and business plan presentation. Prerequisite ENTR 302 and written permission of instructor required.

Prerequisites: ENTR 302

ENTR 304 Applied Entrepreneurship (4 Credits)

Entrepreneurs see opportunities in changes, gaps, trends, and problems. This course begins with a review of creativity concepts (curiosity, lateral thinking, idea generation, and creative problem-solving). Students are introduced to the process of opportunity recognition. Students then conduct a feasibility analysis on one or more new venture ideas. Students may consider issues in marketing, strategy, operations, human resources, and finance as they develop and present a complete feasibility analysis. Topics relating to ethics, social responsibility, technology, and personality may be investigated.

Prerequisites: None

Equivalent courses: MGMT 304

ENTR 310 Social Entrepreneurship (4 Credits)

Social Entrepreneurs identify and address social issues using entrepreneurial principles and approaches. They act as change agents at the local, national, and often global level and focus on creating value for those around them. An introduction to social entrepreneurship, this course will engage students in identifying important issues in today's world and creating potential entrepreneurial approaches to address those issues. Students will become familiar with this new field, meet active social entrepreneurs and develop their own social venture plans. Prerequisite: instructor permission, preference to students with service learning or nonprofit volunteer experience.

Prerequisites: None

ENTR 371 Individual Learning Project (1-4 Credits)

Supervised research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Examples of an ENTR project would be the development and testing of a prototype or creating and presenting a professional business plan for a new venture.

Prerequisites: None

ENTR 394 Entrepreneurship Practicum (4 Credits)

Supervised ENTR project at the upper-division level.. Examples of an ENTR project would be the development and testing of a prototype or minimum viable product. Students will create and present a professional business plan for a new venture.

Prerequisites: ENTR 201 and ENTR 304

Environmental Studies (ENVR)

ENVR 150 Introduction to Environmental Studies (4 Credits)

Interdisciplinary introduction to environmental studies. Case-based investigation of environmental issues combining perspectives from the social sciences, natural sciences, and humanities. Topics will vary but may include such subjects as endangered species, air/water pollution, environmental justice/racism, animal rights, global warming, ecotourism, agriculture, nature writing, campus ecology, and others. Both semesters.

Prerequisites: None

Attributes: Benedictine Raven (BN)

ENVR 175 Earth Systems Science (4 Credits)

An interdisciplinary introduction to the science underlying environmental issues. This course will focus on earth systems science, providing a basic understanding of how the earth's hydrosphere, lithosphere, atmosphere and biosphere work and how they interact. Both semesters.

Prerequisites: None

Corequisites: ENVR 175L

Attributes: Natural World (NW), Quantitative Reasoning (QR)

ENVR 175L Laboratory (0 Credits)

Prerequisites: None

Corequisites: ENVR 175

ENVR 210 Environmental Field Experience (2 Credits)

Environmental Field Experience offers students the opportunity to apply a range of disciplinary and interdisciplinary field methods to a specific topic and geographical area. The course will incorporate on-campus work in the classroom, lab and outdoors with a multi-day field component off campus. The topics will be selected to offer breadth of exposure to methods and access to suitable field sites. Each iteration will provide students with an introduction to and practice with field methods from at least two different disciplines, along with the opportunity to apply them to a discrete topic/project in the off-campus portion of the course. This is a one-credit course that will include a mandatory field experience after graduation. The class is intended for both ENVR majors and minors; students from other majors are welcome as space permits. Topics and locations will vary.

Prerequisites: (ENVR 150 or ENVR 150Z) and (ENVR 175 or ENVR 175Z)

ENVR 215 Sustainability Workshop (2 Credits)

This course will examine campus and local community sustainability issues from an interdisciplinary perspective. Through experiential education and hands-on learning students will explore and analyze campus and community projects related to energy, transportation, landscaping, water, waste management and more. Utilizing the “triple bottom line” approach of sustainability, students will apply their learning to “workshop” ideas and actions to develop solutions and recommendations for best practices in campus and community sustainability. Course is intended for students of any major who are interested in exploring the intersection of sustainability with their life and career goals. Approved elective for Environmental Studies majors/minors and Climate Studies minors.

Prerequisites: None

ENVR 2700A Introduction to Human-Environmental Systems (4 Credits)

Nature of human geography; Demography of world population; Food resources; Urbanisation: models of urban structure, functional areas in cities, cities in developing countries; Politico-geographical organisation: nations and states in conflict, regions in the news; Environmental systems on a global scale: fluvial, arid, karst, coastal and glacial environments; Ecosystems and humans; Utilisation of environmental resources: global occurrence, use and depletion of non-renewable energy, water and soil resources; Practical mapping and graphics.

Prerequisites: None

Corequisites: XXXX 64

ENVR 271 Individual Learning Project (1-4 Credits)

Supervised reading or research at the lower-division level. Permission of program director required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

ENVR 275 Humans and the Environment (4 Credits)

An interdisciplinary scientific exploration of environmental issues through case studies. Specific case studies will be chosen by the instructor, but will typically center around the broad topics of population, climate change, food and agriculture, biodiversity, pollution and energy. Both semesters.

Prerequisites: ENVR 175 or ENVR 175Z

Corequisites: ENVR 275L

ENVR 275L Laboratory (0 Credits)

Prerequisites: None

Corequisites: ENVR 275

ENVR 279A Environmental Methods and Analysis (4 Credits)

This course serves as an introduction to the analytical tools and metrics of environmental studies, providing students with quantitative and qualitative methodological skills germane to environmental problem solving that can be applied in upper division courses and in their own research projects. Emphases will include basic quantitative literacy, units of measurement commonly used in environmental fields, estimation, basic applied statistical analysis, cost-benefit and other economic metrics, textual analysis of survey and interview data, and data visualization through construction of graphics and maps. Students will also be guided through the process of collecting both primary and secondary data. Students will learn to apply these methods and to critique the use of similar methods by the media, in marketing campaigns and by other researchers.

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Equivalent courses: ENVR 250

Attributes: Social World (SW), Thematic Focus - Truth

ENVR 280MA Sustainable Scandinavia (2 Credits)

This course will introduce students to the Nordic Model of social democracy as a framework for addressing sustainability. While we will address all three components of the sustainability (social, economic, and environmental), approximately 2/3 of the course materials will focus on environmental sustainability. The course takes place largely in southern Sweden, and topics include energy (renewable energy, small-scale energy networks, and waste-to-energy plants), sustainable transpiration networks, shared/cooperatives, planned neighborhoods, compulsory recycling, gender equity initiatives, work-life balance regulation, and outdoor preschools. In addition to reading about these topics, students will experience them first hand on site visits. Students will also attend thesis presentations by students graduation with a Master's in Environmental Studies and Sustainability Science and Lund University.

Prerequisites: None

ENVR 300AA Introduction to Environmental Law (4 Credits)

Environmental Law emerged as a distinct legal subfield in response to the popular environmental movement of the 1960s/70s and the wide range of new environmental laws passed by Congress in response. This course will introduce the four broad pillars of US environmental law, including natural resource conservation and wildlife protection, air & water quality management, the regulation of toxic materials, and environmental impact assessment. Topics covered will include laws related to pollution, land use, toxins, energy, wildlife, natural resources, and air/water quality. Focused case studies on the National Environmental Policy Act, Clean Air Act, Clean Water Act, Toxic Substances Control Act, Resource Conservation and Recovery Act, and the Comprehensive Environmental Response, Compensation and Recovery Act ("Superfund") will serve as foundations for exploring related case law and developing skill in legal analysis/argumentation. No prior knowledge of the law is assumed, so the course will also address critical background material on topics such as federalism, the courts, property and torts, administrative law, and relevant constitutional law.

Prerequisites: None

ENVR 300D World Literature of Climate Change (4 Credits)

This course explores literary writing from around the globe about climate change, with particular attention to questions of post-coloniality and environmental justice. Texts will include readings from every continent, including Antarctica, as well as genres ranging from poetry to literary theory to "cli-fi" (climate science-fiction). Through reading, thinking, discussing, and writing critically about a wide range of genres and cultural expressions, students will gain an appreciation for the depth of the world's literary approaches to the climate crisis. Students will learn to actively engage such writing from a variety of approaches including historical analysis, ecocriticism, and ethical reasoning.

Prerequisites: None

Attributes: Human Experience (HE), Thematic Encounter3 - Justice, Writing Requirement (WR)

ENVR 300K God and Nature (4 Credits)

This course surveys the relationships between Western religions and the natural world. The course traces the historical development of how nature has been perceived, beginning with Jewish and Christian origins, proceeding through the Middle ages and into modernity, giving special attention to the interactions between Christianity and other faiths (e.g., pre-Christian European traditions and Native American spiritualities). The primary focus of the course concerns contemporary issues within the United States, including religious environmentalism within church bodies and the non-profit sector, forms of spirituality within environmentalism, eco-feminism, the environmental justice movement, nature religions, and contested depictions of the natural world within Christianity.

Prerequisites: None

ENVR 300P Environmental Writing (4 Credits)

This course will offer the experience of exploring the interplay between the world of woods (nature) and the world of words (literature). Students will read, analyze and discuss a wide range of nature writing, but the main focus of the class will be on the creation of their own body of nature-based, written work, primarily in the form of creative nonfiction. Emphasis will be placed on the development of individual voices and styles.

Prerequisites: None

Restrictions: Students with the 2025-2026 Registration Cohort attribute may not enroll.

Equivalent courses: ENGL 315C

Attributes: Artistic Expression (AE)

ENVR 300Q Environmental Health (4 Credits)

This course will explore the health of the environment and how it relates to public policy by examining the issues and problems associated with environmental pollution and how pollutants impact our ecosystem. Students will develop an understanding of the physical processes involved in polluted environments as well as the socioeconomic consequences. Topics may include energy and resources; water treatment; geoengineering; climate change; remediation strategies; environmental public policy; in addition to pollution in the air, water, and soil including heavy metals, toxic organic compounds, ozone, greenhouse gases and pesticides.

Prerequisites: None

ENVR 300Z Outdoor Adventure Education & Leadership (2 Credits)

This course explores the foundational theory, pedagogies, and history of Outdoor Adventure Education (OAE) for children and adults. Utilizing a variety of adventure-based activities (e.g. rock climbing, backpacking, canoeing), students will apply OAE concepts to curriculum design, instruction, and leadership development. Classroom instruction in theory will be complimented by practica that will develop applied skills in adventure activities along with the associated facilitation techniques, risk assessments, and group management skills necessary to conduct effective OAE lessons. This course will be a combination of classroom lecture and discussion along with adventure-based experiential learning occurring mostly outdoors. All students interested in outdoor recreation, environmental education, work with youth and/or adult programs and camps, natural resource management, team building, and education pedagogies are encouraged to enroll regardless of major or minor. Notes: An optional weekend workshop leading to Wilderness First Aid and CPR certification, which is often needed for employment in the field, will be offered in spring.

Prerequisites: None

ENVR 303 Climate Action Workshop (4 Credits)

This course involves exploration of climate policy and climate justice action at the national, regional, and local level. Students will learn about climate change and its effects, policies, and technologies to address climate change, and debates over taking action, focused on the national and local level. Students will gain hands-on organizing skills through planning an event around climate justice, interview climate justice stakeholders in the MN region, and engage in solidarity work with MN-based climate justice organizations, including attendance at local events. Offered annually.

Prerequisites: ENVR 303 is a Thematic Focus Course. You must take INTG 100 or 205 prior to taking a Thematic Focus Course. You must take a Cultural and Social Difference: Identity (CI) course prior to or at the same time as Thematic Focus Courses.

Restrictions: Students with a class of First Year may not enroll.

Attributes: Experiential Engagement (EX), Thematic Focus - Justice

ENVR 305 United Nations Climate Change Conference (4 Credits)

This course involves preparation for, research in support of, and attendance at the United Nations Framework Convention on Climate Change (UNFCCC) annual Conference of Parties (COP). Students will learn about climate change and its effects, policies and technologies to address climate change, and debates over taking action, all at the global level. Each student will focus on one aspect of climate change, writing a research paper that includes both preliminary research before the conference and original research at the conference itself, attending sessions devoted to that issue and interviewing stakeholders from around the world. Participants are required to attend the COP during the semester they take this course. Enrollment is by permission of instructor only. Applications for this course are accepted each spring semester. Students accepted into the course will be enrolled in the course by the instructor. Offered each fall.

Prerequisites: None

Restrictions: Students with the 2025-2026 Registration Cohort attribute may not enroll.

Equivalent courses: ENVR 300V

Attributes: Experiential Engagement (EX), Social World (SW), Thematic Encounter3 - Justice

ENVR 306 Global Climate Change Policy (SW) (2 Credits)

This course involves intensive study and role play of global solutions to climate change, centered around the United Nations (UN) process. Students will learn about policies and technologies to address climate change and debates over taking action, all at the global level. Students will also learn about the UN Framework Convention on Climate Change (UNFCCC), in preparation for a multi-week role play of the UN climate negotiations in which each student plays a country or organization. Each student will complete research papers and speeches to support their role in the role play, becoming experts on particular countries or organizations and how they approach implementation of the Paris Agreement. Students will virtually interview stakeholders to inform the research for their role play and papers. This course can be combined with ENVR 305 (which travels to the annual Conference of the Parties to the UNFCCC) to create a 4-credit course. Offered annually.

Prerequisites: None

Restrictions: Students with a class of First Year may not enroll.

Attributes: Social World (SW), Thematic Encounter3 - Justice

ENVR 310 Environmental Geography (4 Credits)

This course is an upper level, reading intensive course focusing on global environmental issues from the perspective of geography. Using water as a topical focus, the course will consider human modifications of and responses to the environment; the sometimes unintended consequences of such actions; and water as a key resource and potential source of conflict in the 21st century. As an environmental studies course, the subject matter is interdisciplinary and will include physical geography. Annually.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Attributes: CSD: Systems (CS)

ENVR 311 Introduction to Geographical Information Systems (4 Credits)

This is an introductory course in Geographic Information Systems (GIS). GIS is designed to collect, store, and use spatial and geographical information, such as land use, property ownership, roads, rivers, lakes, forest cover type, elevation, versus tract boundaries and data, and political boundaries. In this course, students will learn to use ESRI's ArcGIS software within a larger context that also includes a history of cartography, the uses and abuses of maps, elements of map design, mental maps, participatory GIS, and a range of ethical issues that must be considered in learning how to use this powerful technology responsibly. Annually.

Prerequisites: None

Equivalent courses: ENVR 300A

Attributes: Abstract Structures (AS)

ENVR 315 American Environmental Literature (4 Credits)

This course explores the long history of American writing about nature and the environment, with particular attention to questions of the human place in nature. Some of this literature is about exploration—what is out there? Some of this is about the utility of nature—what can we do with vast forests, grasslands, or rivers? But the most interesting examples are often about what we can learn from nature and what obligations we may have to non-human life—what is our place in nature? The styles and traditions of American nature/ environmental writing have changed dramatically over time and today are quite diverse, incorporating at times elements of philosophy, theology, ethics, science, economics, politics, and art. Through reading, thinking, and discussing, and writing critically about a wide range of examples from genre students will gain an appreciation for the depth of the American literary approach to nature, become familiar with many of the writers and texts that could be said to form a “canon” in the field. And will learn to actively engage such writing from a variety of approaches including historical analysis, ecocriticism, and ethical reasoning.

Prerequisites: None

Attributes: Human Experience (HE), Thematic Encounter3 - Justice, Writing Requirement (WR)

ENVR 320 Research Colloquium (4 Credits)

In depth, interdisciplinary study of a single topic in environmental studies. By design the course will provide both depth of exposure in a topic and methodological instruction and application of research skills in the field, as preparation for the research requirements of other upper division ENVR courses and for the application in post-collegiate career settings. Topics will vary each semester, but skills covered will include group discussion, formal oral presentation, poster design and presentation, secondary literature analysis, research design, collaborative project design and implementation, and written presentation of research results. This course is intended for junior/senior Environmental Studies majors and must be taken before enrolling in the ENVR 395: Research Seminar capstone. Both semesters.

Prerequisites: ENVR 279A

Restrictions: Students with the 2025-2026 Registration Cohort attribute may not enroll.

Attributes: Writing Requirement (WR)

ENVR 323 Conservation and Natural Resource Management (4 Credits)

The course focuses on the management and conservation of natural resources in the United States, including the national parks, national forests, oil/gas/mineral resources, surface and ground water, fisheries, wildlife, grazing/rangeland, and other publicly-managed resources. It explores the scientific, economic, cultural, legal, administrative, and political dimensions of natural resource management challenges faced by resource managers at a variety of levels from local lake associations to state departments of natural resources to federal agencies like the US Forest Service, National Park Service, and Bureau of Land Management. Through an interdisciplinary approach we will examine specific issues faced by agencies tasked with managing parks, wildlife, fisheries, hunting, mining, grazing, logging, recreation, and other resource uses. Specific attention will be paid to the various roles of public-sector employees and careers related to natural resource management within public agencies, as well as to the legal and political contexts for decision-making and conflict resolution. The course is open to all majors and anyone with an interest in natural resource management, ecology, environmental conflicts, environmental law and policy, public-sector management, government, politics, outdoor recreation, and related topics.

Prerequisites: None

Equivalent courses: ENVR 300N

Attributes: Thematic Encounter3 - Movement

ENVR 327 Gender & Environment (4 Credits)

This course explores the links between gender, women, and environments, with an emphasis on the interconnections between environments and the workings of power that shape gender-based inequality, resistance, and strategies for social change. Through reading, discussion, documentary films, and research projects, we will explore how gender inequalities and norms of femininity and masculinity shape and are shaped by environments. The course will focus on local (U.S.) and global climate change; women's leadership in the environmental movement and community resilience; development; gendered perceptions of environmental risk; queer perspectives on environmental issues; how gendered divisions of labor (particularly care of children and elderly) affect environmental experiences; sustainable agriculture and redistribution of global resources; the effects of globalization and militarism on women and the environment; social constructions of gender and science; and the relationship between gender and environmental policy-making, inequalities, and health.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Equivalent courses: ENVR 300U, GEND 360M

Attributes: CSD: Systems (CS)

ENVR 331 Science of Climate Changes (4 Credits)

Heated ideological debates and images of imminent environmental catastrophe generated by the issue of climate change often obscure the scientific foundation upon which it rests. In this course we will explore:

(i) Earth's climatic history and how we know about this history, (ii) the drivers of climate change past and present, and (iii) the impact of climate changes and stability on the biosphere and human societies on the past. By understanding how climate naturally changed in the past we will be able to better understand current human-driven change. The impacts of, and potential solutions to the current climate crisis will be covered within this historical context.

Prerequisites: None

Equivalent courses: ENVR 300G

ENVR 331L Laboratory (0 Credits)

Prerequisites: None

Corequisites: ENVR 331

ENVR 333 Sustainable Agriculture Science (4 Credits)

Managing agricultural landscapes to provide the world with sustainable food, fiber, and fuel while conserving the environment and addressing climate change is a grand challenge of 21st century agriculture. This course examines agroecosystems as complex adaptive systems characterized by interactions and feedbacks among organisms, the atmosphere, climate, and the cycling of elements at local to global scales. Key elemental cycles of carbon and nitrogen and how human activities are affecting these cycles, and creating environmental challenges will be emphasized. Soil and crop management practices and resulting interactions between soil, water, organisms, and organic and chemical inputs form the basis for discussions on diverse cropping systems, soil health, water quality and quantity, bioenergy, greenhouse gases, and sustainability.

Prerequisites: None

Corequisites: ENVR 333L

Equivalent courses: ENVR 300T

Attributes: Natural World (NW), Thematic Encounter3 - Movement

ENVR 333L Laboratory (0 Credits)

Prerequisites: None

Corequisites: ENVR 333

Equivalent courses: ENVR 300TL

ENVR 360 U.S. Environmental History (4 Credits)

Environmental history is the study of the relationship between humans and nature over time. This course examines the changing American understanding of nature in the 19th and 20th centuries with particular attention to the development of public policies toward natural resources and wildlife, the emergence of a new set of values recognizing non-utilitarian values in nature, and to the evolution of the conservation and environmental movements. Intellectual, political, economic, scientific, and social evidence will all be examined in the process of placing nature back into the human history of North America. This course is suitable for students of any major, including those who have not taken a previous history course.

Prerequisites: None

Equivalent courses: HIST 360

Attributes: Human Experience (HE)

ENVR 370AA Geographic Information Systems-Australia (4 Credits)

Prerequisites: None

Attributes: Abstract Structures (AS)

ENVR 370FA Sustainable Development & Food Production in the Mediterranean Landscape - France (3 Credits)

Prerequisites: None

Corequisites: XXXX 52

Attributes: Experiential Engagement (EX)

ENVR 370GA URBAN SUSTAINABILITY (3 Credits)

In "Contemporary Urban Spaces" we see that the city, basin and peripheries of Athens have been in constant transformation since its modern foundation. The Athenian landscape, environment, society and urban fabric comprise a frantic, diverse and complex laboratory of change – designed, informal, democratic, entropic, catastrophic, top-down and bottom-up. Here the immense pressures, challenges and opportunities for the contemporary Mediterranean Metropolis and other global cities may be elucidated and projected upon in medias res. Against the ancient walks capes, vibrant commons, human scale, deep palimpsest, horizontal density, living typologies, enclave nature, waste landscapes, water networks, migration patterns, crisis conditions, civitas and public space of the contemporary city. This analysis and representation seminar will examine the role and potential of Urban Planning and Design and the challenges of endemic and upcoming (climate) Change in ten specific zones, areas or urban enclaves of Athens – all exemplary locations of resistance, flux or genesis of urban transformation. How do contemporary theories of urbanism measure up against these places? What can design do to affect a city's future? What new spaces, architectures, structures and environments emerge at the edge of the crisis and the wake of even greater challenges? The "Contemporary Urban Spaces" course will be structured in lectures, student presentations and a number of walks. Students will document their research in papers, maps & media. The seminar may also be complemented by an independent design studio component (U372).

Prerequisites: None

ENVR 370GB Planetary Ecology: Climate Science, Climate Solutions (3 Credits)

Prerequisites: None

Corequisites: XXXX 53

ENVR 3700 Sustainable Agriculture (3 Credits)

Prerequisites: None

Corequisites: XXXX 64

ENVR 3700A Geographical Information Systems (4 Credits)

Introductory overview and comprehension of GIS in the context of geo-information science; The nature of geographical data, data models, coordinate systems and map projections; GIS processes: data capturing, ordering and storage, manipulation and analysis; Map design and cartographic visualisation with a GIS; GIS applications

Prerequisites: None

Corequisites: XXXX 64

ENVR 3700B Natural Forest Ecosystem (2 Credits)

Prerequisites: None

Corequisites: XXXX 64

ENVR 3700C Sustainable Agriculture - South Africa (3 Credits)

Prerequisites: None

Corequisites: XXXX 64

ENVR 370R ENVIRONMENTAL IN CORK (3-6 Credits)

Prerequisites: None

Corequisites: XXXX 63

ENVR 371 Individual Learning Project (1-4 Credits)

Supervised reading or research at the upper-division level. Permission of program director required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

ENVR 377A Energy and Society (4 Credits)

This course explores the relationship between energy and society. Through diverse materials and field trips, we will learn about the energy infrastructures that power our society, the social, political, and cultural factors that shape energy production and consumption, and the relationship between energy, environment, and climate. Throughout, we will examine how all of these factors inform inequalities in who has access to energy and who is impacted by energy extraction, processing, transportation, and consumption. Students will leave the course prepared to assess the social and environmental impacts and benefits of different types of energy, and to contribute to discussions about building sustainable and just energy futures.

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Equivalent courses: ENVR 300X, ENVR 317

Attributes: Social World (SW), Thematic Focus - Justice

ENVR 378A 20th Century World Environmental History (4 Credits)

This course explores the history of the 20th century world through an environmental lens, emphasizing relationships between humans and the natural world, the impacts of social/political/economic systems on nature, and the evolving use of natural resources in human societies. Movements of people, raw materials, capital, manufactured goods, and living material between ecosystems receive particular attention. The impacts of human action on the natural world, including resource extraction, large-scale construction, agriculture, transportation of species between ecosystems, warfare, migration, and the generation of pollutants will be followed through the century on scales ranging from regional to global. Students will develop an understanding of how humans have shaped the environments they inhabit both directly and indirectly, how nature influences culture over time, and how the environmental crises of the 21st century are rooted in historical events, decisions, and actions. The skills of historical analysis and argumentation will be practiced throughout the course as well.

Prerequisites: None

Equivalent courses: ENVR 278A, HIST 278A

Attributes: Human Experience (HE), Thematic Focus - Movement

ENVR 395 Research Seminar (4 Credits)

Capstone seminar for majors/minors; intensive research project and formal presentation in collaborative setting. Both semesters.

Prerequisites: ENVR 320

Restrictions: Students with the 2024-2025 Registration Cohort or 2025-2026 Registration Cohort attributes may not enroll.

ENVR 397 Internship (1-8 Credits)

Supervised career exploration which promotes the integration of theory with practice. An opportunity to apply skills under direct supervision in an approved setting. Prerequisites: approval of the department chair and a faculty moderator; completion of the pre-internship seminar.

Prerequisites: None

Attributes: Experiential Engagement (EX)

Exercise and Health Science (EXHS)

EXHS 111 Introduction to Exercise and Health Science (4 Credits)

In this course, students will be introduced to the discipline of exercise science and its application to health science, sports, and physical activity. Students will examine a wide range of exercise science topics, including foundational terminology and concepts, professionalism, ethics, certification and licensure, career opportunities, and evidence-based practice.

Prerequisites: None

Attributes: Benedictine Raven (BN)

EXHS 203 Coaching Methods (2 Credits)

In this course students will learn best practices for coaching and teaching sport skills, as well as creating effective practice plans. Students will practice analyzing exercise and sport techniques, identifying errors, and providing effective feedback. Students enrolled in this course will actively participate in coaching sessions with peers. Fall and Spring.

Prerequisites: None

Equivalent courses: ESSS 203, PHED 203

EXHS 204 Sport Nutrition (2 Credits)

In this course students will discuss and apply the role of various nutrients in sport performance and body composition for athletes. Issues related to drug and supplement use as well as their legality and effects on performance will also be addressed. Fall.

Prerequisites: None

Equivalent courses: ESSS 204, PHED 204

EXHS 210 Functional Human Anatomy (2 Credits)

In this course, students will examine the macroscopic structure and function of bones, joints, and muscles, and how these structures contribute to human movement. Spring.

Prerequisites: None

EXHS 211 Exercise Science Laboratory Skills (2 Credits)

Competency in laboratory testing and techniques is important for collecting high quality data. In this course, students will develop competency in performing lab skills used by exercise and health scientists. Students will learn to measure physiological variables at rest and during exercise, how to perform maximal and submaximal exercise testing, proper blood draw and safety procedures, the importance of data confidentiality, and common techniques for quantifying physical activity.

Prerequisites: EXHS 111

EXHS 220 Sport Identity (4 Credits)

This course examines personal identity and how it intersects/interacts with cultural and gender roles related to sport experiences. Students will understand that sport serves as a lens that reflects and defines societal roles, beliefs, and values. Historical, political, and economic views/events will be compared/contrasted with contemporary American sport culture. Underrepresented ethnic groups, physical abilities and gender identity will be discussed in relation to sport representation/power. Intercultural communication and personal bias regarding others will also be discussed. Students will learn to discuss, collaborate with peers, and orally present well-researched course related topics to the larger class. Not offered regularly.

Prerequisites: None

Attributes: CSD: Identity (CI)

EXHS 230 Sports Injury Management I (2 Credits)

In the context of preparing students to become effective, athlete-centered athletic coaches, part one of the two course sequence provides a foundation for best practices in the preparation for, and prevention, recognition, and care of, sports related emergency situations. The skills taught in this course do not replace professional medical help but offer guidelines and techniques for recognizing and managing emergency conditions until advanced medical help arrives.

Prerequisites: None

Equivalent courses: ESSS 230

EXHS 231 Sports Injury Management II (2 Credits)

In the context of preparing students to become effective, athlete-centered athletic coaches, part two of the two course sequence provides a foundation for best practices in the prevention, recognition, and care of sports related injuries of the extremities, including the role of the coach in designing and implementing conditioning programs to help prevent athletic injuries. The skills taught in this course do not replace professional medical help but offer guidelines and techniques for recognizing and managing bone, muscle, and joint injuries until advanced medical care is provided. Spring.

Prerequisites: EXHS 230 or ESSS 230

Equivalent courses: ESSS 209, ESSS 231

EXHS 271 Independent study (1-4 Credits)

Supervised reading or research at the lower-division level. Approval of department chair required. Not available to first-year students.

Prerequisites: None

Equivalent courses: ESSS 271, PHED 271

EXHS 299 Research Practicum (1-4 Credits)

The student will work jointly with a faculty member in conducting a faculty-designed research project. The course is repeatable for a maximum of four total credits in the department. Permission of instructor required.

Prerequisites: None

Equivalent courses: ESSS 299

Attributes: Experiential Engagement (EX)

EXHS 302 Clinical Healthcare: Theory and Application (4 Credits)

Introduction to the field of clinical assessment of athletic injury and pathology. This course will cover evaluation protocols, initial and progressive management, and principles of rehabilitation. The course includes a laboratory for skill acquisition in hands-on musculoskeletal function evaluation focusing on functional anatomy and the use of special tests to augment evaluation. Spring of even years.

Prerequisites: EXHS 111 and (EXHS 210 or BIOL 325)

Corequisites: EXHS 302L

EXHS 302L Laboratory (0 Credits)

Prerequisites: None

Corequisites: EXHS 302

EXHS 303 Physical Activity Epidemiology (4 Credits)

Physical activity epidemiology uses large population-based studies to link behavioral, environmental, and other factors that influence physical activity to health outcomes. This course will use an evidence-based approach to examine how we understand factors that influence health and efforts to increase physical activity. Students will examine methods to assess health as well as subjective and objective methods to measure physical activity, inactivity, and health behaviors. Students in this course will also study basic epidemiological research design including strengths and weaknesses through critical review of major studies. Students will also examine and critique current public health intervention efforts to increase physical activity at the individual and population levels. Not offered regularly.

Prerequisites: (ESSS 111 or EXHS 111) and (EXHS 379A or EXHS 379B)

EXHS 306 Biomechanics (4 Credits)

In this course, students will learn, integrate, and apply basic mechanical principles that influence human motion in sport, exercise, and everyday life. Concepts that will be discussed during this course include force and torque (kinetics), linear and angular motion (kinematics), and mechanical characteristics of some biological tissues. Students will also access, read, and evaluate primary research and then synthesize findings to arrive at evidence-based decisions. The laboratory component of the course will emphasize analytical thinking and problem-solving skills through the qualitative and quantitative assessment of human movement. Spring.

Prerequisites: EXHS 111 and (EXHS 379A or EXHS 379B) and (EXHS 210 or BIOL 325)

Corequisites: EXHS 306L

Equivalent courses: ESSS 306, PHED 306

Attributes: Natural World (NW)

EXHS 306L LABORATORY (0 Credits)

Prerequisites: None

Corequisites: EXHS 306

Equivalent courses: ESSS 306L, PHED 306L

EXHS 308 Exercise Physiology (4 Credits)

In this course students will advance their understanding of the human body's physiological response to exercise. Topics include acute responses and chronic adaptations of the muscular, cardiovascular, respiratory, endocrine, and bioenergetics systems to exercise induced stress. Environmental influences on performance and sex differences will also be explored. In the laboratory portion of the course students will practice the scientific method by assessing physiological capacities using the laboratory assessment methods. Fall.

Prerequisites: (EXHS 379A or EXHS 379B) and (EXHS 258 or BIOL 216 or BIOL 323 or BIOL 326)

Corequisites: EXHS 308L

Equivalent courses: ESSS 308, PHED 308

Attributes: Natural World (NW), Writing Requirement (WR)

EXHS 308L LABORATORY (0 Credits)

Prerequisites: None

Corequisites: EXHS 308

Equivalent courses: ESSS 308L, PHED 308L

EXHS 310 Principles of Strength Training and Conditioning (4 Credits)

Students will develop a functional understanding of exercise science as it applies to strength training and conditioning. Exercise science concepts and principles will be applied to assess human performance, and to design evidence-based exercise programs. In the laboratory portion of the course, students will develop a practical understanding of the principles of test selection and administration, and the principles used to effectively instruct physically active individuals in safe and effective exercise technique.

Prerequisites: (EXHS 210 and BIOL 216) or (EXHS 210 and BIOL 323) or BIOL 325

Corequisites: EXHS 310L

Equivalent courses: ESSS 310

EXHS 310L LABORATORY (0 Credits)

Prerequisites: None

Corequisites: EXHS 310

Equivalent courses: ESSS 310L

EXHS 323 Sport in a Diverse Society (4 Credits)

Students will examine how sport serves as a microcosm of the greater world and how it is a prism through which larger cultural and gender-related issues, values and beliefs can be studied. Historical, political and economic views will be addressed along with LGBTQIA+ issues, Title IX, and feminist perspectives as they intersect with all levels of sport. Students will learn about their own personal culture and other cultures and sub-cultures. Intercultural communication, questions related to justice, and personal bias regarding others will also be explored.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: Identity (CI).

Attributes: CSD: Systems (CS)

EXHS 324 Sports and Exercise Psychology (4 Credits)

In this course, students will examine psychological theories and concepts as they apply to exercise and sport participation and performance. Students will use critical thinking and evidence-based decision-making skills to examine issues and solve problems related to sport and exercise psychology. Students will also discuss professional and ethical issues and apply ethical decision-making skills to the practice of sport psychology. Spring.

Prerequisites: EXHS 111 or PSYC 111 or PSYC 111Z or HONR 220E

Attributes: Social World (SW), Thematic Encounter3 - Truth

EXHS 371 Independent Study (1-4 Credits)

Supervised reading or research at the upper-division level. Approval of department chair and completion and/or concurrent registration of 12 credits within the department required. Not available to first year students.

Prerequisites: None

Equivalent courses: ESSS 371

EXHS 373A Personal Fitness Training (4 Credits)

This course is designed for future fitness and health professionals who are interested in helping individuals, communities, and groups gain the benefits of participating in regular physical activity in a positive and safe environment. Students will integrate and apply theories and principles of personal fitness training including fitness assessment, exercise program design, general nutrition education, group exercise instruction, and injury prevention to develop evidence-based exercise programs for healthy individuals, groups, and special populations.

Prerequisites: EXHS 111 and (BIOL 216 or BIOL 325)

Corequisites: EXHS 373AL

EXHS 373AL Laboratory (0 Credits)

Prerequisites: None

Corequisites: EXHS 373A

EXHS 379A Research Methods in Exercise and Health Science - Natural World (4 Credits)

This course emphasizes the search for truth and the ways in which this search is conducted. Students will be introduced to the wide continuum of research methodologies and experimental designs used in the fields of exercise science and health. Students will study each step of the scientific process with emphasis on the elements leading up to data collection, including identifying relevant background literature, critical reading of scholarly literature, developing a research question, and creating ethical and appropriate research methods. The course includes a detailed examination of different research methods, and basic descriptive and inferential statistics. Research ethics and the role of the Institutional Review Board in protecting the rights of human subjects will also be discussed.

Prerequisites: EXHS 111, and MATH 124 or PSYC 221, Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Equivalent courses: EXHS 301, EXHS 379B

Attributes: Natural World (NW), Thematic Focus - Truth

EXHS 379B Research Methods in Exercise and Health Science - Social World (4 Credits)

This course emphasizes the search for truth from a social science perspective and the ways in which this search is conducted. Students will be introduced to the wide continuum of research methodologies and experimental designs used in the fields of exercise science and health. Students will study each step of the scientific process with emphasis on the elements leading up to data collection, including identifying relevant background literature, critical reading of scholarly literature, developing a research question, and creating ethical and appropriate research methods. The course includes a detailed examination of different research methods, and basic descriptive and inferential statistics. Research ethics and the role of the Institutional Review Board in protecting the rights of human subjects will also be discussed.

Prerequisites: EXHS 111, and MATH 124 or PSYC 221, Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Equivalent courses: EXHS 301, EXHS 379A

Attributes: Social World (SW), Thematic Focus - Truth

EXHS 390 Sport Ethics (4 Credits)

This course introduces students to a variety of theories of moral reasoning, ethical and unethical behavior in sport, and the development of moral education through sport. Students will engage in learning about how they should act in order to support the moral foundation necessary for sport to function effectively while examining actions that would be considered just or unjust. Students will wrestle with questions such as "how should I act" or "what type of an athlete, coach, official, manager, fan or parent should I be" through readings and discussions. Decision-making models based on moral reasoning theory and other principles of strategic reasoning will be employed as students navigate case studies and issues related to sport. Fall.

Prerequisites: None

Restrictions: Students with the 2025-2026 Registration Cohort attribute may not enroll.

Equivalent courses: ESSS 390

Attributes: Thematic Encounter3 - Justice, Writing Requirement (WR)

EXHS 394 Research Design (2 Credits)

This course assists students in designing and completing a proposal for an independent or group research project in exercise and health science. Students will integrate theoretical concepts from previous exercise and health science coursework to formulate a research question, conduct a background literature review, and develop appropriate and ethical methods for data collection. Students will complete and present the full proposal within the context of the course. To enroll in the course, students must submit an Independent Learning Project application.

Prerequisites: EXHS 379A

EXHS 395 Research Seminar I (1 Credit)

Students in this course will continue the work they began in EXHS 394 Research Design, including finalizing research proposals and applying for Institutional Review Board review, if necessary. Students will pilot their procedures and begin data collections for their research projects. Students will communicate their ideas, challenges, and progress to class colleagues throughout the semester. Throughout the research process, students will be asked to reflect upon the process, on how their project has integrated their previous coursework, and how performing research has changed their perspectives on health and human performance. To enroll in the course, students must submit an Independent Learning Project application.

Prerequisites: EXHS 394

Equivalent courses: ESSS 395

EXHS 396 Research Seminar II (1 Credit)

Students on this course will continue the data collection process for research projects started in EXHS 395. Students will communicate their ideas and progress to class colleagues. After data collections, students will analyze data and interpret the results. Conclusions will be drawn from the results and the final projects will be presented on or off campus. Throughout the research process, students will be asked to reflect upon the process, on how their project has integrated their previous coursework, and how performing research has changed their perspectives on health and human performance. To enroll in the course, students must submit an Independent Learning Project application.

Prerequisites: EXHS 395 or ESSS 395

Equivalent courses: ESSS 396

EXHS 397 Capstone Internship (1-4 Credits)

Capstone Internship is a 160-hour (minimum) hands-on experience that typically aligns with the student's academic and career goals. A Capstone Internship must be a novel experience for the student and must be in the field of sport, exercise, or human health. In completing the internship experience, the student will apply their knowledge and skills outside the classroom and document their learning through reflection. The student should work closely with their faculty advisor and Experiential and Professional Development (XPD) to identify potential internship sites; however, the student is responsible for securing the Capstone Internship opportunity. Once the internship opportunity is secured, the student must submit a completed Internship Learning Contract form and receive approval of the faculty moderator, department chair, and internship site supervisor. Once all requisite approvals are obtained, the Office of Student Records and Registration will enroll the student in the Capstone Internship course. A-F grading only.

Prerequisites: None

Restrictions: Enrollment limited to students with a class of Senior. Enrollment is limited to students with a major in Exercise and Health Science.

Equivalent courses: ESSS 397, ESSS 397A, EXHS 397A, PHED 397, PHED 397A

Attributes: Experiential Engagement (EX)

EXHS 397A Non-Capstone Internship (1-4 Credits)

A supervised experience in a health or exercise field that promotes the integration of theory with practice. An opportunity to apply knowledge and skills under direct supervision of a site supervisor in an approved setting. Prerequisites: a completed Internship Learning Contract form, approval of the faculty moderator and department chair, and completion of the pre-internship Legal and Professional Issues seminar.

Prerequisites: None

Equivalent courses: EXHS 397

Attributes: Experiential Engagement (EX)

French (FREN)

FREN 111 Introduction to the French Language (4 Credits)

An introduction to the basic elements of the French language. Work in all communicative skills: listening, speaking, reading and writing, with particular attention to grammar and pronunciation. Introduction to the geography and culture of the French-speaking world. Spring.

Prerequisites: None

Equivalent courses: FREN 111A, FREN 111FA

FREN 111FA Beginning French I - France (4 Credits)

Prerequisites: None

Corequisites: XXXX 52

Equivalent courses: FREN 111, FREN 111A

FREN 112 French Language and Culture I (4 Credits)

Continued systematic development of all communicative skills. Further understanding of French culture, geography, and customs, enhanced by readings and video selections. Fall.

Prerequisites: None

Equivalent courses: FREN 112A, FREN 112FA

FREN 112FA Beginning French II - France (4 Credits)

Prerequisites: FREN 111 or FREN 111Z or FREN 111FA

Corequisites: XXXX 52

Equivalent courses: FREN 112, FREN 112A

FREN 202 Reading Group in French (1 Credit)

Selected readings deal with world languages and cultures. Texts read may be classics in a national literature, works by writers who recently won a high literary prize, or texts dealing with current topics critical to the history or politics of a particular country. Texts may be tied to on-campus lectures on world literature by invited speakers. This course can be repeated once for credit with the permission of the chair.

Prerequisites: None

FREN 211 French Language and Culture II (4 Credits)

Continued systematic development of all communicative skills. Further understanding of French culture, geography, and customs, enhanced by readings and video selections. Satisfactory completion of FREN 211 meets global language proficiency. Spring.

Prerequisites: None

Equivalent courses: FREN 211A, FREN 211B

Attributes: Global Language Proficiency

FREN 211A French Language and Culture II - Abroad (4 Credits)

Continued systematic development of all communicative skills. Further understanding of French culture, geography, and customs, enhanced by readings and video selections. Satisfactory completion of FREN 211 meets the global language proficiency goal and prepares the student for FREN 212.

Prerequisites: None

Corequisites: XXXX 52

Equivalent courses: FREN 211, FREN 211B

Attributes: Global Language Proficiency

FREN 211B French Language Culture II - SCSU (4 Credits)

Prerequisites: None

Equivalent courses: FREN 211, FREN 211A

Attributes: Global Language Proficiency

FREN 211FA Intermediate French I - France (4 Credits)

Prerequisites: None

Corequisites: XXXX 52

Equivalent courses: FREN 112, FREN 112A

FREN 212 French-Speaking Cultures in Readings and Film (4 Credits)

Francophone cultures through short literary and cultural readings and short films, with a grammar review component and continued development of reading, writing and speaking skills in French. Fall

Prerequisites: FREN 211 or FREN 215

Equivalent courses: FREN 212FA, FREN 212FB, FREN 212Z

Attributes: Global Language Proficiency, Human Experience (HE), Thematic Encounter1/2-Movement

FREN 212FA Intermediate Grammar and Methodology (3 Credits)

This course will help students to improve their written and oral skills in French and train them to develop an approach to various writing assignments. This is designed to broaden the range of options available to them for expressing themselves in the language.

Prerequisites: FREN 211 or FREN 211A or FREN 211FA

Corequisites: XXXX 52

Equivalent courses: FREN 212, FREN 212FB, FREN 212Z

Attributes: Global Language Proficiency

FREN 212FB Intermediate French II - France (4 Credits)

Prerequisites: FREN 211 or FREN 211Z or FREN 211FA

Corequisites: XXXX 52

Equivalent courses: FREN 212, FREN 212FA, FREN 212Z

FREN 270FA Intermediate French - France (3 Credits)

This course will help students to improve their written and oral skills in French and train them to develop an approach to various writing assignments. This is designed to broaden the range of options available to them for expressing themselves in the language.

Prerequisites: FREN 112 or FREN 112A

Corequisites: XXXX 52

FREN 270FB Intermediate French Writing - France (3 Credits)

This class is designed to introduce students to the techniques and tools required for both academic and personal writing. Over the course of the semester, students will learn how to write a variety of different types of texts including: the description, the compte rendu universitaire, the journalistic portrait, and other textual genres.

Prerequisites: FREN 112 or FREN 112Z or FREN 112FA

Corequisites: XXXX 52

FREN 270FC Intermediate French Conversation - France (3 Credits)

This class is built as a series of discussion sessions. Throughout group discussions about news and precise topics (gastronomy, French music, immigration...) students will acquire basic vocabulary and learn more about social and cultural facts and French contemporary civilization. We will study topics such as immigration in France, the French social system, cinema, leisure...and provide the students with basic information in everyday life. Learning will be based on listening and speaking with material such as songs, TV shows, movie extracts... A vocabulary sheet will provide basic vocabulary about the topic studied. Focus will be put on correct vocabulary and pronunciation.

Prerequisites: None

Corequisites: XXXX 52

FREN 271 Individual Learning Project (1-4 Credits)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

FREN 302 Reading Group in French (1 Credit)

Selected readings deal with world languages and cultures. Texts read may be classics in a national literature, works by writers who recently won a high literary prize, or texts dealing with current topics critical to the history or politics of a particular country. Texts may be tied to on-campus lectures on world literature by invited speakers. This course can be repeated once for credit with the permission of the chair.

Prerequisites: None

FREN 311 Studies in Language and Culture (4 Credits)

A study of contemporary cultural topics in French-speaking countries, including geography, people, and customs. Readings cover social systems such as education, health care, technology, family, religion, art, business, and political thought. Students will integrate these topics with intensive study of the French language, grammar, and phonetics. Emphasis placed on conversational skills and oral expression. Taught in French. Spring.

Prerequisites: None

Equivalent courses: FREN 311FA, FREN 311Z

Attributes: Global Language Proficiency, Human Experience (HE), Thematic Encounter3 - Justice, Writing Requirement (WR)

FREN 311FA Advanced French I - France (3 Credits)

Prerequisites: None

Corequisites: XXXX 52

Equivalent courses: FREN 311, FREN 311Z

FREN 312 Literature of the French-Speaking World (4 Credits)

An introduction to French-language texts and media from a variety of genres: cinema, fiction, poetry, bandes dessinées, advertising, and theater. The course offers the opportunity to discuss the works studied and to practice textual analysis with continued emphasis on grammar, speaking and writing. Taught in French. Fall.

Prerequisites: FREN 211 or FREN 212 or FREN 311Z

Equivalent courses: FREN 312FA, FREN 312Z

Attributes: Benedictine Raven (BN), Human Experience (HE), Thematic Encounter3 - Truth, Writing Requirement (WR)

FREN 312FA Advanced French II - France (3 Credits)

Prerequisites: FREN 211 or FREN 212 or FREN 212FA or FREN 212Z or FREN 311 or FREN 311Z or FREN 311FA

Corequisites: XXXX 52

Equivalent courses: FREN 312, FREN 312Z

FREN 330 French Literature Before the Revolution (4 Credits)

In this course students become familiar with some of the great books which gave rise to French literary culture. Readings are drawn from verse, drama, fiction, and essays. Emphasis on fostering an appreciation of French literature, understanding the works in their social and historical context, and learning the techniques of literary analysis.

Prerequisites: (FREN 311 or FREN 315) or (FREN 312 or FREN 316)

Attributes: Human Experience (HE), Thematic Encounter3 - Truth, Writing Requirement (WR)

FREN 331 French Literature from Monarchy to Republic (4 Credits)

This course focuses on the poetry, theatre, and prose written during the Modern era. Emphasis on fostering an appreciation of French-language literature, understanding the works in their social and historical context, and learning the techniques of literary analysis.

Prerequisites: (FREN 311 or FREN 315) or (FREN 312 or FREN 316)

Attributes: Human Experience (HE), Thematic Encounter3 - Truth

FREN 332 20th-21st Century French Literature (4 Credits)

The poems, plays, graphic novels and prose works in this course provide insight into the beginnings of the French democracy and the expansion of its colonial empire, with emphasis on the post-colonial period in the contemporary francophone world. Emphasis on fostering an appreciation of French literature, understanding the works in their social and historical context, and learning the techniques of literary analysis. Taught in French.

Prerequisites: (FREN 311 or FREN 315) or (FREN 312 or FREN 316)

FREN 341 The French-Speaking World Today (4 Credits)

A study of diverse Francophone cultures as they have evolved from colonization to independence. Films, cultural readings and literary texts are used in this study of Quebec, and francophone countries in Africa, Asia, and the Caribbean.

Prerequisites: (FREN 311 or FREN 315) or (FREN 312 or FREN 316)

FREN 350A French Phonetics (4 Credits)

This course will help students deepen their mastery of the structures of spoken French and enrich their active vocabulary. Using Saussure's "Cours de linguistique générale" as a starting point, students will learn the International Phonetic Alphabet, develop an understanding of basic linguistic terminology of articulatory phonetics and of the principles that govern French pronunciation. Using multimedia, short transcriptions and audio recordings, students will analyze dialectal variation and historical changes in the language, syllabic and metrical structure, liaison, intonation, and prosody, as well as the relationship between orthography and spoken language in order to improve and perfect their pronunciation and aural comprehension of Modern Standard French.

Prerequisites: None

Equivalent courses: FREN 354A

Attributes: Abstract Structures (AS)

FREN 351B La France du XVII siècle: entre baroque et classicisme (4 Credits)

This course's main focus is theater of the 17th century, though it is meant as an introduction to French literature of the Grand siècle. Through its study, students will analyze the aesthetic and ideological notions of "baroque" and "classicism" and will explore how they co-existed during the 17th century. Cultural and historical topics that accompany literary production will be discussed in class, including religious tensions, literary quarrels and philosophical ideas. Discussions will also include secondary sources and film. At the end of the semester, students will be able to describe the main characteristics and elements of French literature and culture of the Grand siècle, as well as write a paper in the style of the French "commentaire composé". Taught in French.

Prerequisites: FREN 311 or FREN 312 or FREN 315 or FREN 316

FREN 351I Letters Since the Enlightenment (4 Credits)

In this course, students will become acquainted with a diverse corpus of "real" and fictional letters including some of the great classics of the French epistolary tradition, film and texts that these foundational works have inspired, and various published and unpublished letters produced in French since the Enlightenment. Through a study of letters in various forms, students will be able to identify major themes of epistolary theory and production, debate the relationship of letters to literature, and engage in formal correspondence that respects the conventions of letter-writing in French while recognizing the evolving practices of epistolary exchange.

Prerequisites: FREN 311 or FREN 312

FREN 352A Bon App ! : La Culture Gourmande du Monde Francophone (4 Credits)

In this upper division Topics in Culture class, students will be introduced (or review) content related to the world of francophone gastronomy and to les arts de la table. It will include historical aspects of the gourmet culture of the francophone world, as well as literary texts and film that address the importance of that food culture. This discussion-based course will also include experiential learning opportunities, in collaboration with local resources available to our students. Students will develop writing skills in French and there will be select grammar review, dependent on students' needs. Taught in French.

Prerequisites: FREN 311 or FREN 311Z or FREN 312 or FREN 312Z or FREN 315 or FREN 316

Attributes: Global Engagement (GL), Human Experience (HE)

FREN 352D Gender & Power in Francophone Culture (4 Credits)

In this course, we explore the ways in which women (in history and in literature) have engendered power, for male leaders, for themselves as agents, for their community, for their gender. We will begin with the warrior nation-builders like Geneviève and Jeanne d'Arc and continue with the women of revolution and salon of the 17th and 18th centuries. We will also examine figures representing the divas of opera, screen, and Parisian life, such as the soprano in Balzac's *Sarrasine*, *Carmen*, and *Salome*. We will then turn to the women of the French Resistance, student riots, and post-colonial conflicts and wars of the 20th C. Finally, we will consider contemporary figures constructing different images, realities, and possibilities for women and men in the 21st century. Individual student projects will allow us to expand our study to include literary prototypes and cultural leaders, thinkers, artists, fashion designers, cinematographers, and writers from around the francophone world. One question we will follow throughout is to what extent these images and figures related to power are constructed by women or projected by the culture onto women, to what extent individuals and groups are bound or freed by such constructs.

Prerequisites: FREN 311 or FREN 311Z or FREN 312 or FREN 312Z or FREN 315 or FREN 316

Attributes: Human Experience (HE), Thematic Encounter3 - Justice

FREN 354A French Phonetics (2 Credits)

In this course we will work on French phonetics and pronunciation using poems from the 16th-20th centuries as material for practicing French pronunciation. We will also review poetic form and work on writing a French explication de texte on one or more poems.

Prerequisites: FREN 311 or FREN 312 or FREN 315 or FREN 316

Equivalent courses: FREN 350A

FREN 354C Cinéma et Conversation (2 Credits)

This course makes use of cinema, (the French "seventh art"), to help students increase their knowledge of Francophone film and the Francophone world, while building their vocabulary and honing discussion and presentation skills in French. This course may take place in tandem with Tournées Film Festival: French Language Film on Campus.

Prerequisites: FREN 311 or FREN 311Z or FREN 312 or FREN 312Z or FREN 315 or FREN 316

Attributes: Human Experience (HE)

FREN 354F French and Health(care) (2 Credits)

In this Topics in Culture course, students will explore the culture, language, and interpersonal skills at the intersection of French and health. Class themes may include studying or practicing medicine abroad, cultural concepts of health and well-being, health care systems and social protections, global humanitarian organizations, and the vocabulary and grammar of greeting and reassuring patients, describing symptoms, and promoting healthy behaviors. This course will be conducted in French and may incorporate current events, authentic materials, in-class discussions, online interviews, and collaborative, hands-on learning to enhance student learning.

Prerequisites: FREN 211 or FREN 211Z or FREN 212 or FREN 212Z

Attributes: Human Experience (HE)

FREN 354G French and Business (2 Credits)

In this Topics in Culture course, students will explore the culture, language, and interpersonal skills at the intersection of French and business. Class themes may include studying or working abroad, technology and commerce, cultural concepts of work-life balance and time-management, and the vocabulary and grammar of applying for work, communicating with collaborators, and promoting yourself, your products, and your services. This course will be conducted in French and may incorporate current events, authentic materials, in-class discussions, online interviews, and collaborative, hands-on learning to enhance student learning.

Prerequisites: FREN 211 or FREN 211Z or FREN 212 or FREN 212Z

Attributes: Human Experience (HE)

FREN 355A French-Language Plays (2 Credits)

We read, analyze, discuss and act out scenes from four one-act French-language plays with emphasis on literary innovation.

Prerequisites: FREN 311 or FREN 311Z or FREN 312 or FREN 312Z or FREN 315 or FREN 316

FREN 355D Performing in French (2 Credits)

In this course, we study French-language works from a variety of genres: songs, spoken word, short plays (from medieval farce to experimental theater of the 20th-21st centuries); we will choose particular pieces to learn and perform for a public audience. Performance venue may vary depending on projects chosen: in class, open mic at O'Conn's, Brother Willie's Pub, other campus stage venues, or even Celebrating Scholarship & Creativity Day or the French Lyric Festival. May require one substantial rehearsal TBA prior to performance.

Prerequisites: FREN 311 or FREN 311Z or FREN 312 or FREN 312Z or FREN 315 or FREN 316

FREN 355I A Life of Meaning (2 Credits)

A Life of Meaning: An exploration of French-language thinkers who grapple with the fundamental question of how to live a good life. Readings include: Christine de Pisan, Montaigne, de Beauvoir, Chedid, Badiou, French commentaries on the Rule of Benedict.

Prerequisites: FREN 311 or FREN 315 or FREN 312 or FREN 316

FREN 370FA Advanced French Expression (Abroad) (3 Credits)

Advanced study of grammar in context: emphasis on writing for varied communicative purposes, reading for style and content, translation. Students who have completed the equivalent of FREN 312 (6th semester) French will select this course.

Prerequisites: None

Corequisites: XXXX 52

FREN 370FB Phonetics & Pronunciation (Abroad) (3 Credits)

This course provides an in-depth study of French phonetics. In class, students will practice oral production as well as improve their listening comprehension skills by working in the language lab. In addition, during these language-lab sessions, the professor will work one-on-one with students to improve their pronunciation. Over the course of the semester, students will also discover regional pronunciation differences, and grasp what it means to speak with a Parisian or Marseillais accent. By the end of the course, students will have a much better grasp of pronouncing French properly, and will have acquired all the tools necessary to progressively improve as they continue with their study of the language. The following topics are covered: the phonetic alphabet, prosody, closed vowels, the unstable "e," rules for liaison, linking, semi-vowels, consonant chains, semi-open/semi-closed vowels, nasals, rhythm, intonation, and accents.

Prerequisites: None

Corequisites: XXXX 52

FREN 370FC Env Science/Global Change (France) (3 Credits)

Prerequisites: None

Corequisites: XXXX 52

FREN 370FD Advanced Grammar & Method I (Abroad) (3 Credits)

This course will allow students to acquire the written and oral skills necessary for pursuing a university curriculum in France. These acquired proficiencies will therefore be interdisciplinary in nature and will provide the students with the ability to adapt to different types of academic writing that are unique to the French system. Acquiring methods of structuring and organizing assignments, and a thorough reinforcement of grammatical knowledge will also be course objectives.

Prerequisites: None

Corequisites: XXXX 52

FREN 370FE Health/Population Geography - France (4 Credits)

Prerequisites: None

Corequisites: XXXX 52

FREN 370FF French Cinema: Masculine-Feminine: France through the Lens of the Cinema - France (3 Credits)

Prerequisites: FREN 112

Corequisites: XXXX 52

Attributes: Human Experience (HE)

FREN 370FG La France Mosaïque/French Multiculturalism - France (3 Credits)

Prerequisites: None

Corequisites: XXXX 52

FREN 371 Individual Learning Project (1-4 Credits)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

FREN 377A (In)Justice in Quebec (4 Credits)

Through an examination of 20th and 21st century Québécois texts and a study of major cultural events of this same time period, students will learn of the diversity of the Québécois people and of the linguistic and cultural specificity of Québec in North America. With a particular attention to instances of injustice in Québécois society and the unique struggles related to language, students will learn to read texts in socio-cultural context, to conduct research using primary sources across different languages and media, and to practice the art of curation to bring contemporary fights for justice to life.

Prerequisites: FREN 311, 312, 315 or 316, and Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Attributes: Human Experience (HE), Thematic Focus - Justice, Writing Requirement (WR)

FREN 394 Practicum (1,2 Credits)

The Practicum includes both an on-site component and a classroom component. The on-site component requires that a student work as French Cultural Events Assistant for the department or that a student engage in a significant leadership experience in the French Club. In order to register for this course, a student must submit a proposal outlining what s/he will do as an Events Assistant or Club leader. The proposal must be approved by the course instructor and, if applicable, the club/organization's adviser. The classroom component will involve the equivalent of 4 or 8 hours of meetings/class sessions on-campus over the course of the semester (for 1 or 2 credits, respectively). Students will participate in discussions and complete a series of readings and reflective assignments.

Prerequisites: FREN 311 or FREN 312 or FREN 315 or FREN 316

Attributes: Experiential Engagement (EX)

FREN 397 Internship (1-4 Credits)

Completed Application for Internship Form REQUIRED. See Internship Office Web Page.

Prerequisites: None

Attributes: Experiential Engagement (EX)

FREN 399 Senior Capstone (2 Credits)

All majors must present a senior capstone in a public forum. In consultation with a faculty advisor students choose a project appropriate to their previous course of study and/or their individual goals.

Prerequisites: None

Gender Studies (GEND)

GEND 101 Introduction to Gender Studies (4 Credits)

Introduces students to a broad range of concepts and issues in the discipline of Gender Studies. It also serves as a practical and theoretical foundation for further courses in Gender Studies. It uses gender as an analytical method and explores how race, class, ethnicity, and sexual orientation influence the construction of gender identity. Although containing these common elements, this course's main focus will vary according to the particular instructor's design.

Prerequisites: None

Equivalent courses: HONR 101K

Attributes: CSD: Identity (CI)

GEND 180A Gender and Culture in Japan (2 Credits)

This course will explore the intersectional relationship between gender and culture with specific attention to gender and culture as experienced in Japan

Prerequisites: None

GEND 180C Gender & Culture in South Korea (2 Credits)

This class is designed to teach students the ways in which gender and culture mutually inform one another and is based on South Korea's society and economy. The course is designed to understand the social construction of gender in South Korea, analyze the implications of that construction for the South Korean society and evaluate those constructions and implications in the context of the United States. The course is housed within the Gender Studies department and counts as part of the Gender Studies major and minor requirements. The course involves pre departure classes held during Spring and onsite visit and learning in South Korea.

Prerequisites: None

GEND 180D Contemporary Japanese Women Writers (4 Credits)

This course introduces novels, short stories, manga, and films written by Japanese and Japanese-American woman writers and filmmakers since the 1970s. We read texts that explore questions of identity related to gender, race, and ethnicity in a comparative context, from the incarceration of Japanese-Americans during World War II to the rethinking of female icons of Japanese mythology and folklore, as well as what it means to be alienated in what is supposed to one's "homeland" and being insufficiently fluent in one's "mother tongue." With texts set in the United States, Japan, and Europe, this course aims to demonstrate the relevance of great literature and film by Japanese women to questions at the heart of an intersectional analysis of gender, race, and ethnicity.

Prerequisites: None

Equivalent courses: GEND 360E, JAPN 121A, JAPN 321A

Attributes: CSD: Identity (CI)

GEND 271 Individualized Learning Project (1-4 Credits)

Supervised reading or research at the lower-division level. Permission of program director required.

Prerequisites: None

GEND 278A Movements and Change (4 Credits)

This course will survey the various social movements of gender and sexual rights and equality in the United States. Students will learn about the social conditions that spawned the movements, the reaction that these movements have produced, and the different strategies that were used both within and between these movements.

Prerequisites: You must take INTG 100 or 205 prior to taking a Thematic Focus Course. You must take a Cultural and Social Difference: Identity (CI) course prior to or at the same time as Thematic Focus Courses.

Equivalent courses: GEND 201

Attributes: Human Experience (HE), Thematic Focus - Movement

GEND 351 Gender and Peace (4 Credits)

This course will explore the connections between gender and peace in theory and practice, from micro-level gender violence to macro-level international conflicts. We will study theories relating gendered notions of human nature to violence and peace, to militarism and other forms of institutionalized violence, and to violence against women. Other topics may include the relationships between motherhood, fatherhood, and peace, along with theoretical and practical connections between feminism and nonviolence.

Prerequisites: None

Equivalent courses: PCST 351

Attributes: CSD: Systems (CS)

GEND 360B Leadership, Social Change, and the Workplace (4 Credits)

This course explores the application of gender theory and intersectionality in understanding, analyzing, and addressing inequities in contemporary workplaces. Students will critically examine how power, privilege, and oppression operate within organizational structures and workplace cultures. The course analyzes the interconnected nature of social identities, such as race, gender, class, sexuality, disability, and their impact on how people experience the workplace differently. Students will leave the course with the knowledge and skills needed to foster equitable and empowering work environments.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Attributes: CSD: Systems (CS)

GEND 360E Contemporary Japanese Women Writers (4 Credits)

This course introduces entertainment novels, comics, and films created by Japanese female writers and directors since the 1970's. Postwar economic development made it possible for young talented women to go into a variety of cultural fields and become successful. We examine how these contemporary female creators have come to terms with issues of gender, sexuality, race, class, and nation as well as how their products have intersected the changing phases of economic conditions. Their works have created new businesses, not only in Japan but also in the broader Asian market, by being combined with thriving local entertainment industries. We also consider what these phenomena signify, especially when the images of the West, Asia, the US and Japan are diversely reflected in these works. Prerequisite Sophomore standing. Will count as an elective for both GEND major/minor and ASIA minor. Cross-listed with JAPN 321A.

Prerequisites: None

Restrictions: Enrollment limited to students with a class of Junior, Sophomore or Senior.

Equivalent courses: JAPN 321A, MCLT 316A

GEND 360J Sex and Gender (4 Credits)

A survey of sociological knowledge about sex and gender as fundamental organizing principles of our social world. Examines the interplay of sex, gender, and sexual orientation as they change over time and across cultures. Critical analysis of what it means to live as a gendered, sexual being in today's society.

Prerequisites: None

Equivalent courses: SOCI 319

GEND 371 Individualized Learning Project (1-4 Credits)

Supervised reading and/or research at the upper-division level. Permission of Chair required. Not open to first-year students.

Prerequisites: None

GEND 377A Disability Justice (4 Credits)

Ableism is a system of discrimination and oppression targeting those who identify as being disabled, or those who society has labeled disabled. Globally over 1 billion people live with some form of disability (WHO, 2014). This course will focus on the human experience of disability using a "Disability Justice Framework." This framework was created by disability activists in the mid-2000's who were queer, poor, and people of color trying to make sense of their experiences and create a movement that did not exclude others with multiple experiences of marginalization and oppression. This framework challenges our ideas of "independence" as being central to those who identify as being disabled, to that of "interdependent" with the whole community being involved. This framework also challenges our norms of what constitute "whole" bodies versus "broken" bodies and that "brokenness" must be fixed for people to live "whole" lives. In this course we deconstruct false and limited narratives on what it means to be disabled, and at the same time, act in solidarity for the liberation of every "body."

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Attributes: Human Experience (HE), Thematic Focus - Justice

GEND 377B Indigenous and LGBTQ+ Allyship (4 Credits)

What roles do Two-Spirit and other Indigenous gender identities play in Native American communities? How did colonialism impact these identities and what steps are being taken to reclaim them? As we explore the similarities and distinctions between Indigenous and Western gender constructions, students in this course will understand the roots of Indigenous and LGBTQ+ allyships and the tools necessary for develop successful coalitions.

Prerequisites: You must take INTG 100 or 205 prior to taking GEND 377B. You must take a Cultural and Social Difference: Identity (CI) course prior to or at the same time as Thematic Focus Courses.

Equivalent courses: SOCI 377A

Attributes: Social World (SW), Thematic Focus - Justice

GEND 380 Approaches to Gender Theory (4 Credits)

Builds on and further develops the understanding of gender studies introduced in GEND 101 by critically examining theoretical approaches to Gender Studies and analyzing key issues and disputes within the field. This course develops a framework that allows students to identify and examine the relations among the diverse theoretical approaches used in Gender Studies. This course may include aspects of feminist, gender, GLBTQ, and men's studies theories.

Prerequisites: GEND 101

Attributes: Human Experience (HE), Thematic Encounter3 - Justice

GEND 385 Senior Capstone in Gender Studies (4 Credits)

A seminar in which students develop and complete an independent research project. The project should provide in-depth analysis of gender dynamics in areas such as contemporary social issues, history, the arts, theory or the biological-physical world and should integrate a variety of resources and learning from across the disciplines that comprise Gender Studies. This project will include not only a written component, but an oral presentation of research to faculty and students. Offered only in the spring.

Prerequisites: GEND 101

GEND 397 Internship (1-4 Credits)

Practical on- or off-campus experience in gender-related work with a strong academic component. Individually arranged by the student with the approval of the college's director of internships, a faculty moderator, and the GEND Chair. Prerequisites include GEND 101 and at least two other GEND courses. See Chair for further information.

Prerequisites: None

Attributes: Experiential Engagement (EX)

Geography (GEOG)

GEOG 230 World Geography (4 Credits)

A spatial frame of reference for the changing patterns of world events. Study of the relationships between physical and cultural environments and major, global issues such as population, pollution and economic change. Social Science and ELED majors given preference.

Prerequisites: None

Restrictions: Enrollment is limited to students with a major in Elementary Education, Secondary Education or Social Science.

Equivalent courses: GEOG 230Z

German (GERM)

GERM 111 Elementary German I (4 Credits)

Basic elements of German. Practice in understanding, speaking, reading, and writing, including work with pronunciation, grammar, and culture. Designed for students with no prior study of German.

Prerequisites: None

Equivalent courses: GERM 111A, GERM 115

GERM 111A Elementary German I - Abroad (4 Credits)

Basic elements of German. Practice in understanding, speaking, reading, and writing, including work with pronunciation, grammar, and culture. Designed for students with no prior study of German.

Prerequisites: None

Corequisites: XXXX 61

Equivalent courses: GERM 111, GERM 115

GERM 112 Elementary German II (4 Credits)

Continuation of basic German with emphasis on acquiring communicative skills, both narrative and descriptive, in a variety of practical situations.

Prerequisites: None

Equivalent courses: GERM 112A, GERM 116

GERM 112A Elementary German II - Abroad (4 Credits)

Continuation of basic German with emphasis on acquiring communicative skills, both narrative and descriptive, in a variety of practical situations.

Prerequisites: None

Corequisites: XXXX 61

Equivalent courses: GERM 112, GERM 116

GERM 211 Intermediate German (4 Credits)

Review and continued study of German structures, with an emphasis on the development of reading skills and the discussion of ideas. Satisfactory completion fulfills the global language proficiency requirement.

Prerequisites: None

Equivalent courses: GERM 215

Attributes: Global Language Proficiency

GERM 211A Intermediate German - Abroad (4 Credits)

Review and continued study of German structures, with an emphasis on the development of reading skills and the discussion of ideas. Satisfactory completion fulfills the global language proficiency requirement.

Prerequisites: None

Corequisites: XXXX 61

Equivalent courses: GERM 211, GERM 215

Attributes: Global Language Proficiency

GERM 212 Introduction to German Culture (4 Credits)

Study and analysis of cultural texts in German emphasizing contemporary issues. Required for students who wish to earn a major or minor in German. Fulfills the global language proficiency requirement.

Prerequisites: None

Equivalent courses: GERM 212SA, GERM 216

Attributes: Global Language Proficiency, Human Experience (HE)

GERM 212SA INTERMEDIATE GERM II (ABROAD) (4 Credits)

Prerequisites: None

Corequisites: XXXX 61

Equivalent courses: GERM 212, GERM 216

GERM 271 Individual Learning Project (1-4 Credits)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

GERM 325 German Culture 1850 to Present (4 Credits)

A survey of various periods of German art, literature, music, public life and people that have made significant cultural contributions to world civilization from the early 19th century to the present. The major purpose is to analyze the interrelationship between the major social/political developments of German-speaking Europe, and their cultural manifestations. Selected readings will include lyric poetry, essays, novellas, drama, and prose texts and narratives from some principal authors. Alternate years.

Prerequisites: GERM 212 or GERM 212Z or GERM 216

GERM 330 Germanic Myths and Legends (2,4 Credits)

Thor, Herman the German, Beowulf, Siegfried and Kriemhild, dragons and monsters. Taught in English, this course covers the feuds, founding myths, and legends of the gods and heroes in the Germanic traditions. Add Hildegard von Bingen, Saint Nicholas, Saint Benedict, and Martin Luther and we sketch an arc from the pagan Germanic-language-speaking peoples through the medieval period to the early modern, studying each of these towering figures on the way. Main texts: Beowulf, The Nibelungenlied, Sturluson's Edda, Gregory's The Life of Saint Benedict, Hildegard's Illuminations (Taught in English, can be taken for German credit.)

Prerequisites: None

Equivalent courses: GERM 355H

Attributes: Benedictine Raven (BN), Human Experience (HE), Thematic Encounter3 - Justice

GERM 333 The Language of Love: German (2,4 Credits)

Who today would not praise love? Yet, what do we mean when we say the word, "Liebe"? The philosophical and literary historical trajectory of the term finds bold articulation with the ancient Greeks (Empedocles, Plato, Sappho, etc.) and again around 1800 in the German-speaking territories with the revival of classical Greek culture with the practitioners of Weimarer Klassik (Goethe and Schiller) and what has come to be called classical music (Mozart), as well as with those they influenced. What's more important than interpreting what we call "love?" Maybe nothing. Taught in German.

Prerequisites: GERM 212 or GERM 212Z or GERM 216

Equivalent courses: GERM 341

Attributes: Human Experience (HE), Thematic Encounter3 - Truth

GERM 345 Novels, Novellen, Stories and Tales. (2,4 Credits)

An exploration of the world of storytelling in Germany, Austria and Switzerland. This course investigates the phenomenon of narrative, its elements, techniques, and forms; its relation to other modes of discourse; its power and influence in cultures past and present. A variety of interpretive strategies include such activities as classroom storytelling, Nacherzählungen, interpretive presentations, skits and group discussions. Can be repeated with permission of instructor if content differs.

Prerequisites: GERM 212 or GERM 212Z or GERM 216

Attributes: Human Experience (HE), Thematic Encounter3 - Justice, Writing Requirement (WR)

GERM 350 Current Debates and Issues (2,4 Credits)

A course based on today's explosive debates and issues in German-speaking countries using up-to-date materials from the internet, German radio, television, film, and newspapers. This is a course for researching and debating controversies and listening to provocative news. Can be repeated with permission of instructor if content differs.

Prerequisites: GERM 212 or GERM 212Z or GERM 216

GERM 356E The Fairy Tale Tradition: the Brothers Grimm, Disney, and Beyond (2,4 Credits)

Taught in English, this course confronts the ethics of the wildly popular household and nursery tales. From their oral roots, through their textual anthologizing, to their use as Nazi propaganda, and their Hollywood adaptations, the tales have always depicted "good" and "evil." This course draws on ethical writings from the Grimm Brothers' age (Kant) and current work on literature and ethics (Peter and Renata Singer) to examine the ethics in the tales as well as in their uses. (Taught in English, can be taken for German credit.)

Prerequisites: You must take INTG 100 or 205 prior to taking a Thematic Focus Course. You must take a Cultural and Social Difference: Identity (CI) course prior to or at the same time as Thematic Focus Courses.

Attributes: Human Experience (HE), Thematic Focus - Justice

GERM 357B Seminar: The Holocaust, Its Origins & Effects (4 Credits)

The reaction to the catastrophe of the Second World War and the systematic murder of innocent Jewish, Roma and Sinti, homosexual, so-called antisocial, and politically opposed people by the Nazi party, SA, SS, Gestapo, Wehrmacht, and their collaborators defines our contemporary situation. "After Auschwitz" (Theodor Adorno) is our epoch. The European Union, United Nations, Fulbright Commission, Marshall Fund, United States Holocaust Museum, International Criminal Court, and generations of scholarship and art aim to dampen the possible return of such an event. This course examines the filmic, poetic, and scholarly attempts to deal with the Holocaust and Nazi Germany. The focus is on the justice rubric from the Integrations Curriculum, which puts a focus on the legal side of extrajudicial Nazi crimes as well as their prosecution. Taught in English, ability to take in German.

Prerequisites: None

Attributes: Human Experience (HE), Thematic Encounter3 - Justice, Writing Requirement (WR)

GERM 357H Migration and Culture: Contemporary Germany (2,4 Credits)

In contemporary Germany, many of the most exciting voices in film, theater, criticism, and literature come from migrant and postmigrant artists and writers. Through the award-winning films of Fatih Akin, the groundbreaking postmigrant theater of the Ballhaus Naunynstrasse and the Maxim Gorki Theater, and the bilingual writings of Yoko Tawada (Japanese and German), to name a few, this course analyzes the current political and social conditions in Germany. The stakes raised by these artists and the scholars of their work—Muttersprache (Özdamar), postmonolingualism (Yildiz), "The Turkish Turn" (Adelson)—are the stakes of our time. Drawing on the tradition of and reflection on cosmopolitan moral theory (Kant), world literature (Goethe), and minor literature (Kafka, Deleuze and Guattari), we will address the pressing issues at play when languages and borders are crossed. Prepare yourself for staggering beauty, rigorous critique, and to gain the tools for reading your contemporary world. Taught in English.

Prerequisites: GERM 357H is a Thematic Focus Course - Movement. You must take INTG 100 or 205 prior to taking a Thematic Focus Course. You must take a Cultural and Social Difference: Identity (CI) course prior to or at the same time as Thematic Focus Courses. GERM 212 is also required prior to taking GERM 357H.

Equivalent courses: GERM 378A

Attributes: Human Experience (HE), Thematic Focus - Movement

GERM 357J Seminar in a Specific Theme: Green Germany (4 Credits)

This course explores the long 'green' tradition in German culture which has led to Germany being recognized today as a worldwide leader in environmental movements thanks to the nuclear power phase-out, the renewable energy transition, and the rise of the green movement and the Green Party. Students will investigate the discourse of ecology and development of contemporary Germany's environmental practices through its literary and cultural legacy by reading and analyzing texts from prominent writers and thinkers. We will uncover the interconnections between cultural history, policy, and technology and connect these literary and historic roots to contemporary environmental issues, consider successful protest movements, and explore Germany as a model for environmental initiatives and engaged citizenship around the globe.

Prerequisites: None

Attributes: Human Experience (HE), Thematic Encounter3 - Movement

GERM 370SA HITLER/DRITTE REICH (HE) (3 Credits)

Prerequisites: None

Corequisites: XXXX 61

GERM 370SB GERM LANG ABROAD (3 Credits)**Prerequisites:** None**Corequisites:** XXXX 61**GERM 371 Individual Learning Project (1-4 Credits)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None**GERM 379A Enlightenment, Tolerance, and Human Rights (4 Credits)**

The epoch of the Enlightenment created new approaches to truth through philosophy, the sciences, and the arts. In this course, we examine the groundbreaking works of this period that promote tolerance, peace, and human rights. Prerequisite: GERM 212. For Integrations Curriculum Truth Thematic Focus credit, prerequisites include: Learning Foundations, CSD:I, and Theological Explorations. Offered as needed. Can be repeated with permission of instructor if content differs. Taught in German.

Prerequisites: You must take INTG 100 or 205 prior to taking a Thematic Focus Course. You must take a Cultural and Social Difference: Identity (CI) course prior to or at the same time as Thematic Focus Courses.

Attributes: Benedictine Raven (BN), Human Experience (HE), Thematic Focus - Truth

GERM 397 Internship (1-16 Credits)

Completed Application for Internship Form REQUIRED. See Internship Office Web Page.

Prerequisites: None**Attributes:** Experiential Engagement (EX)**GERM 399 Senior Capstone (2 Credits)**

All majors must present a senior project in a public forum. In consultation with a faculty advisor, students choose a project appropriate to their previous course of study and/or their individual goals.

Prerequisites: None

Global Business Leadership (GBUS)

GBUS 201 Principles of Management in a Global Context (4 Credits)

This class gives students a foundation in management theories and concepts. This course will help students improve their communication skills and practice problem solving, conflict resolution, strategic planning and decision making as an individual and in groups. Students will develop an understanding and relationship of the traditional functional areas of organizations; Marketing, Human Resources, Operations and Finance. The class setting will frequently utilize global business settings, cases and examples. Students will examine multiple ethical perspectives and learn to utilize these perspectives as a context for decision making. For Non-GBUS majors.

Prerequisites: (ECON 111Z or ECON 111A or ECON 111 and (MATH 124Z or MATH 124 and (ACFN 111

Restrictions: Students cannot enroll who have a major in Global Business Leadership.

Equivalent courses: GBUS 201Z

GBUS 202 Principles of Management Under Global Context (4 Credits)

Students will develop an understanding of some of the functional areas of organizations, such as marketing, human resources, operations, organizational behavior and finance, and how these functions are interrelated. Students will study the social, governmental and ethical issues that affect the conduct of business within a global environment. The course will help students improve their communication skills and practice problem solving, conflict resolution and decision making. Students will apply their understanding of the principles of global business management to the challenges facing organizations and their varied stakeholders, who sometimes have conflicting goals and interests. Fall and Spring.

Prerequisites: (ACFN 111 and (ECON 111 or ECON 111A or ECON 111Z or HONR 220A) and (MATH 124 or MATH 124Z)

GBUS 203 Decision Making Analytics in Business (4 Credits)

Managers need to analyze quantitative data to make decisions for the enterprises for which they work. Students will develop financial management and business statistics skills, applying and expanding upon their accounting, economics, and statistics foundation knowledge to analyze business problems. Students will also learn business analytics and data visualization techniques to analyze business problems and present information. Students will integrate these quantitative skills with the skills and knowledge gained in GBUS 202 to address pressing and challenging issues in global business practice in a comprehensive and rigorous manner. Fall and Spring.

Prerequisites: GBUS 202

GBUS 250 Readings in Global BUS Leadership (1 Credit)

Readings, reflections and discussions on Global Business Leadership topics. Topics may be tied to on-campus lectures/presentations given by invited speakers. This course may be repeated for credit in multiple terms.

Prerequisites: None**GBUS 270AA Principles of Marketing-Australia (4 Credits)****Prerequisites:** None**GBUS 270LA PRINCIPLES OF MGMT (LOND) (4 Credits)**

This course gives a broad overview of management and provides students with information that will help them not only become better managers, but also better team members. Students are introduced to a variety of concepts, assessments, tools, and techniques that are important for understanding the changing business environment; elements of strategic planning; methods of organizing including recruiting, selecting, training, and developing; techniques for leading individuals and teams; and procedures for controlling resources to improve productivity and results. The material covered will be relevant to students, regardless of career objectives. In all likelihood, students will either be a manager or work with one in any occupation they choose. In the final analysis, we are all managers of our own lives and can benefit by studying to be better managers.

Prerequisites: None**Corequisites:** XXXX 43**GBUS 271 Individual Learning Project (1-4 Credits)**

Individually designed supervised reading or research at the lower-division level. Permission of the department chair required. Consult the department chair for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

GBUS 300 Global Enterprise (4 Credits)

This course covers the fundamental concepts, issues, and structure of 21st century global business. It explores the historical, cultural, economic, and political underpinnings of the basic themes of, and critical actors operating within international business today. The student learns about the nature of and relationships between the major components (or systems) that make up the international business system as a whole.

Prerequisites: None

Equivalent courses: GBUS 300A

GBUS 300A Global Enterprise (4 Credits)

This course covers the fundamental concepts, issues, and structure of 21st century global business. It explores the historical, cultural, economic, and political underpinnings of the basic themes of, and critical actors operating within international business today. The student learns about the nature of and relationships between the major components (or systems) that make up the international business system as a whole.

Prerequisites: None

Equivalent courses: GBUS 300, GBUS 337

GBUS 303 Leadership: Theory & Practices (4 Credits)

Throughout this course, students will explore, experience and apply the interrelated elements of leadership and followership, keeping in mind both local and global contexts. Course content will take a multidisciplinary perspective. It will include historical and contemporary readings from leading experts and practitioners, study and discussion of relevant leadership "current events," and insights shared by visiting practicing leaders. Particular attention will be focused on the dynamics of strategic environmental scanning, innovation, creativity and the self-awareness and communication skills necessary to successful leadership and followership in the 21st century.

Prerequisites: GBUS 202 or 203 prior to taking GBUS 303. Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Attributes: Social World (SW), Thematic Focus - Truth

GBUS 310 Nonprofit/NGO/Social Innovation Management (4 Credits)

This course covers an array of management issues unique to nonprofits, NGOs and social enterprises including employee management, volunteer management, fundraising, and asset management.

Prerequisites: None

GBUS 311 Human Resources (4 Credits)

Global enterprises require the ability to integrate talented people from around the planet. Activities such as planning and forecasting the need for employees, recruitment, selection, compensation, training, and performance management are heavily impacted by the social and legal frameworks in which they take place. This course provides an understanding of the unique issues pertinent to managing human resources in a global context.

Prerequisites: GBUS 202

GBUS 321 Marketing Theories, Concepts and Practices (4 Credits)

An introduction to the activities, sets of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large. This course will focus on global implications and strategies resulting from the examination of the marketing environment, marketing practices, and ethical issues in the marketing field.

Prerequisites: GBUS 203

Equivalent courses: GBUS 370C, GBUS 370CA, GBUS 370DA, GBUS 370IC, GBUS 370LA, GBUS 370LB

Attributes: Thematic Encounter3 - Truth

GBUS 322 Product and Brand Management (4 Credits)

At introduction to the functions, activities, and ethical considerations of brand and product management and marketing. Topics include corporate identity and image, brand image, charismatic brands, product and brand differentiation, the brand management process, and the inception-to-death product management process.

Prerequisites: None

GBUS 323 Consumer Behavior (4 Credits)

This course examines the process of consumer decision making in the context of the psychological, social, and ethical environments with special regards to motivation, personality, lifestyle, attitudes, and cultural & social influences. This course emphasizes the use of research and theory in developing marketing strategies.

Prerequisites: None

GBUS 324 Digital Marketing (4 Credits)

This course builds on the principles and theories of marketing introduced in GBUS 321 (Global Marketing). Its focus is on the contemporary digital tools and theories that allow marketers to better understand, acquire, and build relationships with its current and potential customers. Topics to be covered include social media, content marketing, e-commerce, search engine optimization, mobile marketing, digital advertising, and analytics.

Prerequisites: None

Equivalent courses: GBUS 332A

GBUS 325 Global Marketing (4 Credits)

This course focuses on examining marketing practices and processes situated in global or globalized marketplace. Theoretical models, concepts, and case studies of practical marketing strategies and/or marketing processes across borders, cultures, and socioeconomic systems will be covered in this course. Moreover, this course teaches students to design scientific international marketing research projects that improve their effective understanding of international marketing. Finally, ethical relativism and international advertising will also be introduced to help future international marketers effectively enter and operate in global markets.

Prerequisites: None

Equivalent courses: GBUS 370E, GBUS 370FB

GBUS 330 International Dimensions of Organizational Behavior (4 Credits)

This course is an inter-disciplinary examination of the international dimensions of organizational behavior. Course content includes topics such as cross-cultural management, cross-cultural communication, and global aspects of leadership, motivation, team management, and decision-making. There are no prerequisites for this course, although the course is limited to sophomores, juniors and seniors.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Restrictions: Enrollment limited to students with a class of Junior, Sophomore or Senior.

Equivalent courses: GBUS 330A

Attributes: CSD: Systems (CS), Global Engagement (GL)

GBUS 330A International Organizational Behavior in the Bahamian Context (4 Credits)

This course combines classroom learning at CSB/SJU during CD mod and ends with an experiential component abroad. This course is an inter-disciplinary examination of the international dimensions of organizational behavior. Course content includes topics such as cross-cultural management, cross-cultural communication, and global aspects of leadership, motivation, team management, and decision-making. The focus on this course will be on Bahamian culture, incorporating an international field experience to the Bahamas. There are no prerequisites for this course, although the course is limited to juniors and seniors. This course has an IC designation. Offered for A-F grading only.

Prerequisites: Before taking a Cultural and Social Difference: Systems Courses (CS) you first must complete the following Integrations requirements; Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: Identity (CI).

Equivalent courses: GBUS 330

Attributes: CSD: Systems (CS)

GBUS 332B Intercultural and Ethical Issues in Organizations (2 Credits)

Who are you? How do you, or should you, relate to others? We live not only as citizens of nations but as members of many groups, teams, and organizations. Our identities and relations intersect in endless ways with those of others. This course focuses on exploring both the theoretical and applied practical aspects of what that means for students who will be living and working in organizations in the 21st century. The fundamental CSB/SJU undergraduate learning goals and objectives underpin what this course is all about: think deeply, embrace difference, engage globally, serve graciously, and live courageously. In light of these goals we will identify organizational structures, strategies and systems, review ethics principles, and analyze cultural assumptions, values, behaviors and artifacts. We will explore through readings, case examples, observations, and reflecting on our own personal experiences of how often competing cultural constructs and assumptions about what is or is not ethically and culturally appropriate permeate organizational strategies, structures, and systems and how students can learn to thrive within diverse organizational contexts.

Prerequisites: GBUS 203 or ACFN 111 or ECON 111 or ECON 111A or ECON 111Z

GBUS 332C AI Cyber Crime and our Society (4 Credits)

Course focuses on the impact that developments in the two most controversial 21st century technologies – artificial intelligence and cybercrime—are currently having in international business and within global societies as a whole. The course uses a variety of source material to explore the relationship between these two technological revolutions and how they are radically transforming the commercial, political, social and cultural life of nations, with special emphasis on the US, Europe, China, Japan, India, Russia and the Korean Peninsula. The course will also investigate how AI and cybercrime are likely to shape US and global business and society over the next few decades and how these changes are likely to impact our daily lives. This course is open to all students – a technical background is not required.

Prerequisites: ECON 111 or ECON 111A or ECON 111Z

GBUS 332D Business and Public Policy (4 Credits)

This course uniquely examines the interrelationship between business and society in an interdisciplinary and global dimension. Through a global perspective of public policy, the course helps students address two central questions. First, how does public policy influence business (all types of business), and with what consequences for both business and society? Second, how do businesses themselves influence policy institutions, policy processes, and other policy actors, and with what outcomes? This course is open to all students from all majors - a technical background is not required.

Prerequisites: ECON 111 or ECON 111A or ECON 111Z

Attributes: Thematic Encounter3 - Justice

GBUS 332E Topics in Global Business Leadership: Sport Marketing (4 Credits)

This course provides an overview of marketing management in sport organizations. The objectives of the course provide students with a broad introduction to sport marketing concepts, the role sport marketing plays in society, and the various factors that influence sport consumer decision making. In this course students will learn fundamental terms, concepts, and frameworks used by sport marketing professionals to cause consumer action. The course places an emphasis on understanding the unique nature of the sport service and emotional commitment sport consumers have toward their favorite sport brands. Basic concepts of market research will be utilized to help students learn how to uncover unique insights about their potential target markets. Additionally, students will learn the critical role sport sponsorship plays in the broader context of sport marketing. The course will culminate in a marketing plan and sponsorship proposal written on behalf of a spectator sport organization.

Prerequisites: None

GBUS 332F Topics in Global Business Leadership: Marketing and Sport Sponsorship (Germany) (4 Credits)

This embedded study abroad course will explore the topic of sport sponsorship and its importance in international sport marketing. The role of sport sponsorship will be viewed from the perspective of a series of brands that maintain primary operations in Munich, Germany. Specifically, students will learn sport sponsorship sales, activation, and account management from a sport organization's perspective through a series of tours and presentations from world football (soccer) power FC Bayern Munich (FCB). Students will also develop an understanding of sport sponsorship from the perspective of major corporate partners of FCB and the German Bundesliga (examples may include Allianz, Audi, Adidas, T-Mobile, and BMW). An important part of this course will be immersive, German cultural experiences. These experiences will be used to develop an understanding of the role sport (football in particular) plays in German society. Developing this understanding will allow students to better understand the influence of, and often resistance to, American capitalism and corporate culture as it relates to sport in Germany. Then, students will work to examine how prominent German sport brands engage in the international business of sport while maintaining a strict adherence to its sporting value system. Throughout the course, students will engage with key readings in the area of sport sponsorship and international sport marketing, listen to lectures from sport marketing scholars and professionals, engage with industry panel discussions, and tour a series of sport and entertainment venues. These activities will inform the students' knowledge of sport sponsorship and international sport marketing and serve as the foundation for the completion of their final sponsorship proposal project.

Prerequisites: None

GBUS 336 Doing Business in Africa (4 Credits)

This course will focus of Africa. Students will learn about the cultural milieu in a variety of African countries and the impact of that milieu on business practice. We will study the strategic environment of doing business in Africa, learn about major African businesses, and immerse ourselves in African business practices. Prerequisite: GBUS 210, GBUS 220, GBUS 230, GBUS 240 or GBUS 203 or permission of instructor.

Prerequisites: GBUS 203

GBUS 337 Doing Business in Asia (4 Credits)

This course will focus on South and East Asia. Students will learn about the cultural milieu in a variety of Asian countries, and the impact of that milieu on business practice. We will study the strategic environment of doing business in Asia, learn about major Asian businesses, and immerse ourselves in Asian business practices. Prerequisite: GBUS 210, 220, 230 & 240 or GBUS 203 or permission of instructor.

Prerequisites: None

Equivalent courses: GBUS 300A

GBUS 338 Doing Business in Latin America (4 Credits)

This course will focus on Latin America. Students will learn about the cultural milieu in a variety of Latin American countries, and the impact of that milieu on business practice. We will study the strategic environment of doing business in Latin America, learn about major Latin American businesses, and immerse ourselves in Latin American business practices. Prerequisite GBUS 210, 220, 230, and 240 or GBUS 203 or permission of instructor.

Prerequisites: GBUS 203

GBUS 339 Doing Business in Europe (4 Credits)

This course will focus Europe. Students will learn about the cultural milieu in a variety of European countries, and the impact of that milieu on business practice. We will study the strategic environment of doing business in Europe, learn about major European businesses, and immerse ourselves in European business practices. Prerequisite: GBUS 210, 220, 230, and 240 or GBUS 203 or permission of instructor.

Prerequisites: GBUS 203

GBUS 341 Operations and Supply Chain Management (4 Credits)

The course will provide fundamentals of operation functions both in manufacturing and service industries. The course focuses on interesting hot button theories and issues like operation strategy, product design and process selection, total quality control (TQM), just in time (JIT)/ lean systems, supply chain, supply chain management and green supply chain, six sigma, forecasting techniques, layout design, planning, inventory controls and much more. Emphasis will be placed on problem solving using both quantitative and qualitative reasoning skills. Part of the course will be taught as an applied operations management course examining how theories play out in reality in actual companies in the local region, through the industrial tours.

Prerequisites: GBUS 202

Equivalent courses: MGMT 341

GBUS 342 Advanced Computer Applications (2 Credits)

Spreadsheet software can play an instrumental role in assisting an organization to operate in effective and efficient manner. This course provides advanced methods in spreadsheet use and new and innovative computerized techniques critical to modern organizations. Students will utilize spreadsheet software in a hands-on environment. The role of innovative technologies in organizations will be studied.

Prerequisites: GBUS 203 or ECON 111 or ECON 111A or ECON 111Z or ACFN 111

Equivalent courses: MGMT 241

GBUS 343 Information Systems and Security Concerns in Global Business (2 Credits)

Information systems, computer security, and digital forensics are of great importance in today's organization. This course examines information system foundations including relational database structures used in the global business environment. Digital security issues and forensics principles will be studied.

Prerequisites: GBUS 203 or ECON 111 or ECON 111A or ECON 111Z or ACFN 111

Equivalent courses: MGMT 243

GBUS 345 Sourcing and Logistics Management (4 Credits)

This course focuses on the strategic/operational role of purchasing/sourcing, including supplier evaluation and selection, buyer-supplier relationships, insourcing or outsourcing decisions, domestic sourcing or overseas or mixed sourcing, logistics, warehousing, transportation, and information systems. Prerequisite: GBUS 341

Prerequisites: GBUS 341

GBUS 361 Law and Business (4 Credits)

The law touches every aspect and type of business. This course seeks to introduce students to the legal environment of business, and to help them begin to integrate legal concepts into their business strategy and operations. Topics covered will include selections from domestic and international legal structure, contracts, torts, business organizations and agency/employment, as well as other issues of contemporary interest to business people.

Prerequisites: GBUS 202

Equivalent courses: MGMT 361

Attributes: Thematic Encounter3 - Justice

GBUS 362 Gender & the Law (4 Credits)

This course is about sex, and what the law has to do with it. It touches issues that deeply affect everyone, including jobs, family, education, pay equity, reproductive rights, sexual identity, sexual violence, and social justice. It will help you address these gender and legal issues in the work place. It will both examine what the law is, and help you think more deeply about what it should be. Whatever work you choose, this course can help you think about the life you want to lead, and the legal and social changes that will make it possible. Prerequisite: Junior or senior standing OR permission of the instructor.

Prerequisites: None

Restrictions: Enrollment limited to students with a class of Junior or Senior.

Equivalent courses: GEND 360I

GBUS 368 Sustainable Business (4 Credits)

The rules of business have changed. Long-term success for business requires more than a positive cash flow. Companies now must be economically, environmentally, and socially sustainable in order to survive in today's global business economy. Sustainability has gone beyond a buzzword and is now integrated in the business strategies of nearly every major company. This course will take an in-depth look at the drivers for sustainability and the reasons why businesses are pursuing sustainability. The course will also look at the best industry practices of companies pursuing sustainability initiatives and analyze how these companies are using those practices to create a competitive advantage. Major areas of sustainability such as energy, food, water, waste, transportation, and personal responsibility will be covered.

Prerequisite: GBUS 202 or permission of instructor.

Prerequisites: None

Equivalent courses: ENVR 300S, GBUS 382, MGMT 305F

GBUS 370AA CONSUMER BEHAVIOR (4 Credits)

Prerequisites: None

GBUS 370AB INTRO TO PUBLIC RELATIONS (4 Credits)**Prerequisites:** None**GBUS 370AC HUMAN RESOURCE DEVELOPMENT (4 Credits)****Prerequisites:** None**GBUS 370AD STRATEGIC MARKETING (4 Credits)****Prerequisites:** None**GBUS 370FA Global Business and Industry: France at the Crossroads - France (3 Credits)****Prerequisites:** None**GBUS 370GA Business, Ethics and Politics (3 Credits)****Prerequisites:** None**Corequisites:** XXXX 53**GBUS 370IA Business Ethics Management - Rome (3 Credits)**

This course will apply fundamental concepts in ethical theory to business practice, investigate methods of stakeholder analysis, introduce some rudiments of behavioral economics, explore specific ethically and socially sensitive topics in business and management, and lay out the ethically problematic structure of representative real-life cases. To assess such claims, the course selects real-life problematic cases and applies to them moral theories such as Consequentialism and Deontology, and most importantly Aristotle's Virtue ethics as configured in his Nicomachean Ethics. Also of interest will be justifications and critiques of market capitalism, economic rationality as opposed to moral reasonableness, justice, property rights, the notion of externalities, and conceptions of responsibility. You will refer to a selected number of texts, research real-world business cases, analyze and give presentations on selected subsidiary readings, and engage in class discussions over specific topics. Pre-requisites: completion of one introductory course in Ethics and/or Business & Management.

Prerequisites: None**Corequisites:** XXXX 54**GBUS 370IC International Marketing - Rome (3 Credits)**

The task of international marketing is complex enough when the company operates in a single foreign national market. It is much more complex when the company starts operations in several countries. Globalization is the growing interdependence of national economies involving primarily customers, producers, suppliers, and governments in different markets. Therefore, global marketing reflects the trend of firms selling and distributing products and services in many countries around the world and it is associated with governments reducing trade and investment barriers, firms manufacturing in multiple countries, and foreign firms increasingly competing in domestic markets. Marketing programs must in these situations, adapt to the needs and preferences of customers that have different levels of purchasing power as well as different climates, languages, and cultures.

Prerequisites: None**Corequisites:** XXXX 54**Equivalent courses:** GBUS 321, GBUS 370C, GBUS 370CA, GBUS 370DA, GBUS 370LA, GBUS 370LB**GBUS 370ID Business Consulting (3 Credits)**

Management consulting will continue to be a significant and popular career option, as it provides an opportunity for challenging work, continued self-development, access to important social and professional networks, traveling, and financial rewards. In this course, you will explore the art of using expertise in a field to advise client organizations on high-level strategic issues and provide them with management counsel. Throughout the course, you will experience the opportunity to work on solving executive-level problems and simulate consulting project activities and situations by working on business cases, exercises, and a team assignment based on real-life consulting challenges. The class will be taught using a combination of discussion, cases, and guest lectures. The class environment will be highly interactive and participative. The course will culminate with a Team Project Competition, in which students will be organized into 6 consulting teams: Strategy Consulting, IT Consulting, Marketing Consulting, Human Capital Consulting, Operational/Process Consulting, and Organizational Consulting. While elaborating the course project, you will receive coaching and guidance from the professor in two Consulting Labs to provide you with an intensive on-the-job training experience. The consulting proposals will be presented in the last class and will be judged by a guest consultant. The goal of the course is to provide you with a hands-on experience of management consulting. Therefore, you will be taken on a journey departing from experiencing what business consultants do, who they work for, how they spot consulting opportunities, how they develop proposals, perform business diagnostics, develop solutions, create an effective implementation plan, and skillfully present it to the client. In the process, you will have the opportunity to meet and learn from practicing experts: a management consultant from a large consulting group and an independent consultant, who will be invited to provide information relevant to their firms, their professional experience, and their particular expertise in the profession.

Prerequisites: None**Corequisites:** XXXX 54**GBUS 370LA GLOBAL MARKETING (LOND) (4 Credits)**

The course has a split perspective. Part of it provides a window on the concepts and grammar of creativity; the other part is 'how to' oriented: imparting skills in drawing up creative strategy and in delivering creative solutions. The course starts by unpacking creativity at large, mapping what it means to be original, innovative, experimental, radical, and provocative. High-end creative art is compared with creativity in advertising – typically viewed as 'second-tier' by virtue of being subjugated to sales/selling or by way of being strategy compromised and hence Ogilvy + Mather's mantra: 'If it doesn't sell, it isn't creative'. But once selling is seen to be about offering ideas and images rather than artefacts the alleged substantive difference between art-creative and ad-creative becomes blurred. A further key in the course is that innovation in conventional art forms – from movies to painting – is over and advertising is the replacement avant-garde. Protected by regulations and ring-fenced by research it's easy for advertising to be provocative. But – the course will ask – is shock cheap creative? Is being offensive cheap surprise? What sort of creative do marketing managements really want? Both successful and disastrous UK campaigns are deconstructed. This analysis – along with attending to the advice of some of the great ad practitioners from Bill Bernbach to David Ogilvy – yields a raft of tips, hints, guides, and methods for originating and communicating ideas that affect consumer behavior. Finally, the course looks at that most demanding of creative tasks: the speculative pitch.

Prerequisites: None**Corequisites:** XXXX 43**Equivalent courses:** GBUS 321, GBUS 370IC

GBUS 370LB Principles of Marketing (4 Credits)

Isn't marketing just advertising? What's the difference? Does European marketing differ from the rest of the world, especially the USA? What are some of the most successful marketing strategies? People often define "marketing" as advertising – a highly visible activity by which organizations try to persuade consumers to buy products and services. However, marketing is much more than advertising and even the most skillful marketing cannot make consumers buy things that they don't want. Through a European lens, this introductory course prepares students to think strategically about marketing in today's global environment. After successful completion of this course, students have a basic understanding of the marketing concept, the marketing mix (product, place, promotion and price), segmentation, targeting, positioning, customer value, branding, services marketing, global marketing, marketing metrics, consumer and business behavior, ethics and social responsibility in marketing, market planning, market research, and competitive analysis. In addition, students have the opportunity to evaluate and formulate marketing strategies taking into account the influence of international issues and technology.

Prerequisites: None

Corequisites: XXXX 43

Equivalent courses: GBUS 321, GBUS 370C, GBUS 370IC

GBUS 370LC Creative Thinking for Advertising (4 Credits)

The course has a split perspective. Part of it provides a window on the concepts and grammar of creativity; the other part is 'how to' oriented: imparting skills in drawing up creative strategy and in delivering creative solutions. The course starts by unpacking creativity at large, mapping what it means to be original, innovative, experimental, radical, and provocative. High-end creative art is compared with creativity in advertising – typically viewed as 'second-tier' by virtue of being subjugated to sales/selling or by way of being strategy compromised and hence Ogilvy + Mather's mantra: 'If it doesn't sell, it isn't creative'. But once selling is seen to be about offering ideas and images rather than artefacts the alleged substantive difference between art-creative and ad-creative becomes blurred. A further key in the course is that innovation in conventional art forms – from movies to painting – is over and advertising is the replacement avant-garde. Protected by regulations and ring-fenced by research it's easy for advertising to be provocative. But – the course will ask – is shock cheap creative? Is being offensive cheap surprise? What sort of creative do marketing managements really want? Both successful and disastrous UK campaigns are deconstructed. This analysis – along with attending to the advice of some of the great ad practitioners from Bill Bernbach to David Ogilvy – yields a raft of tips, hints, guides, and methods for originating and communicating ideas that affect consumer behavior. Finally, the course looks at that most demanding of creative tasks: the speculative pitch.

Prerequisites: None

Corequisites: XXXX 43

Equivalent courses: GBUS 370A

GBUS 370LD Fundamentals of Finance (4 Credits)

We're all familiar with the bad choices that led to the recent global financial crisis but what are the crucial elements of investment and funding decisions? What calculations must be made with regards to those decisions and how are they executed? What are the basic functions and responsibilities of a financial department in a business? This course is an introduction to business finance. Topics include an overview of the finance function and its importance for the firm and the course presents global aspects of finance, giving an overview of money and capital markets, introducing students to financial analysis and time value of money. In addition, the course examines securities and bond pricing, risks and rates of return, cost of capital, and capital budgeting and risk analysis. Students taking this course are required to have an understanding of college-level mathematical/numerical principles.

Prerequisites: None

Corequisites: XXXX 43

Equivalent courses: GBUS 370

GBUS 370LE Strategic Brand Management (4 Credits)

How does brand management affect organizational value? How do customers and their engagement in real or virtual communities shape the nature of brands? How does services branding differ from goods branding? This course introduces, explores and applies a range of strategic brand management issues that drive brand equity and value. Customers are increasingly co-creators of brand value as part of a more interactive and dialectical process. Witness the rise of social media where dialogue, conversation, interaction are the key drivers of brand growth. The days of shouting from a billboard as the primary form of brand marketing are gone. Students will explore issues such as the strategic branding process, consumer perception, brands as social and psychological vehicles, the competitive landscape, and brand evaluation. By the end of the course should have developed a deeper understanding of brand, the strategic branding process and an appreciation of how to brand in a given context to maximize equity and value.

Prerequisites: None

Corequisites: XXXX 43

Equivalent courses: GBUS 370

GBUS 370LF Ethical Dilemmas(London) (4 Credits)

Prerequisites: None

Corequisites: XXXX 43

Equivalent courses: ETHS 370LA

GBUS 370LG ETHICAL LEADERSHIP (LOND) (4 Credits)

Prerequisites: None

Corequisites: XXXX 43

Equivalent courses: ETHS 370LB, ETHS 370LG

GBUS 370OA Globalization and Development (3 Credits)

Prerequisites: None

Corequisites: XXXX 64

GBUS 370OB Entrepreneurship and Innovations - South Africa (3 Credits)

Prerequisites: None

Corequisites: XXXX 64

GBUS 370PA Digital Marketing (3 Credits)

Prerequisites: None

Corequisites: XXXX 67

GBUS 370PB International Business (3 Credits)

The increasing globalization of Business makes it imperative to achieve a thorough understanding of the complexities and subtiles of international business activities. Many businesses, that in the past were traditionally considered to be "local" in nature, are now impacted to varying degrees by issues such as competition from low cost foreign sources, multi-cultural marketing requirements, and web-based commerce that crosses traditional market boundaries. As a result today's business leaders must be capable of exploring new opportunity frontiers while dealing with challenges from far away places. This course introduces the student to the field of international management. We begin by analyzing the international business environment that connects the phenomenon of globalization with the national and cultural differences that characterize the countries in this economy. Next we will analyze, from the point of view of a medium-large global organization, how to first define a strategy to enter foreign markets, select a global company structure, define a global marketing and human resource planning and controlling global business activities. We will delve into some strategic and functional issues that characterize the management of organizations in the global marketplace. This course is intended to provide the student with a comprehensive understanding of the fundamentals of international business and the key factors that must be considered in the development of a well conceived, global business plan, from the perspective of a medium-large organization that compete in a global market.

Prerequisites: None

Corequisites: XXXX 67

GBUS 370PC International Management (3 Credits)

The topics to be covered include the process of internationalization of companies, alternative forms of international business and international alliances (exports, franchises, subsidiaries, licences, strategic alliances, joint ventures...). The class also looks at environmental factors, globalization, management functions, human resources and diversity, different organizational cultures and the role of strategic business management in a globalized world.

Prerequisites: None

Corequisites: XXXX 67

GBUS 370PD Global Business Consulting - Spain (3 Credits)

Prerequisites: None

Corequisites: XXXX 67

GBUS 370R Global Business Leadership in Cork (3 Credits)

Prerequisites: None

Corequisites: XXXX 63

GBUS 370SA INTERN'L MGMT STRATEGIES (3 Credits)

Prerequisites: None

Corequisites: XXXX 61

GBUS 371 Individual Learning Project (1-4 Credits)

Individual supervised reading or research at the upper-division level. Permission of the department chair and completion of 12 credits within the department required. Consult the department chair for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

GBUS 381 Advanced Global Strategy (4 Credits)

This course is a Global Business Leadership Capstone course. Theories of strategic planning and implementation in organizations will be the framework for integrating knowledge of the functional areas of management, principles of organizational behavior, and general management theory. Students develop analytical and problem-solving skills through application of theoretical knowledge to case studies involving actual organizations. An understanding of the global economic, social and legal environments is developed through reading and analysis of organizations operating throughout the world. Prerequisite: GBUS 300. For graduating GBUS seniors only or by permission of Department Chair.

Prerequisites: GBUS 300

Restrictions: Enrollment is limited to students with a major in Global Business Leadership. Students with the 2023-2024 Registration Cohort, 2024-2025 Registration Cohort or 2025-2026 Registration Cohort attributes may not enroll.

Equivalent courses: MGMT 381

Attributes: Thematic Encounter3 - Movement

GBUS 394 Practicum (1-4 Credits)

The Practicum includes both an on-site component and a classroom component. The on-site component requires that a student engage in a significant leadership experience in an on-campus club/organization (club) or a significant management position in a student-operated venture on campus. In order to register for this course, a student must submit a detailed proposal outlining what s/he will do as a leader or manager. The proposal must be approved by the course instructor and, if applicable, the club/organization's advisor. The classroom component will involve approximately 8 one hour class sessions on-campus. Students will participate in class discussions and complete a series of readings and reflective assignments. Prerequisites GBUS 210, 220, 230 & 240 or GBUS 203. A-F grading only.

Prerequisites: GBUS 203

Equivalent courses: MGMT 394

Attributes: Experiential Engagement (EX)

GBUS 394A SUMMER PRACTICUM (4 Credits)

Prerequisites: None

Equivalent courses: GBUS 394

GBUS 397 Internship (2-4 Credits)

Internships during the fall or spring semester include both an on-site component and a classroom component. The on-site component will involve hands-on experience in an organization with supervision and mentoring by a site supervisor. The classroom component will involve approximately 6-8 one hour class sessions on-campus. Students will participate in class discussions, complete a series of readings and reflective assignments and submit a final reflection paper. Students are required to organize and execute a site visit with the faculty moderator and the site supervisor. The standard fall/spring internship will be 4 credits. Prerequisites: GBUS 210, 220, 230 & 240 or GBUS 203. A-F grading only.

Prerequisites: GBUS 203

Equivalent courses: GBUS 397A, GBUS 397B, GBUS 397C

Attributes: Experiential Engagement (EX)

GBUS 397A Summer Internship (1-8 Credits)

Internships during the summer will include an on-site component and an online component. The on-site component will involve hands-on experience in an organization with supervision and mentoring by a site supervisor. The on-line component will involve weekly assignments in which students are required to complete assigned readings and submit reflective essays. Students will also submit a final reflection paper. Students are required to organize and execute a site visit with the faculty moderator and the site supervisor. The standard summer internship will be 4 credits. Non-standard course credits of 1-8 credits are available with permission of the department chair to meet particular student graduation or academic requirements. Prerequisites: GBUS 210, 220, 230 & 240 or GBUS 203. S/U grading only.

Prerequisites: GBUS 203

Equivalent courses: GBUS 397, GBUS 397B, GBUS 397C

Attributes: Experiential Engagement (EX)

GBUS 397B INTERNSHIP (1-4 Credits)

Internships during the fall or spring semester include both an on-site component and a classroom component. The on-site component will involve hands-on experience in an organization with supervision and mentoring by a site supervisor. The classroom component will involve approximately 6-8 one hour class sessions on-campus. Students will participate in class discussions, complete a series of readings and reflective assignments and submit a final reflection paper. Students are required to organize and execute a site visit with the faculty moderator and the site supervisor. The standard fall/spring internship will be 4 credits. Prerequisites: GBUS 210, 220, 230 & 240 or GBUS 203. S/U grading only.

Prerequisites: GBUS 203

Equivalent courses: GBUS 397, GBUS 397A, GBUS 397C

Attributes: Experiential Engagement (EX)

GBUS 397C Internship (1-8 Credits)

Internships during the fall or spring semester include both an on-site component and a classroom component. The on-site component will involve hands-on experience in an organization with supervision and mentoring by a site supervisor. The classroom component will involve approximately 6-8 one hour class sessions on-campus. Students will participate in class discussions, complete a series of readings and reflective assignments and submit a final reflection paper. Students are required to organize and execute a site visit with the faculty moderator and the site supervisor. The standard fall/spring internship will be 4 credits. Prerequisites: GBUS 210, 220, 230 & 240 or GBUS 203. A-F grading only.

Prerequisites: GBUS 203

Equivalent courses: GBUS 397, GBUS 397A, GBUS 397B

Attributes: Experiential Engagement (EX)

Greek (GREK)

GREK 170GB ACC BEG MODERN GREEK (3 Credits)

An accelerated section of the elementary Modern Greek course for beginners with a background in Ancient Greek. By the end of the course, students will be able to handle daily life situations (shopping, ordering food, making reservations, buying tickets, requesting and understanding directions, etc.); will acquire daily vocabulary and basic grammatical structures; and will be able to write simple letters and brief texts. CYA strongly encourages students to study Modern Greek while they are in Athens. CYA believes that the study of this lesson provides valuable access to the life and culture of contemporary Greece and aids in the acculturation of students.

Prerequisites: None

GREK 170GC BEG MOD GREEK LANG/CULT (3 Credits)

"Beginning Modern Greek Language and Culture" aims to combine the classic beginning Modern Greek language instruction with Modern Greek culture. While keeping with the conventional language skills (listening, speaking, reading, and writing), this course integrates the "fifth skill" of language, culture, in a way that allows a full understanding of Modern Greece. Through language focused cultural lessons, students will learn the importance of language in everyday situations, and become active participants in Modern Greek culture. This course aims to enable students to: a) communicate in the language and handle basic life situations; b) read in the language; c) learn everyday vocabulary from relevant social topics; and d) write simple letters and brief notes. Students will develop oral language proficiency and cultural awareness through different activities, both inside and outside the classroom (neighborhood walks, graffiti, Greek idioms, street signs, visit to the Greek parliament, magazine covers, current pop culture videos, etc.). These varied aspects of language practice and cultural exploration will include etymological and historical information, allowing the students to engage comfortably and become integrated with Modern Greek language and society.

Prerequisites: None

GREK 332A Greek Historians: Herodotus (4 Credits)

Herodotus of Halicarnassus, the "Father of History," was the first historian in human civilization, invented this new discipline as he went along, and didn't know that history is supposed to be boring! In fact, the Greek word historia is the origin not only of English "history" but also of "story." We will read all of Herodotus's history of the war between the Greeks and the Persians in translation, and as much of it in Greek as we can get through in a semester.

Prerequisites: None

GREK 370GB Advanced Ancient Greek I: Thucydides (3 Credits)

Prerequisites: None

Corequisites: XXXX 53

GREK 371 Individual Learning Project (1-4 Credits)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

Hispanic Studies (HISP)

HISP 111 Beginning Spanish I (4 Credits)

An introduction to the Spanish language that provides a foundation for the four language skills: listening, speaking, writing and reading, along with an introduction to different aspects of the cultures of the Spanish-speaking peoples. The emphasis of this course is on promoting language proficiency. Vocabulary and grammatical structures will be the basis for the development of these skills in a meaningful, effective and creative manner.

Prerequisites: None

Equivalent courses: HISP 111AC, HISP 111Z

HISP 111AC Beginning Spanish I (CIC) (3-5 Credits)

Prerequisites: None

Equivalent courses: HISP 111, HISP 111Z

HISP 112 Beginning Spanish II (4 Credits)

The second in a series of three lower-level language courses. Emphasis remains on promoting language proficiency in listening, speaking, reading, and writing, with background information on the cultures of Spanish-speaking peoples. Class time is devoted mostly to the development of listening and speaking skills.

Prerequisites: HISP Placement Exam with a score of 165 or (HISP 111 or HISP 111Z)

Equivalent courses: HISP 112A, HISP 112B, HISP 200

HISP 112A Beginning Spanish II (Abroad) (4 Credits)

The second in a series of three lower-level languages courses, taught abroad. Emphasis remains on promoting language proficiency in listening. Speaking, reading and writing with background information on the cultures of Spanish-speaking people. Class time is devoted mostly to the development of listening and speaking skills.

Prerequisites: None

Equivalent courses: HISP 112, HISP 112B, HISP 116

HISP 112B Beginning Spanish II (SCSU) (0-4 Credits)

Prerequisites: HISP Placement Exam with a score of 165 or HISP 111 or HISP 111Z

Equivalent courses: HISP 112, HISP 112A

HISP 133 Culture and Social Difference in the Hispanic World (4 Credits)

An introduction to the United States as part of the Hispanic world. Students will examine how gender, race and ethnicity have been constructed in different societies, contexts, and time periods within the Hispanic world (United States, Hispanic America, and Spain). Student will also explore the ways in which gender, race, and ethnicity influence our individual identities and our understanding our place in society and the world. Special attention will be paid to the role of migration, language, and social norms. Though the successful completion of this course students will be able to identify factors that shape self-conception in a variety of contexts and settings and will be able to apply this knowledge to an analysis of their own culturally-constructed identity and their relationship to their local, national, and international communities. This course requires students to think, listen, speak, and write about gender, race and ethnicity inside the classroom and in participation in extracurricular events. aught in English.

Prerequisites: None

Attributes: CSD: Identity (CI)

HISP 211 Intermediate Spanish (4 Credits)

The third in a series of three lower-level language courses. Emphasis remains on promoting language proficiency in listening, speaking, reading, and writing, with information on the cultures of Spanish-speaking peoples. Students will expand on vocabulary and grammatical structures presented in 111 and 112 to communicate meaningfully, effectively, and with an increasing amount of fluency and creativity. Fulfills the Global Language requirement.

Prerequisites: HISP Placement Exam with a score of 316 or (HISP 112 or HISP 112Z)

Equivalent courses: HISP 200, HISP 211A, HISP 211AC, HISP 211CA, HISP 211MA, HISP 211PA, HISP 211PB, HISP 211PC, HISP 211PD, HISP 211TA, HISP 211Z

Attributes: Global Language Proficiency

HISP 211AC Intermediate Spanish (CIC) (3-5 Credits)

Prerequisites: HISP Placement Exam with a score of 316 or HISP 112 or HISP 112Z

Equivalent courses: HISP 211, HISP 211A, HISP 211CA, HISP 211MA, HISP 211PA, HISP 211PB, HISP 211PC, HISP 211PD, HISP 211TA, HISP 211Z

Attributes: Global Language Proficiency

HISP 211MA Intensive Intermediate Spanish I-Abroad (4 Credits)

Prerequisites: HISP Placement Exam with a score of 316 or HISP 112 or HISP 112Z

Corequisites: XXXX 39

Equivalent courses: HISP 200, HISP 211, HISP 211A, HISP 211AC, HISP 211CA, HISP 211PA, HISP 211PB, HISP 211PC, HISP 211PD, HISP 211TA, HISP 211Z

Attributes: Global Language Proficiency

HISP 211PA Intermediate Spanish I - Spain (3 Credits)

Fulfills HISP 211.

Prerequisites: HISP Placement Exam with a score of 316 or HISP 112 or HISP 112Z

Corequisites: XXXX 67

Equivalent courses: HISP 211, HISP 211A, HISP 211AC, HISP 211CA, HISP 211MA, HISP 211PB, HISP 211PC, HISP 211PD, HISP 211TA, HISP 211Z

Attributes: Global Language Proficiency

HISP 211PB INTERM SPANISH I (ABROAD-UPO) (3 Credits)

Prerequisites: HISP Placement Exam with a score of 316 or HISP 112 or HISP 112Z

Corequisites: XXXX 67

Equivalent courses: HISP 200, HISP 211, HISP 211A, HISP 211AC, HISP 211CA, HISP 211PA, HISP 211PC, HISP 211PD, HISP 211TA, HISP 211Z

Attributes: Global Language Proficiency

HISP 211PC Intermediate Reading and Composition in Spain (3 Credits)

Prerequisites: HISP Placement Exam with a score of 316 or HISP 112 or HISP 112Z

Corequisites: XXXX 67

Equivalent courses: HISP 200, HISP 211, HISP 211A, HISP 211AC, HISP 211CA, HISP 211MA, HISP 211PA, HISP 211PB, HISP 211PD, HISP 211TA, HISP 211Z

Attributes: Global Language Proficiency

HISP 211PD INTERM SPAN CONVERSAT (ABROAD) (3 Credits)

Prerequisites: HISP Placement Exam with a score of 316 or HISP 112 or HISP 112Z

Corequisites: XXXX 67

Equivalent courses: HISP 200, HISP 211, HISP 211A, HISP 211AC, HISP 211CA, HISP 211MA, HISP 211PA, HISP 211PB, HISP 211PC, HISP 211TA, HISP 211Z

Attributes: Global Language Proficiency

HISP 211TA Spanish Language in Context: Novice Abroad III (6 Credits)

Research has demonstrated that study abroad can enhance every aspect of language ability. One of the most important general findings of this research is, however, that study abroad is most beneficial for the development of abilities related to social interaction. Students who go abroad can learn to do things with words, such as requesting, apologizing, or offering compliments, and they may also learn to interpret situations calling such speech acts in ways that local people do...in short, and logically, study abroad has been shown to enhance the aspects of communicative competence that are most difficult to foster in classroom settings.

Prerequisites: HISP Placement Exam with a score of 316 or HISP 112 or HISP 122Z

Corequisites: XXXX 45

Equivalent courses: HISP 200, HISP 211, HISP 211A, HISP 211AC, HISP 211CA, HISP 211MA, HISP 211PA, HISP 211PB, HISP 211PC, HISP 211PD, HISP 211Z

Attributes: Global Language Proficiency

HISP 230 Spanish for Success (4 Credits)

Students in this course will apply previous Spanish language learning to new contexts. Exploration of cultures of the Spanish-speaking world will provide content for communicative and collaborative activities. Review of grammatical structures and vocabulary building will be embedded into speaking, reading and writing tasks. Students will identify an area of academic interest and practice retrieving and evaluating relevant Spanish language resources. The course is designed as a Spanish language learning community aimed at opening new perspectives and promoting success using Spanish at the College level and beyond.

Prerequisites: HISP 211 or HISP 211Z or HISP 200 or HISP Placement Exam with a score of 465 or HISP 211A or HISP 211PA or HISP 211PB or HISP 211PC or HISP 211PD or HISP 211MA or HISP 211CA

Equivalent courses: HISP 212, HISP 212Z, HISP 212ZZ, HISP 230CA, HISP 230PA, HISP 230PB, HISP 230TA, HISP 230Z, HISP 230ZZ

Attributes: Global Language Proficiency

HISP 230PA Intermediate Spanish II in Spain (3 Credits)

Prerequisites: HISP Placement Exam with a score of 465 or HISP 211 or HISP 211Z or HISP 200 or HISP 211A or HISP 211MA or HISP 211CA or HISP 211AC

Corequisites: XXXX 67

Equivalent courses: HISP 212, HISP 212Z, HISP 212ZZ, HISP 230, HISP 230CA, HISP 230PB, HISP 230TA, HISP 230Z, HISP 230ZZ

Attributes: Global Language Proficiency

HISP 230PB INTERM SPANISH II-SPAIN (UPO) (3 Credits)

Prerequisites: HISP Placement Exam with a score of 465 or HISP 211 or HISP 211Z or HISP 200 or HISP 211A or HISP 211MA or HISP 211CA or HISP 211AC

Corequisites: XXXX 67

Equivalent courses: HISP 212, HISP 212Z, HISP 212ZZ, HISP 230, HISP 230CA, HISP 230PA, HISP 230TA, HISP 230Z, HISP 230ZZ

Attributes: Global Language Proficiency

HISP 230TA Spanish Language in Context: Emerging Independent Abroad I (6 Credits)

Research has demonstrated that study abroad can enhance every aspect of language ability. One of the most important general findings of this research is, however, that study abroad is most beneficial for the development of abilities related to social interaction. Students who go abroad can learn to do things with words, such as requesting, apologizing, or offering compliments, and they may also learn to interpret situations calling such speech acts in ways that local people do...in short, and logically, study abroad has been shown to enhance the aspects of communicative competence that are most difficult to foster in classroom settings.

Prerequisites: HISP Placement Exam with a score of 465 or HISP 211 or HISP 211Z or HISP 200 or HISP 211AC

Corequisites: XXXX 45

Equivalent courses: HISP 212, HISP 212Z, HISP 212ZZ, HISP 230, HISP 230CA, HISP 230PA, HISP 230PB, HISP 230Z, HISP 230ZZ

Attributes: Global Language Proficiency

HISP 270 SCSU/SABRO COURSES (0-4 Credits)

Prerequisites: None

HISP 270PA Advanced Spanish in Spain (3 Credits)

Prerequisites: Only offered as part of a study abroad program.

Prerequisite: HISP 230

Corequisites: XXXX 67

HISP 270PB Advanced Spanish Conversation in Spain (3 Credits)

Prerequisites: Only offered as part of a study abroad program.

Prerequisite: HISP 230

Corequisites: XXXX 67

HISP 270PC Advanced Spanish I in Spain (3 Credits)

Prerequisites: Only offered as part of a study abroad program.

Prerequisite: HISP 230

Corequisites: XXXX 67

HISP 270PD Advanced Spanish Reading and Conversation in Spain (3 Credits)

Prerequisites: Only offered as part of a study abroad program.

Prerequisite: HISP 230

Corequisites: XXXX 67

HISP 270PE Advanced Spanish II in Spain (3 Credits)

Prerequisites: Only offered as part of a study abroad program.

Prerequisite: HISP 230

Corequisites: XXXX 67

HISP 270TA Spanish Language in Context: Independent Abroad (4-6 Credits)

Research has demonstrated that study abroad can enhance every aspect of language ability. One of the most important general findings of this research is, however, that study abroad is most beneficial for the development of abilities related to social interaction. Students who go abroad can learn to do things with words, such as requesting, apologizing, or offering compliments, and they may also learn to interpret situations calling such speech acts in ways that local people do...in short, and logically, study abroad has been shown to enhance the aspects of communicative competence that are most difficult to foster in classroom settings.

Prerequisites: HISP 230 or HISP 230Z or HISP 212 or HISP 212Z or HISP 230PA

Corequisites: XXXX 45

Attributes: Global Language Proficiency

HISP 271 Individual Learning Project (1-4 Credits)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

HISP 273A Speaking and Writing About: Human Rights in Latin America (4 Credits)

The main goals of this course are to improve speaking and writing in Spanish in preparation for upper division courses in Hispanic Studies. Along with a development of reading strategies students also improve their listening comprehension and oral expression. The course provides a systematic review of Spanish grammatical structures and includes practice in oral expression through oral presentations and discussions. The materials incorporated are thematic to support the designation of Justice focus. The course explores justice and human rights in Latin America specially those of its indigenous peoples with respect to historical origins and their contemporary conditions throughout the region.

Prerequisites: HISP 230, Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Equivalent courses: HISP 273

Attributes: Global Language Proficiency, Thematic Focus - Justice

HISP 273B Using Short Films to Spark Spanish Conversation and Writing (4 Credits)

This course integrates language and content learning through the analysis of selected short films. We will approach these topics from both a cultural and a linguistic point of view. This course aims to consolidate and extend students' existing language skills, providing them with a solid understanding of Spanish culture and it places special emphasis on conversational and speaking fluency, grammatical accuracy and vocabulary acquisition. These short films provide the base for various activities and debates that will help students develop their listening, speaking, writing, reading and interacting skills, as well as their ability to describe analyze, and reflect upon other cultural manifestations.

Prerequisites: You must take HISP 230 prior to taking HISP 273B. You must take INTG 100 or 205 prior to taking a Thematic Focus Course. You must take a Cultural and Social Difference: Identity (CI) course prior to or at the same time as Thematic Focus Courses.

Attributes: Global Language Proficiency, Thematic Focus - Justice

HISP 274 Speaking and Writing about: People and Ideas on the Move (4 Credits)

The course will explore the idea that movement, viewed as a sociocultural concept, is the mechanism that causes historical tensions between evolution and involution. In this context, evolution is the result of progressive movement whereas involution is the outcome of regressive or total lack of movement. Based on this premise, the course will focus on studying "movements" in Spain and Latin America and will include two large, structural blocks of analysis: the movement of ideas through time (schools of thought, artistic and cultural movements, etc.) and the movement of people in space (voluntary displacements for leisure and forced displacements for economic, political or environmental reasons).

Prerequisites: You must take HISP 212 OR 230 prior to taking HISP 274. You must take INTG 100 or 205 prior to taking a Thematic Focus Course. You must take a Cultural and Social Difference: Identity (CI) course prior to or at the same time as Thematic Focus Courses.

Attributes: Thematic Focus - Movement

HISP 274C Speaking and Writing about: Food Culture in Latin America (4 Credits)

What can a simple corn tortilla tell us about the history of Guatemala? What did the culinary practice of nixtamalization do for the Aztec and Mayan peoples? How do you make a tortilla anyway? Why do Argentines love beef, and what does their asado tell us about their sense of self in the world? How did the development of sugar cane and banana plantations shape the culinary and musical traditions of Caribbean peoples? Why is an American taco so different from one you'd find in Mexico? Does it really matter if both are delicious?

Prerequisites: HISP 230, Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Attributes: Global Language Proficiency, Thematic Focus - Movement

HISP 279A Speaking and Writing about: Media Literacy (4 Credits)

The main goals of this course are to improve speaking and writing in Spanish in preparation for upper division courses in Hispanic Studies. Along with a development of reading strategies students also improve their listening comprehension and oral expression. The course provides a systematic review of Spanish grammatical structures and includes practice in oral expression through oral presentations and discussions. The materials incorporated are thematic to support the designation of Truth focus. The course explores issues and analytical strategies of media literacy in the Hispanic world.

Prerequisites: You must take HISP 230 prior to taking HISP 279A. You must take INTG 100 or 205 prior to taking a Thematic Focus Course. You must take a Cultural and Social Difference: Identity (CI) course prior to or at the same time as Thematic Focus Courses.

Attributes: Thematic Focus - Truth

HISP 312 Written and Oral Communication II (4 Credits)

This course builds on the skills acquired in Spanish 311. Its goal is to further improve students' command of written Spanish through a continued review of grammatical structures. As in Spanish 311, thematically selected literary and cultural readings, as well as films and other media, are incorporated by means of step-by-step assignments. The focus in this course is on the argumentative and expository writing modes, providing practice in essay writing; these skills aim at an understanding of the process of preparation and completion of a research project. Strategies for oral communication are also incorporated into this course through presentations and discussions.

Prerequisites: HISP 311 or HISP 311Z or HISP 310 or HISP 315 or HISP 273

Equivalent courses: HISP 312Z

Attributes: Human Experience (HE)

HISP 313 Spanish for Advanced Speakers (2 Credits)

This course is designed specifically for native/heritage/immersion speakers of Spanish, with day-to-day oral proficiency, but little to no formal training in spoken and written Spanish. It aims to familiarize student with Spanish grammar, vocabulary, and other linguistic topics as applied to the development of listening, reading, speaking, and writing language skills. It emphasizes reading and writing about well-known and authentic texts of varying genres and formats from the Spanish speaking world. **Prerequisites:** To enroll in this course, students must take an advanced placement test before the beginning of the semester.

Prerequisites: None

HISP 335 Spanish Cultural Identity (4 Credits)

How does religion shape a nation, a family, and an ethnic group? How does language interact with national identity in a territory marked by cultural and linguistic diversity? How can food, music, folklore and art mark a culture? This course examines the shaping of the Spanish nation by studying the ethnic, social and linguistic diversity, within its historical and political context. Topics may include family, gender, social class, etc. **Prerequisites:** You must take HISP 230 and 2 Classes in HISP Foundations of Speaking and Writing (273, 277A, 278, 315 or 316) prior to a 300 level HISP Course.

Attributes: Human Experience (HE), Thematic Encounter3 - Truth

HISP 336 Latin American Culture (4 Credits)

This course examines the political, social, cultural and historical development of the Spanish-speaking Americas. In geographic terms, the course includes countries of North, Central and South America as well as the Caribbean. Historically, the course covers the period prior to the Conquest, the Colonial era, the emergence of national identities, and current cultural trends, issues and conflicts. The primary texts of the course—whether these are literary, visual, performative, or ideological in character—will be approached in an interdisciplinary fashion that combines socio-historical, political and literary critical perspectives. Offered in Fall.

Prerequisites: You must take HISP 230 and 2 Classes in HISP Foundations of Speaking and Writing (273, 274, 277A, 278, 315 or 316) prior to a 300 level HISP Course.

Attributes: Social World (SW), Thematic Encounter3 - Justice

HISP 337 Latino Identity in the United States (4 Credits)

The diverse population of Latino groups traces its origins to a variety of countries and their experience in the United States is quite varied. This course will examine the socio-historical background and economic and political factors that converge to shape Latino/Hispanic identities in the United States. This class will explore issues of race, class, and gender within the Latino community in the United States (Chicanos, Puerto Ricans, Cubans, Dominicans, Central and South American). Offered in Spring.

Prerequisites: HISP 312, 313 or 316, as well as Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Attributes: CSD: Systems (CS)

HISP 340 Latin America: Conquest and Colonization (4 Credits)

This course examines the origins of regional literature in the period of the Spanish Conquest and colonization of the indigenous peoples of the Americas. Representative literary texts—encompassing genres such as essay, chronicle and biography among others—will serve as the basis for a study of the historical development of regional literary traditions out of the cultural conflicts and transformations of the colonial period.

Prerequisites: You must take HISP 230 and 2 Classes in HISP Foundations of Speaking and Writing (273, 277A, 278, 315 or 316) prior to a 300 level HISP Course.

Attributes: Human Experience (HE), Thematic Encounter3 - Truth

HISP 341 Faith, Irony and Madness in the Spanish Golden Age (4 Credits)

This course will study dominant themes and trends in 16th- and 17th century Spain with a concentration on either Spanish poetry, prose, or national theater. The course may include all three genres and will be taught within the context of Hispanic and Western culture. Authors may include Garcilaso, Góngora, Cervantes, María de Zayas y Sotomayor, Lope de Vega, Tirso de Molina and Calderón. An exploration of Spanish literature throughout the 16 and 17th centuries within its historic and cultural context. It may explore some of the following themes: irony and humor in the picaresque novels; morality and madness in Cervantes' Don Quijote de la Mancha; imagery of women and authorship in poetic mysticism; sainthood and violence.

Prerequisites: HISP 312 or HISP 312Z or HISP 316 or HISP 313 or HISP Proficiency with a score of 1

Attributes: Human Experience (HE), Thematic Encounter3 - Justice

HISP 342 Latin America: Autonomy, Nation and Identity (4 Credits)

This course examines the emergence and development of regional and national literary traditions in the Spanish-speaking Americas following Independence from Spain. Works from a variety of genres, such as poetry, essay and the novel, will be used to explore important aesthetic, economic and political manifestations of the nineteenth-century quest for autonomy and development in Latin America.

Prerequisites: You must take HISP 230 and 2 Classes in HISP Foundations of Speaking and Writing (273, 277A, 278, 315 or 316) prior to a 300 level HISP Course.

HISP 344 Progress, Revolution and Freedom in Spain (4 Credits)

An introduction to Spanish literature from 1700 to the turn of the twentieth century. This course studies some of the most representative literary works of neo-classicism, romanticism, costumbrismo, realism and naturalism, and examines the historical and cultural backgrounds of the texts under study. This course explores the philosophical and political ideals of the Enlightenment, Romanticism and Realism through its literature and other cultural expressions. Students will examine the challenges posed by reformation dreams in Spanish society and the resistance to change. Some possible themes may include: gender and human rights, conflicts between faith and reason, progress and tradition, church and state.

Prerequisites: You must take HISP 230 and 2 Classes in HISP Foundations of Speaking and Writing (273, 277A, 278, 315 or 316) prior to a 300 level HISP Course.

HISP 345 Modern Latin America through Literature (4 Credits)

A study of major themes and works of contemporary narrative, criticism, poetry. This course examines the historical background of the texts under study as well as the emerging literary and cultural debates surrounding them.

Prerequisites: HISP 312 or HISP 312Z or HISP 316 or HISP 313 or HISP Proficiency with a score of 1 or HISP 273

Attributes: Human Experience (HE)

HISP 349 (Re)Figuring Contemporary Spain: Power and Social Change (4 Credits)

An exploration of the major themes and authors of this period of Spanish literature, including representative works from the Generation of 1898, the Generations of 1914, '27, & '50, los novisimos, current authors, literature by women. Works read in their historical and cultural context. This course examines the historical and social events that shape Spain's contemporary culture through its literary production. Students will employ an interdisciplinary approach and examine other cultural mediums including: film, literature, music and art to explore themes like: the Spanish Civil War and its aftermath; the transition to democracy; exile and (im)migration; social protest and terrorism; female space; gender (de)construction; love, sex and moral taboos.

Prerequisites: HISP 312 or HISP 312Z or HISP 316 or HISP 313 or HISP Proficiency with a score of 1

HISP 350 Introduction to Hispanic Linguistics (4 Credits)

A survey of general linguistics as it applies to Spanish with attention to the major areas of the field-Spanish phonetics, phonology, morphology, syntax, semantics, pragmatics, historical linguistics, sociolinguistics and language acquisition. Offered every year. Offered in Fall.

Prerequisites: You must take HISP 230 and 2 Classes in HISP Foundations of Speaking and Writing (273, 277A, 278, 315 or 316) prior to a 300 level HISP Course.

Attributes: Abstract Structures (AS), Thematic Encounter3 - Movement

HISP 353 Dilemmas of Representation and Cultural Awakening (4 Credits)

Recent movements like Black Lives Matter and #MeToo point to the lack of representation in politics and the economy as well as marginalization and oppression based on race, ethnicity, sex, gender, social class, etc. This is neither a new struggle in the US nor in the Hispanic world. Similar movements, for example, led to the wars of independence in the Americas and the rest of the Global South. This seminar therefore seeks to examine the power dynamics related to race, ethnicity, class, language, sex, and gender in the Hispanic world by connecting anti-colonial and anti-racism to the theories and rhetoric of decoloniality.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Equivalent courses: HISP 355L

Attributes: CSD: Systems (CS)

HISP 354A Bilingualism in Schools & Society: Language, Identity & Policy (4 Credits)

Who is bilingual? How is bilingualism evidenced in schools and society in a globalized world? What are the politics behind people's language choices in a bilingual community? What are the social and conversational attributes of Spanglish? This course is designed to raise awareness of the complexities and benefits of bilingualism through the study of Spanish/ English bilingualism in the US. Taught in Spanish with readings in Spanish and English.

Prerequisites: You must take HISP 230 and 2 Classes in HISP Foundations of Speaking and Writing (273, 277A, 278, 315 or 316) prior to a 300 level HISP Course.

Attributes: Social World (SW), Thematic Encounter3 - Justice

HISP 354B Applied Linguistics Seminar: Language Planning, Translation, Forensics and Bilingualism (4 Credits)

For many people Applied Linguistics is only about second language acquisition. However, this is not all that Applied Linguistics is about. This course aims to discuss Spanish Applied Linguistic topics such as language planning and policy, translation and interpretation, forensics, bilingualism, among others. In addition to learning about the major areas of applied linguistics, students are expected to develop critical reading abilities, assessing the nature of the evidence in support of various theoretical positions and research methodologies. This course will be taught in Spanish. Additional prerequisite recommended: HISP 350
Prerequisites: You must take HISP 230 and 2 Classes in HISP Foundations of Speaking and Writing (273, 277A, 278, 315 or 316) prior to a 300 level HISP Course.

Attributes: Social World (SW), Thematic Encounter3 - Justice

HISP 354C Seminar on the Pragmatics of the Spanish Language (4 Credits)

Prerequisites: You must take HISP 230 and 2 Classes in HISP Foundations of Speaking and Writing (273, 277A, 278, 315 or 316) prior to a 300 level HISP Course.

Attributes: Social World (SW), Thematic Encounter3 - Justice

HISP 354D HISPANIC LINGUISTICS (4 Credits)

Prerequisites: You must take HISP 230 and 2 Classes in HISP Foundations of Speaking and Writing (273, 277A, 278, 315 or 316) prior to a 300 level HISP Course.

HISP 355B Tradition and Dissidence in Politics and Gender (4 Credits)

This course examines the intersection between 20th century Spanish literature and the Civil War, the Franco dictatorship, the transition to democracy, and the societal issues related to gender roles. It will explore the various ways of critiquing dominant political and societal systems in Spain and will analyze literature from the dissident perspective.

Prerequisites: You must take HISP 230 and 2 Classes in HISP Foundations of Speaking and Writing (273, 277A, 278, 315 or 316) prior to a 300 level HISP Course.

HISP 355C The Legacy of Memory and Testimony in Post-dictatorship Latin America (4 Credits)

This course covers the experience of political violence in Argentina, Chile and Uruguay during the military dictatorships of the 1970s and 1980s. Through a wide range of literature on storytelling and testimony as well as poetry, fiction, memoirs and letters this seminar examines the (re)constructions of the past and memory in relation to political identity and resistance. Analysis will focus on the contrasting stories of different nationals, men and women, militant and non-militant victims of state terrorism, exiles and political prisoners. Readings will include established authors like Juan Gelman, Luisa Valenzuela, Ariel Dorfman, Liliana Hecker, Hernán Valdés, Miguel Bonasso as well as memoirs and collective pieces by prisoners and victims such as Nosotras, presas políticas; Chacabuco y otros centros de detención; Oblivion; and Memorias del calabozo.

Prerequisites: You must take HISP 230 and 2 Classes in HISP Foundations of Speaking and Writing (273, 277A, 278, 315 or 316) prior to a 300 level HISP Course.

Attributes: Human Experience (HE), Thematic Encounter3 - Justice

HISP 355D Latin American Literature & Culture Through Theater (4 Credits)

This course will offer an introduction to contemporary literary discourses in Latin America, focusing specifically on short story and drama genres. Beginning with representative selections from central twentieth century literary movements, students will examine the evolution of a theater discourse that explores national identity, human rights discourses and the recovery of historical and mythical memories. The readings will be studied and discussed in Spanish and in their literary, cultural and political contexts. Supplementary readings –all in Spanish– will be suggested or provided when appropriate.

Prerequisites: You must take HISP 230 and 2 Classes in HISP Foundations of Speaking and Writing (273, 277A, 278, 315 or 316) prior to a 300 level HISP Course.

HISP 355G Desire & Passion in Contemporary Spanish Literature (4 Credits)

The longing for the unattainable has motivated an unflagging pursuit to satiate an appetite or emotional need. These deeply stirring and, at times, ungovernable ardors have been the subject of many of Spain's greatest literary works and the focus of this course. We will examine the desires and passions that move characters and reflect the state of contemporary Spain. We will study selected works of poetry, theatre and narrative and focus on the nature of Spanish society and culture.

Prerequisites: You must take HISP 230 and 2 Classes in HISP Foundations of Speaking and Writing (273, 277A, 278, 315 or 316) prior to a 300 level HISP Course.

Attributes: Human Experience (HE), Thematic Encounter3 - Truth

HISP 355H Across the Ocean: Contemporary Spanish and Latin American Culture (4 Credits)

This is an advanced course focusing on Contemporary Hispanic literature and culture at both sides of the Ocean. We will explore major historical events that took place in Spain and Latin America during the 20th and 21st centuries. Special attention will fall on the Avant Gard movements. In this course, we approach social, existential and ethical issues through a brief selection of literary texts, paintings and films. Authors such as Miguel de Unamuno, Antonio Machado, Juan Rulfo, Rosa Montero and Ana Merino, together with artists such as Salvador Dalí, Frida Kahlo, Pablo Picasso and Diego Rivera will guide our learning and visions. Through analysis of the selected class-material, we intend to broaden knowledge on Contemporary Hispanic culture and at the same time strengthen our critical thinking.

Prerequisites: HISP 312 or HISP 312Z or HISP 316 or HISP 313 or HISP Proficiency with a score of 1

HISP 355I Gender, Sexuality, Dictatorship, and Democracy in Spanish Literature (4 Credits)

This course will examine the recent history of Spain through novels. We will analyze shifting cultural norms such as the legalization of same-sex marriage in 2005, and current political challenges facing Spain's current administration such as the 2017 Catalan independence vote. Modern Spain has moved from being a repressive dictatorship under the leadership of Francisco Franco (from 1939-1976) to a constitutional monarchy (with both a monarch and a prime minister) that is a member of the European Union. During the Franco regime, books were censored, open criticism of the government could be dangerous, homosexuality and divorce were illegal, and women were discouraged from working outside the home. The transition back to democratic rule brought with it a new openness to speak explicitly about issues facing modern Spain and a sudden shift towards more liberal social positions. This course will examine novels written both during and after the Franco dictatorship as a means to examine Spain's history and rapidly changing culture. Authors examined will include Mercè Rodoreda (La plaza del diamante), Rosa Montero (Amado amo), Imma Monsó (Todo un carácter) and Lucía Etxebarria (Beatriz y los cuerpos celestes).

Prerequisites: You must take HISP 230 and 2 Classes in HISP Foundations of Speaking and Writing (273, 277A, 278, 315 or 316) prior to a 300 level HISP Course.

HISP 355J Subversive Female Spirituality in Texts by Mexican Women Writers (4 Credits)

Through the reading of texts by Mexican women authors, this course highlights female non-fictional characters who subverted the way in which women expressed their spirituality within a Catholic-dominant society. It can fulfill either the Culture or the Literature requirement of the Hispanic Studies major.

Prerequisites: You must take HISP 230 and 2 Classes in HISP Foundations of Speaking and Writing (273, 277A, 278, 315 or 316) prior to a 300 level HISP Course.

Attributes: Thematic Encounter3 - Justice

HISP 355K WEAVING POETIC CONNECTIONS (4 Credits)

Inspired by socially engaged poetry, this course will be conducted as a collaborative poetry writing workshop. We will read poems by established names that may include Ernesto Cardenal (Nicaragua), Juan Gelman (Argentina), Pablo Neruda (Chile), Julia Esquivel, Rosa Chávez, Humberto Ak'abal (Guatemala), and Ruperta Bautista (Mexico). We will also read and listen to poetic voices that emerge from unexpected places and name what has been silenced. By writing our own poems in Spanish, we will explore poetry as a practice for claiming the voice. The course will be divided between study of published Latin American poems and the development of our own poetic writing practices. We will read, write and critique poems as a means of articulating our connections to the world we inhabit. Poets and non-poets, shy people and extroverts are all invited to become active participants in the making of a Spanish language collaborative poetry workshop.

Prerequisites: You must take HISP 230 and 2 Classes in HISP Foundations of Speaking and Writing (273, 277A, 278, 315 or 316) prior to a 300 level HISP Course.

HISP 356AA Spanish National Tradition, Modernity and Cultural Identity Abroad (4 Credits)

This course provides an interdisciplinary approach to Spanish Culture. Beginning with a historical overview of Spain and its mythic foundation it will examine the nature and sociopolitical aspects of Spanish culture. It will also focus on the ways individuals, families and communities express themselves, their beliefs and their values within their own culture. Attention will be given to political and cultural factors underlying ethnic and nationalist sentiments within the framework of the European Union. The course explores the roots of Spain's national identity in its three original cultures, Jewish, Muslim, and Christian as well as the European intellectual and cultural background. This class meets the culture requirement for the Hispanic Studies major.

Prerequisites: You must take HISP 230 and 2 Classes in HISP Foundations of Speaking and Writing (273, 277A, 278, 315 or 316) prior to a 300 level HISP Course.

HISP 356AB Latin America in Globalization (4 Credits)

This course will examine Globalization as it is perceived and experienced from the point of view of Latin America. The course will focus primarily on representations of lived experience. Questions related to how a diverse range of people from/in Latin America imagine and carve out their own place in a globalized world will be considered through the study of essay, narrative and film. The course will make use of interdisciplinary approaches and will be organized around thematic units (such as migrations, environment, narcotráfico, maquiladoras, tourism, and networks of solidarity). This course fulfills the culture requirement for the Major in Hispanic Studies. This course may be used toward completion of the LLAS Minor. Prerequisites: 312, 313 or 316 and one upper-division course in linguistics, literature or culture.

Prerequisites: You must take HISP 230 and 2 Classes in HISP Foundations of Speaking and Writing (273, 277A, 278, 315 or 316) prior to a 300 level HISP Course.

HISP 356AC Topics in Hispanic Cinema (4 Credits)

This course features a selection of films from both Spain and Latin America together with a selection of literary texts that portray significant social changes in the Hispanic world. The material included comes from film directors and authors predominantly from Spain, Mexico, Colombia and Argentina. The course requires research on historical events on both sides of the Atlantic. Students are also expected to refine their ability for literary and filmic analysis. Debates will evolve around character analysis, narrative techniques, and the aesthetic component of symbols and images. This course ultimately targets moral analysis of social changes and individual behavior. Topics such as family and gender, war and revolution, oppression, drugs, immigration and other phenomena in modern society will be common discussion themes.

Prerequisites: HISP 312 or HISP 312Z or HISP 316 or HISP 313 or HISP Proficiency with a score of 1

HISP 356J Literature Studies in Contemporary Spain and Latin America (4 Credits)

This course will explore a broad, diverse, and multidisciplinary view of the Hispanic and Latin American culture from the XX to the XXI century through literature; in relation to other cultural manifestations such music and painting.

Prerequisites: HISP 312 or HISP 312Z or HISP 316 or HISP Proficiency with a score of 1

HISP 356L Global Voices (4 Credits)

This course will explore pressing health and environmental challenges in the Spanish-speaking world through a social justice-oriented global health lens. Case studies and representations of lived experience will center the voices of people and communities most impacted by health disparities. Given that social determinants of health can involve economics, education, history, cultural context and language, the course will have an interdisciplinary approach and will be enriched by student perspectives from a range academic interest areas. There will be a project-based learning component where small groups will contribute to an exploration of a particular social issue or evaluation of a global health intervention.

Prerequisites: You must take HISP 230 and 2 Classes in HISP Foundations of Speaking and Writing (273, 277A, 278, 315 or 316) prior to a 300 level HISP Course.

Attributes: Human Experience (HE)

HISP 357 Chiapas Embedded SA (4 Credits)

This course combines classroom learning at CSB/SJU during CD mod and ends with an experiential component abroad. With portions both at home on campus and abroad in Chiapas, Mexico, at the heart of this "embedded" course are the language and intercultural learning opportunities afforded by an immersion experience in Chiapas, in the Mexican Southeast. Through small-group intensive instruction, 1-1 tutoring, a homestay experience and on-site engagement, students will expand their language proficiency and global perspectives. The course will begin with an on-campus seminar organized around the practice of accompaniment (walking with) as embodied by Bishop J Tatik Samuel Ruiz. We will study some of the ways that the indigenous communities of Chiapas have struggled for rights and justice while exercising autonomy in the most important areas of their social lives (food production, education, health and good governance). We will explore a poetic mayatsotsil worldview and consider its relationship to contemporary social problems. Once onsite, in Chiapas, students will apply that on-campus learning as context for deeper engagement in language class, field trips to related sites and individual and group reflection.

Prerequisites: HISP 212 or HISP 211 or HISP 212ZZ or HISP 230 or HISP Proficiency with a score of 1

Attributes: Human Experience (HE), Thematic Encounter3 - Justice

HISP 358A Seminar: Trans-Atlantic Hispanic Cultural Representation (4 Credits)

A study of the cultural and historical issues through the analysis of literary works, musical interpretation, and visual texts (film and art) of contemporary Spain and Latin America. Themes may include: nationalism, memory, trauma, conflict, gender, sexuality, and pluralism. Evaluation criteria includes presentation, short writing assignments and term paper.

Prerequisites: HISP 312 or HISP 312Z or HISP 316 or HISP Proficiency with a score of 1

Attributes: Human Experience (HE), Thematic Encounter3 - Movement

HISP 360D Spanish for the Health Professions (2 Credits)

This course will be conducted in Spanish and is intended for students in the health-related professions who will be working with Spanish-speaking patients. It will focus on pronunciation, reading and patient interaction skills. It will cover Medical Terminology such as body parts and organs, vital signs, patient instructions and medications. It will also address health conditions in Hispanic populations, as well as cultural components specific to the Hispanic community, including personal space, physical contact, formal and informal register.

Prerequisites: HISP 312 or HISP 312Z or HISP 316 or HISP 313 or HISP Proficiency with a score of 1

HISP 360E WICKED QUESTIONS (2 Credits)

The most challenging issues of our times call for creative and collaborative thinking that crosses disciplinary boundaries. This course will function as a workshop using a “problem-posing” approach to explore contemporary challenges while providing opportunities to apply Spanish language learning in meaningful contexts. Students will play an active decision-making role in choosing thematic content of the course by engaging in dialogue around their current realities and related academic interests. Project-based learning and cross-disciplinary perspectives will shape Spanish language research, writing and speaking opportunities. Intended as a culminating experience for Hispanic Studies minors or majors, this course will end with a celebration of student learning and a wicked problems forum. Open to HISP majors/minors with senior standing or instructor approval. Fulfills the Capstone requirement for HISP majors.

Prerequisites: You must take HISP 230 and 2 Classes in HISP Foundations of Speaking and Writing (273, 277A, 278, 315 or 316) prior to a 300 level HISP Course.

Restrictions: Enrollment limited to students with a class of Junior or Senior. Enrollment is limited to students with a major, minor, or concentration in Hispanic Studies.

HISP 360F Weaving Poetic Connections: Spanish Language Poetry Workshop (2 Credits)

Inspired by socially engaged poetry and shaped by participatory pedagogy, this course is conducted as a collaborative poetry writing workshop. The course is divided between the study of social justice-oriented Spanish language or bilingual poetry and the development of our own writing practices. With lived experience at the forefront of the thematic content, participants will read, write, and critique poems as a way of articulating connections to the worlds they inhabit. We treat poetry writing as a practice for exploring and claiming a voice while simultaneously promoting and refining Spanish language proficiency. Poets and non-poets, shy people and extroverts are all invited to become active participants in the making of a Spanish language collaborative poetry workshop. Open to anyone with appropriate Spanish language background and instructor approval.

Prerequisites: You must take HISP 230 and 2 Classes in HISP Foundations of Speaking and Writing (273, 277A, 278, 315 or 316) prior to a 300 level HISP Course.

Restrictions: Enrollment is limited to students with a major, minor, or concentration in Hispanic Studies. Students with the 2024-2025 Registration Cohort or 2025-2026 Registration Cohort attributes may not enroll.

HISP 363TA Spanish Language in Context: Emerging Competent Abroad I (4 Credits)

Research has demonstrated that study abroad can enhance every aspect of language ability. One of the most important general findings of this research is, however, that study abroad is most beneficial for the development of abilities related to social interaction. Students who go abroad can learn to do things with words, such as requesting, apologizing, or offering compliments, and they may also learn to interpret situations calling such speech acts in ways that local people do...in short, and logically, study abroad has been shown to enhance the aspects of communicative competence that are most difficult to foster in classroom settings.

Prerequisites: You must take HISP 230 and 2 Classes in HISP Foundations of Speaking and Writing (273, 277A, 278, 315 or 316) prior to a 300 level HISP Course.

Corequisites: XXXX 45

Equivalent courses: HISP 363TB

Attributes: Global Language Proficiency

HISP 363TB Spanish Language in Context: Competent Abroad (4 Credits)

Research has demonstrated that study abroad can enhance every aspect of language ability. One of the most important general findings of this research is, however, that study abroad is most beneficial for the development of abilities related to social interaction. Students who go abroad can learn to do things with words, such as requesting, apologizing, or offering compliments, and they may also learn to interpret situations calling such speech acts in ways that local people do...in short, and logically, study abroad has been shown to enhance the aspects of communicative competence that are most difficult to foster in classroom settings.

Prerequisites: You must take HISP 230 and 2 Classes in HISP Foundations of Speaking and Writing (273, 277A, 278, 315 or 316) prior to a 300 level HISP Course.

Corequisites: XXXX 45

Equivalent courses: HISP 363TA

HISP 370PA Food & Culture in Spain (3 Credits)

Prerequisites: You must take HISP 230 and 2 Classes in HISP Foundations of Speaking and Writing (273, 277A, 278, 315 or 316) prior to a 300 level HISP Course.

Corequisites: XXXX 67

Attributes: Human Experience (HE)

HISP 370PB Spanish Cinema (3 Credits)

Prerequisites: You must take HISP 230 and 2 Classes in HISP Foundations of Speaking and Writing (273, 277A, 278, 315 or 316) prior to a 300 level HISP Course.

Corequisites: XXXX 67

Equivalent courses: HISP 370B

Attributes: Artistic Expression (AE)

HISP 370PC Spanish Civilization and Culture (3 Credits)

Prerequisites: You must take HISP 230 and 2 Classes in HISP Foundations of Speaking and Writing (273, 277A, 278, 315 or 316) prior to a 300 level HISP Course.

Corequisites: XXXX 67

Attributes: Human Experience (HE)

HISP 370PD Spanish Contemporary Literature (3 Credits)

Prerequisites: You must take HISP 230 and 2 Classes in HISP Foundations of Speaking and Writing (273, 277A, 278, 315 or 316) prior to a 300 level HISP Course.

Corequisites: XXXX 67

Equivalent courses: HISP 370A

Attributes: Human Experience (HE)

HISP 370PE Spanish for Business (3 Credits)

Prerequisites: You must take HISP 230 and 2 Classes in HISP Foundations of Speaking and Writing (273, 277A, 278, 315 or 316) prior to a 300 level HISP Course.

Corequisites: XXXX 67

HISP 370PF Spanish for Health Professions (3 Credits)

Prerequisites: None

Corequisites: XXXX 67

HISP 370PG Women & Spanish Literature (19th - 20th Centuries) (3 Credits)

This course analyzes the role of women in Spanish literature in the 19th and 20th centuries as well as the literary works written specifically by women during both centuries. The role of women in literature of previous centuries will be examined. It is mainly during Romanticism that women begin to take an active role in literature and by the middle of the 20th century women have the liberty to express themselves and their vision of reality through the world of fiction. Conducted in Spanish.

Prerequisites: You must take HISP 230 and 2 Classes in HISP Foundations of Speaking and Writing (273, 277A, 278, 315 or 316) prior to a 300 level HISP Course.

Corequisites: XXXX 67

Attributes: Human Experience (HE)

HISP 370TA 20th Century Argentine Poetry: From Written Culture to Popular Song - Argentina (3 Credits)

Since the origin of Gaucho poetry and the Argentine national poem, Martin Fierro, by Jose Hernandez in the 19th century, Argentine poetry stands out as one of the most important types of Latin American literature. The objective of this course is to expose students to a variety of diverse and complex Argentine poets, including modern poets, vanguard poets, works by Jorge Luis Borges, and studies of popular folklore, tango, and rock songs.

Prerequisites: HISP 230

Corequisites: XXXX 45

Attributes: Artistic Expression (AE)

HISP 370TB Argentine Environment and Society: Perceptions and Challenges - Arg (3 Credits)

context of history of human occupation from colonial times to the present. It explores the gradual shift of human activity from the Andean region to the Atlantic coast, and the development of the dominant area of the country today, the Pampa and Buenos Aires.

Prerequisites: HISP 230

Corequisites: XXXX 45

HISP 370TC Tango: Cultura en movimiento - Arg (3 Credits)

This course is mainly focused on exploring tango as a fusion of Afro-Rioplatense, gaucho, and European dances and rhythms, typical of the shores of Buenos Aires and Montevideo. Now it is a globally and transnationally recognized musical genre that manifests the tradition and breakdown of Argentine culture. From the outskirts and margins of poor neighborhoods to the centrality of an international dance, tango is the best cultural artifact for studying Argentine society. During classes, sociocultural aspects of tango, its beginnings and the genre's evolution, and the relationship between the culture of tango and the development of the city of Buenos Aires will be analyzed. Selected discography from different time periods of the genre will also be reviewed. Practical classes will allow the students to acquire the skills to improvise this social dance and will progressively incorporate the characteristic movements, turns, and steps of tango.

Prerequisites: HISP 230

Corequisites: XXXX 45

Attributes: Artistic Expression (AE)

HISP 370TD Cine latinoamericano - Arg (3 Credits)

This seminar seeks to explore Latin American identity through its own literary and film production. Our starting point will be the popular image of Latin America in a permanent state of crisis. We will analyze how this widespread condition of crisis has prompted a hardy search for original survival strategies. We will take these artistic forms as a space of resistance against social, historic, economic, and cultural impositions. We will study, in particular, the cultural and literary tradition within Latin America and its main contributions to the process of self-exploration. We will focus on topics such as the confrontation between nature/the environment and humans, tradition vs. change, economic struggle and social exclusion/inclusion, the urban movement and realist portrait, the exploration of fantasy and the power of the unconscious, the Latin American boom and new directions, strategies for humor and transgression, the female voice and its personal challenges, the modern city and its codes, the continuous labyrinth of time and space, and myths and legends. To do this, we will analyze a selection of movies that show the diverse spectrum of Latin American realities in connection with specific crisis scenarios – the literary crisis (fantastic representation, the magical realism answer, the neo-baroque as a point of inflection, the post-modern (dis)continuity, political crisis (dictatorships, revolutions, wars, national mythologies, exile, censorship, etc.), sociocultural crisis (the search for identity, dominant traditions, imperialism, language and origins, gender, hybridity, poverty, injustice, the margins). The course consists of critical reading/viewing and formal literary/visual analysis of the texts and films included. The main objective is to open a committed dialogue among participants in order to better understand what we call "Latin America." Also, to learn to watch and reflect critically when it comes to tradition, identity, and paths of self-discovery.

Prerequisites: HISP 230

Corequisites: XXXX 45

HISP 370TE The Making of Patagonia: An Interdisciplinary Approach (3 Credits)

Prerequisites: HISP 230 or HISP 311

Corequisites: XXXX 45

Attributes: Human Experience (HE)

HISP 370TF Intercultural Communication (3 Credits)

Prerequisites: HISP 230 or HISP 311

Corequisites: XXXX 45

HISP 370TG Registrando Buenos Aires - Arg (3 Credits)**Prerequisites:** None**Corequisites:** XXXX 45**Attributes:** Artistic Expression (AE)**HISP 370TH Argentine Literature and the Formation of a National Identity - Argentina (3 Credits)****Prerequisites:** None**Corequisites:** XXXX 45**Attributes:** Human Experience (HE)**HISP 371 Individual Learning Project (1-4 Credits)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None**Equivalent courses:** SPAN 371**HISP 373 Invisible Women: Twentieth Century Spanish Theater and Gender (4 Credits)**

The objective of this course is to study the most prolific Spanish playwrights of the 20th & 21st century from a variety of perspectives applying various theoretical tools including feminist theory. The course uses an interdisciplinary approach and a variety of cultural mediums including plays, films, and modern art to explore themes such as the Spanish civil war and its aftermath, the transition to democracy, exile, immigration, racism, and xenophobia. There will be a special focus on gender relations, the transformation of the female subject, feminine space, masculinity, love, marriage and maternity, infertility, infidelity, etc. Students will learn how political changes through each historical period affected men and women's lives and will examine ways in which advocacy and social change took place at different times. Prerequisite: HISP 312

Prerequisites: HISP 230 and 2 Classes in HISP Foundations of Speaking and Writing, Learning Foundations (LF), Cultural and Social Difference: Identity (CI).

Equivalent courses: HISP 355E**Attributes:** Human Experience (HE), Thematic Focus - Justice**HISP 394 Hispanic Studies Capstone Project (2,4 Credits)**

This course is designed to be a culminating experience for Hispanic Studies majors in which the student demonstrates skills and knowledge acquired from his/her work in the major and experience in Spanish-speaking contexts. The course will focus on research methods. Each student will select a topic related to the language, literature, culture, history and/or civilization of the Spanish-speaking peoples of the world. Students will write a research paper and will present their findings in a public forum. Normally 4 credits are required. Professor approval is needed to enroll for 2 credits only. Prerequisite: Senior standing.

Prerequisite: HISP 312, 313 or 316. Offered for A-F grading only.

Prerequisites: HISP 312 or HISP 312Z or HISP 316 or HISP 313 or HISP Proficiency with a score of 1

HISP 397 Internship (1-4 Credits)

A practical off-campus experience with a substantial academic component, the internship represents an opportunity to apply language skills and explore issues and culture of Minnesota's Hispanic communities through a combination of social service/professional experience and independent research. Prerequisite: 312 and approval of the department chair. A-F grading only.

Prerequisites: None**Equivalent courses:** SPAN 397**Attributes:** Experiential Engagement (EX)

History (HIST)

HIST 115 Bad Blood: The "Truth" About Modern East Asia (4 Credits)

Why do we presume that East Asia is a monolith when so many of its component parts are at odds? This introductory course looks at the political, cultural, and social history of China, Japan, and the Koreans while analyzing our preconceptions about truth and history. Students will grapple with primary texts, literary works, films, and propaganda to see how narratives can change and shape international relations.

Prerequisites: None**Attributes:** Human Experience (HE), Thematic Encounter1/2 - Truth**HIST 119 Pop!: The History of Asian Pop Culture in America (4 Credits)**

What if ARMY isn't just about music? What if anime isn't as new as Demon Slayer? Asian popular culture's reception in America is not just a 21st century phenomenon and isn't just a one-sided love affair. The reception of Asian popular culture in the United States provides an amazing lens into American ideas about gender, race, and ethnicity, even as the countries involved are politically fractious.

Prerequisites: None**Attributes:** CSD: Identity (CI)**HIST 121 Aztecs, Incas, and Mayas: From Indigenous Empires to Conquered Peoples (4 Credits)**

The ancient civilizations of the Americas and their monumental architecture pique the modern imagination. Most tourists who visit the region, apart from soaking up sun on beaches, seek out the pyramids and other ruins from the lost civilizations of the Aztec, Maya, and Inca. They ascend the towering Pyramid of the Sun at Teotihuacan to view the extensive remains of America's largest Pre-Columbian city, imagine human sacrificial rituals while contemplating a chacmool at Chichén Itzá, or marvel at the elegance of Machu Picchu's majestic setting in the Urubamba Valley. Most probably ponder how such powerful societies collapsed and disappeared after the Spanish conquest of the 1500s. Although powerful Indigenous empires undeniably fell to Spanish conquistadores, did Indian civilizations really collapse and disappear? This semester we will address that question as we explore the rise of Indigenous civilizations in the Americas, their "conquest" by the Spaniards, and how these two peoples fought with and accommodated each other to forge a new colonial society and culture. This new colonial society was complex and varied. But more important, it was something entirely new, built on—but not confined by—the cultural achievements and shortcomings of the Americas and Europe.

Prerequisites: None**Equivalent courses:** HIST 120**Attributes:** Human Experience (HE), Thematic Encounter1/2-Movement

HIST 130 Introduction to Archaeology (4 Credits)

For at least 2.5 million years, humans have created tools of increasing sophistication and variety. In this introduction to archaeology, we focus on the artifacts that are antiquity's leftovers. What can this "stuff" reveal about past people? How and why did they use it? How did it shape who they were? How can literary evidence, where it exists, enrich and complicate the picture? And how do we use (sometimes abuse?) it to define who we are today? These are just some of the questions we will address. Along the way, we will learn about the discipline's aims, history, and methods, consider its relationship to the field of history, and devote special attention to its modern practice, problems, and significance. Broadly speaking, the course will consider, in turn, the nature of archaeological evidence, how we interpret it, and finally what we should do with it. While we often will focus on archaeological sites in the Mediterranean and Near East, discussion will touch on others throughout the world. As will be clear immediately and throughout, at the heart of this course is the identity of human beings, past and present.

Prerequisites: None

Attributes: Human Experience (HE), Thematic Encounter1/2 - Truth

HIST 141 Europe from the Black Death to the French Revolution (4 Credits)

Students will investigate the tension between traditionalism and revolution from the Black Death through the Age of Napoleon. Highlights include examination of the religious revolution of theologians, political leaders and ordinary people that rocked the western Christian church in the 16th century, investigation of scientific discoveries and Galileo's challenge to the geocentric model of the universe that challenged Europeans' understanding of the world and their place in it, and analysis of new ideas about the political and social world put into action in one of the defining events of the modern age, the French Revolution.

Prerequisites: None

Equivalent courses: HIST 140

Attributes: Human Experience (HE), Thematic Encounter1/2 - Truth

HIST 142A Becoming Modern Europe (4 Credits)

This course examines major themes in European history since around 1750. Students will study the French Revolution and its legacy; nationalism and imperialism; world wars in the 20th century; and Europe since 1945, including the Cold War, decolonization, immigration, changing European identity, and the European Union. The course concludes with current events considered in historical context.

Prerequisites: None

Equivalent courses: HIST 140, HIST 142, HIST 142B, HONR 250P

Attributes: Human Experience (HE), Thematic Encounter1/2-Justice

HIST 142B Europe Since 1750 (4 Credits)

This course examines European history since 1750, prior to the French Revolution, and concludes with transformation of the continent in the European Union. Students will examine various themes that shaped this period of revolution, modernization, and transformation in European society.

Prerequisites: None

Equivalent courses: HIST 142, HIST 142A, HONR 250P

Attributes: Human Experience (HE), Thematic Encounter1/2-Justice

HIST 143 Americans Remember the Holocaust (4 Credits)

This course explores how the Holocaust has been and is remembered in the United States. From the publication of the Diary of Anne Frank in 1952, to the NBC TV miniseries Holocaust in 1978, to the opening of the U.S. Holocaust Memorial Museum in 1993, to the banning of Art Spiegelman's graphic novel Maus by a Tennessee school board in January 2022, the Holocaust has played an enormous role in US memory and identity. In fact, developments in American approaches to the subject have for decades prompted debates over the "Americanization" of the Holocaust. In addition to remembering the Jewish experience, Americans' remembering of the Holocaust has prompted comparisons to the experiences of Africans and Indigenous peoples in North America. Central to the course questions of race, ethnicity, and gender as the experiences to be remembered and the identities of those remembering were and are shaped by race, ethnicity, and gender.

Prerequisites: None

Attributes: CSD: Identity (CI)

HIST 152B Liberty, Empire, & Faith in US History (4 Credits)

What is the American Experience? This question drives our exploration of the North American past from the early-seventeenth century to the mid-nineteenth century. The historical themes of violence, empire, liberty and faith guide our study. To help us understand these themes and the experiences of Americans, we will read and discuss historical monographs and primary documents. During the semester, students will have opportunities to strengthen their analytical reading, critical thinking, argumentative writing, and public speaking.

Prerequisites: None

Attributes: CSD: Identity (CI)

HIST 152C The American Dream: Reality or Illusion (4 Credits)

When Americans talk about what makes our nation special or "great," we often point to the idea of individual opportunity, or what historians call the American Dream. More specifically, the American Dream argument is that everyone has a chance to be successful, and that an individual's talent and drive, rather than external factors, shape the outcome. In this class, we are going to ask how true the Dream is. Do all people have access? Are there groups who are simply excluded because of their race, gender, or other factors outside individual control? What have people done when the distance between the Dream and reality became intolerable? How has change occurred? We will start examining this question in the era when large monopolies began to dominate the economy, and end with contemporary arguments from Black Lives Matter to Donald Trump and Bernie Sanders.

Prerequisites: None

Attributes: CSD: Identity (CI)

HIST 152D The American Century (4 Credits)

This course explores the history of the United States in the twentieth century, paying particular attention to events that have helped shape various communities within the nation and to the ongoing struggle to define just what "American" means. Topics covered will include changes in social, political, and economic life; the environment; race and gender relations; the growth of cities and industry; the American role in global conflicts; the progress of technology; the impacts of immigration and internal migration; and the role of popular culture in American society. We will approach the study of history with three major goals in mind: to develop knowledge of the basic "facts" of 20th century American history; to learn to think, speak, and write analytically about the past; and to better understand ourselves and the various communities to which we belong.

Prerequisites: None

HIST 153 Growing Up in US History (4 Credits)

This course explores the historical experience of growing up in the United States through the intersection of race and gender. We will analyze the ways that childhood, adolescence, and young adulthood have been constructed, as well as the social and cultural institutions which shape individual experiences and identities. We will answer such questions as: How do a range of femininities, masculinities, and other gender expectations impact us as we grow to be adults? How and why have the concepts of "race" and "gender" developed, and how do those ideas differ by class, sexual identity, religion, region, education, and other cultural and social markers? How have young people created their own youth culture and attempted to change social expectations using advertising, film and television, magazines, music, and social media?

Prerequisites: None

Attributes: CSD: Identity (CI)

HIST 165 History Readings Group (1 Credit)

In this course students and various members of the history faculty will read and discuss current and classic writings in the discipline. Topics will vary from semester to semester. Course is offered for S/U grading only.

Prerequisites: None

HIST 170R HISTORY IN CORK (3-6 Credits)

Prerequisites: None

Corequisites: XXXX 63

HIST 180 Sex, Race, and Medicine (4 Credits)

This course covers the past and present of medicine in the United States, paying special attention to ways in which ideas of gender, sexuality, race, and ethnicity intersect to shape medical practice and the experiences of patients and doctors alike. Topics include gender and racial dynamics in the shift from midwifery to obstetrics; barriers to medical education for women and Black students; eugenics and medical experiments like the Tuskegee study; and debates surrounding LGBTQ+ health care.

Prerequisites: None

Attributes: CSD: Identity (CI)

HIST 201A Debating the French Revolution (2 Credits)

The ideas and events of the French Revolution continue to be hotly debated more than 200 years later. Was it a revolution of the bourgeoisie? Was it a revolution of the working class? What role did books and ideas play? Was the Revolution a success or a failure? We will explore these and other questions through an intensive role-playing game in which you, the students, become revolutionaries and debate the future of France.

Prerequisites: None

Equivalent courses: HIST 200A

HIST 220 Sword and Scroll: Violence and Cultural Exchange in Antiquity (4 Credits)

This course explores different cultures in ancient Greek, Roman, and/or Near Eastern lands that came into intimate contact, producing hostility and violence and/or creative cultural exchange. We will study the cultures of femininity and masculinity (gender), rival imperial cultures or imperial culture and that of a subject people (race and ethnicity), and the cultures of wealth and poverty (class). Our investigation is to better understand the defining features of each of these opposing cultures in the ancient Mediterranean and Near East, how the social identity and status of any one person was informed by all three factors (gender, race and ethnicity, and class), how the contact of such cultures involved a power dynamic and could lead to conflict, and how, despite this, they could also lead to fruitful exchange, producing hybrid cultural forms that still impress us today or at least understanding that awaited social change.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: Identity (CI).

Attributes: CSD: Systems (CS)

HIST 2700A Introduction to the Main Global Patterns and Developments in History (3 Credits)

Nomadic societies. The agriculture revolution and the emergence of established societies. The development of complex societies. The emergence of modernity and the industrial revolution. The historical construction of the modern globalising world.

Prerequisites: None

Corequisites: XXXX 64

Attributes: Human Experience (HE)

HIST 270R HISTORY IN CORK (3-6 Credits)

Prerequisites: None

Corequisites: XXXX 63

Attributes: Human Experience (HE)

HIST 271 Individual Learning Project (1-4 Credits)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

HIST 277A Sport and Society in Recent US History (4 Credits)

Sport holds a significant place in the lives of many Americans. We play, watch, and talk about sports; many find joy in sport video games or gambling on the outcome of live events. Sports programming dominates television on weekends, and we have multiple networks devoted to both live programming and the dissection of sporting minutiae. In short, sport consumes major portions of our attention. Sport also shapes our society in many ways. Big time college athletes get the "promise" of an education while making millions for their institutions, professional athletes earn astronomical amounts, and the owners of sports franchises demand the public financing of stadiums as the price of staying put. On another level, even as the number of girls participating has grown, fan interest, especially at the professional level, is minimal. Furthermore, in the three most popular American sports, women find it difficult to be seen as having sufficient credibility to provide live commentary. On the other hand, at least some American minorities, particularly African Americans, have been able use athletic skill to improve their economic standing. Finally, we are increasingly aware that participants in many sports run the risk of serious injury, including permanent brain damage. How did we get here? Much of the description above would be very different if we traveled back a century, so one thing this course will do is to provide a brief overview on the how and why of change, while also examining areas of continuity. Using stories from a variety of sports, we are going to think about what drives athletics, and the ways that sports have shaped social change over the last century. More specifically, we'll examine ways that sport reflects/affects racial attitudes, and its interaction with assumptions about gender roles. We'll also look various economic and legal aspects of sport, from Title IX to big time college athletics, television, labor relations, and the complex dance of private ownership and public subsidies.

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Equivalent courses: HIST 300C

Attributes: Human Experience (HE), Thematic Focus - Justice

HIST 277B Protest, Riot, and Rebellion in US History (4 Credits)

How have Americans used protests, riots, rebellions, & social movements to create social change and claim the rights of citizenship? This course will explore the processes of social and political change, considering how change happens and with what results, who gets to make changes and in what ways, and how social movements have impacted the United States as we know it today. We will specifically address the ways that Americans have used protests to influence meanings of justice, equality, and citizenship. Who has been included or excluded from being an "American," and how did protests and collective violence change those definitions over time? We will use primary sources and scholarly articles to explore why the past helps us understand and create change in the present, as well as practice skills of critical thinking and analytical reading and writing.

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Equivalent courses: HIST 152A

Attributes: Human Experience (HE), Thematic Focus - Justice

HIST 277C Fascism Past and Present (4 Credits)

This course examines fascism with respect to historical origins, its political and social manifestations in the 1920s-1940s, and its post-WW2 legacy. Specifically, the course addresses fascism as a general concept, Italian fascism, German Nazism, and other variants in the period of historical fascism. The latter part of the course examines fascism in recent past and present manifestations.

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Equivalent courses: HIST 346

Attributes: Human Experience (HE), Thematic Focus - Justice

HIST 277D Revolution and Repression in Modern Latin America (4 Credits)

¡Viva la Revolución! Latin Americans from many countries shouted their loyalty to revolutionary movements over the twentieth century. The revolutionaries sought to overthrow unresponsive and often times corrupt, brutal governments. They also desired a new, more egalitarian society, one that more evenly distributed the wealth generated from the region's rich resources. Most of these movements, however, failed. What caused Latin Americans to rise in revolution in the twentieth century? What were the revolutionaries' goals? Why did most of these movements fail? We will examine precisely these questions over the semester.

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Attributes: Human Experience (HE), Thematic Focus - Justice

HIST 278A Confusingly Confucian: Creating East Asia to 1600 (4 Credits)

British philosopher Bertrand Russell often sneezed at Confucius' ideas, but he could never discount them. How is it that a long dead Chinese sage caused such allergies in an analytic philosopher in the 20th century? Why did Confucius, his contemporaries, his Asian detractors, and his disciples have such import in East Asian cosmology? And just what is this cosmology and how did it help to shape actions throughout the area? This course offers a glimpse into East Asian civilization—namely, the political, cultural, and social history of China, Japan, and Korea from the paleolithic era to the 17th century.

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Equivalent courses: HIST 114

Attributes: Human Experience (HE), Thematic Focus - Movement

HIST 279B Sex, Murder, and Empire: Britain (4 Credits)

How did Britain become great—or was it ever? This course traces the rise and fall of Great Britain as a global superpower, using the themes of sex, murder, and empire. From mass murder on a slave ship, to serial killers hunting prostitutes in Victorian London, to the "empire strikes back" of decolonization and migration, we will trace how Britain was made and un-made from the eighteenth century to Brexit. This course is suitable to students of any major, including those who have not taken a previous history course.

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Equivalent courses: HIST 347

Attributes: Human Experience (HE), Thematic Focus - Truth

HIST 279C Profits, Paintings & Power in Renaissance Italy (4 Credits)

"Renaissance Italy" calls to mind the sculptures of Michelangelo, the paintings of Leonardo da Vinci, the wealth and power of the Medici, the revival of the liberal arts, the opulence of the Vatican. Why was the Italian peninsula the site of such a burst of commercial, cultural, and intellectual innovation between the 14th-16th centuries? How did Italian city-states amass so much wealth and why did they invest so much of it in art, culture, and learning? We will examine literature, painting, sculpture, architecture, political thought, and philosophy in the context of Renaissance political, economic, and religious structures; gender, family and kinship networks; and social values to understand why profits, paintings, and the liberal arts were essential for power in Renaissance Italy.

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Equivalent courses: HIST 336

Attributes: Human Experience (HE), Thematic Focus - Truth

HIST 279D The American Revolution (4 Credits)

This course analyzes the causes, course, and consequences of the American Revolution within the context of the Atlantic World between approximately 1750 and 1820. This course is suitable for students of any major, including those who have not taken a previous history course.

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Equivalent courses: HIST 351

Attributes: Human Experience (HE), Thematic Focus - Truth

HIST 279E Global Health, Culture, and Inequality (4 Credits)

This course explores global health from a historical perspective. It examines global health challenges within a larger historical, cultural, political, and economic framework. This course will cover a wide range of health challenges from a variety of cultural and geographic contexts. We will examine a number of diseases – both infectious and non-communicable – through case studies in different parts of the world. Topics include gender inequality, maternal and child health, humanitarian aid, and the bioethics of global health practices. The course emphasizes the numerous political, economic, structural and cultural forces that lead to the unequal distribution of disease globally.

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Attributes: Human Experience (HE), Thematic Focus - Truth

HIST 295 History Colloquium (4 Credits)

Intended for new and potential History majors and minors, this course focuses on the interpretation of a wide variety of primary sources. Topics vary with instructor, please see individual section descriptions (295A, 295B, etc.) for details. Prerequisite: 1 lower division history course. Offered for A-F grading only.

Prerequisites: None

Attributes: Human Experience (HE)

HIST 295A Debating the French Revolution (4 Credits)

The ideas and events of the French Revolution continue to be hotly debated more than 200 years later. Was it a revolution of the bourgeoisie? What role did books and ideas play? Why did the revolution devolve into the Reign of Terror? Was the Revolution a success or a failure? Was women's position better or worse as a result? We will explore these and other questions by examining a variety of primary sources (such as documents that provide eye witness accounts of events such as the fall of the Bastille, newspaper articles written from various political perspectives, revolutionary songs, and images from the period) as well as secondary sources. We will begin to explore these and other questions through an intensive role-playing game in which you, the students, become revolutionaries and debate the future of France. Students will assume, research, and reenact the roles of various revolutionary factions in the National Assembly. You will continue to follow your characters through the rest of the revolution to see how they might have reacted and fared by the Napoleonic era. Offered for A-F grading only.

Prerequisites: None

Attributes: Human Experience (HE), Thematic Encounter1/2 - Truth

HIST 295B History in Popular Culture (4 Credits)

Gripping stories from U.S. history provide the foundation for many popular films, novels, television shows, and other media. How do creators of those popular works decide which stories to tell and how to tell them? Where do filmmakers and authors get it right or wrong, or is that even the most important question? Are there larger historical "truths" to be shared by reinterpreting the past? This course will explore how creators of popular media, like historians, interpret and argue about the past. We will use popular works and secondary sources for background, but our emphasis will be on analyzing primary sources and constructing our own arguments about the past. This course will help you practice skills of historical thinking and analytical reading, writing, and discussion. Offered for A-F grading only.

Prerequisites: None

HIST 295C Struggle for Freedom (4 Credits)

What was a slave revolt? Historian Eugene Genovese suggests it was "a struggle for freedom." This course focuses on enslaved peoples' struggles for freedom in North America during the eighteenth and nineteenth centuries. We will analyze their historical experiences within the larger contexts of the transatlantic slave trade and slavery in the Americas. We will use primary and secondary sources to investigate what we can and cannot know about the histories of enslaved people, and to understand the historian's craft. Offered for A-F grading only.

Prerequisites: None

Attributes: Human Experience (HE), Thematic Encounter1/2 - Truth

HIST 295D Germany from the Weimar Republic to the Third Reich (4 Credits)

This course will focus on Germany during the Weimar Republic and the Third Reich, two vastly different societies. After World War I, Germans faced questions about national identity, economic crisis, political revolution, utopian ideas about the future, sex, racial policy, war, genocide, and more. Should we support the Bolsheviks and spread revolution to Germany? Why are women voting and holding public office now? Can I borrow your sex manual? Aren't you afraid "modernity" will destroy the German people? Why doesn't everyone like the Nuremberg party rally as much as I do? Why do my neighbors exclude me just because I am Jewish? Why is there a satellite concentration camp in my town? What is really happening on the Eastern Front? The course will include secondary source readings on Weimar and the Third Reich, but a substantial proportion of the materials will be primary sources. Students will have many opportunities to engage and use the sources from this fascinating period. Offered for A-F grading only.

Prerequisites: None

Equivalent courses: HIST 200D

HIST 295E Inventing the Conquest of Mexico (4 Credits)

How did a few hundred Spanish adventurers defeat the mighty Aztec Empire? We will unpack this deceptively simple and misleading question as we examine the Spanish-Aztec encounter from 1517-1521. We will analyze this encounter from multiple perspectives to develop a deeper understanding of the historian's craft. Texts will include firsthand accounts of the conquest by Hernando Cortés, the captain of the Spanish adventurers, by Bernal Díaz, a foot soldier in Cortés' band, and by Aztecs who lived through the fall of their empire. We will also read later historians' interpretations of the conquest and its consequences for Mexico. We will examine how an author's perspective shapes the conquest narrative and explore how Spanish chroniclers invented the conquest of Mexico.

Prerequisites: None

Equivalent courses: HIST 200E

Attributes: Human Experience (HE), Thematic Encounter1/2 - Truth

HIST 295F Badass Samurai and Beautiful Geisha: When Myth and History Collide (4 Credits)

From where do myths about historical figures arise? How do the realities of life as a samurai or a geisha differ from the lore? Why do these legends exist and for whose benefit? In this course, students will analyze sources (both primary and secondary, written and visual) that perpetuate the myths of these professions with those that provide the less glamorous aspects of such lives to discover how historical interpretations differ and to what end. Offered for A-F grading only.

Prerequisites: None

Attributes: Human Experience (HE), Thematic Encounter1/2 - Truth

HIST 295G Avengers of the New World: The Haitian Revolution (4 Credits)

The Haitian Revolution has been described as “unthinkable”: not only did enslaved people overthrow one of the most powerful empires of the 18th century, but they established the first Black republic in the modern era. This course focuses on the interpretations and misinterpretations of the Haitian Revolution, as we analyze competing primary sources and historical narratives about the revolution that changed the world. We will investigate not only “what happened,” but also clashing understandings of freedom and human rights that continue to reverberate in the present.

Prerequisites: None

Attributes: Human Experience (HE), Thematic Encounter1/2 - Truth

HIST 295H Lenin, Stalin, and the Bolshevik Revolution (4 Credits)

This course examines the Russian revolutions of the early 20th century. While the focus is Lenin's Bolshevik Revolution of October 1917 and the creation of the Soviet Union, students will learn that the Bolshevik Revolution is part of a continuum from the Revolution of 1905, the February Revolution of 1917, and Stalin's “revolution from above” in the late 1920s and early 1930s. Using a variety of primary sources, students will explore topics including the legacy of imperial Russia, the impact of the Great War, the creation of a new society in the Soviet Union, and the early international implications of the Bolshevik Revolution.

Prerequisites: None

Attributes: Human Experience (HE), Thematic Encounter1/2 - Truth

HIST 300R The Long Vietnam War (4 Credits)

This course covers the United States' relationship with Vietnam from the 1910s to the 1990s. This class will explore the impact that the United States has had on Vietnam, and how the Vietnam War was a turning point in American politics, culture, and society. Students will read and analyze secondary literature and primary sources from a diverse array of historical perspectives. The main themes of this course are war, militarism, colonization, resistance, race, gender, trauma, and memory. Although topics will include some military history, the course will focus primarily on the cultural, social, and political ramifications of events. This course is suitable for students of any major, including those who have not taken a previous history course.

Prerequisites: None

HIST 301 Race and Law in US History (4 Credits)

In 1903 W.E.B. Du Bois wrote, “The problem of the twentieth century is the problem of the color line.” This course will explore the development of “race” in the US and analyze how and why laws created racial categories. Americans have repeatedly used laws to define ethnicity, slavery and freedom, religion, immigrant status, skin color, property ownership, and other labels to determine who was an American. Major themes of the course include the intersectionality of race and gender, questions and laws determining belonging and citizenship, and how labor and property shaped a person's social, economic, and racial status in society. Through reading and discussion, argumentative writing, and critical thinking, students will analyze the racial possibilities, cooperation, and conflicts in the United States from its creation to today. This course is suitable for students of any major, including those who have not taken a previous history course.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Equivalent courses: HIST 300P

Attributes: CSD: Systems (CS)

HIST 305 Medicine, Empire and Global Health (4 Credits)

Contemporary global health inequalities and organizations are not new, but rather have their roots in colonial medicine and development programs from the 19th and 20th centuries. In this course, we will look at the connections between imperial power dynamics, the history of medicine, and global health structures in Africa, Asia, and the Western Hemisphere. We will examine both how science and medicine were used as “tools of empire” during the course of European and American imperial conquest, as well as how subject populations resisted, co-opted, and transformed Western medical knowledge. We will pay special attention to how constructions of gender, race, and ethnicity intersected in cross-cultural medical encounters, informing clinical practice and shaping public health policies. Some topics will include: the relationship between colonial medical interventions and the spread of epidemics, how imperial health policies created and sustained structures of inequality, and the ways in which understandings of race, gender, and difference have affected health initiatives across borders. This course is suitable for students in any major.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Attributes: CSD: Systems (CS)

HIST 314 Missionary Positions: Christianity in East Asia (4 Credits)

East Asia's unique application of Christian belief and ideology to its indigenous cultures and beliefs offer a fascinating complement and contrast to Christianity in other parts of the world and in various doctrine. This course will explore the theological and historical underpinnings of Christian practice and faith in China, Japan and the Korean peninsula in the modern period (1600 to present). This course is suitable for any major, including those who have not taken a previous history course.

Prerequisites: (THEO 100 or THEO 111 or HONR 240A or HONR 240B or INTG XXXG) and (HONR 220A or HONR 101 or HONR 110 or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Restrictions: Students with the 2024-2025 Registration Cohort or 2025-2026 Registration Cohort attributes may not enroll.

Equivalent courses: THEO 319J

Attributes: Theological Integration (TI), Writing Requirement (WR)

HIST 317 China: Global Domination (4 Credits)

How did China become the economic and political success story of the 21st century? This class analyzes China's rise from the collapse of the imperial system, the failed republic, and the chaos of multiple wars as the nation revises, redefines, and resuscitates communism throughout the last 100 years. Throughout the course, students will be expected to examine, analyze, and interpret what defines national success, how Chinese intellectuals, politicians, and bureaucrats have created their own definitions of national success (and failure), and whose interpretations prevail (and why) through discussions, information presentations, and analytical and reflective essays. This course is suitable for students of any major, including those who have not taken a previous history course.

Prerequisites: None

Attributes: Human Experience (HE), Thematic Encounter3 - Truth

HIST 319 Japanese History Through Horror: Monsters and Modernity (4 Credits)

This course examines horror in its myriad forms in the history and formation of modern Japan, from the Tokugawa period to the present. By exploring the historical context in which primary sources are produced (and in turn, reflect) and what the works represent, students will gain a broader understanding of how, why, and what fears helped to shape the historical development of modern Japanese culture and society and how these fears changed over time. While this course considers a wide variety of sources it places them within their historical contexts as a way to illuminate their respective periods. Historical information can and should be gleaned from such a variety of sources. This will be elaborated upon throughout class discussions and projects.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Attributes: CSD: Systems (CS)

HIST 321 Mexico from Aztecs to Independence (4 Credits)

The presence of the past immediately strikes foreign visitors to Mexico. In Mexico City, the sprawling cosmopolitan capital of Mexico, ancient pyramids and Spanish colonial churches stand next to glass and steel skyscrapers. Remnants of the colonial past are particularly visible. Imposing Spanish cathedrals and palaces dominate the centers of almost all modern Mexican cities. Spanish monasteries and government buildings dot the rural landscape. The ubiquity of Spanish colonial art and architecture in modern-day Mexico testifies to the profound impact Spanish colonization had and continues to have on Mexico. The question we will explore during this semester is three-fold: 1) how did the Spaniards colonize Mexico from 1519-1821, 2) how did this process of colonization shape new societies and cultures in Mexico, and 3) how does this particular history of colonization continue to affect Mexico today? Major themes that we'll examine in our exploration of colonial Mexico include: pre-Columbian culture, the Spanish conquest, religion, race relations, the family and gender, political reform, and independence. This course is suitable for students of any major, including those who have not taken a previous history course.

Prerequisites: None

HIST 322 Mexico from Independence to Today (4 Credits)

This course traces the history of Mexico from Independence in 1821 to the present. Although we will examine Mexico's political development since 1821, this course focuses mostly on the social and cultural history of Mexico. We will explore Mexico's ethnic diversity, national identity, religious traditions, and gender patterns and how all these elements changed over time—from a chaotic nineteenth attempt to forge an independent nation, through the throws of the Mexican Revolution, to the present-day struggles between the state and drug cartels. This course is suitable for students of any major, including those who have not taken a previous history course.

Prerequisites: None

Attributes: Human Experience (HE), Thematic Encounter3 - Justice

HIST 323 Religion in Latin America (4 Credits)

The changing nature of religious cultures in Latin America from the pre-Columbian period to the present day. Includes the study of indigenous religious practices the European "spiritual conquest" of the New World, the creation of syncretic forms of Catholicism, 19th century conflicts between religion and secularism, the spread of Protestantism in the 20th century, and the advent and course of liberation theology in Latin America. Within a historical context, examines the role of religion in shaping sense of self, forms of community, and human interaction with the physical world. This course is suitable for students of any major, including those who have not taken a previous history course.

Prerequisites: (THEO 100 or THEO 111 or INTG XXXG or HONR 240A) or HONR 240B and (HONR 220A or HONR 101 or HONR 110 or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Equivalent courses: CORE 365E, THEO 317

Attributes: Theological Integration (TI), Writing Requirement (WR)

HIST 323A Religion in Modern Latin America (4 Credits)

The multitude of churches and the seemingly constant tolling of church bells immediately strike most visitors to Latin America. It is impossible to walk more than a few blocks in any direction in the centers of Latin American cities without encountering a church. In rural villages, churches are the centers of community. It is simply undeniable that religious sentiment runs high in Latin America. But what type of sentiment? How have diverse groups of Latin Americans practiced and experienced religion? Catholicism has dominated religious culture in Latin America until recently, but have Latin-American peoples practiced a uniform type of Catholicism over the years? Furthermore, in the 20th century, Protestantism has spread rapidly in the region. Why have people in the most Catholic area of the world been attracted to new religious currents over the last century? We'll address these and other questions over the course of the semester. Major themes include Indigenous and Afro-Latin American variants of Catholicism, revolutionary attempts to eradicate traditional Catholicism, the rise and spread of Protestantism, and the emergence and trajectory of liberation theology in Latin America. We will also examine how religion both shapes and responds to its context, changing as its context changes. Our explorations will challenge traditional understandings of Christianity and present a decoupling of European cultural heritage from Christianity. This course is suitable for students of any major, including those who have not taken a previous history course.

Prerequisites: (HONR 240A or HONR 240B or INTG XXXG or THEO 100 or THEO 111) and (HONR 101 or HONR 220A or HONR 110 or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Attributes: Theological Integration (TI), Writing Requirement (WR)

HIST 323B Cross and Sword: Religion in Early Latin America (4 Credits)

After brutal wars of conquest, Spanish colonizers, imbued with a late-medieval crusading spirit, attempted to uproot the sophisticated religious cultures of Latin American Indigenous civilizations and replace them with a European Counter-Reformation Catholicism. What motivated this conversion campaign? How did various Indigenous populations resist, deflect, and accommodate Christianity? Did the Indigenous people convert to Catholicism or did they convert Catholicism to fit their Indigenous realities? Later Church and secular authorities would try to eradicate the lavish hybrid Catholicisms that arose in Latin America and replace them with a more sedate religious practice. Why did they attempt to undermine one form of religion and promote another? We will examine these questions over the semester and examine how religion both shapes and responds to its context, changing as its context changes. Our explorations will challenge traditional understandings of Christianity and present a decoupling of European cultural heritage from Christianity. This course is suitable for students of any major, including those who have not taken a previous history course.

Prerequisites: (HONR 240A or INTG XXXG or HONR 240B or THEO 100 or THEO 111) and (HONR 101 or HONR 220A or HONR 110 or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Restrictions: Students with the 2024-2025 Registration Cohort or 2025-2026 Registration Cohort attributes may not enroll.

Attributes: Theological Integration (TI), Writing Requirement (WR)

HIST 328 Missionaries and Empire (4 Credits)

This course explores the relationship between missionaries and imperialism, focusing specifically on health, identity, and cultural change in Africa. Scholars have long debated the complicated relationship between missionaries and imperialism. Has the mission field been a place that aids imperial conquest, or one that resists it? As we investigate the relationship between Christian missions and colonialism in Africa, we will explore topics such as the effects of evangelism on African cultures, how colonialism affected mental health, and interventions of medical missionaries into the intimate lives of African women. This course is suitable for students of any major, including those who have not taken a previous history course.

Prerequisites: (HONR 240A or HONR 240B or INTG XXXG or THEO 100 or THEO 111) and (HONR 220A or HONR 110 or HONR 101 or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Equivalent courses: THEO 319I

Attributes: Theological Integration (TI), Writing Requirement (WR)

HIST 329 Guns, Gold and Slaves: Africa and the British Empire (4 Credits)

This course focuses on encounters between Great Britain and the African continent from the trans-Atlantic slave trade to the present. Topics include slavery and imperial conquest; the role of African men and women in reshaping British colonial power; cultural exchanges between Africa and Britain; settler violence and warfare; and the aftermath of independence. This course is suitable for students of any major, including those who have not taken a previous history course.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: Identity (CI).

Attributes: CSD: Systems (CS)

HIST 330 Parties and Wars: Greece in the Classical Period (4 Credits)

The Classical Period in Greece (c. 480-323 BCE) is a cornerstone for western history, and its legacy very much extends into our modern world. In this course, we will concentrate on investigating Greek society and culture at this vibrant time. In particular, we will explore the complexities of Greek identity, broadly defined. At the heart of this course will be the contention that identity was (and is) not a fixed and immutable concept. Rather Greeks constructed and negotiated key elements of their identity as part of a dynamic social process. With this in mind, this course will focus on evidence that illustrates how Greek identity was articulated and debated in a social context in general and in certain social spaces in particular. Such "spaces" of interest will include political debates, battlefields, theatrical productions of tragedies and comedies, funerals, philosophical dialogues, legal trials, drinking parties, and athletic events. In considering how Greek identity was worked out in various ways in these different social contexts, we will learn about a wide range of Greek social and cultural practices related to government, ethnicity, the military, family, gender, religion, death, humor, intellectualism, the body, and education. Humans today are social animals, and the ancient Greeks were no different. Appreciation of the Greeks' intensely social orientation will lead us to new insights about them – and ourselves. This course is suitable for students of any major, including those who have not taken a previous history course.

Prerequisites: None

Attributes: Human Experience (HE), Thematic Encounter3 - Movement

HIST 333 Gender and Society in Western Europe (4 Credits)

Students will investigate the forces that shaped the social and cultural constructions of masculinity and femininity and examine how they informed the identities, experiences, and imaginations of late medieval and early modern Europeans (1300-1800). Students will analyze the impact of gender on sexuality, family life, work, crime, religion, and intellectual life of early modern Europeans and how these intersected with socio-economic status, age, marital status, and religious identity. Students will uncover and analyze the gaps between gendered expectations and the lived experience of early modern men and women. Historical perspective allows us to uncover the origins, evolution, and persistence of gendered expectations and understand how they influence human experience. This course is suitable for students of any major, including those who have not taken a previous history course.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: Identity (CI).

Attributes: CSD: Systems (CS)

HIST 337 The Age of Reformation (4 Credits)

The western Christian church was splintered by a religious revolution in the sixteenth and seventeenth centuries. But this was not simply a revolution made by theologians—ordinary men and women, from elites to ordinary people participated. The implications of revolutionary religious ideas about salvation, scripture, and faith were felt far beyond the pews, in everything from political life to family life. Students will investigate the far-reaching impact of the Reformation by analyzing the circumstances that led to it, the revolutionary ideas that characterized it, the agency of theologians, political leaders and ordinary people in its creation and establishment, and the changes it created in social life, marriage, gender, and the family, in Europe and in the "New World." This course is suitable for students of any major, including those who have not taken a previous history course.

Prerequisites: (HONR 240A or HONR 240B or INTG XXXG or THEO 100 or THEO 111) and (HONR 101 or HONR 110 or HONR 202A or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Equivalent courses: THEO 319E

Attributes: Theological Integration (TI), Writing Requirement (WR)

HIST 344 Modern Germany (4 Credits)

This course examines the history of Germany in the modern era by asking the fundamental questions: "Who is German?" and "What is Germany?" These questions, and the changing answers over time, will help us understand not only "Germany" but also more broadly common experiences of modernization. Our study begins with an overview of "Germany" in the 18th and 19th centuries and proceeds to in-depth readings on the German Empire, the Weimar Republic, the Third Reich, the post-1945 divided Germanies, and the reunified Berlin Republic. The course includes consideration of current events in historical context. The course materials and our discussions will illuminate the diversity of experiences in German history by examining issues of political allegiance, ideology, social class, race and ethnicity, gender, religious confession, and regional identities. The course emphasizes intensive reading and discussion of historical literature. This course is suitable for students of any major, including those who have not taken a previous history course.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: Identity (CI).

Attributes: CSD: Systems (CS)

HIST 349 Russia: Power, Resistance, Revolution (4 Credits)

This course examines the history of Russia from the 19th century to the present, that is, the imperial, Soviet, and post-Soviet eras. Throughout this period of intense social, political, and economic transition, fundamental questions have persisted: Is Russia part of or separate from the West? Will Russia be governed by traditional forms or power, or is reform possible? What role have resistance and revolution played in the evolving Russian experience? Topics of study include the Romanov Empire, the Bolshevik Revolution, Stalinism, World War II, post-Soviet Russia, and Russia under Putin. The course includes consideration of current events in historical context. This course is suitable for students of any major, including those who have not taken a previous history course.

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Attributes: Human Experience (HE), Thematic Focus - Truth

HIST 350 Sex and Power in Early America (4 Credits)

This course will explore the history of Early North America from the earliest sustained contact between Europeans and Native Americans during the fifteenth century until the mid- to late eighteenth century. We will attempt to understand Early America on its own terms, rather than as a prelude to the United States. We will examine the dynamic and heterogeneous nature of Early America by investigating the experiences of Africans, Europeans, and Native Americans. We will focus on themes of power (intersections of race, gender, ethnicity, and sexuality), religion, enslavement, and violence to analyze how various people met, clashed, cooperated, and remade themselves and their worlds. This course is suitable for students of any major, including those who have not taken a previous history course.

Prerequisites: None

Attributes: Human Experience (HE), Thematic Encounter3 - Movement

HIST 353 Civil War and Reconstruction in American Culture (4 Credits)

This course will explore the causes of the American Civil War, the experiences of war for Union and Confederate soldiers, free and enslaved African Americans, and women at home, and the varied meanings and results of Reconstruction. This course will help explain many of the ongoing challenges in American society, including battles over race, gender, state and individual rights, region, and memory. Using primary sources, scholarly articles, films, novels, and images, we will consider why the Civil War continues to evoke an emotional response today. Although topics will include some military history, the course will focus primarily on the cultural, social, and political ramifications of events. This course is suitable for students of any major, including those who have not taken a previous history course.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Attributes: CSD: Systems (CS)

HIST 355 Slavery in the Atlantic World (4 Credits)

This course introduces students to Atlantic History, one of the most exciting fields of recent historical scholarship. When historians speak of an Atlantic World, they refer to the convergence of people, commodities, ideas and cultures from Europe, Africa, and the Americas in the three centuries after Christopher Columbus's initial 1492 voyage to the Americas. We will begin by exploring the methods of Atlantic historians and conclude by reflecting on the use of the "Atlantic World" as a historical concept. In between, we will study the meetings and migrations of Europeans, Americans, and Africans; transatlantic exchanges of commodities and cultures; how slave traders attempted to transform captured Africans into commodities; how enslaved people asserted their humanity; and revolutionary upheavals. While encountering the histories of the Atlantic World, students will have opportunities to strengthen their analytical reading, historical thinking, argumentative writing, and public speaking. This course is suitable for students of any major, including those who have not taken a previous history course.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: Identity (CI).

Equivalent courses: HIST 300A

Attributes: CSD: Systems (CS), Quantitative Reasoning (QR)

HIST 357 United States from World War I to 1960 (4 Credits)

The period between 1920 and 1960 was marked by fundamental shifts in almost every aspect of American life. Technologically it spanned the gaps between horses and superhighways, telegraphs and computer networks, zeppelins and rocket ships, TNT and hydrogen bombs. Economically it ran from the unregulated boom of the 1920s, through the depths of the Great Depression, and into one of the longest periods of sustained economic growth in our nation's history. Politically it saw the end of the American socialist and Communist parties as significant players and the rise of new post-war coalitions and regional coalitions that reshaped political landscapes. International conflicts of this era, including WWII and the Cold War, continue to influence diplomatic, cultural, and economic relationships well into the 21st century. Cultural shifts—including expanded civil rights for minorities and women as well as emerging generational divisions—yielded striking changes in communities across the nation, all during a period in which the US population grew by 75%. This class will explore the key events of these four tumultuous decades, including the economy of the "Roaring 20s," the political and cultural responses to the Great Depression, life in wartime America of the 1940s, and the post-war economic and social changes that gave rise to the Baby Boom and greater economic opportunity for more Americans than ever before. We will examine primary and secondary sources ranging from novels to scholarly articles, popular films to newspaper advertisements, all with the goals of developing your sense of what happened during these decades, why those events happened, and what the longer-term consequences were for the American people. This course is suitable for students of any major, including those who have not taken a previous history course.

Prerequisites: None

Attributes: Human Experience (HE), Thematic Encounter3 - Justice

HIST 358 United States since 1960 (4 Credits)

This course explores political, economic and social change in recent America. A central theme will be the way that the social/political changes of the 1960s, and the reaction against them, has divided our nation and shaped our recent history. Specific topics include the struggle for equal rights for minorities, the changing roles of men and women, the domestic consequences of our foreign wars from Vietnam through Afghanistan, the growth of political power among cultural conservatives, the causes and impact of growing income inequality amid expanding affluence, and arguments over the power of the presidency and the primacy of the federal government from the administrations of John F. Kennedy through Donald Trump. This course is suitable for students of any major, including those who have not taken a previous history course.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: Identity (CI).

Attributes: CSD: Systems (CS)

HIST 368 The United States and the World (4 Credits)

An examination of the U.S. role in world affairs since 1929. Topics include isolationism, World War II, the Cold War, Vietnam and post-war adjustments, Reagan's efforts to restore primacy, involvement in the Middle East, the search for a post-Cold War role, and the roots of the war on terrorism. This course is suitable for students of any major, including those who have not taken a previous history course.

Prerequisites: None

HIST 369 Gender in U.S. History (4 Credits)

This course will use gender as a tool of analysis to explore how gender and sexuality have influenced Americans' personal identities and interactions with others. Historically, in what ways have Americans defined what it means to be a man or a woman, and how have those definitions and supposed natural characteristics influenced one's status within the nation? We will examine beyond the binary of masculinities and femininities and the intersection with other identities from European colonization to the present day, and how those meanings have changed based on the needs or anxieties of the time. This course will help you think critically about documents and other sources that you encounter in daily life: who produced it, what assumptions about gender or public/private life the author makes, and how those assumptions influence one's understanding of cultural identities. This course is suitable for students of any major, including those who have not taken a previous history course.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: Identity (CI).

Equivalent courses: HIST 3000

Attributes: CSD: Systems (CS)

HIST 370GB Aegean & Ancient Greek Art & Archaeology (3 Credits)

A survey course, with extensive on-site teaching, covering the art and archaeology of Greece from prehistoric times to the end of the Classical period. Its purpose is to introduce the student, using whenever possible the primary sources (monuments, art and artifacts) of the ancient civilizations of the Aegean and Greece: Minoan, Mycenaean, and Classical Greek. The schedule of class visits to sites, monuments and museums is coordinated as much as possible with school field trips. Classroom lectures and the readings provide the historical context for the monuments and artifacts students are instructed on. This course (Aegean & Ancient Greek Art & Archaeology) cannot be taken with A361.

Prerequisites: None

Corequisites: XXXX 53

Attributes: Artistic Expression (AE)

HIST 370GC Aegean Prehistory: The Rise & Fall of the Bronze Age Cultures (3 Credits)

This course provides an exploration of the Aegean prehistory from the Neolithic times up to the beginning of the Iron Age, focusing primarily on the Bronze Age cultures that flourished in the region. The archaeology of the islands and the mainland will be placed within the greater Eastern Mediterranean cultural sphere in order to achieve an in-depth survey of the various aspects of political, artistic, technological, religious, administrative and social dynamics of the Bronze Age people. Students will be introduced to theoretical and interpretative methodologies, current debates as well as old and modern approaches of studying the available corpus of archaeological data. At the same time, the results of new and on-going research projects and excavations will be discussed offering a fresh look on the large number of sites in the areas of interest. Finally the students will be able to experience site and museum visits as well as hands-on activities in order to study closely the construction, function, circulation and consumption of the abundant material culture of the Aegean Bronze Age.

Prerequisites: None

Corequisites: XXXX 53

Attributes: Human Experience (HE)

HIST 370GD Biography of an Empire: The Surprising Life of "Byzantium" (324-1453) (3 Credits)

Biography of an Empire: The Surprising Life of Byzantium course explores the history and life of the Eastern Roman/'Byzantine' empire, the so-called 'Byzantium'. The empire, founded on the classical Greek and Roman past, encompassed and extended well beyond the Mediterranean region and survived for over a thousand years: from its Christianization in the 4th century AD up to the fall of its capital, Constantinople, to the Ottoman Turks in 1453. By which means, was an empire of this magnitude able to negotiate its survival over the course of a millennium? In examining the issue, particular attention will be paid to the investigation of the prevailing social, political and economic conditions in the region, as well as the massive changes in society, culture, religion, geography and ideology that Byzantium first introduced. The empire, throughout its extraordinary life, promulgated and maintained a unique ideology that was, paradoxically, able to protect an image of stability, timelessness and unchanging order. At the same time, Byzantium accomplished major transformations and innovations in its political ideology, state institutions, political, social and cultural life, that allowed it to prevail even during the last centuries of its life, building an ever-lasting legacy. Besides the narrative of main historical events, special emphasis will be given throughout this course, to the character and riches of this quite different civilization. What Byzantium was in the end, why and what special significance does it still hold for us today? Through the analysis of the identity of the Byzantines and different interpretations of particular historical events, we will try to achieve a better understanding of the broader mechanisms of (re)construction of historical memory. Class sessions combine lectures, as well as discussion of primary texts and, in-depth analysis of visual material, in order to provide a holistic introduction to the history and culture of the Eastern Mediterranean during the period.

Prerequisites: None

Corequisites: XXXX 53

Attributes: Human Experience (HE)

HIST 370GE Life & Death in Ancient Greece & Everything in Between: an Intro to Athenian Society (3 Credits)

This course takes a sociological and anthropological approach to ancient Athenian society, focusing on the individual and examining the human journey through the rites and rituals surrounding birth, transitional phases, marriage, family and kinship, illness and death. We will examine the role of religion in all aspects of the ancient city; explore the political relationships that bound Athenians together; watch them at the gymnasium and in sports and athletic contexts within different age classes; see how they join the workforce in the household, factories or shops, and how the economy of city was organised; and delve into their private lives at home. A holistic approach to all aspects of society will bring to the fore the many groups who have traditionally been marginalized in scholarship: children, women, servants, enslaved peoples, foreigners and refugees in the city. To gather evidence for this analysis of ancient life, we will visit a number of archaeological sites and museums around Athens. Classes are taught both in the classroom and out on archaeological sites and in museums around Athens

Prerequisites: None

Corequisites: XXXX 53

Attributes: Human Experience (HE)

HIST 370GF Sports, Games and Spectacles in the Graeco-Roman World (3 Credits)

The main aim of "Sports, Games and Spectacles in the Graeco-Roman World" course will be to explore the emergence and development of both athletic competitions and sports-based games and spectacles from the Bronze age through to the period of late antiquity. Within this wider spatial and temporal context, we will focus on two separate thematic entities: Ancient Greek Athletics, with particular attention to the development and evolution of the main Ancient Greek athletic events over the ages, and an in-depth investigation of Roman public spectacles and gladiatorial games. Drawing on a variety of disciplines and available (primary) sources, from history and archaeology to modern sports studies and social psychology, the course will primarily seek to examine the main purpose and function of these games and spectacles within the wider social, political, religious, cultural and intellectual context of the times, as well as their overall significance in the daily lives of the ancients. A secondary aim of "Sports, Games and Spectacles in the Graeco-Roman World" will be to explore how archaeologists and historians analyze primary sources to determine their veracity and reliability. To this end, we'll be looking at re-creations and experiments that have been conducted, as well as conducting many of our own, to create a hands-on and thus better understanding of these athletic activities. We'll also look at how ancient sports and spectacles have been represented in contemporary popular culture, to test our gained knowledge against the images produced by Hollywood and elsewhere. In addition to in-class lectures and discussions, the course will also include a substantial on-site teaching component, with field trips to archaeological sites and museums of athletic significance (such as Olympia, Isthmia, Nemea, Delphi and Messene) where sessions will centre on the examination and interpretation of the physical evidence.

Prerequisites: None

Corequisites: XXXX 53

Attributes: Human Experience (HE)

HIST 370GG To the Strongest: The Ancient Near East from the Death of Alexander to the Coming of Rome (3 Credits)

The conquests of Alexander the Great, which brought under Macedonian rule the regions of Egypt, Mesopotamia and Persia, up to the borders with India, had a profound impact on the future course of the history of the Near East. Through the study of primary sources, both literary and archaeological, this course explores the long history of interaction between the Greco-Roman world and that of its Near Eastern counterpart and the significant influence this interaction had on the formation and development of a common cultural, religious, and political identity, which modern scholars have labeled "Hellenistic". Within this perspective, our main focus will be on the investigation of particular aspects of Near Eastern civilization: the emergence of new cultural and social institutions, new forms of economic life, and the creation, fusion, and amalgamation of religious institutions (to which "To the Strongest: The Ancient Near East from the Death of Alexander to the Coming of Rome" will give a special emphasis). The main purpose of "To the Strongest: The Ancient Near East from the Death of Alexander to the Coming of Rome" will be to provide significant insight into an often neglected and yet very important and formative era in world history, the Hellenistic period.

Prerequisites: None

Corequisites: XXXX 53

Attributes: Human Experience (HE)

HIST 370GH The Worlds of Medieval Greece: Tracing Byzantine, Islamicate, Slavic, Jewish, and Frankish Heritage (3 Credits)

Was there life in Greece after the Classics? What happened to the Greek lands after the Classical period and until Early Modern times? Who were the Byzantines and why did they call themselves Romans? And if Byzantines identified themselves as Romans, then who were the Latins from Italy, France and the rest of Western Europe who conquered much of Greece in the 13th century? Did you know that an Islamic Emirate ruled much of the Aegean for two centuries? And that many placenames even in the southmost of Greece originate from the Slavic language spoken by migrating population in these areas in the early Middle Ages? Or that the Ottoman sultan in 15th c. Istanbul was regarded by many Greek speaking as the continuation of the Byzantine emperor? The course examines the history and material culture of Greece during the expanded Middle Ages from the 4th to the 16th century by focusing of the different cultures and ethnic groups that flourished on the lands of modern-day Greece. We will follow the historical evolution from the conversion of the Roman Empire to Christianity, through the remarkable growth of Late Antique culture to the great crisis that the Great Migrations in the Balkans and the Rise of Islam in the East initiated during the 7th century. We will hear the subaltern voices of the non-Greek and non-Roman Slavic populations or the Arab raiders that settled in the Peloponnese and the Aegean during the Early Middle Ages. We will see in detail the Reconquista effort of the official Byzantine/Roman state to rule back and control the lands of Greece by Christianization and military force and the subsequent period of the Greek High Middle Ages (10th-12th c). We will move on to the Crusades period and the Latin presence in the Greek peninsula in the aftermath of the Fourth Crusade (1204) and the division of the Byzantine lands among Frankish princes and Italian states. Finally, we will reach the times collapse of Byzantine and Latin rule in the wake of Ottoman conquest and the Early Modern formation of the Balkans. In addition to in-class lectures and discussions, the course will also include substantial on-site teaching, with field trips to archaeological sites and museums evidencing the presence of these groups in Medieval Greece and marking their material culture and historical heritage (such as the Byzantine and the Benaki Museum in Athens, the Athens Acropolis and Roman Agora, the monastery of Delphi).

Prerequisites: None**Corequisites:** XXXX 53**Attributes:** Human Experience (HE)**HIST 370GI Rediscovering Roman Greece (3 Credits)****Prerequisites:** None**Corequisites:** XXXX 53**Attributes:** Human Experience (HE)**HIST 370IB History of Rome from its Origins to Charlemagne (3 Credits)****Prerequisites:** None**Corequisites:** XXXX 54**Attributes:** Human Experience (HE)**HIST 370ID SOCIAL HIST ITALIAN MAFIA (HE) (3 Credits)**

This course will examine the history of the Sicilian mafia from the Unification of Italy in 1861 to the present day, considering how different cultural, social, political, and economic factors during this period have influenced its development. Students will be encouraged and guided to critically analyze the material discussed in class and the assigned readings. Rather than remembering the names of bosses or dates of massacres, the emphasis is upon understanding the interrelated historical and cultural dynamics, such as changes in national politics and legislation or the transformation of illicit activities, so as to be able to fully make sense of the information provided in the lessons and to acquire a more incisive knowledge of the mafia.

Prerequisites: None**Corequisites:** XXXX 54**Attributes:** Human Experience (HE)**HIST 370JA Japanese Culture and Life Abroad (4 Credits)**

This course consists of two sections: Japanese traditional arts and culture and Japanese contemporary life and popular culture. The traditional section will include lectures and practical studies of the performing arts (Kabuki, Kyogen, Noh, Tama-sudare), literature (Haiku, folk tales, poetry), refined culture (tea ceremony, flower arrangement, calligraphy), sports (Sumo, Judo, Kendo, Karate), and children's games (Kendama, Otedama, Ayatori, Origami). The contemporary section will include lectures and practical studies of family life, formal ceremonies, education, annual festivals, popular entertainment, and food. Mandatory and optional excursions. Term papers and class participation required. This is a required course on the Japanese study abroad program.

Prerequisites: None**Corequisites:** XXXX 41**Attributes:** Human Experience (HE)**HIST 370LA Modern British History (4 Credits)**

With 27 member countries, how are various cultural differences reconciled to create a free flow of people, goods, services, and capital around the European Union? What are the origins of European integration? What place does the EU have in the world economy? What does the future hold for the EU in terms of growth in membership and economic prowess? This course provides a comprehensive examination of the processes of European economic integration and a critical analysis of EU policies in their broader political-economic context. It focuses on the external dimension of Europe in the global economy, the integration processes of the EU, including the Single Market, Economic and Monetary Union or the Common Agricultural Policy, and its impact on global economics, ranging from the World Trade Organization to EU enlargement and the Third World.

Prerequisites: None**Corequisites:** XXXX 43**Equivalent courses:** HIST 370A**Attributes:** Human Experience (HE)**HIST 370OA Key Processes in the Making of Western History (4 Credits)**

State formation, the Renaissance and revolutions: • Origins of the modern state. • The Renaissance as cultural phenomenon. • Origins, dynamics and impact of historical revolutions. Wealth and poverty in Western history: • Changing views and attitudes. • Perspectives on systems such as socialism, capitalism and communism. • Dimensions of the culture of wealth and poverty. Method of assessment: Flexible assessment

Prerequisites: None**Corequisites:** XXXX 64**Attributes:** Human Experience (HE)

HIST 3700B Twentieth Century History: A Global Perspective (3 Credits)

Selected themes in twentieth century history from political, environmental and social history perspectives, including: • Global social, environmental, economic, demographic, and political shifts and cultural change: religion, gender, and class. • Changes in the civil society, education, the arts, and science in the twentieth century. Engagement with the basic idea of historiography and basic historical methodology. Colonial liberation and nation building in the 20th century. • The end of the formal imperial era. • Independence movements in Africa and India. • New states. • Cultural dimensions of independence: the search for a "pure" African culture in a globalising world. • Africa in a globalising world.

Prerequisites: None

Corequisites: XXXX 64

Attributes: Human Experience (HE)

HIST 370PA Early Modern & Modern Spanish History: From Isabella & Ferdinand to the Euro (1450 - present) (3 Credits)

The main goal of this course is to give students an overview of Spain's history over the past 500 years, with special emphasis on events that have marked Andalusia more profoundly. Additionally, we will also study and analyze different trends and phenomena of modern day Spain, along with some traditions that still hold in our time. Field trips, projections of slides and videos will all be key elements in this course helping the student to have a clearer perception of each period. Conducted in English.

Prerequisites: None

Corequisites: XXXX 67

Attributes: Human Experience (HE)

HIST 370R HISTORY IN CORK (3-6 Credits)

Prerequisites: None

Corequisites: XXXX 63

Attributes: Human Experience (HE), Social World (SW)

HIST 370SA World War II and Central Europe (3 Credits)

Prerequisites: None

Corequisites: XXXX 61

Attributes: Human Experience (HE)

HIST 370TA Contemporary Argentine History: Politics and Culture in the Construction of a National Identity (3 Credits)

Prerequisites: None

Corequisites: XXXX 45

Attributes: Human Experience (HE)

HIST 371 Individual Learning Project (1-4 Credits)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

HIST 377A Roman Empire (4 Credits)

An examination of the history of the Roman empire, beginning with Julius Caesar and Augustus, who introduced rule by Roman emperor in the late first century B.C.E., and ending with Constantine, who legalized Christianity in the fourth century C.E. Our point of departure is the vastness of this empire. It stretched from the Atlantic Ocean to the Euphrates River, from the North Sea to the Sahara Desert. As such, it encompassed and encountered numerous peoples and cultures, many subject to the power Rome. With this in mind, we will try to achieve a more balanced view of life in the Roman empire by investigating it from the perspective of the rulers and the ruled. To this end, we will (1) study the Roman emperors and their policies, (2) grapple with the struggles of an example subject people, the Jews, under Roman empire, and (3) support students in their pursuit of research projects that will underscore the rich diversity of experience within the Roman world. Throughout we will focus especially on the potential of ancient evidence to answer the following questions. What were the priorities of the Romans, and especially the emperor, in the maintenance of the Roman empire? What was the response of subject peoples like the ancient Jews to that empire? What strategies did they develop for political, cultural (especially religious), social, and economic survival? As we pursue these questions, students will have the opportunity to take part in many well-informed class discussions and to engage more deeply with particular issues through thoughtful papers and collaborative workgroup sessions. This course is suitable for students of any major, including those who have not taken a previous history course.

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Equivalent courses: HIST 332

Attributes: Human Experience (HE), Thematic Focus - Justice

HIST 377B World War 2, Memory, and Justice (4 Credits)

This course examines World War II from the perspectives of historical events, the memory of those events, and postwar trials for war crimes. Although we often use the terms "history" and "memory" interchangeably, they are different and provide different approaches to understanding and dealing with the past. Our understanding of the past is further complicated when it becomes the subject of legal proceedings and the justice system. In addition to selected aspects of the war, the course will examine the ways the war has been remembered (for example, historical interpretations and commemorative efforts) and adjudicated in court (such as the Nuremberg Trial and the Eichmann Trial). The course will also examine recent efforts to apply legal restrictions to interpretations of the past (for example, Poland's Holocaust law).

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Attributes: Human Experience (HE), Thematic Focus - Justice

HIST 379A 100 Years of Korean Dreams: The Aspirations of the 20th and 21st Century Peninsula (4 Credits)

The strivings and desires of colonies, countries, and nations can reveal much about the realities of life for the individuals who struggle, survive, and thrive there. This course will analyze the last century of hopes on and for the Korean peninsula, from colonization to Kpop, Japanese empire to Juche, on both sides of the 38th parallel. By examining a variety of sources and drawing on a variety of different techniques, students will learn how to interpret Korean dreams and the truths they reveal.

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Equivalent courses: HIST 279A

Attributes: Human Experience (HE), Quantitative Reasoning (QR), Thematic Focus - Truth

HIST 382 The Japanese Way of Death and Dying (4 Credits)

Why do so many people associate Japanese cosmologies and ideologies with death? From samurai suicide to death from overwork, the notion that Japan is a nation obsessed with the ephemerality of life is lauded, feared, and stigmatized, without ever considering the context, history, and theological aspects that fuel the stereotypes and the reality. By looking at concepts of life and death in Shinto, Buddhism, and the more contemporary interplay with modern medical and sociological theories about what life (and death) entail, this course will examine how ideas about death shape ideas about life and what makes that life meaningful.

Prerequisites: (THEO 100 or THEO 111 or HONR 240A or HONR 240B or INTG XXXG) and (HONR 101 or HONR 110 or HONR 220A or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Attributes: Theological Integration (TI), Writing Requirement (WR)

HIST 395 Historiography (4 Credits)

Intended for advanced History majors, this course emphasizes research skills in preparation for the individual projects in HIST 399. The primary goal is for students to understand that historical interpretations are constructs and that historians often disagree among themselves. Topics vary with instructor; please see individual section descriptions (395A, 395B, etc.) for details. Recommended prerequisite: 295 or permission of Department Chair.

Prerequisites: None

Attributes: Benedictine Raven (BN)

HIST 395A Historiography: Interpreting the American Revolution (4 Credits)

"Who shall write the history of the American Revolution? Who can write it? Who will ever be able to write it?" asked John Adams in a July 1815 letter to Thomas Jefferson. "Nobody; except merely its external facts," Jefferson replied. Adams and Jefferson were wrong. Few events in the history of humanity are as well known as the American Revolution. Tens of thousands of texts are dedicated solely to the investigation of this one historical event. In this course, we will explore how historians interpret the American Revolution to identify and analyze changes in historiography — historical interpretation — over time. Studying changing historical interpretations of the American Revolution will allow us to gain a better understanding of the methods — questions, approaches, and theories — historians use to interpret this event. While studying the historiography of the American Revolution and the methods of its historians, you will practice and strengthen your critical reading, argumentative writing, discussion, and historical thinking skills. Offered for A-F grading only.

Prerequisites: None

Attributes: Benedictine Raven (BN), Human Experience (HE), Thematic Encounter3 - Truth

HIST 395B Historiography: History, Memory, and the Politics of Remembering (4 Credits)

Students are expected to develop the skills and historiographical awareness required for their individual Senior Thesis project (HIST 399), and these goals are best achieved through the study of a specific subject matter. For this course, our subjects are the concepts of "history" and "memory," i.e., the ways in which countries and societies remember the past, what they remember, why they remember, and how they use memory. Sometimes, the things that are forgotten are as significant as what is remembered. The common readings focus on the politics of memory in Europe, but the approach is applicable for any country, region, or time period, and students may select any memory-related topic for their final project in this course. Offered for A-F grading only.

Prerequisites: None

Attributes: Benedictine Raven (BN), Human Experience (HE), Thematic Encounter3 - Truth

HIST 395C Historiography: The American West (4 Credits)

Historiography was created to help History majors better understand how historians think and work while exploring the historiography of a particular topic in depth. While each section of the course focuses on a specific topic, they share the common goals of exposing students to the study of history itself as a field of inquiry, exploring various research methods, and considering how various types of evidence might be used in constructing historical arguments. This seminar will examine the history of the American West, covering such topics as the impact of U.S. expansion on the environment and native peoples of the West, the realities of violence in "frontier" towns, the political and economic relationships between Eastern cities and their Western counterparts, and the evolution of the 20th century West into an overwhelmingly urban society in the midst of a sparsely populated hinterland. Special attention will be paid to historical debates over the "meaning of the West," the introduction of race, class, gender, and environment as themes in these debates, and the varying types of evidence historians have used to interpret the region's past. Offered for A-F grading only.

Prerequisites: None

Attributes: Benedictine Raven (BN), Human Experience (HE)

HIST 395E Historiography: Idols & Images in Colonial Mexico (4 Credits)

After the fall of Aztecs, the conquering Spaniards attempted to impose a late-medieval version of Catholicism on the indigenous populations of Mexico. What resulted from this "Spiritual Conquest?" Historians have pondered this question for decades. Whatever the result, religion constituted a sphere of struggle during the almost 300 years of Spanish rule over what was then called New Spain. This class examines how historians have thought and written about religion in colonial Mexico and how historians' ideas about it have changed over time. In short, this course aims to introduce students to the concept of historiography and thus hone student skills of sophisticated historical analysis and habits of mind. Offered for A-F grading only.

Prerequisites: None

Attributes: Benedictine Raven (BN), Human Experience (HE)

HIST 395F Historiography: War Games: Remembering and Revising the Pacific War (4 Credits)

This class is designed to introduce and hone advanced skills of historical analysis. We will focus our reading, writing, and discussion this semester on the concept of historiography. The term has several interconnected meanings: the philosophy of historical analysis, the study of the history of historical analysis, and the changing ways historians have written about a particular topic over time. We will explore these three principle meanings of historiography as we read about, write about, and discuss how historians have interpreted and debated Japanese involvement in the Second Sino-Japanese War, World War II, and its aftermath. Offered for A-F grading only.

Prerequisites: None

Attributes: Benedictine Raven (BN), Human Experience (HE), Thematic Encounter3 - Truth

HIST 395G Historiography: From Women's History to Gender History (4 Credits)

In this course, intended for advanced History majors, we will analyze the development of historical interpretation in the field of women's history and the transition to the study of gender history. We will explore how US historians have interpreted the gendered past to gain a better understanding of the questions, approaches, theories, and types of evidence that historians have used to construct arguments over time and why they often disagree among themselves. This course emphasizes research skills and historical analysis in preparation for individual projects in HIST 399 Senior Thesis. Offered for A-F grading only.

Prerequisites: None

Attributes: Benedictine Raven (BN), Human Experience (HE)

HIST 397 Internship (1-8 Credits)

Supervised career exploration which promotes the integration of theory with practice. An opportunity to apply skills under direct supervision in an approved setting. Prerequisites: approval of the department chair and a faculty moderator; completion of the pre-internship seminar.

Prerequisites: None

Attributes: Experiential Engagement (EX)

HIST 399 Senior Thesis (4 Credits)

This course is the capstone for the major. Students develop independent projects in collaboration with History faculty and write substantial research papers based upon primary and secondary sources. Students give formal oral presentations of their research. This course draws upon and synthesizes the skills developed in HIST 295 and 395. Those majors seeking to graduate with "Distinction in History" must take COLG 396 the spring of their junior year, History 399 fall of their senior year, and complete their Honors research and writing the spring they graduate.

Prerequisites: None

Attributes: Experiential Engagement (EX), Writing Requirement (WR)

Honors (HONR)

HONR 110 Learning Foundations for Honors Scholars (4 Credits)

This 4-credit course will be taken in the student's first year. It is capped at 18 students. It functions as both an introduction to their general education experience at a Catholic, Benedictine college, and as a writing-intensive course. Students will demonstrate reflection on their learning through the use of an Integrated Portfolio. The topics of these courses are diverse and intended to be taught by faculty from across all divisions. Offered for A-F grading only.

Prerequisites: None

Equivalent courses: INTG 100

Attributes: Learning Foundations (LF)

HONR 120A Community and Identity: Lockuptown - Incarceration in the United States (4 Credits)

Approximately 2.3 million people are incarcerated in state and federal prisons, county and local jails, juvenile correctional facilities, and immigrant detention facilities. There are more Americans on parole, on probation, or incarcerated – about 6.9 million people – than were enslaved in the decade before the U.S. Civil War (1861-1865) – about 4 million people. Just as slavery was one of the defining issues of the early United States, mass incarceration is one of the defining issues of today's United States. How did the "land of the free" become the land of the incarcerated? To answer this question, we will study incarceration in the United States from the nation's first prisons built during the late eighteenth century to the spaces of confinement that arose during the "Global War on Terror" at the beginning of the twenty-first century. We will investigate connections that link incarceration with American freedom and the penitentiary with American culture and society. We will also explore the alleged purposes of incarceration and the experiences of incarcerated individuals.

Prerequisites: Honors Program with a score of 1 and HONR 110

Restrictions: Enrollment limited to students with the 2025-2026 Registration Cohort attribute.

Equivalent courses: HONR 105, HONR 120B, HONR 120C, HONR 120D, HONR 120E, HONR 120F, HONR 120G, HONR 120H, HONR 120I, HONR 120J, HONR 120K

Attributes: CSD: Identity (CI)

HONR 120B Community and Identity: Solidarity & Difference (4 Credits)

The United States is growing more diverse year by year and seemingly more divided as well. What does solidarity look like in a profoundly diverse and deeply divided society? How can people work together for social justice together with members of different identity groups? In this course, students will examine gender, race, ethnicity and class in the United States as forces that shape individual and group identities in ways that both unite and divide us. Students will learn to think critically about their own gendered, racial, ethnic and class identities; understand the social and cultural factors that shape and contribute to each of these identities; examine case studies of inter-group efforts to create justice; and gain experience with resources to foster meaningful solidarity practices that can help to bring about social change.

Prerequisites: Honors Program with a score of 1 and HONR 110

Restrictions: Enrollment limited to students with the 2024-2025 Registration Cohort attribute.

Equivalent courses: HONR 105, HONR 120A, HONR 120C, HONR 120D, HONR 120E, HONR 120F, HONR 120G, HONR 120H, HONR 120I, HONR 120J, HONR 120K, PSYC 121

Attributes: CSD: Identity (CI)

HONR 120C Community and Identity: Midnimo in Minnesota (4 Credits)

What challenges arise when new arrivals make a community more diverse? What strategies can help a historically homogenous community welcome racial and religious diversity? In this course, we will not just study the challenges to integrating newcomers, we will take a collaborative leadership approach that directly serves needs identified by our Somali-American neighbors. Midnimo is Somali for unity. We will ask if our region can have Midnimo, a unity that transcends racial, cultural, and religious differences. Students will read texts on the experiences of Somali-Americans in our region as well as scholarship on the relationship between community membership and identity. Through these texts, students will explore the processes that shape gender and racial constructions and identify how those processes shape the ways Somali refugees navigate resettlement in Minnesota.

Prerequisites: Honors Program with a score of 1 and HONR 110

Restrictions: Enrollment limited to students with the 2025-2026 Registration Cohort attribute.

Equivalent courses: HONR 105, HONR 120A, HONR 120B, HONR 120D, HONR 120E, HONR 120F, HONR 120G, HONR 120H, HONR 120I, HONR 120J, HONR 120K

Attributes: CSD: Identity (CI)

HONR 120D Community and Identity: Philosophy of Race and Ethnicity (4 Credits)

This course explores philosophical questions surrounding race and ethnicity and gender and how the boundaries around these identities are enforced and resisted. We examine the historical evolution of racial and gender concepts up to the present day. This deeper philosophical understanding will be used to discuss contemporary topics like disparities in health, immigration policies, and barriers to political participation.

Prerequisites: Honors Program with a score of 1 and HONR 110

Restrictions: Enrollment limited to students with the 2025-2026 Registration Cohort attribute.

Equivalent courses: HONR 105, HONR 120A, HONR 120B, HONR 120C, HONR 120E, HONR 120F, HONR 120G, HONR 120H, HONR 120I, HONR 120J, HONR 120K, PHIL 155

Attributes: CSD: Identity (CI)

HONR 120E Community and Identity: Narrative Identities (4 Credits)

Women, men, and aliens. This sounds more like a reality tv show than a college class, but in fact, it is a popular culture course that offers students a way to explore their personal identities. Through the critical examination of novels, short stories, and movies, students will be asked to think about their own gendered, racial, and ethnic identities. This discussion-based class will also push students to examine the influence of society and culture on identity.

Prerequisites: Honors Program with a score of 1 and HONR 110

Restrictions: Enrollment limited to students with a class of First Year. Enrollment limited to students with the 2025-2026 Registration Cohort attribute.

Equivalent courses: ENGL 124A, HONR 105, HONR 120A, HONR 120B, HONR 120C, HONR 120D, HONR 120F, HONR 120G, HONR 120H, HONR 120I, HONR 120J, HONR 120K

Attributes: CSD: Identity (CI)

HONR 120F Psychology of Gender (4 Credits)

In this course, we will examine psychological research and practice through the lens of gender. We will explore gender as a psychological and social construct that influences our experiences in a number of contexts. The course will address how gender, as a social identity, relates to privilege, oppression, and emotional well-being. Sample topics include: gender roles, stereotypes, gender socialization, and gender inequality. Moreover, we will take an intersectional perspective, attending to the complex ways that gender combines with race and other social identities. As we engage with a broad survey of scholarship on the psychology of gender, we will grapple with controversial issues confronting the field of psychology and consider both personal and professional applications. The course will introduce students to a process and value-based, collaborative theory of leadership directed at improving local communities, a feature of all HONR 120 courses.

Prerequisites: Honors Program with a score of 1

Restrictions: Enrollment limited to students with the 2025-2026 Registration Cohort attribute.

Equivalent courses: HONR 105, HONR 120A, HONR 120B, HONR 120C, HONR 120D, HONR 120E, HONR 120G, HONR 120H, HONR 120I, HONR 120J, HONR 120K, PSYC 308

Attributes: CSD: Identity (CI)

HONR 120G Community and Identity: Sex, Race and Medicine (4 Credits)

This course covers the past and present of medicine in the United States, paying special attention to ways in which ideas of gender, sexuality, race, and ethnicity intersect to shape medical practice and the experiences of patients and doctors alike. Topics include gender and racial dynamics in the shift from midwifery to obstetrics; barriers to medical education for women and Black students; eugenics and medical experiments like the Tuskegee study; and debates surrounding LGBTQ+ health care.

Prerequisites: Honors Program with a score of 1 and HONR 110

Restrictions: Enrollment limited to students with the 2025-2026 Registration Cohort attribute.

Equivalent courses: HIST 180, HONR 105, HONR 120A, HONR 120B, HONR 120C, HONR 120D, HONR 120E, HONR 120F, HONR 120H, HONR 120I, HONR 120J, HONR 120K

Attributes: CSD: Identity (CI)

HONR 120H Community and Identity: Introduction to Anthropology (4 Credits)

This course is an introduction to the field of anthropology. Anthropology is a holistic and comparative study of human diversity. Students will examine cross-cultural examples to shed light on all aspects of human life and culture from race, gender, identity and ethnicity, to language and religion, to technology and medicine, to the study human evolution and variation. Ethnographic examples stemming from both the United States as well as around the world allow students to reflect on their own identities and cultural contexts. It is often in comparison that we can see how our own cultural lens and experiences have shaped our perspectives of the world.

Prerequisites: Honors Program with a score of 1 and HONR 110

Restrictions: Enrollment limited to students with the 2025-2026 Registration Cohort attribute.

Equivalent courses: HONR 105, HONR 120A, HONR 120B, HONR 120C, HONR 120D, HONR 120E, HONR 120F, HONR 120G, HONR 120I, HONR 120J, HONR 120K, SOCI 121

Attributes: Benedictine Raven (BN), CSD: Identity (CI)

HONR 120I Adulthood and Identity (4 Credits)

College is a transformative time when students navigate academic and social pressures while defining themselves apart from childhood expectations. This course addresses key challenges students face, such as managing societal expectations, difficult conversations, self-advocacy, and civic engagement, with a focus on how gender, race and ethnicity, and other intersectional identities shape these experiences. It explores how students' identities and actions are influenced by their community and how they, in turn, impact that community. By examining personal and collective experiences both on campus and nationally, the course provides a space for meaningful discussions on the everyday issues students encounter. The specific topics and examples discussed in the course will likely change from semester to semester due to relevance and changing times, but will always focus on issues related to identity formation, race, ethnicity, culture/cultural appropriation, gender/gender identity/sexuality, ability, equity, mental health, misinformation, conflict management, stereotyping, cultural and societal expectations, and more.

Prerequisites: Honors Program with a score of 1 and HONR 110

Restrictions: Enrollment limited to students with the 2025-2026 Registration Cohort attribute.

Equivalent courses: COMM 112, HONR 105, HONR 120A, HONR 120B, HONR 120C, HONR 120D, HONR 120E, HONR 120F, HONR 120G, HONR 120H, HONR 120J, HONR 120K

Attributes: CSD: Identity (CI)

HONR 120J Japanese Women Writers (4 Credits)

This course introduces novels, short stories, manga, and films written by Japanese and Japanese-American woman writers and filmmakers since the 1970s. We read texts that explore questions of identity related to gender, race, and ethnicity in a comparative context, from the incarceration of Japanese-Americans during World War II to the rethinking of female icons of Japanese mythology and folklore, as well as what it means to be alienated in what is supposed to be one's "homeland" and being insufficiently fluent in one's "mother tongue." With texts set in the United States, Japan, and Europe, this course aims to demonstrate the relevance of great literature and film by Japanese women to questions at the heart of an intersectional analysis of gender, race, and ethnicity.

Prerequisites: HONR 110

Restrictions: Enrollment limited to students with the 2025-2026 Registration Cohort attribute.

Equivalent courses: HONR 105, HONR 120A, HONR 120B, HONR 120C, HONR 120D, HONR 120E, HONR 120F, HONR 120G, HONR 120H, HONR 120I, HONR 120K, JAPN 121A

Attributes: CSD: Identity (CI)

HONR 120K Introduction to Gender Studies (4 Credits)

Introduces students to a broad range of concepts and issues in the discipline of Gender Studies. It uses gender as an analytical method and explores how race, class, ethnicity, and sexual orientation influence the construction of gender identity. Although containing these common elements, this course's main focus will vary according to the particular instructor's design.

Prerequisites: Honors Program with a score of 1 and HONR 110

Restrictions: Enrollment limited to students with the 2025-2026 Registration Cohort attribute.

Equivalent courses: GEND 101, HONR 105, HONR 120A, HONR 120B, HONR 120C, HONR 120D, HONR 120E, HONR 120F, HONR 120G, HONR 120H, HONR 120I, HONR 120J

Attributes: CSD: Identity (CI)

HONR 200 Interdisciplinary Approaches to Communities of Scholarship: Human Experience (4 Credits)

This is the second course in the Honors sequence. These courses are team-taught by one Human Experience instructor and one instructor from a different Way of Thinking. The two instructors will develop discipline-specific learning goals for use in the course. These courses are equivalent to a Thematic Encounter in that they are taught through two Ways of Thinking and investigate the theme of truth in the context of scholarly communities. One section of HONR 200-204 is required for students entering the Honors Program in Fall 2020 and later. Students take this course during their sophomore year.

Prerequisites: HONR 120 or HONR 105

HONR 201 Interdisciplinary Approaches to Communities of Scholarship: Human Experience & Social World (4 Credits)

This is the third course in the Honors sequence. The course is team-taught by one Human Experience instructor and one instructor from a different Way of Thinking. The two instructors will develop discipline-specific learning goals for use in the course. This course is equivalent to a Thematic Encounter in that it is taught through two Ways of Thinking and investigates the theme of truth in the context of scholarly communities. One section of HONR 200-204 is required for students entering the Honors Program in Fall 2020 and later. Students take this course during their sophomore year. Prerequisite HONR 120.

Prerequisites: HONR 120 or HONR 105

HONR 202 Interdisciplinary Approaches to Communities of Scholarship (4 Credits)

This is the second course in the Honors sequence. The course is team-taught by one Human Experience instructor and one Natural World instructor. The two instructors will develop discipline-specific learning goals for use in the course. This course is equivalent to a Thematic Encounter in that it is taught through two Ways of Thinking and investigates the theme of truth in the context of scholarly communities. One section of HONR 200-204 is required for students entering the Honors Program in Fall 2020 and later. Students take this course during their sophomore year.

Prerequisites: HONR 105 or HONR 120 or HONR 120A or HONR 120B or HONR 120C or HONR 120D or HONR 120E or HONR 120F or HONR 120G or HONR 120H

Attributes: Human Experience (HE), Natural World (NW), Thematic Encounter1/2 - Truth

HONR 203 Interdisciplinary Approaches to Communities of Scholarship: Human Experience & Artistic Expression (4 Credits)

This is the second course in the Honors sequence. The course is team-taught by one Human Experience instructor and one Artistic Expression instructor. The two instructors will develop discipline-specific learning goals for use in the course. This course is equivalent to a Thematic Encounter in that it is taught through two Ways of Thinking and investigates the theme of truth in the context of scholarly communities. One section of HONR 200-204 is required for students entering the Honors Program in Fall 2020 and later. Students take this course during their sophomore year.

Prerequisites: HONR 105 or HONR 120

Attributes: Artistic Expression (AE), Human Experience (HE), Thematic Encounter1/2 - Truth

HONR 203A Propaganda, Art, and Action (4 Credits)

The philosopher Gaile Pohlhaus describes propaganda as “rhetoric that is intended to move its audience directly to action, bypassing the capacity to deliberate.” This course explores how propaganda functions in the contemporary United States, with a focus on its connections to power, language, and community. In this course, we will ask: What is propaganda and how is it related to truth? What is the relationship between propaganda and art? Is propaganda always bad? How is it used by those already in power to maintain support for the status quo? How has the internet and social media contributed to the manipulation of public opinion? How can we recognize when we are being manipulated or lied to? How does propaganda differ from the free exchange of ideas that is essential to democracy? How does propaganda work to divide and create communities? We will examine rhetorical and formal choices to understand the power of language to persuade and coerce. We will explore, through the study and writing of poetry and creative nonfiction, how creative works can function both as propaganda and invite attention and deliberation.

Prerequisites: HONR 105 or HONR 120 or HONR 120A or HONR 120B or HONR 120C or HONR 120D or HONR 120E or HONR 120F or HONR 120G or HONR 120H

Equivalent courses: HONR 203B, HONR 203C

Attributes: Artistic Expression (AE), Human Experience (HE), Thematic Encounter1/2 - Truth

HONR 203B The Art of Social Change (4 Credits)

This team-taught course combines history, art, and activism. Students will examine the texts and images of social movements past and present through the lens of the women who shaped them. They will learn not only about social movements and their impact, but also learn to understand the role of art in shaping social and political change. This course responds to current events and student interest, thus the content may shift from year to year. What will not shift is the learning and application of formal analysis and contextual analysis. There will be required field trips on and off campus.

Prerequisites: HONR 120A or HONR 120B (may be taken concurrently) or HONR 120C or HONR 120D or HONR 120E or HONR 120F or HONR 120G or HONR 120H or HONR 120I

Equivalent courses: HONR 203A, HONR 203C

Attributes: Artistic Engagement (AR), Artistic Expression (AE), Human Experience (HE), Thematic Encounter1/2 - Truth

HONR 203C From Hamilton to Tracy Turnblad: How History Shapes the American Musical (4 Credits)

Musicals are a true American art form like jazz and the blues. From the very first musical Oklahoma!, they incorporated aspects of American culture and social issues. This course will examine how history and theater when combined weave a tale of the American experience, based in truth, but presented through an artistic lens. The course will begin with a comparison of the musicals 1776 and Hamilton, move to Oklahoma! and South Pacific and end with Hairspray.

Prerequisites: HONR 120A or HONR 120B or HONR 120C or HONR 120D or HONR 102D (may be taken concurrently) or HONR 120E or HONR 120F or HONR 120G or HONR 120H or HONR 120I

Equivalent courses: HONR 203A, HONR 203B

Attributes: Artistic Expression (AE), Human Experience (HE), Thematic Encounter1/2 - Truth

HONR 204 Interdisciplinary Approaches to Communities of Scholarship: Human Experience & Abstract Structures (4 Credits)

This is the third course in the Honors sequence. The course is team-taught by one Human Experience instructor and one Abstract Structures instructor. The two instructors will develop discipline-specific learning goals for use in the course. This course is equivalent to a Thematic Encounter in that it is taught through two Ways of Thinking and investigates the theme of truth in the context of scholarly communities. One section of HONR 200-204 is required for students entering the Honors Program in Fall 2020 and later. Students take this course during their sophomore year.

Prerequisites: HONR 105 or HONR 120

Attributes: Abstract Structures (AS), Human Experience (HE), Thematic Encounter1/2 - Truth

HONR 204A Gender, Mathematics, and Who Gets to Be a Mathematician (4 Credits)

HONR 204A Gender, Mathematics, and Who Gets to Be a Mathematician (4 Credits) This seminar explores how we choose to do mathematics. Most people think of mathematics as a cut-and-dried field where there's only one right answer. But it turns out that how we choose to do mathematics impacts what mathematics we do and who does the mathematics. We will explore several different philosophies of teaching mathematics, doing and re-doing some basic number theory through the lens of each teaching philosophy to illustrate how the learning experiences differ. Throughout all of this, we will analyze how gender and culture affect and are affected by the choice of teaching philosophy.

Prerequisites: Honors Program with a score of 1 and (HONR 105 or HONR 120 or HONR 120A or HONR 120B or HONR 120C or HONR 120D or HONR 120E or HONR 120F or HONR 120G or HONR 120H)

Attributes: Abstract Structures (AS), Human Experience (HE), Thematic Encounter1/2 - Truth

HONR 271 Individual Learning Project (1-4 Credits)

Supervised reading or research at the lower-division level. Permission of the director of honors and undergraduate research required. Not available to first-year students.

Prerequisites: None

HONR 360 Community, Research and Social Change: Truth/HE (4 Credits)

This is the fourth Honors course. Students will explore the privileges and responsibilities that come with community membership; the specific content and topics will be chosen by the instructor. Common to all sections is project-based learning in which students identify an authentic opportunity or challenge that would enhance the common good, thoroughly research it from all angles, and produce research papers and oral presentations. Equivalent to Thematic Encounter. Truth course in a Human Experience way of thinking. Includes Experiential Engagement. This course is required for students entering the Honors Program in Fall 2020 and later. Students ordinarily take this course during their junior year.

Prerequisites: HONR 105 and (HONR 201 or HONR 202 or HONR 203 or HONR 203A or HONR 203B or HONR 203C or HONR 204 or HONR 204A) and (HONR 300 or HONR 300A or HONR 300B or HONR 300C or HONR 300D)

Attributes: Human Experience (HE), Thematic Encounter3 - Truth

HONR 360A Community Histories (4 Credits)

In this course, we examine how telling underrepresented histories can confront or ameliorate past wrongs and create more inclusive communities. A central feature of the course is student research into the "community histories" of our area. This section of the course will focus primarily on the history of racially restrictive covenants and housing segregation in Central Minnesota. Students will develop research projects to better understand how the history of racial covenants and other restrictive practices affected local communities, including current disparities in housing, health, and education.

Prerequisites: Honors Program with a score of 1 and (HONR 202 or HONR 203A or HONR 203B or HONR 203C or HONR 204A)

Attributes: Cmnty Engaged Learning Req, Experiential Engagement (EX), Human Experience (HE), Thematic Encounter3 - Truth

HONR 361 Community, Research and Social Change: Truth/NW (4 Credits)

This is the fourth Honors course. Students will explore the privileges and responsibilities that come with community membership; the specific content and topics will be chosen by the instructor. Common to all sections is project-based learning in which students identify an authentic opportunity or challenge that would enhance the common good, thoroughly research it from all angles, and produce research papers and oral presentations. Equivalent to Thematic Encounter: Truth course in a Natural World way of thinking. Includes Experiential Engagement. This course is required for students entering the Honors Program in Fall 2020 and later. Students ordinarily take this course during their junior year. Prerequisites HONR 105, HONR 201-204, HONR 300. Offered for A-F grading only.

Prerequisites: HONR 105 and (HONR 201 or HONR 202 or HONR 203 or HONR 204) and HONR 300

HONR 362 Community, Research and Social Change: Truth/AE (4 Credits)

This is the fourth Honors course. Students will explore the privileges and responsibilities that come with community membership; the specific content and topics will be chosen by the instructor. Common to all sections is project-based learning in which students identify an authentic opportunity or challenge that would enhance the common good, thoroughly research it from all angles, and produce research papers and oral presentations. Equivalent to Thematic Encounter: Truth course in an Artistic Expression way of thinking. Includes Experiential Engagement. This course is required for students entering the Honors Program in Fall 2020 and later. Students ordinarily take this course during their junior year. Prerequisites HONR 105, HONR 201-204, HONR 300. Offered for A-F grading only.

Prerequisites: HONR 105 and (HONR 201 or HONR 202 or HONR 203 or HONR 204) and HONR 300

HONR 363 Community, Research and Social Change: Truth/SW (4 Credits)

This is the fourth Honors course. Students will explore the privileges and responsibilities that come with community membership; the specific content and topics will be chosen by the instructor. Common to all sections is project-based learning in which students identify an authentic opportunity or challenge that would enhance the common good, thoroughly research it from all angles, and produce research papers and oral presentations. Equivalent to Thematic Encounter: Truth course in a Social World way of thinking. Includes Experiential Engagement. This course is required for students entering the Honors Program in Fall 2020 and later. Students ordinarily take this course during their junior year.

Prerequisites: Honors Program with a score of 1 and (HONR 201 or HONR 202 or HONR 203 or HONR 204)

Attributes: Experiential Engagement (EX), Social World (SW), Thematic Encounter3 - Truth

HONR 363A Wellbeing, Happiness and Social Change (4 Credits)

This course focuses on understanding the ideas of wellbeing and happiness and the importance of those ideas for the social common good. In the process it seeks to develop an understanding the parameters that comprise individual and social wellbeing and happiness and how systemic and structural inequalities in social structures and institutions such as race, class and gender plague our societal wellbeing and threaten to challenge our success as a society. This course, based on the Social World Way of Thinking, is focused on developing an understanding of economic wellbeing and happiness, evaluating the role of public policy for enhancing socio-economic wellbeing and motivating students to become leaders advocating social justice and change in their communities. Students will research a challenge to the well-being of their community, analyze it using their knowledge from the course. identify appropriate steps through which action could be mobilized. Examples of problems could be a) the racial education gap in Saint Cloud; b) the gender gap in majors at CSB/SJU or c) unequal access to Covid-19 vaccination in the local community.

Prerequisites: Honors Program with a score of 1 and (HONR 202 or HONR 203A or HONR 203B or HONR 203C or HONR 204A)

Equivalent courses: HONR 363B, HONR 363C

Attributes: Cmnty Engaged Learning Req, Experiential Engagement (EX), Quantitative Reasoning (QR), Social World (SW), Thematic Encounter3 - Truth

HONR 363B Engaging Community in Polarized Times (4 Credits)

In this course, students will examine how a number of deep divisions in the American political community – divisions over race, religion, immigration, gender identity, political party, geography (urban versus rural), environmental policy, the distribution of wealth and power, and the fate of American democracy itself – manifest themselves not only nationally but also locally in our own community: within school boards, county commissions, city councils, meat packing plants, churches, community action groups, and more. Students will study the historical roots of these divisions and their current political manifestations, then research and formulate policy recommendations designed to the common good with respect to some specific issue affecting the local community. Students will then, individually and in teams, communicate their policy recommendations to local leaders and decision-makers such as state legislators, school board members, school superintendents, mayors, police chiefs, religious leaders, community activists, and employers. In doing so, students should expect to encounter significant disagreement from some of the community members whose support they hope to enlist for their proposed course of action. Students will thus learn how to speak with, listen to, and seek common ground wherever possible with people whose interests, life experiences, and understandings of the common good differ from their own.

Prerequisites: Honors Program with a score of 1 and (HONR 202 or HONR 203A or HONR 203B or HONR 203C or HONR 204A)

Equivalent courses: HONR 363A, HONR 363C

Attributes: Experiential Engagement (EX), Social World (SW), Thematic Encounter3 - Truth

HONR 363C Native American Allyship (4 Credits)

Students in the course will engage in allyship with a Native Nation as they take part in research projects led by tribal representatives. The course begins with an overview of Minnesota's Native Nations and the goals, impacts, and legacies of forced assimilation policies, including boarding schools. Students will then be introduced to current tribal research needs by tribal representatives and develop research projects that address those needs.

Prerequisites: Honors Program with a score of 1 and (HONR 202 or HONR 203A or HONR 203B or HONR 203C or HONR 204A)

Attributes: Experiential Engagement (EX), Social World (SW), Thematic Encounter3 - Truth

HONR 364 Community, Research and Social Change: Truth/AS (4 Credits)

This is the fourth Honors course. Students will explore the privileges and responsibilities that come with community membership; the specific content and topics will be chosen by the instructor. Common to all sections is project-based learning in which students identify an authentic opportunity or challenge that would enhance the common good, thoroughly research it from all angles, and produce research papers and oral presentations. Equivalent to Thematic Encounter. Truth course in an Abstract Structures way of thinking. Includes Experiential Engagement. This course is required for students entering the Honors Program in Fall 2020 and later. Students ordinarily take this course during their junior year.

Prerequisites: Honors Program with a score of 1 and (HONR 202 or HONR 203A or HONR 203B or HONR 203C or HONR 204A)

Attributes: Abstract Structures (AS), Experiential Engagement (EX)

HONR 370A Directed Reading (1 Credit)

Offered for S/U grading only.

Prerequisites: Honors Program with a score of 1

HONR 371 Individual Learning Project (1-4 Credits)

Supervised reading or research at the upper-division level. Permission of the coordinator of honors and undergraduate research and completion (or concurrent registration) of 12 credits within the program required. Not available to first-year students.

Prerequisites: None

HONR 395 Liberal Arts in Action (4 Credits)

This is the fifth Honors course and the capstone for the Honors program. In this course, students will integrate their previous course work and leadership development through project-based learning and their integrative essay. Students will select a single opportunity/challenge for the common good of the community based on one of the research papers produced in the various sections of HONR 360-364, design an approach, execute it and evaluate it. Equivalent to INTG 300- Learning Integrations and required for students entering the Honors Program in Fall 2020 and later.

Prerequisites: Learning Foundations (LF), Theological Explorations (TE), Cultural and Social Difference: Identity (CI), a completed Theme, Theological Integrations (TI) and Writing (WR). TI and WR may be taken prior to or concurrently with INTG 300. Honors students specifically must complete 1 class in HONR 201, 202, 203@, or 204@ as well as 1 class in HONR 300@ or 363@ which are all count toward themes encounters and ways of thinking.

Restrictions: Enrollment limited to students with a class of Junior or Senior. Students with the 2023-2024 Registration Cohort, 2024-2025 Registration Cohort or 2025-2026 Registration Cohort attributes may not enroll.

Equivalent courses: INTG 300

Attributes: Learning Integrations (LI)

Integrations Curriculum (INTG)

INTG 100 Learning Foundations (4 Credits)

This 4-credit course will be taken in the student's first year. It is capped at 18 students. It functions as both an introduction to their general education experience at a Catholic, Benedictine college, and as a writing-intensive course. The topics of these courses are diverse and intended to be taught by faculty from across all divisions.

Prerequisites: None

Equivalent courses: HONR 110

Attributes: Learning Foundations (LF)

INTG 102 Introduction to the Benedictine Tradition (1 Credit)

An introduction to the Benedictine history, thought, and practices at the lower-division level.

Prerequisites: None

INTG 103A Seeing Through the Benedictine Lens (1,2 Credits)

Students will learn about the Benedictine perspective, including Benedictine values and the Rule of Saint Benedict, and how this perspective provides a way of seeing the world and a way of being in the world that is often contrary to how we typically live. Students will then practice seeing the world from a Benedictine perspective and reflect on how that may matter for their lives and for the betterment of the world.

Prerequisites: THEO 100 or THEO 111 or HONR 100 or INTG XXXG

INTG 103B Topics: Benedictine Living & Learning Community (1 Credit)

Benedictine Living and Learning Community course will provide intellectual support for the intentional Benedictine Living Community at either CSB or SJU. Students will read and discuss The Rule of Benedict as well as other texts and videos that expound on how the Rule applies to day-to-day life in a community. Students will also periodically engage in Benedictine practices such as lectio divina and monastic prayers of the hours. The emphasis of this course is on developing habits of a Benedictine way of seeing the world and applying that perspective to the community in which they live. In order to enroll in this course, students must apply for and be accepted into the intentional Benedictine Living Community on their respective campus. Note: This class is only open to students who have been accepted into the Benedictine Living & Learning Community at either CSB or SJU.

Prerequisites: Students must be accepted into the intentional Benedictine Living Community at either CSB or SJU to take INTG 103B.

INTG 105 College Success (1 Credit)

The purpose of INTG 105 is to help new students make a successful transition to CSB/SJU. This course aims to foster a sense of belonging, promote engagement in the curricular and co-curricular life, articulate expectations of students, and help students continue to clarify their purpose, meaning, and direction. Offered for A-F grading only.

Prerequisites: None

Equivalent courses: COLG 105P

INTG 205 Transfer Seminar (2 Credits)

This 2-credit course is specifically designed for transfer students. It functions as both an introduction to the general education experience at a Catholic, Benedictine college and meets the Information Literacy 1 and Metacognition 1 learning goals. The topics of this course are diverse and intended to be taught by faculty from a variety of programs. This course also satisfies the INTG 100 Learning Foundations, INTG 105 College Success Course, and Benedictine Raven requirements.

Prerequisites: None

Attributes: Benedictine Raven (BN), Learning Foundations (LF)

INTG 222 Dump the Funk: Creative Wellness (2 Credits)

Students will engage in a diverse range of mindful activities to broaden understanding of creative self to promote wellness. Activities will include music, informal group singing, yoga, meditation, communication, movement, and writing.

Prerequisites: None

Attributes: Artistic Expression (AE), Thematic Encounter1/2-Movement

INTG 278A Energy and the Environment (4 Credits)

An introduction to commercial energy production and consumption. The physical laws governing energy transformations, the effects of energy consumption on a finite resource base and the impact of energy use in a closed environment will be examined. The technology and impact of major energy sources: fossil fuels, nuclear, solar, as well as energy-efficient consumption will be investigated. An opportunity for experimentation is provided. Intended for non-science majors.

Prerequisites: You must take INTG 100 or 205 prior to taking a Thematic Focus Course. You must take a Cultural and Social Difference: Identity (CI) course prior to or at the same time as Thematic Focus Courses.

Corequisites: INTG 278AL

Equivalent courses: PHYS 103

Attributes: Natural World (NW), Quantitative Reasoning (QR), Thematic Focus - Movement

INTG 278AL LAB (0 Credits)

Prerequisites: None

INTG 300 Learning Integrations (4 Credits)

Learning Integrations is a 4-credit course that will be taken in the student's junior or senior year and functions as both a writing-intensive course and a culminating general education experience. The topics of INTG 300 courses are diverse and taught by faculty from all academic divisions. This will be an opportunity for students to draw connections between their thematic coursework, general education courses, and co-curricular activities. Students must demonstrate reflection on their learning and how they address complex values.

Prerequisites: Learning Foundations (LF), Theological Explorations (TE), Cultural and Social Difference: Identity (CI), a completed Theme, Theological Integrations (TI) and Writing (WR). TI and WR may be taken prior to or concurrently with INTG 300.

Restrictions: Students with the 2023-2024 Registration Cohort, 2024-2025 Registration Cohort or 2025-2026 Registration Cohort attributes may not enroll.

Attributes: Learning Integrations (LI)

Japanese (JAPN)

JAPN 111 Elementary Japanese I (4 Credits)

Introduction to the basic structure of the Japanese language. Practice in speaking, listening, reading and writing, with a focus on an accurate command of grammar and culturally appropriate communication skills.

Prerequisites: None

JAPN 111A Elementary Japanese I - Abroad (4 Credits)

Introduction to the basic structure of the Japanese language. Practice in speaking, listening, reading and writing, with a focus on an accurate command of grammar and culturally appropriate communication skills.

Prerequisites: None

Corequisites: XXXX 41

JAPN 112 Elementary Japanese II (4 Credits)

Continued study of the basic structure of the Japanese language. Practice in speaking, listening, reading and writing, with a focus on an accurate command of grammar and culturally appropriate communication skills.

Prerequisites: None

JAPN 112A Elementary Japanese II - Abroad (4 Credits)

Continued study of the basic structure of the Japanese language. Practice in speaking, listening, reading and writing, with a focus on an accurate command of grammar and culturally appropriate communication skills.

Prerequisites: None

Corequisites: XXXX 41

JAPN 121A Contemporary Japanese Women Writers (4 Credits)

This course introduces novels, short stories, manga, and films written by Japanese and Japanese-American woman writers and filmmakers since the 1970s. We read texts that explore questions of identity related to gender, race, and ethnicity in a comparative context, from the incarceration of Japanese-Americans during World War II to the rethinking of female icons of Japanese mythology and folklore, as well as what it means to be alienated in what is supposed to one's "homeland" and being insufficiently fluent in one's "mother tongue." With texts set in the United States, Japan, and Europe, this course aims to demonstrate the relevance of great literature and film by Japanese women to questions at the heart of an intersectional analysis of gender, race, and ethnicity.

Prerequisites: None

Equivalent courses: GEND 180D, GEND 360E, JAPN 321A

Attributes: CSD: Identity (CI)

JAPN 202 Reading Group in Japanese (1 Credit)

Selected readings deal with world languages and cultures. Texts read may be classics in a national literature, works by writers who recently won a high literary prize, or texts dealing with current topics critical to the history or politics of a particular country. Texts may be tied to on-campus lectures on world literature by invited speakers. This course can be repeated once for credit with the permission of the chair. Offered for S/U grading only

Prerequisites: None

JAPN 211 Intermediate Japanese I (4 Credits)

Review and continued study of grammar together with additional training in speaking, listening, reading and writing. Satisfactory completion of JAPN 211 fulfills the global language proficiency requirement.

Prerequisites: None

Attributes: Global Language Proficiency

JAPN 211A Intermediate Japanese I - Abroad (4 Credits)

Review and continued study of grammar together with additional training in speaking, listening, reading and writing. Satisfactory completion of JAPN 211 fulfills the global language proficiency requirement.

Prerequisites: None

Corequisites: XXXX 41

Attributes: Global Language Proficiency

JAPN 212 Intermediate Japanese II (4 Credits)

Review and continued study of grammar together with additional training in speaking, listening, reading and writing.

Prerequisites: None

Equivalent courses: JAPN 212A, JAPN 212Z

Attributes: Global Language Proficiency

JAPN 212A Intermediate Japan in Japan (4 Credits)

Prerequisites: None

Corequisites: XXXX 41

Equivalent courses: JAPN 212, JAPN 212Z

JAPN 271 Individual Learning Project (1-4 Credits)

Supervised reading or research at the lower-division level. Permission of department chair required. Not available to first-year students.

Prerequisites: None

JAPN 302 Reading Group in Japanese (1 Credit)

Selected readings deal with world languages and cultures. Texts read may be classics in a national literature, works by writers who recently won a high literary prize, or texts dealing with current topics critical to the history or politics of a particular country. Texts may be tied to on-campus lectures on world literature by invited speakers. This course can be repeated once for credit with the permission of the chair. Offered for S/U grading only

Prerequisites: None

JAPN 311 Advanced Japanese Language I (4 Credits)

Review and continued development of grammar together with development of skills in speaking, listening, reading and writing.

Prerequisites: (JAPN 212 or JAPN 216)

Equivalent courses: JAPN 315

JAPN 312 Advanced Japanese Language II (4 Credits)

Review and continued development of grammar together with development of skills in speaking, listening, reading and writing.

Prerequisite: JAPN 311 or 315

Prerequisites: JAPN 311 or JAPN 315

Equivalent courses: JAPN 316

JAPN 315 Advanced Japanese I Abroad (4 Credits)

Continued study in language and culture in an immersion setting. This course may be used as a substitute for JAPN 311 on campus.

Prerequisites: None

Corequisites: XXXX 41

Equivalent courses: JAPN 311

JAPN 316 Advanced Japanese II Abroad (4 Credits)

Continued study in language and culture in an immersion setting. This course may be used as a substitute for JAPN 312 on campus.

Prerequisites: None

Corequisites: XXXX 41

Equivalent courses: JAPN 312

JAPN 320 Japanese Literature in Translation (4 Credits)

Reading and analysis of classic literary works in English translation from selected periods. Examination of the development and adaptation of different literary genres in the process of social transformations such as migration and immigration. Taught in English.

Prerequisites: None

JAPN 321B Love in Japanese Literature & Film (4 Credits)

Through Japanese texts and visual media (film, print), this course explores a diversity of representations of love in modern Japanese culture, with a brief introduction to classical representations of love in order to set the framework for their modern legacy. We ask how love in Japan can be understood in relation to sexuality, gender, and family with reference to theories from gender and queer studies. We will move through themes such as double-suicide, modern love, feminism, homosexuality, prostitution, sex and war, castration, and more, pairing great literary works with their equally influential filmic adaptations. Taught in English.

Prerequisites: None

Equivalent courses: GEND 290A

JAPN 321C Introduction to Japanese Film (4 Credits)

This course gives a broad overview of Japanese film and visual culture from the 1940s to the present. Cinema in Japan has a rich history, from samurai sword-fight films to tokusatsu monster movies, horror, New Wave, films on the family unit, long-running drama series, documentary, anime, and beyond. We will explore the genres of Japanese film and their historical, political, and cultural contexts while gaining a critical language for discussing and writing about film. We will screen (subtitled) films by directors such as Mizoguchi Kenji, Kurosawa Akira, Masumura Yasuzo, Koreeda Hirokazu, Kawase Naomi, and many more.

Prerequisites: Before taking a Cultural and Social Difference: Systems Courses (CS) you first must complete the following Integrations requirements; Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Attributes: CSD: Systems (CS), Global Engagement (GL)

JAPN 321D Anime: Studies in Movement and Transformation (4 Credits)

This course explores Japanese anime as movement, considering the etymology of the word that refers to the animation or bringing to life of still images. There is a transnational element to this movement: anime is a product with consumers around the globe and serves as Japan's lucrative export of "soft power." As a medium made up of individual "texts," anime has been influenced by—and in turn influences—both live action and animated films around the world (i.e. Walt Disney's impact on the works of Tezuka Osamu). Thematically, anime covers topics both the domestic and international, where characters may be of ambiguous origin and identity (Night on the Galactic Railroad, 1985; the Lupin the Third series). Going further, anime films frequently play with boundaries and thresholds, where characters cross into liminal spaces inhabited by the supernatural (Spirited Away, 2001); they are often as interstellar as they are international (Legend of the Galactic Heroes, 1988; Space Battleship Yamato, 1974); and characters can often shape-shift and transform (Pom Poko, 1994; Ranma ½,), metamorphose (Akira, 1988; Mushishi, 2005), evolve (Pokemon, ~1997-), or exist in hybrid human-machine form (Pat Labor, 1989; Mobile Suit Gundam, 1979). This course provides a history of Japanese anime as it explores the theme of movement in the industry and the medium. No background in Japanese culture, language, or anime is necessary.

Prerequisites: None

Attributes: Human Experience (HE), Thematic Encounter3 - Movement

JAPN 330A Transnational Japan (4 Credits)

This course surveys a broad range of themes related to Japan's cultural history through analysis of literary and visual media from ancient to modern times. However, rather than seeking to discover an essence or key to understanding Japan, this course aims to complicate the picture of a unitary, internally consistent, and monolithic Japan. We take as premise that Japan is and has always been hybrid, fractured, and transnational. Hence, we interrogate how understanding of what is "Japan" often has much to do with transnational exchange, migration, negotiation, and acknowledge that this "Japan" is in constant flux. For example, we explore not only how Japanese thinkers represented Japan to people within Japan, but how thinkers attempted to project a certain image of Japan onto an international stage. We will work with both primary sources in translation and secondary sources, considering perspectives of the people of Japan—including ethnic minorities—and outsiders looking in. Taught in English.

Prerequisites: None

Equivalent courses: MCLT 319C

Attributes: Human Experience (HE), Thematic Encounter3 - Justice

JAPN 330B Japanese Folklore (4 Credits)

This course looks at the development of Japanese folklore, exploring the narrative origins of Japanese folk beliefs and myths as well as their transmission and adaptation to the present. With an introduction to theories of folklore, we delve into supernatural tales involving ghosts and shape-shifting creatures as well as moralistic teachings that inform Japanese religious traditions. Class material ranges from The Tale of the Bamboo Cutter (10th century) to collections of folklore by 20th century scholar Yanagita Kunio to the contemporary anime of Ghibli Studios. Participants will experience the orality of folktales through in-class narrations. Taught in English.

Prerequisites: None

JAPN 330C Nuclear Japan: Atomic Bombs, Atomic Energy, Atomic Art (4 Credits)

This course explores literary, film, and artistic representations of Japan's nuclear past from Hiroshima to Fukushima and today. While we consider the atomic bombings of Hiroshima and Nagasaki on one hand, and the nuclear meltdown in Fukushima following the triple disaster of March 11, 2011 on the other in their respective specificities, the class also looks for points of convergence and divergence between the understanding of atomic weapons and atomic energy in the imagination of Japan and the world. We look at witness narratives in short story and novel form; dramatic films depicting nuclear issues from Godzilla to recent dramatic and documentary films; we traverse through manga, anime, photography, painting, children's books, poetry, digital art and more to gain insight into the possibilities for expression and representation in the atomic age. We will discuss and debate the ethical arguments behind the decision to drop the atomic bombs, the ethical dilemmas posed by nuclear energy, and the ethics of representing the victimhood of others in art. Taught in English.

Prerequisites: None

Equivalent courses: JAPN 330D

JAPN 330D Nuclear Japan: Atomic Bombs, Atomic Energy, Atomic Art (4 Credits)

This course combines classroom learning at CSB/SJU during CD mod and ends with an experiential component abroad. With portions both at home on campus and abroad in Japan, this "embedded" course explores the legacy of nuclear weapons and energy in Japan through ethical perspectives. While we consider the atomic bombings of Hiroshima and Nagasaki on one hand, and the nuclear meltdown in Fukushima following the triple disaster of March 11, 2011 on the other, we also look for points of convergence and divergence between the understanding of atomic weapons and atomic energy in the imagination of Japan and the world. We look at witness narratives in short story and novel form, and traverse media such as film, manga, anime, photography, painting, children's books, poetry, and digital art to gain insight into the possibilities for expression and representation in the atomic age. After establishing a foundation for understanding Japan's nuclear legacy in the domestic portion of the course, we deepen our knowledge by visiting Japan's nuclear ground zeros. The Japan portion of the course will be based out of Tokyo, where there are many exhibits and spaces that commemorate Japan's nuclear tragedies. From there, we will make trips to Hiroshima, Nagasaki, Kyoto, as well as safe areas outside of Fukushima. Through discussions as a class and with Japanese students, reflections (journals) that compare our pre-Japan learning to that on site, and portfolio creations, students will demonstrate integration of the home and abroad portions of the course.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Equivalent courses: JAPN 330C

Attributes: CSD: Systems (CS)

JAPN 341 Business/Professional Japanese (4 Credits)

Business Japanese reviews polite language (keigo) from the advanced Japanese language classes (311, 312) and expands its application for practical use in business settings. This includes proper workplace interactions, email correspondences, and culturally appropriate gestures and practices (such as the exchange of business cards). This course may be offered as a standalone, or crosslisted with other advanced Japanese courses, in which case learning material beyond the regular course textbooks will serve as supplement.

Prerequisites: JAPN 311 or JAPN 312 or JAPN 315 or JAPN 316

Attributes: Human Experience (HE)

JAPN 370JA Advanced Japanese III Abroad - Japam (4 Credits)

As a part of the Japan study abroad program, this course deepens Japanese communicative proficiency giving emphasis to spoken language and grammatical accuracy in an immersion setting. It offers practice in presentational and interactive uses of Japanese. Open to students participating in the Japan program.

Prerequisites: JAPN 312

Corequisites: XXXX 41

JAPN 371 Individual Learning Project (1-4 Credits)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Not available to first-year students.

Prerequisites: None

Languages and Cultures (LNGS)

LNGS 271 Individual Learning Project (1-4 Credits)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

LNGS 371 Individual Learning Project (1-4 Credits)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

LNGS 380 Teaching Languages Practicum (1 Credit)

In this course, students become language educators. Designed for students who serve as Teaching Assistants and Tutors for foreign language classes at CSBSJU (or who aspire to be future language educators at CSBSJU or beyond), Languages 380 introduces students to various pedagogies of language instruction and helps them to envision and successfully carry out associated learning activities, lesson plans, and assessment. Teaching for the first time can be intimidating. This course helps students to be effective at teaching language and enjoy it. While instruction in the practicum will be in English, the lesson plans students create will be for the target language they intend to teach.

Prerequisites: None

Attributes: Experiential Engagement (EX)

Latin (LATN)

LATN 111 Introduction to Latin I (4 Credits)

The elements of classical Latin, its grammatical structure and forms, with a basic vocabulary. Development of reading skill through a varied selection of ancient texts in prose and verse.

Prerequisites: None

Equivalent courses: LNGS 401

LATN 112 Introduction to Latin II (4 Credits)

The elements of classical Latin, its grammatical structure and forms, with a basic vocabulary. Development of reading skill through a varied selection of ancient texts in prose and verse.

Prerequisites: None

Equivalent courses: LNGS 402

LATN 202 Reading Group in Latin (1 Credit)

Selected readings deal with world languages and cultures. Texts read may be classics in a national literature, works by writers who recently won a high literary prize, or texts dealing with current topics critical to the history or politics of a particular country. Texts may be tied to on-campus lectures on world literature by invited speakers. This course can be repeated once for credit with the permission of the chair. Offered for S/U grading only.

Prerequisites: None

LATN 211 Intermediate Latin (4 Credits)

Review and completion of the fundamentals of Latin, including the reading of passages from classical texts. Satisfactory completion of LATN 211 fulfills the global language proficiency requirement.

Prerequisites: None

Equivalent courses: LATN 211Z

Attributes: Global Language Proficiency

LATN 271 Individual Learning Project (1-4 Credits)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

LATN 302 Reading Group in Latin (1 Credit)

Selected readings deal with world languages and cultures. Texts read may be classics in a national literature, works by writers who recently won a high literary prize, or texts dealing with current topics critical to the history or politics of a particular country. Texts may be tied to on-campus lectures on world literature by invited speakers. This course can be repeated once for credit with the permission of the chair. Offered for S/U grading only.

Prerequisites: None

LATN 327A Topic: Cicero and Pliny (4 Credits)

A reading of Latin of selected works of prose by Cicero and Pliny.

Prerequisites: None

LATN 327C The Catilinarian Conspiracy (4 Credits)

An investigation of an attempted revolution led by Catiline against the Roman state in 63 B.C.E. We will read Latin selections from (and English translations of) the following contemporary accounts of the events: Cicero's political speeches and Sallust's history of the conspiracy. In the process, we will learn a great deal about two of the most important Latin prose authors and the life and thought of the late Roman republic.

Prerequisites: None

LATN 327D The Life and Death of Augustus (4 Credits)

Augustus was a monumental figure in Roman history—and western history in general. While he belonged to the last generation of the Roman Republic, he was also the first Roman emperor, and as such he ushered in the long and transformative period of the Roman Empire. As a result, the “Augustan period,” that is, the period defined by his unparalleled and unquestioned power in the Roman world (31/0 BCE-14 CE), merits serious study. In it we see the Roman political tradition and the Mediterranean world in transition. In this course, we will learn about the life and death of Augustus, the age that he defined, and the legacy that he left behind, through the study of relevant Latin epigraphic and literary documents. Indeed Latin inscriptions and literature are abundant for this subject—and we will take full advantage of the abundance by reading selections from *The Accomplishments of the Divine Augustus* (Augustus’s epigraphic autobiography), Suetonius’s *Life of Augustus* (an engaging work of biography), and Tacitus’s *Annals* (the greatest work of Roman history by its greatest historian). In the process, not only will students see their familiarity with and ability to read a range of Latin authors grow, but they also will come to better understand and appreciate a vital period of history, the mark of which can still be seen today.

Prerequisites: None

Attributes: Human Experience (HE), Thematic Encounter3 - Truth

LATN 327E Jews and Christians in the Roman World (4 Credits)

Jews and Christians produced some of the most creative and controversial ideas in the Roman world. Such ideas and their social, cultural, and political consequences have come down to us in a variety of languages, including Latin. In this course, we use Latin literature to investigate the diversity of these ideas, consider how they fit into Jewish, Christian, and Roman cultural contexts, and seek to explain why these groups experienced exclusion and inclusion. How is it that Christianity, a Near Eastern religion growing out of Judaism, started as a practice reviled by many and leading to martyrdom only to enjoy the patronage and power of Roman emperors and become the dominant religion in the Mediterranean? It was not an inevitable development. We will explore this unlikely and shocking story through reading and discussing selected Latin passages. Possible sources include the *Vulgate*, Tacitus, Pliny, the *Passion of Perpetua*, Lactantius, Ammianus Marcellinus, Augustine, and/or the *Rule of Saint Benedict*.

Prerequisites: LATN 211

Attributes: Human Experience (HE), Thematic Encounter3 - Justice

LATN 331 Virgil and Epic Poetry (4 Credits)

Virgil’s *Aeneid*: Latin readings in the first six books; the entire work in translation. The influence of Homer and of Alexandrian poetry and the unique quality of Virgil’s poetic art.

Prerequisites: None

LATN 333 Elegiac and Lyric Poetry (4 Credits)

Readings in Catullus, Tibullus, Propertius, Ovid, and Horace, with emphasis on a close explication of the Latin text and on the characteristics of classical poetry. Development of Roman elegiac and lyric forms.

Prerequisites: None

LATN 338 Roman Comedy (4 Credits)

The ancient Romans liked to laugh as much as we do today! In this class, we’ll read at least one of Plautus’ or Terence’s comedies in full with attention to the distinctive features of their genre, their poetic style, and their archaic Latin language. We’ll also learn about ancient theater production, imagine how these plays might have looked and sounded in performance, and discuss some of the current questions in scholarship on Roman comedy: How do these plays represent the world? Who were they for, and who were they about? And what can we learn about the playgoers of Republican Rome from the jokes that Plautus and Terence wrote to make them laugh?

Prerequisites: None

LATN 342 Cicero (4 Credits)

Readings in the work of Cicero, a major orator, statesman, and philosopher of the Roman Republic.

Prerequisites: None

LATN 343 Ovid’s Metamorphoses (4 Credits)

A reading of Ovid’s *Metamorphoses*, selected stories in Latin and the entire work in English.

Prerequisites: None

Equivalent courses: LATN 327B

Attributes: Thematic Encounter3 - Movement

LATN 349 Roman Historians (4 Credits)

Reading of one or more Roman historians, such as Sallust, Livy, Caesar, Tacitus, or Suetonius. Emphasis on methodology, style, function of speeches, views of causality, origins of war, and the weighing and presentation of evidence.

Prerequisites: None

LATN 371 Individual Learning Project (1-4 Credits)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

Latino/Latin American Studies (LLAS)

LLAS 120 Latinx Identities in the United States (4 Credits)

This course provides an introduction to categories and concepts that are necessary for understanding Latinx communities in the contemporary United States. An interdisciplinary mapping of the diversity of groups with ties to Latin America will provide the background for a close exploration of the ways that gender, race and ethnicity are constructed in a range of settings. With a focus on contemporary issues and contexts, the course will encourage students think critically about their own identities. Fulfills Culture and Social Differences: Identities for the Integrations Curriculum and counts towards the Latino/Latin American Studies minor.

Prerequisites: None

Attributes: CSD: Identity (CI)

LLAS 270 Readings in Latino/Latin American Studies (1 Credit)

Readings and discussions in specific areas of Latino/Latin American Studies. Topics tied to on-campus lectures, performances, or exhibits presented by invited speakers or artists. Approval of the Latino/Latin American Studies Program Director and/or the faculty moderator of the reading circle required. This course can be repeated for credit with the permission of the Program Director. S-U grading only.

Prerequisites: None

LLAS 280B Brazil: People & Culture (2 Credits)

This course takes students for two weeks to coastal Salvador, Bahia – Brazil's third largest city and its first colonial capital and one week to Rio de Janeiro – a city is also known for its sprawling favelas (shanty towns). Salvador played a key role in Brazil's historical, multi-racial and multi-cultural formation and is also one of the most important points of reference within the African Diaspora. Through coursework, workshops, tours, site visits to local NGO's, and excursions, the course will explore the historical and contemporary constructions of race, class, and gender inequality in Brazil. The course will also explore the ways that Afro-Brazilians have used culture and social movements to push back and rework inequality and structures of domination. Students will stay with host families and take basic Portuguese. Prerequisites: None

Prerequisites: None

Equivalent courses: COLG 280N

LLAS 280C Politics, Society and Culture in Cuba (2 Credits)

Study in Cuba provides a unique opportunity to learn about a nation's past and present. It remains a mystery to many and hostile relations between the governments of the United States and Cuba have sharply limited contact between the two countries for almost forty years. Current U.S. law still restricts the travel of U.S. citizens to the island nation. However, this course, which will obtain legal permission to be in Cuba, is a unique opportunity to study Cuban history and the political and economic system of one of the world's few remaining socialist countries. Students do reading on the historic background of the area under study and then focus on contemporary political, social, and economic issues through meetings with resource people: professors, political and religious leaders, and grass roots organizers. The course will be conducted in English but knowledge of Spanish will enhance appreciation of out stay in Cuba and study of Cuban history, politics, and society. Offered for A-F Grading only.

Prerequisites: None

Equivalent courses: COLG 280H, LLAS 280A

LLAS 371 Individual Learning Project (1-4 Credits)

Supervised reading or research in Latino/Latin American Studies at the upper-division level. Permission of LLAS Program Director required.

Prerequisites: None

Mathematics (MATH)

MATH 111 Pre-Statistics and Modeling (2 Credits)

For students who wish to further their mathematical and problem-solving skills, with emphasis on questions relevant to statistics and finite mathematics. Students will: create and interpret data from graphs and tables; understand several representations of quantitative data and articulate the connections among them; use and understand mathematical notation; model relationships in data with linear functions and graphs; apply basic counting principles to elementary discrete probability.

Prerequisites: None

Equivalent courses: ACSC 111, COLG 105K

MATH 114 Mathematics Exploration (4 Credits)

A course to enrich the students' liberal arts education by presenting the spirit and some insights of mathematics. The course will emphasize understanding over techniques. Topics will illustrate the nature of contemporary mathematics and the relationship between mathematics and our cultural heritage. Some possible topics include: algorithms, exotic geometries, finance, map coloring, graphs, groups and mathematical modeling

Prerequisites: (ACT Math with a score of 17 or Math Readiness Score with a score of 2 or Quantitative Skills Inventory with a score of 25 or Stats & Modeling QSI with a score of 17 or Calculus QSI with a score of 21 or SAT Mathematics with a score of 470 or SAT R Math with a score of 470 or MATH 111 or MATH 115)

Equivalent courses: HONR 270B

Attributes: Abstract Structures (AS), Thematic Encounter1/2-Justice, Thematic Encounter1/2-Movement

MATH 114A Islamic Art: Where Geometry and Culture Meet (4 Credits)

This course combines classroom learning at CSB/SJU during CD mod and ends with an experiential component abroad. A course to enrich the students' liberal arts education by presenting the spirit and some insights of mathematics. The course will emphasize understanding over techniques. Topics will illustrate the nature of contemporary mathematics and the relationship between mathematics and our cultural heritage. Some possible topics include: algorithms, exotic geometries, finance, map coloring, graphs, groups and mathematical modeling.

Prerequisites: (ACT Math with a score of 17 or Quantitative Skills Inventory with a score of 25 or SAT Mathematics with a score of 470 or SAT R Math with a score of 470)

MATH 115 Pre-Calculus Mathematics (2 Credits)

Properties of polynomial, trigonometric, exponential functions. For the student who needs further preparation for calculus. Prerequisites: three years of college preparatory mathematics.

Prerequisites: None

Equivalent courses: MATH 115Z

MATH 118 Essential Calculus (4 Credits)

Preliminary concepts; derivatives, integrals and the concept of limit; application of differentiation and integration; calculus of several variables; exponentials, logarithms and growth problems. Other topics may include differential equations and probability theory.

Prerequisites: (ACT Math with a score of 21 or Math Proficiency - SAT with a score of 530 or Quantitative Skills Inventory with a score of 25 or SAT Mathematics with a score of 530 or SAT R Math with a score of 530)

Equivalent courses: MATH 123

Attributes: Abstract Structures (AS), Thematic Encounter1/2-Movement

MATH 119 Calculus I (4 Credits)

Definition and nature of limits, continuity, derivatives of polynomial, algebraic and trigonometric functions and applications. Definite integrals and application..

Prerequisites: None

Corequisites: MATH 119L

Equivalent courses: MATH 119Z

Attributes: Abstract Structures (AS), Thematic Encounter1/2-Movement

MATH 119L Calculus I Lab (0 Credits)

Prerequisites: None

Corequisites: MATH 119

MATH 120 Calculus II (4 Credits)

Continuation of applications of the integral. Infinite series, Taylor's theorem, methods of integration, introduction to functions of several variables. Additional topics may include complex numbers, polar coordinates, parametric equations, approximation methods, differential equations.

Prerequisites: (MATH 119 or MATH 119Z)

Corequisites: MATH 120L

Equivalent courses: MATH 120Z

Attributes: Abstract Structures (AS), Thematic Encounter1/2-Movement

MATH 120L Math II Lab (0 Credits)

Prerequisites: None

Corequisites: MATH 120

MATH 121 Fundamentals of Mathematics (4 Credits)

Basic concepts of sets, numeration, structure of number systems, arithmetic and algebraic operations, problem solving, and other topics to prepare students for elementary school mathematics teaching.

Prerequisites: None

Restrictions: Enrollment is limited to students with a major in Elementary Education.

Attributes: Abstract Structures (AS)

MATH 122 Finite Mathematics (4 Credits)

Mathematics for students in the life, social and management sciences. Topics chosen from symbolic logic, set theory, combinatorial analysis, probability, linear equations, vectors, matrices, mathematics of finance, linear programming, Markov chains and matrix games.

Prerequisites: (ACT Math with a score of 21 or Quantitative Skills Inventory with a score of 25 or SAT Mathematics with a score of 530 or SAT R Math with a score of 530 or Stats & Modeling QSI with a score of 17 or MATH 111)

MATH 124 Probability and Statistical Inference (4 Credits)

Graphs and charts, mean, median and other measures of location. Terminology and rules of elementary probability; normal distribution, random sampling, estimation of mean, standard deviation and proportions, correlation and regression, confidence intervals, tests of hypotheses.

Prerequisites: None

Equivalent courses: HONR 260A

Attributes: Abstract Structures (AS), Quantitative Reasoning (QR), Thematic Encounter1/2 - Truth

MATH 125 Discrete Mathematical Modeling (4 Credits)

This course is an introduction to mathematical modeling based on the use of elementary functions to describe and explore real-world phenomena and data. Linear, exponential, logarithmic and polynomial function models are examined closely and are applied to real-world data in course assignments. Students will study three main areas of modeling: optimization, dynamical systems and probability theory using discrete models and methods. Examples of topics covered may include Linear Programming, Population Growth, Mathematics of Finance, Regression (linear and non-linear), Probability distributions, and Markov Chains.

Prerequisites: None

Attributes: Abstract Structures (AS), Quantitative Reasoning (QR), Thematic Encounter1/2 - Truth

MATH 127 Number Systems (1 Credit)

Topics to include sets, functions, other number bases, elementary number theory, rational and irrational numbers and problem solving strategies related to these topics. Intended for Elementary Education majors. who have completed Math 118, Math 119 or the equivalent, with a grade of C or better.

Prerequisites: MATH 118 or MATH 119 or MATH 119Z

Restrictions: Enrollment is limited to students with a major in Elementary Education.

MATH 170R MATHEMATICS IN CORK (3-6 Credits)

Prerequisites: None

Corequisites: XXXX 63

MATH 180 Fundamentals of Mathematics II (4 Credits)

Continuation of 121. Probability and statistics, geometry, discrete mathematics including combinatorics and graph theory, and other topics to prepare students for middle school mathematics teaching.

Prerequisites: MATH 121

Attributes: Abstract Structures (AS), Thematic Encounter1/2 - Truth

MATH 220 Calculus III (4 Credits)

Multivariable calculus. Partial derivatives and multiple integrals. Green's, Stokes, and divergence theorems. Fourier series and transforms.

Prerequisites: MATH 120

MATH 239 Linear Algebra (4 Credits)

Systems of linear equations, matrices and matrix operations, vector spaces, subspaces, linear independence, basis and dimension, linear transformations, eigenvalues and eigenvectors, inner products, elementary proofs appropriate to the course content, and selected applications.

Prerequisites: MATH 119 or MATH 119Z or MATH 120

Attributes: Abstract Structures (AS)

MATH 271 Individual Learning Project (1-4 Credits)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

MATH 279A Mathematical Problem Solving (4 Credits)

This course will focus on techniques that will help you solve mathematics problems you have never seen before. The focus will be on heuristics and strategies, rather than new mathematical ideas.

Prerequisites: You must take INTG 100 or 205 prior to taking a Thematic Focus Course. You must take a Cultural and Social Difference: Identity (CI) course prior to or at the same time as Thematic Focus Courses.

Attributes: Abstract Structures (AS), Experiential Engagement (EX), Thematic Focus - Truth

MATH 304 Foundations and Structures of Mathematics (4 Credits)

The basic theme of this course is mathematical thinking and writing. Emphasis will be placed on formulating and writing proofs. The course will cover topics in the following areas: logic, sets, relations, functions, counting, graph theory, infinite sets, algebraic structures and the real number system. Additional topics as time permits.

Prerequisites: MATH 119 or MATH 119Z

Equivalent courses: MATH 241

Attributes: Abstract Structures (AS), Thematic Encounter3 - Truth

MATH 305 Multivariable Calculus (4 Credits)

Topics selected from Geometry of R_n , differentiation in R_n , vector-valued functions, optimization, multiple integrals, line and surface integrals, vector analysis and introduction to differential forms. Fall.

Prerequisites: MATH 239

MATH 306 Differential Equations and Linear Algebra (4 Credits)

The concept of a solution, tangent fields, the existence and uniqueness theorem and its implication, elementary solution techniques, and series and numerical solutions to differential equations. Also linear equations, and systems, matrices, and matrix operations, eigenvalues, and eigenvectors.

Prerequisites: MATH 120

MATH 307 History of Mathematics (1-4 Credits)

Advanced level independent guided readings, discussions and written projects on the history of mathematics.

Prerequisites: None

MATH 315 Operations Research (4 Credits)

Topics selected from: linear programming, duality theory, dynamic and integer programming, graph-theoretic methods, stochastic processes, queueing theory, simulation, non-linear programming, PERT/CPM. Applications to social and natural sciences and business. Students will solve problems that involve real-world data.

Prerequisites: MATH 239 or MATH 306

MATH 318 Applied Statistical Models (4 Credits)

The relationships among variables in real data sets will be explored through the theory and application of linear models. The focus of the course will be on building such models, assessing their adequacy, and drawing conclusions. Statistical computing programs will be used to analyze the data. Spring in even years.

Prerequisites: MATH 239 or MATH 306

MATH 322 Graph Theory (4 Credits)

Basic graph theory including trees, planarity, and vertex colorings. Additional topics at the discretion of the instructor. Recommended MATH 239 or 304 prior to enrollment. Spring in odd years.

Prerequisites: MATH 239 or MATH 279A or MATH 306

MATH 331 Algebraic Structures I (4 Credits)

Definitions and basic properties of sets and relations, groups, rings, ideals, integral domains, fields, algebras and applications. Spring and fall in even years.

Prerequisites: MATH 239 (MATH 306 or MATH 239) and MATH 304

Restrictions: Students with the 2025-2026 Registration Cohort attribute may not enroll.

MATH 332 Algebraic Structures II (4 Credits)

Continuation of 331, additional topics in Algebra such as: Sylow theorems, coding theory, free groups, Euclidean rings, extension fields, Galois theory, categories, functors, tensor products.

Prerequisites: MATH 331

MATH 333 Geometry I (4 Credits)

Foundations of geometry, study of axiom systems for finite geometries and Euclidean geometry, topics in synthetic geometry; introduction to hyperbolic and other geometries. Geometric transformation theory and classification of geometries by transformation groups.

Prerequisites: MATH 239

Attributes: Thematic Encounter3 - Truth

MATH 335 Coding Theory and Cryptography (4 Credits)

This course studies mathematical concepts underlying two pillars of modern information security: coding theory and cryptography. Both theoretical and practical aspects of those mathematical concepts will be addressed. Topics may include finite fields, error-correcting and error-detecting, linear codes, cyclic codes, probabilistic algorithms, Diffie-Hellmann schemes, RSA and elliptic curve schemes, post-quantum cryptography.

Prerequisites: MATH 239 or MATH 306 or CSCI 239

MATH 337 Differential Equations (4 Credits)

The concept of a solution, tangent fields, the existence and uniqueness theorem and its implications, elementary solution techniques, series and numerical solutions, linear equations and systems, Laplace transforms, applications. Spring.

Prerequisites: MATH 239

Attributes: Abstract Structures (AS), Thematic Encounter3 - Movement

MATH 338 Numerical Methods (4 Credits)

Numerical algorithms and error estimations, solutions of linear and nonlinear equations and systems, numerical solutions of differential equations, numerical integration, interpolation and approximation techniques, matrix methods and power series calculations.

Prerequisites: MATH 239 or MATH 306

MATH 339 Mathematical Modeling (4 Credits)

Mathematical modeling is the art of finding mathematical descriptions of real-world phenomena, with the goal of attaining a deeper understanding of those phenomena. The mathematical tools will vary according to the application. This course will cover both continuous and discrete mathematical models. Applications will be drawn from a variety of fields, such as population dynamics, economics, and physical sciences. Fall in odd years.

Prerequisites: MATH 239 or CSCI 239 or MATH 306

MATH 340A Mathematical Modelling in Biology (4 Credits)

Traditional approaches to mathematical modelling in biology have relied primarily on differential equations models. However, new approaches have and are being developed that rely instead on discrete methods, such as those coming from graph theory, polynomial manipulation and elementary linear algebra. For example, gene regulatory networks have been successfully modelled using Boolean logic. The spread of tick-borne diseases and methods of control have been well described using agent-based models. Graph theoretic models have been used to explore aspects of neuronal network connectivity. This course will survey a variety of discrete modelling approaches, including Boolean models, polynomial dynamical systems, graph theory, agent based modelling, and hidden Markov models. Emphasis will be on examples and applications, which will be drawn from various areas of biology, including problems in gene regulation, population dynamics and neuroscience. The necessary mathematical background will be included in the course.

Prerequisites: MATH 239

Equivalent courses: BIOL 373L

MATH 340C A Mathematician's Guide to Music (4 Credits)

What's so special about sine waves and to what extent can sound be broken into sine waves? Why does the modern scale have twelve notes and are there other (mathematical) possibilities? How does a violin produce sound, and why is it so different from the way a clarinet or a drum produces sounds? We will answer these and other questions regarding the connections between music and mathematics. Topics will include, but are not limited to, Fourier analysis, consonance and dissonance, modeling different types of instruments, scales, temperaments, and symmetry in music.

Prerequisites: MATH 239

MATH 340D History of Geometry & Algebra (4 Credits)

Geometric and algebraic thinking have been at the heart of mathematics throughout its 4000 year history. While other courses mention what previous mathematicians accomplished, they too rarely consider how those mathematicians approached the mathematics. We will delve into translations of original mathematical texts, seeking to understand how mathematics developed. Some past insights turned out to be dead ends, some needed centuries to bear fruit. Our sources will range from problems found in Babylonian clay tablets to Archimedes' elegant proofs on to Descartes' fusion of algebra and geometry and beyond, with many stops on the way. An historical approach can provide insight to all mathematics majors and will especially benefit future high school teachers.

Prerequisites: MATH 239 or MATH 239Z

MATH 340E Knot Theory (4 Credits)

One of the better jokes about Knot theory is that students enjoy it because it's "not theory"! But if it's "not theory" what is it? Knot theory is a relatively new branch of mathematics with historical roots reaching back to the late nineteenth century. The main project of Knot Theory is to devise mathematical tests for distinguishing one knot from another. Investigators in knot theory use ideas and techniques from several important branches of mathematics—primarily topology, algebra and combinatorics—to get some insight into the fundamental classification problem. In this course our first task will be to devise a careful definition of a knot; the rest of the course will be devoted to learning about various properties of knots and practicing the various mathematical techniques which are used to describe and distinguish them. Toward the end of the course we'll take time to learn about some of the current applications of knot theory in biology, chemistry and physics.

Prerequisites: MATH 239 or MATH 239Z

MATH 340F Mathematics of Finance (4 Credits)

This course is an introduction to the mathematical models used to understand financial markets, evaluate financial instruments, and to measure and manage risk. The goal is to understand how the sophisticated mathematical models derive from basic principles in economics, and to provide the necessary mathematical tools for their analysis. Topics will include probabilistic discrete time models and how they are used in conditional expectation, martingales, arbitrage pricing, hedging and, culminating with the Black-Scholes formula for options.

Prerequisites: MATH 239

MATH 340G A Study of the Game Lights Out (4 Credits)

The game LIGHTS OUT! is played on a 5×5 square grid of buttons; each button may be on or off. Given an initial configuration of buttons that are on, the object of the game is to turn all the lights out. Pressing a button changes the on/off state of the button pressed and of all its vertical and horizontal neighbors. In this course, we will explore topics in graph theory and linear algebra to help us investigate the game applied to graph families such as paths, cycles, and complete graphs before looking at the game applied to Cartesian Product graphs. Finally, we will explore a graph family that the game has never been applied to.

Prerequisites: MATH 239

MATH 340H PICMath (4 Credits)

Students will work in groups on a problem from the industrial, government, or non-profit sector. Contact instructor regarding prerequisites and enrollment.

Prerequisites: MATH 239

MATH 343 Analysis I (4 Credits)

Set theory, real numbers, topology of Cartesian spaces, Heine-Borel Theorem, sequences, series, convergence, continuity, differentiation, integration. Spring and fall in odd years.

Prerequisites: (MATH 120 or MATH 120Z) and MATH 304

Restrictions: Students with the 2024-2025 Registration Cohort or 2025-2026 Registration Cohort attributes may not enroll.

MATH 344 Analysis II (4 Credits)

Topics selected from the following: mapping theorems and extremum problems, Riemann-Stieltjes integral, main theorems of integral calculus, point set topology, Lebesgue integral, functions defined by integrals, convergence theorems.

Prerequisites: None

MATH 345 Mathematical Statistics I (4 Credits)

Probability spaces, random variables, statistics and sampling distributions, statistical hypotheses and decision theory, statistical inference, estimation. Offered Fall.

Prerequisites: MATH 120 or MATH 120Z

MATH 346 Mathematical Statistics II (4 Credits)

Topics selected from the following: sampling, order statistics, Monte Carlo methods, asymptotic efficiencies, maximum likelihood techniques, inference, multivariate normal, analysis of variance, regression, correlation. Spring in odd years.

Prerequisites: MATH 345

MATH 348 Complex Variables (4 Credits)

Topics will generally include properties of complex numbers; complex functions and their derivatives; analyticity; Cauchy's Theorem and related results; series representations of functions; contour integration and the theory of residues. Additional topics at the discretion of the instructor. Spring in even years.

Prerequisites: MATH 120 or MATH 120Z

MATH 349 Financial Mathematics (4 Credits)

An introduction to mathematical and numerical models used to price financial securities and make risk estimates. Topics include time value of money, annuities and cash flows, loans, bonds, general cash flows and portfolios, immunization, derivatives, options, swaps, and hedging and investment strategies. It is a course for students interested in understanding how mathematical models are used in financial and actuarial work.

Prerequisites: (MATH 120 or MATH 120Z) and (MATH 239 or MATH 306)

MATH 357 Game Theory (4 Credits)

This course is the mathematical study of games. We will consider two types of games in this course: combinatorial and strategic interaction. Examples of combinatorial games are chess, Go, tic-tac-toe, and Nim, whereas the standard example of a strategic interaction is the prisoner's dilemma. Much of the focus will be determining the best strategy for a game, and then providing an explanation about why that strategy is, in fact, the best.

Prerequisites: MATH 279

MATH 370 SCSU/SABRO COURSES (1-4 Credits)

Prerequisites: None

MATH 370R Math in Cork (3 Credits)

Prerequisites: None

Corequisites: XXXX 63

MATH 371 Individual Learning Project (1-4 Credits)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

MATH 395 Mathematics Capstone (2 Credits)

Critical analysis of readings or topics and/or an in-depth investigation leading to a project. The course will be structured as a seminar. The instructor will select the subject matter. Students will present and discuss the material of the course, and complete regular assignments (short papers or problem sets).

Prerequisites: MATH 239 and (MATH 241 or MATH 304)

MATH 397 Internship (1-16 Credits)

Completed Application for Internship Form REQUIRED. See Internship Office Web Page.

Prerequisites: None

Attributes: Experiential Engagement (EX)

Military Science (MILS)

MILS 101 Foundations of Officership (2 Credits)

MILS 101 focuses on introduction to the Army and basic Soldier skills. It introduces students to the Army and the Profession of Arms. Students will examine the Army Profession and what it means to be a professional in the U.S. Army. The overall focus is on developing basic knowledge and comprehension of the Army Leadership Requirements Model while gaining a complete understanding of the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army, and its advantages for the student. Students also learn to perform basic Soldier skills to survive in a field environment and to support their development as an Army leader. A two-hour leadership lab and two one-hour physical fitness sessions per week are required in addition to class. Fall

Prerequisites: None

Corequisites: MILS XXXL

MILS 102 Basic Leadership (2 Credits)

This course is a continuation of MILS 101 and is designed to introduce Cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, performance and resilience enhancement skills, and communication will benefit them throughout their life and career. Cadets learn the basics of the communications process and the importance for leaders to develop the essential skills to effectively communicate in the Army. Cadets will begin learning the basics of squad level tactics that will be reinforced during a weekly lab. A two-hour leadership lab and two one-hour physical fitness session per week are required in addition to class. Spring.

Prerequisites: None

Corequisites: MILS XXXL

MILS 201 Individual Leadership Studies (3 Credits)

MILS 201 focuses on leadership and ethics. The course adds depth to the Cadets knowledge of the different leadership styles. Cadets will conduct a leadership analysis of famous leaders and self-assessment of their own leadership style. The Army Profession is presented through the understanding of values, ethics and how to apply both to different situations they may encounter as a leader. Army Values and Ethics and their relationship to the Law of Armed Conflict (LOAC) and philosophy of military service are also discussed. Cadets are then required to apply their knowledge outside the classroom during hands-on performance-oriented environments. A two-hour leadership lab and two one-hour physical fitness sessions per week are required in addition to class. Fall.

Prerequisites: None

MILS 202 Leadership and Teamwork (3 Credits)

This course is a continuation of MILS 201 which focuses on Army Doctrine and Decision Making. The course begins with analytical techniques, creative thinking skills and the Army problem solving process as related to situations faced by leaders when making decisions. Troop Leading Procedures and the Operations Order will lead Cadets to an understanding of Army Doctrine and Symbolology. Squad tactics will be covered in classes on Unified Land Operations, Offensive Operations and Defensive Operations. Cadets are then required to apply their knowledge outside the classroom in a hands-on performance-oriented environment during a weekly lab. A two-hour leadership lab and two one-hour physical fitness sessions per week are required in addition to class. Spring.

Prerequisites: None

Corequisites: MILS XXXL

MILS 210 American Military History I: 1609 to 1918 (2 Credits)

Army ROTC's Military History course examines the evolution of American warfare from colonial times through the Civil War and World War I to increase Cadets', students', and citizens' understanding of the art of war, political discourse, and the human condition. Participants analyze past events through reading and discussion to gain perspective on the present. The course will not force the memorization of hundreds of dates or allow passive attendance of a lecture; it will challenge students to develop critical thinking to better understand our complex world. Fall.

Prerequisites: None

MILS 211 American Military History II: 1918 to present (2 Credits)

Army ROTC's Military History course continues its examination of the evolution of American warfare from the origins of World War II to the recent past to increase Cadets', students', and citizens' understanding of the art of war, political discourse, and the human condition using the same methods as MILS 210. Spring.

Prerequisites: None

MILS 271 Individual Learning Project (1-4 Credits)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

Corequisites: MILS XXXL

MILS 301 Leadership and Problem Solving (4 Credits)

MILS 301 is an academically challenging course where you will analyze, test, and relate the fundamentals of Army Leadership, the Profession, Army Values and Ethics, Personal Development, and small unit tactics at the platoon level. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating, and leading a squad and platoon in the execution of a mission during a classroom practical exercise, a Leadership Lab, or during a Field Training Exercise (FTX). You will be required to write peer evaluations and receive feedback on your abilities as a leader and how to improve those leader skills that can further develop you into a successful officer. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, a mid-term exam, and a final exam. You will receive systematic and specific feedback on your leader attributes, values, and core leader competencies from your instructor, other ROTC cadre, and MS IV Cadets who will assist in your evaluation. Successful completion of this course will help prepare you for the SROTC Advanced Camp, which you will attend in the summer at Fort Knox, KY. A two-hour leadership lab and two one-hour physical fitness sessions are required per week in addition to class. Prerequisites: Successful completion of all MILS 100 and 200 level courses or constructive credit. Fall.

Prerequisites: MILS 101 and MILS 102 and MILS 201 and MILS 202

Corequisites: MILS XXXL

MILS 302 Leadership and Ethics (4 Credits)

This course is a continuation of MILS 301 and focuses on applied leadership in small unit operations. It is an academically challenging course where you will study, practice, and apply the fundamentals of direct level leadership and small unit tactics at the platoon level. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating, and leading a platoon in the execution of a mission. A two-hour leadership lab and two one-hour physical fitness sessions are required per week in addition to class. Spring.

Prerequisites: MILS 301

Corequisites: MILS XXXL

MILS 341 Leadership and Management (4 Credits)

MILS 341 focuses on development of the Army Officer. It is an academically challenging course where you will develop knowledge, skills, and abilities to plan, resource, and assess training at the small unit level. You will also learn about Army programs that support counseling subordinates and evaluating performance, values and ethics, career planning, and legal responsibilities. At the conclusion of this course, you will be familiar with how to plan, prepare, execute, and continuously assess the conduct of training at the company or field grade officer level. A two-hour leadership lab and two one-hour physical fitness sessions are required per week in addition to class. Fall.

Prerequisites: MILS 301 and MILS 302

Corequisites: MILS XXXL

MILS 342 Officership (4 Credits)

Continues the methodology of MILS 341. This course is an academically challenging course where you will develop knowledge, skills, and abilities required of junior officers pertaining to the Army in Multidomain Operations and Company Grade Officer roles and responsibilities. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, a mid-term exam, and a final exam. A two-hour leadership lab and two one-hour physical fitness sessions are required per week in addition to class. Spring.

Prerequisites: MILS 301 and MILS 302 and MILS 341

Corequisites: MILS XXXL

Restrictions: Students with the 2024-2025 Registration Cohort or 2025-2026 Registration Cohort attributes may not enroll.

MILS 370 SCSU/SABRO COURSES (1-4 Credits)

Prerequisites: None

MILS 371 Individual Learning Project (1-4 Credits)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

Corequisites: MILS XXXL

MILS 397 Internship (1-4 Credits)

ROTC internships can cover a wide range of majors and Army disciplines. Tasks will relate to the Cadet's future career field as an Army Officer, incorporate principles from their major, and include needs of the ROTC department. Mentoring younger Cadets, the intern's peer group, and potential ROTC Cadets is also expected. Fall or Spring.

Prerequisites: None

Corequisites: MILS XXXL

Attributes: Experiential Engagement (EX)

Music (MUSC)

MUSC 100 Piano Class for Beginners I (1 Credit)

Group instruction for students with no previous study. Music for Everyone opportunity.

Prerequisites: None

Attributes: Artistic Engagement (AR), Artistic Expression (AE)

MUSC 102 Learn to sing: Voice class for beginners (1 Credit)

Group instruction for students with no previous study. Music for Everyone opportunity.

Prerequisites: None

Attributes: Artistic Expression (AE)

MUSC 104A Guitar Class I - Finger Style (1 Credit)

Group instruction for students with little or no previous study. Right hand technique concentration: finger style method. No prerequisites.

Prerequisites: None

Attributes: Artistic Expression (AE)

MUSC 109 Foundations of Music and Musicianship (4 Credits)

A holistic introduction to the knowledge and skills of musicianship, this course provides both a foundation for students to pursue further musical studies and a stand-alone introduction for students to explore music-making on their own. Topics include the elements of music, style characteristics of various musical genres, practical music theory, music notation and reading, and aural skills. Music technology and song writing will also be discussed. Music for Everyone opportunity. Open to all students.

Prerequisites: None

Equivalent courses: MUSC 111, MUSC 111Z, MUSC 121, MUSC 121Z

Attributes: Abstract Structures (AS)

MUSC 110 Music Theory and Skills I (4 Credits)

Prerequisites: MUSC 109

Equivalent courses: MUSC 112, MUSC 122

MUSC 113 Instrument or Voice for Non-Music Majors (1 Credit)

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor.

Prerequisites: None

Attributes: Artistic Engagement (AR), Artistic Expression (AE)

MUSC 113A Piano for Nonmajors (1 Credit)

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor.

Prerequisites: None

Attributes: Artistic Engagement (AR), Artistic Expression (AE)

MUSC 113B Organ for Nonmajors (1 Credit)

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor.

Prerequisites: None

Attributes: Artistic Engagement (AR), Artistic Expression (AE)

MUSC 113C Voice for Nonmajors (1 Credit)

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor.

Prerequisites: None

Attributes: Artistic Engagement (AR), Artistic Expression (AE)

MUSC 113D Flute for Nonmajors (1 Credit)

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor.

Prerequisites: None

Attributes: Artistic Engagement (AR), Artistic Expression (AE)

MUSC 113E Clarinet for Nonmajors (1 Credit)

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor.

Prerequisites: None

Attributes: Artistic Engagement (AR), Artistic Expression (AE)

MUSC 113F Bassoon for Nonmajors (1 Credit)

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor.

Prerequisites: None

Attributes: Artistic Engagement (AR), Artistic Expression (AE)

MUSC 113G Saxophone for Nonmajors (1 Credit)

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor.

Prerequisites: None

Attributes: Artistic Engagement (AR), Artistic Expression (AE)

MUSC 113H Trumpet for Nonmajors (1 Credit)

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor.

Prerequisites: None

Attributes: Artistic Engagement (AR), Artistic Expression (AE)

MUSC 113I French Horn for Nonmajors (1 Credit)

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor.

Prerequisites: None

Attributes: Artistic Engagement (AR), Artistic Expression (AE)

MUSC 113J Trombone for Nonmajors (1 Credit)

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor.

Prerequisites: None

Attributes: Artistic Engagement (AR), Artistic Expression (AE)

MUSC 113K Euphonium/Tuba for Nonmajors (1 Credit)

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor.

Prerequisites: None

Attributes: Artistic Engagement (AR), Artistic Expression (AE)

MUSC 113L Percussion for Nonmajors (1 Credit)

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor.

Prerequisites: None

Attributes: Artistic Engagement (AR), Artistic Expression (AE)

MUSC 113M Guitar for Nonmajors (1 Credit)

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor.

Prerequisites: None

Attributes: Artistic Engagement (AR), Artistic Expression (AE)

MUSC 113N High Strings for Nonmajors (1 Credit)

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor.

Prerequisites: None

Attributes: Artistic Engagement (AR), Artistic Expression (AE)

MUSC 113O Cello for Nonmajors (1 Credit)

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor.

Prerequisites: None

Attributes: Artistic Engagement (AR), Artistic Expression (AE)

MUSC 113P Oboe for Nonmajors (1 Credit)

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor.

Prerequisites: None

Attributes: Artistic Engagement (AR), Artistic Expression (AE)

MUSC 113Q String Bass for Nonmajors (1 Credit)

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor.

Prerequisites: None

Attributes: Artistic Engagement (AR), Artistic Expression (AE)

MUSC 113R Harp for Nonmajors (1 Credit)

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor.

Prerequisites: None

Attributes: Artistic Engagement (AR), Artistic Expression (AE)

MUSC 113S Jazz Piano Nonmajor (1 Credit)

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor. Course offered for A-F grading only.

Prerequisites: None

Attributes: Artistic Expression (AE)

MUSC 113T Jazz Saxophone Nonmajor (1 Credit)

Prerequisites: None

Attributes: Artistic Expression (AE)

MUSC 113U Jazz Percussion Nonmajor (1 Credit)

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor. Course offered for A-F grading only.

Prerequisites: None

Attributes: Artistic Expression (AE)

MUSC 114 Secondary Instrument or Voice for Music Majors/Minors (1 Credit)

Beginning to advanced study for music majors and minors on a secondary instrument/voice.

Prerequisites: None

MUSC 114A Piano-Secondary Instrument for Music Majors and Minors (1 Credit)

Beginning to advanced study for music majors on a secondary instrument.

Prerequisites: None

MUSC 114B Organ-Secondary Instrument for Music Majors and Minors (1 Credit)

Beginning to advanced study for music majors on a secondary instrument.

Prerequisites: None

MUSC 114C Voice-Secondary Instrument for Music Majors and Minors (1 Credit)

Beginning to advanced vocal study for music majors as a secondary performing medium.

Prerequisites: None

MUSC 114D Flute-Secondary Instrument for Music Majors and Minors (1 Credit)

Beginning to advanced study for music majors on a secondary instrument.

Prerequisites: None

MUSC 114E Clarinet-Secondary Instrument for Music Majors and Minors (1 Credit)

Beginning to advanced study for music majors on a secondary instrument.

Prerequisites: None

MUSC 114F Bassoon-Secondary Instrument for Music Majors and Minors (1 Credit)

Beginning to advanced study for music majors on a secondary instrument.

Prerequisites: None

MUSC 114G Saxophone-Secondary Instrument for Music Majors and Minors (1 Credit)

Beginning to advanced study for music majors on a secondary instrument.

Prerequisites: None

MUSC 114H Trumpet-Secondary Instrument for Music Majors and Minors (1 Credit)

Beginning to advanced study for music majors on a secondary instrument.

Prerequisites: None

MUSC 114I French Horn-Secondary Instrument for Music Majors and Minors (1 Credit)

Beginning to advanced study for music majors on a secondary instrument.

Prerequisites: None

MUSC 114J Trombone-Secondary Instrument for Music Majors and Minors (1 Credit)

Beginning to advanced study for music majors on a secondary instrument.

Prerequisites: None

MUSC 114K Euphonium/Tuba-Secondary Instrument for Music Majors and Minors (1 Credit)

Beginning to advanced study for music majors on a secondary instrument.

Prerequisites: None

MUSC 114L Percussion-Secondary Instrument for Music Majors and Minors (1 Credit)

Beginning to advanced study for music majors on a secondary instrument.

Prerequisites: None

MUSC 114M Guitar-Secondary Instrument for Music Majors and Minors (1 Credit)

Beginning to advanced study for music majors on a secondary instrument.

Prerequisites: None

MUSC 114N High Strings-Secondary Instrument for Music Majors and Minors (1 Credit)

Beginning to advanced study for music majors on a secondary instrument.

Prerequisites: None

MUSC 114O Cello-Secondary Instrument for Music Majors and Minors (1 Credit)

Beginning to advanced study for music majors on a secondary instrument.

Prerequisites: None

MUSC 114P Oboe-Secondary Instrument for Music Majors and Minors (1 Credit)

Beginning to advanced study for music majors on a secondary instrument.

Prerequisites: None

MUSC 114Q String Bass-Secondary Instrument for Music Majors and Minors (1 Credit)

Beginning to advanced study for music majors on a secondary instrument.

Prerequisites: None

MUSC 114R Harp-Secondary Instrument for Music Majors and Minors (1 Credit)

Beginning to advanced study for music majors on a secondary instrument.

Prerequisites: None

MUSC 114S Jazz Piano Secondary (1 Credit)

Beginning to advanced study for music majors on a secondary instrument. Course offered for A-F grading only.

Prerequisites: None

MUSC 114T Jazz Saxophone Secondary (1 Credit)

Beginning to advanced study for music majors on a secondary instrument. Course offered for A-F grading only.

Prerequisites: None

MUSC 114U Jazz Percussion Secondary (1 Credit)

Beginning to advanced study for music majors on a secondary instrument. Course offered for A-F grading only.

Prerequisites: None

MUSC 150 Music Through History (4 Credits)

An introduction to music in its historical and cultural perspective from ancient Greek to contemporary. Emphasis is placed on Western and other than Western cultures. Includes attendance at live performances. Music for Everyone opportunity, for music minors and non-music majors.

Prerequisites: None

Equivalent courses: HONR 230D

Attributes: Artistic Expression (AE)

MUSC 170R MUSIC IN CORK (3-6 Credits)

Prerequisites: None

Corequisites: XXXX 63

MUSC 210 Music Theory and Skills II (4 Credits)

Prerequisites: MUSC 110

Equivalent courses: MUSC 211, MUSC 221

MUSC 227 Major Instrument or Voice for Music Majors (1 Credit)

Development of tone production, technique and repertoire. (Piano, Organ, Voice, Brass, Woodwinds, Strings, Guitar, Harp, Percussion). Performance class required. Prerequisite: permission of instructor.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 227A Piano Major Instrument or Voice (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 227B Organ Major Instrument or Voice (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 227C Voice Major Instrument or Voice (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 227D Flute Major Instrument or Voice (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 227E Clarinet Major Instrument or Voice (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 227F Bassoon Major Instrument or Voice (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 227G Saxophone Major Instrument or Voice (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 227H Trumpet Major Instrument or Voice (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 227I French Horn Major Instrument or Voice (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 227J Trombone Major Instrument or Voice (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 227K Euphonium/Tuba Major Instrument or Voice (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 227L Percussion Major Instrument or Voice (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 227M Guitar Major Instrument or Voice (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 227N High String Major Instrument or Voice (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 227O Cello Major Instrument or Voice (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 227P Oboe Major Instrument or Voice (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 227Q String Bass Major Instrument or Voice (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 227R Harp Major Instrument or Voice (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 227S Jazz Piano Major Instrument or Voice (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

Prerequisites: None

MUSC 227T Jazz Saxophone Major Instrument or Voice (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

Prerequisites: None

MUSC 227U Jazz Percussion Major Instrument or Voice (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

Prerequisites: None

MUSC 227V PERCUSSION-DRUMSET (1 Credit)

The goal of drum lessons is to develop technique, coordination, and musicality on the drumset. Topics include beginning-advanced coordination, old and modern techniques, improvisation, jazz, rock/pop, Latin/Afro-Cuban/Brazilian styles.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 228 Instrument or Voice for Music Minors (1 Credit)

Development of tone production, technique and repertoire. (Piano, Organ, Voice, Brass, Woodwinds, Strings, Guitar, Harp, Percussion). Performance class required. Prerequisite: permission of instructor.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 228A Piano Minor (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 228B Organ Minor (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 228C Voice Minors (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 228D Flute Minors (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 228E Clarinet Minors (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 228F Bassoon Minors (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 228G Saxophone Minors (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 228H Trumpet Minors (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 228I French Horn Minors (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 228J Trombone Minors (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 228K Euphonium/Tuba Minors (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 228L Percussion Minors (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 228M Guitar Minors (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 228N High String Minors (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 228O Cello Minors (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 228P Oboe Minors (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 228Q String Bass Minors (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 228R Harp Minors (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration.

Prerequisites: None

Attributes: Artistic Engagement (AR)

MUSC 228S Jazz Piano Minor (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

Prerequisites: None

MUSC 228T Jazz Saxophone Minor (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

Prerequisites: None

MUSC 228U Jazz Percussion Minor (1 Credit)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

Prerequisites: None

MUSC 230 Symphonic Band (1 Credit)

Rehearsal and performance of a variety of band literature. Music for Everyone opportunity. No audition required.

Prerequisites: None

Attributes: Artistic Expression (AE)

MUSC 231 Wind Ensemble (1 Credit)

Performance of original wind (band) literature with particular emphasis on the 20th century. Audition required.

Prerequisites: None

Attributes: Artistic Expression (AE)

MUSC 232 Chamber Choir (1 Credit)

Select Mixed Choir. Choral masterworks from the Renaissance to the present. National and international touring. Audition required.

Prerequisites: None

Attributes: Artistic Engagement (AR), Artistic Expression (AE)

MUSC 233 Orchestra (1 Credit)

Performance of a wide range of orchestral masterworks from the string orchestra and vernacular repertoire. Audition required.

Prerequisites: None

Attributes: Artistic Engagement (AR), Artistic Expression (AE)

MUSC 234 Men's Chorus (1 Credit)

Great choral works from Palestrina to the present. National and international touring. Open to all male students. Audition required.

Prerequisites: None

Attributes: Artistic Engagement (AR), Artistic Expression (AE)

MUSC 235 Women's Choir (1 Credit)

Select women's chamber group. Choral music of representative periods. Open to all female students. Audition required.

Prerequisites: None

Attributes: Artistic Engagement (AR), Artistic Expression (AE)

MUSC 238 Jazz Ensemble (1 Credit)

Study and performance of literature for the jazz ensemble. Audition required.

Prerequisites: None

Attributes: Artistic Engagement (AR), Artistic Expression (AE)

MUSC 239 All-College Choir (1 Credit)

Large Choral ensembles – Mixed voice (upper voices and lower voices). Music for Everyone opportunity. Meets once weekly. No audition required.

Prerequisites: None

Attributes: Artistic Engagement (AR), Artistic Expression (AE)

MUSC 240 Small Ensemble Performance (1 Credit)

Small chamber ensemble performance for vocalists and instrumentalists with varying repertoire each semester. Individuals and pre-arranged groups can register. Weekly or biweekly coaching. Prerequisite: permission of instructor.

Prerequisites: None

Attributes: Artistic Expression (AE)

MUSC 240E Pit Orchestra (1 Credit)

See MUSC 240.

Prerequisites: None

Attributes: Artistic Expression (AE)

MUSC 242 Brass Choir (0-1 Credits)

A select brass chamber group performing original and transcribed works for 12-18 players. Prerequisite: permission of instructor.

Prerequisites: None

Attributes: Artistic Expression (AE)

MUSC 245 Guitar Ensemble (1 Credit)

Prerequisites: None

Attributes: Artistic Expression (AE)

MUSC 260 Composition (4 Credits)

This is an introductory course in the art and craft of musical composition. A number of compositional techniques will be explained and practiced, and students will compose original pieces of music of varying lengths. There will also be opportunities to listen to and discuss the music of recent composers. Offered in alternate years. Prerequisite: MUSC 112 and 122. Offered for A-F grading only.

Prerequisites: MUSC 112 and MUSC 122

MUSC 265 Songwriters Workshop – Anthems of Justice in the 1960s (2 Credits)

In this course students will examine the musical and lyrical structure of songs of justice in popular music idiom and write the music and lyrics for their own original songs of justice. Offered for A-F grading only.

Prerequisites: None

Equivalent courses: MUSC 272B

Attributes: Artistic Expression (AE), Thematic Encounter 1/2-Justice

MUSC 270R MUSIC IN CORK (1-6 Credits)

Prerequisites: None

Corequisites: XXXX 63

Attributes: Artistic Expression (AE)

MUSC 271 Individual Learning Project (1-4 Credits)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

MUSC 272C Jazz Piano (1 Credit)

See MUSC 272.

Prerequisites: None

MUSC 272G Jazz Voice (1 Credit)

See MUSC 272.

Prerequisites: None

MUSC 272H Jazz Drumming (1 Credit)

See MUSC 272.

Prerequisites: None

MUSC 273 Instrumental Jazz Improvisation (2 Credits)

The study and development of skills necessary for improvisation in the jazz style including: tonal development, style awareness, harmonic knowledge, nomenclature, technical development, and aural skills. Prerequisite: Intermediate performance level on instrument (knowledge of all major scales), ability to read music notation. For majors and non-music majors. Course offered for A-F grading only. Offered alternate years.

Prerequisites: None

MUSC 278A Music and the Moving Image (4 Credits)

This course teaches students the vocabulary and appreciation of how sound and music are integrated with moving images, in conventional movie-making, but also music videos, video games and filmed versions of staged musicals and opera. The course covers technical aspects and the history of combining music with film from earliest films to the present. Students will also develop vocabulary and skills for criticism of music and moving images, drawing from academic film studies, as well as critical approaches from cultural, gender and identity-related perspectives.

Prerequisites: You must take INTG 100 or 205 prior to taking a Thematic Focus Course. You must take a Cultural and Social Difference: Identity (CI) course prior to or at the same time as Thematic Focus Courses.

Equivalent courses: MUSC 158, MUSC 258

Attributes: Artistic Expression (AE), Thematic Focus - Movement

MUSC 301 Classical Music Tradition: Western Music History up to 1800 (2 Credits)

Embark on a captivating journey through the rich history of Western music, following its evolution from the ancient melodies of Greece to the grandeur of the 18th-century masterpieces. This course will trace the development of musical styles, genres, and innovations that have shaped Western musical traditions.

Prerequisites: None

Equivalent courses: MUSC 335

Attributes: Artistic Expression (AE)

MUSC 302 The Romantic Spirit in Music (2 Credits)

Experience the dynamic and transformative landscape of 19th-century music as we journey through the remarkable developments that shaped Western musical culture. From the tumultuous political landscapes to the depths of human emotion, this course delves into the works of composers who defined an era characterized by passion, individuality, and an unyielding pursuit of the sublime. Open to all students.

Prerequisites: None

Equivalent courses: MUSC 336

Attributes: Artistic Expression (AE)

MUSC 303 Music in the 20th and 21st Centuries: Experimentation and Crosscurrents (2 Credits)

From the dawn of innovative technologies to the rise of global cultural influences, this course delves into the diverse genres, movements, and composers that shaped the musical landscape of the modern era. Engage with the pioneers of modern music, including Stravinsky, Ellington, Gershwin, Glass, and others. Examine the interplay between classical and popular music, exploring how artists blended genres to create groundbreaking fusions that resonate with audiences to this day. Music for Everyone opportunity. Open to all students.

Prerequisites: None

Equivalent courses: MUSC 154

Attributes: Artistic Expression (AE)

MUSC 305 Music in Film, TV and Gaming (2 Credits)

Prerequisites: None

MUSC 310 Philosophy of Music (4 Credits)

Philosophy of Music will help students reflect more deeply on their experiences of music. Many people experience music as emotion and are left with an overall impression; some may also recognize styles and contexts in more detail. But few have thought systematically about what music is, whether music possesses meaning, and, if so, how that meaning is conveyed or expressed. These are central issues in the philosophy of music and in this course. We will begin by giving some attention to the history of musical aesthetics to develop a context for the questions to be broached, but the greatest emphasis will be on exploring the nature of musical experience in the context of our world today. The course will present divergent philosophical theories that will be considered with respect to a wide range of music including Western "classical" music, music of non-Western cultures, and the popular music of today.

Prerequisites: None

MUSC 316 Woodwind Methods (1 Credit)

Laboratory classes leading to basic performance and pedagogical competencies in woodwinds. Offered alternate years. Course offered for A-F grading only.

Prerequisites: None

MUSC 317 Percussion Methods (1 Credit)

Laboratory classes leading to basic performance and pedagogical competencies in percussion. Offered alternate years. Course offered for A-F grading only.

Prerequisites: None

MUSC 318 Brass Methods (1 Credit)

Laboratory classes leading to basic performance and pedagogical competencies in brass. Offered alternate years. Course offered for A-F grading only.

Prerequisites: None

MUSC 319 String Methods (1 Credit)

Laboratory classes leading to basic performance and pedagogical competencies in strings. Offered alternate years. Course offered for A-F grading only.

Prerequisites: None

MUSC 324 Advanced Choral Conducting, Techniques, and Literature (4 Credits)

Laboratory class for students preparing to be choral conductors. Choral procedures. Conducting. Literature. Arranging studies. Prerequisites: 212/222, piano proficiency and applied voice, enrolled in or completed 335 or 336 or instructor's permission. Alternate years. Course offered for A-F grading only.

Prerequisites: MUSC 323

Equivalent courses: MUSC 328

MUSC 325 Basic Conducting and Techniques (2 Credits)

Study and development of basic conducting skills and techniques. Offered alternate years.

Prerequisites: None

MUSC 326 Advanced Instrumental Conducting and Jazz Methods (3 Credits)

Advanced study and development of instrumental conducting skills combined with instrumental ensemble pedagogy and jazz methods. Offered alternate years. Course offered for A-F grading only.

Prerequisites: None

MUSC 327 Music for the Liturgy (4 Credits)

A practical survey of music appropriate for use in liturgical celebrations. Offered every third year. Course offered for A-F grading only.

Prerequisites: None

MUSC 328 Advanced Choral Conducting, Techniques, and Literature (4 Credits)

Laboratory class for students preparing to be choral conductors. Choral procedures. Conducting. Literature. Arranging studies. Prerequisites: 212/222, piano proficiency and applied voice, enrolled in or completed 335 or 336 or instructor's permission. Alternate years. Course offered for A-F grading only.

Prerequisites: MUSC 325

Equivalent courses: MUSC 324

MUSC 331 Musics of the World (2 Credits)

Study of musical expression practiced around the world through listening, reading, and classroom discussion. Primary learning goals will include becoming acquainted with diverse musical practices of selected cultures, understanding music in cultural context, and, through comparison with other cultures, becoming more aware of the role music plays in our own lives and culture. Previous music experience is neither necessary nor expected. Music for Everyone opportunity. Open to all students.

Prerequisites: None

Attributes: Artistic Expression (AE)

MUSC 332 Women in Music (2 Credits)

Prerequisites: None

Attributes: Artistic Expression (AE)

MUSC 333 Punks and Rockers: Alienation in Rock Music (2 Credits)

A study of the history of rock from its early roots and blues, to present day forms. Appreciable listening skills will be developed to independently trace musical characteristics as they weave and fuse between genres. Major musicians, past and present, will be discussed as well as the relationships between rock music and society during the 20th and 21st centuries. For all majors.

Prerequisites: None

Equivalent courses: MUSC 378A

Attributes: Artistic Expression (AE), Thematic Encounter3 - Movement

MUSC 334 Music as Communication – Building Communities between campus and Kenya (4 Credits)

This course combines classroom learning at CSB/SJU during CD mod and ends with an experiential component abroad. Kenya is a musically vibrant and diverse country. From traditional music (religious, ceremonial, motivating songs that accompany work, entertainment) to popular music (sung in any and all languages), music in Kenya is inseparable from life. Although we will read about Kenyan music and listen to specific recordings in class, its movement and energy is best understood through participating and communicating with others in group settings. Through weekly guest workshops on campus and informal "no-experience-necessary" music making experiences in Kenya, we will learn to feel and live the music elements we will study in class. Attendance at formal and informal concerts on campus and abroad will help the listener make unique distinctions between "audience" and "artist" in both countries. In order to better understand the environment and community that supports and inspires the variety of music and culture we will take excursions throughout the city of Nairobi (Nairobi National Museum, Karura Forest, recording studio, Bomas of Kenya, rumba music and dance, United Nations, safari at Nairobi National Game Park), and into the county (Rift Valley, Giraffe Center, Elephant Orphanage). Finally, we will interact with other college students from DayStar University in Nairobi as they host our visit in May and as we host their visit to CSB/SJU in March.

Prerequisites: None

MUSC 337 Major Instrument or Voice (1-2 Credits)

Continuation of 227. Building of repertoire. Performance class required.

Prerequisites: 227 and permission of instructor.

Prerequisites: None

MUSC 337A Piano-Major Instrument (1-2 Credits)

Continuation of 227. Building of repertoire. Performance class required.

Prerequisites: 227 and permission of instructor.

Prerequisites: None

MUSC 337B Organ-Major Instrument (1-2 Credits)

Continuation of 227. Building of repertoire. Performance class required.

Prerequisites: 227 and permission of instructor.

Prerequisites: None

MUSC 337C Voice-Major Instrument (1-2 Credits)

Continuation of 227. Building of repertoire. Performance class required.

Prerequisites: 227 and permission of instructor.

Prerequisites: None

MUSC 337D Flute-Major Instrument (1-2 Credits)

Continuation of 227. Building of repertoire. Performance class required.

Prerequisites: 227 and permission of instructor.

Prerequisites: None

MUSC 337E Clarinet-Major Instrument (1-2 Credits)

Continuation of 227. Building of repertoire. Performance class required.

Prerequisites: 227 and permission of instructor.

Prerequisites: None

MUSC 337F Bassoon-Major Instrument (1-2 Credits)

Continuation of 227. Building of repertoire. Performance class required.

Prerequisites: 227 and permission of instructor.

Prerequisites: None

MUSC 337G Saxophone-Major Instrument (1-2 Credits)

Continuation of 227. Building of repertoire. Performance class required.

Prerequisites: 227 and permission of instructor.

Prerequisites: None

MUSC 337H Trumpet-Major Instrument (1-2 Credits)

Continuation of 227. Building of repertoire. Performance class required.

Prerequisites: 227 and permission of instructor.

Prerequisites: None

MUSC 337I French Horn-Major Instrument (1-2 Credits)

Continuation of 227. Building of repertoire. Performance class required.

Prerequisites: 227 and permission of instructor.

Prerequisites: None

MUSC 337J Trombone-Major Instrument (1-2 Credits)

Continuation of 227. Building of repertoire. Performance class required.

Prerequisites: 227 and permission of instructor.

Prerequisites: None

MUSC 337K Euphonium/Tuba-Major Instrument (1-2 Credits)

Continuation of 227. Building of repertoire. Performance class required.

Prerequisites: 227 and permission of instructor.

Prerequisites: None

MUSC 337L Percussion-Major Instrument (1-2 Credits)

Continuation of 227. Building of repertoire. Performance class required.

Prerequisites: 227 and permission of instructor.

Prerequisites: None

MUSC 337M Guitar-Major Instrument (1-2 Credits)

Continuation of 227. Building of repertoire. Performance class required.

Prerequisites: 227 and permission of instructor.

Prerequisites: None

MUSC 337N High Strings-Major Instrument (1-2 Credits)

Continuation of 227. Building of repertoire. Performance class required.

Prerequisites: 227 and permission of instructor.

Prerequisites: None

MUSC 337O Cello-Major Instrument (1-2 Credits)

Continuation of 227. Building of repertoire. Performance class required.

Prerequisites: 227 and permission of instructor.

Prerequisites: None

MUSC 337P Oboe-Major Instrument (1-2 Credits)

Continuation of 227. Building of repertoire. Performance class required.

Prerequisites: 227 and permission of instructor.

Prerequisites: None

MUSC 337Q String Bass-Major Instrument (1-2 Credits)

Continuation of 227. Building of repertoire. Performance class required.

Prerequisites: 227 and permission of instructor.

Prerequisites: None

MUSC 337R Harp-Major Instrument (1-2 Credits)

Continuation of 227. Building of repertoire. Performance class required.

Prerequisites: 227 and permission of instructor.

Prerequisites: None

MUSC 337S Jazz Piano Majors (1-2 Credits)

Prerequisites: None

MUSC 337T Jazz Saxophone Majors (1-2 Credits)

Continuation of 227. Building of repertoire. Performance class required.

Prerequisites: 227 and permission of instructor. Course offered for A-F grading only

Prerequisites: None

MUSC 337U Jazz Percussion Majors (1-2 Credits)

Continuation of 227. Building of repertoire. Performance class required.

Prerequisites: 227 and permission of instructor. Course offered for A-F grading only.

Prerequisites: None

MUSC 338 Major Instrument or Voice (2-4 Credits)

Continuation of study in techniques and repertoire. Performance class required. Prerequisite: permission of instructor.

Prerequisites: None

MUSC 340 Music Analysis (2 Credits)

Advanced analysis of musical designs in historical context. Prerequisite: 212. Course offered for A-F grading only. Spring, alternate years.

Prerequisites: MUSC 212

MUSC 341 Piano Pedagogy (1-2 Credits)

Development of knowledge and skills relating to teaching piano to students from beginning through intermediate levels. Course offered for A-F grading only.

Prerequisites: None

MUSC 342A Service Playing (1-4 Credits)

Development of the skills and knowledge necessary for keyboard leadership in liturgical services. Prereq: permission of the instructor.

Prerequisites: None

MUSC 342C Diction and Repertoire (1-4 Credits)

Intense study of French and German diction, using the International Pronunciation Alphabet to decode specific sounds germane to the language. IPA skills equip classical singers to intelligibly perform French Chanson and German Lieder well as other classical genres in these languages, including opera, operetta and oratorio. Students will perform four to five French and German songs in class and will be exposed to seminal French and German art song repertoire by use of listening assignments. Course offered for A-F grading only.

Prerequisites: None

MUSC 342F Digital Tools for Musicians I (2 Credits)

An introduction to computer-based technology encountered in the field of music and to various creative applications of this technology. This course provides the student with the skills necessary to further explore music technology and its applications. Computer notation/the Internet, in which students gain intermediate mastery of notation software and learn basics of assembling a website, including readings on copyright issues and professional uses for social media. **Prerequisites:** Comprehensive Musicianship II (MUSC 112) or permission of instructor. Offered for A-F grading only.

Prerequisites: MUSC 112

MUSC 342G Digital Audio Editing (DAW) (2 Credits)

An introduction to computer-based technology encountered in the field of music and to various creative applications of this technology. This course provides the student with the skills necessary to further explore music technology and its applications. Students learn basics of recording and editing audio, core concepts of a Digital Audio editing, and touch on the history of electronic music as a means to better understand how these concepts developed. **Prerequisites:** Comprehensive Musicianship II (MUSC 112) or permission of instructor. Offered for A-F grading only.

Prerequisites: MUSC 112

MUSC 342H Vocal Repertoire Survey (1-2 Credits)

A survey of seminal solo vocal music in the Italian, German, French and English schools of art song composition, from 1600's to the present. Students will listen to recordings and sight-sing various songs in class, discuss song form and learn of the historical context surrounding various composers. A final art song recital representing all four art song schools will take place. Offered for A-F grading only.

Prerequisites: None

MUSC 343 Vocal Pedagogy (1-4 Credits)

Designed to understand how the voice works (physiology of the voice - including acoustics), how to choose and teach age and skill appropriate literature to individual singers as well as vocal ensembles. Course offered for A-F grading only.

Prerequisites: None

MUSC 345 Notation and Orchestration (4 Credits)

Study of instrumentation and scoring for small to large ensembles. Students will work with both standard orchestra and wind ensemble. **Prerequisite:** 212. Alternate years. Course offered for A-F grading only

Prerequisites: MUSC 212

MUSC 346 Tonal Counterpoint (2 Credits)

Writing and analysis of tonal counterpoint, emphasizing the practice of J.S. Bach. **Prerequisite:** 212. Alternate years. Course offered for A-F grading only.

Prerequisites: None

MUSC 347 Special Studies in Theory, Analysis and Composition (1-4 Credits)

Theoretical study of music, such as the analysis of a particular composition, compositional techniques of a specific style of original works. **Prerequisite:** 212.

Prerequisites: None

MUSC 351 Piano Literature (1-4 Credits)

A survey of literature for the piano from the earliest times to the present. **Prerequisite:** permission of instructor. Course offered for A-F grading only.

Prerequisites: None

MUSC 357 Individual Composition Instruction (2 Credits)

Individual training in composing music in contemporary styles.

Prerequisite: 211.

Prerequisites: MUSC 211 and MUSC 222

MUSC 358 Vocal Performance Workshop (1-2 Credits)

In-depth study/presentations of classical to contemporary works.

Prerequisite: audition/consent of workshop director.

Prerequisites: None

MUSC 360 Composition Techniques (4 Credits)

Students will learn and practice beginning and advanced compositional techniques. These will include techniques for generating and developing musical ideas, counterpoint and other means of combining musical materials, and modern approaches to harmony, rhythm, texture and/or form. Offered in alternate years. **Prerequisite:** MUSC 112 and 122. Offered for A-F grading only.

Prerequisites: MUSC 112 and MUSC 122

Equivalent courses: MUSC 260

MUSC 370LA Music 20th Century - London (4 Credits)

Prerequisites: None

Corequisites: XXXX 43

Attributes: Artistic Expression (AE)

MUSC 370R Music in Cork (1-6 Credits)

Prerequisites: None

MUSC 370SA MUSIC AGE OF MOZART (AE) (3 Credits)

Prerequisites: None

Corequisites: XXXX 61

Attributes: Artistic Expression (AE)

MUSC 371 Individual Learning Project (1-4 Credits)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

MUSC 374 Jazz History and Traditions (2 Credits)

This course traces the rich history of jazz from its roots in African rhythms, ragtime, and blues through swing, bebop, cool jazz, avant-garde movements, and fusions with various musical traditions. The course will explore the contributions made by major figures such as Louis Armstrong, Duke Ellington, Charlie Parker, Miles Davis, and others. It will examine the social contexts that shaped the music and how the music intersects with issues of race, identity and resistance. A music for everybody opportunity. Open to all.

Prerequisites: None

Equivalent courses: MUSC 274

Attributes: Artistic Expression (AE)

MUSC 391 Recital (1 Credit)

A junior recital is a full-length program that normally includes music in various forms and styles and from diverse historical periods. Students are required to write substantial program notes and a reflective paper. (391 or 392 are required of all music majors in the performance concentration.) Prerequisite: Consent of the department and applied instructor.

Prerequisites: None

Attributes: Experiential Engagement (EX)

MUSC 392 Recital (1 Credit)

The culmination of a student performer's undergraduate musical study, a senior recital is a full-length program that normally includes music in various forms and styles and from diverse historical periods. MUSC 391 or 392 is required of all music majors in the performance concentration. Prerequisite: Consent of the department and applied instructor.

Prerequisites: None

Attributes: Experiential Engagement (EX)

MUSC 393 Junior Project (1 Credit)

The culmination of a student's undergraduate musical study, the senior project is an extended endeavor in the student's area of interest within music. This may take the form of a musical composition(s), musical scholarship, or another appropriate project agreed on by the student and a moderating faculty member. Students will have a writing requirement, including a reflective paper. Prerequisite: Consent of the department and faculty moderator.

Prerequisites: None

Attributes: Experiential Engagement (EX)

MUSC 394 Senior Project (1 Credit)

The culmination of a student's undergraduate musical study, the senior project is an extended endeavor in the student's area of interest within music. This may take the form of a musical composition(s), musical scholarship, or another appropriate project agreed on by the student and a moderating faculty member. Prerequisite: Consent of the department and faculty moderator.

Prerequisites: None

Attributes: Experiential Engagement (EX)

MUSC 397 Internship (1-16 Credits)

Individual projects tailored to student needs/career. Prerequisite: consent of department chair. Completed Application for Internship Form REQUIRED.

Prerequisites: None

Attributes: Experiential Engagement (EX)

MUSC 410 VoiceCare Topics courses (1-5 Credits)

Prerequisites: None

Nursing (NRSG)

NRSG 201 Clinical Nursing I: Implementing Primary Prevention (6 Credits)

This course is an application of evidence-based primary prevention strategies to promote safe and effective wellness outcomes for individuals and groups. Students encounter practice with holistic assessments and technical skills relevant to primary prevention using the ANA Standards of Practice framework. This course includes primary prevention clinical experiences across the lifespan.

Prerequisites: NRSG 220 or NRSG 220A or NRSG 220B or NRSG 220C

NRSG 220A Conversations in Culture: The Hmong Migration (2 Credits)

The course is designed to provide students with a comprehensive view of the Hmong culture including social, political, and historical factors that have shaped it and continue to affect it. Students will understand that the Hmong culture is neither static nor monolithic, but rather shaped by gender, class, personal experience, migration patterns, and other factors. An exploration of the Hmong migration patterns will allow students to examine culture change as the Hmong people live and interact in refugee camps, and in the United States and other regions. Students will also be asked to explore their own cultural identity through self-awareness and assessment and articulate how their cultural identity shapes their interactions with those from another culture. Prerequisite: Admission to the nursing major.

Prerequisites: None

Restrictions: Enrollment is limited to students with a major in Nursing.

Equivalent courses: NRSG 220, NRSG 220B, NRSG 220C

NRSG 220B Conversations in Culture: The Somali Migration (2 Credits)

Through an in-depth exploration of the Somali culture, and through exploration of the nursing profession and culturally competent care students will demonstrate an understanding of how constructions of race, gender, and ethnicity shape cultural rules and biases and how these constructions vary across time, cultures, and societies. In addition, students will critically analyze the ways in which these forms of identity raise questions of justice in regard to access and participation in communal life. Prerequisite: Admission to the nursing major.

Prerequisites: None

Restrictions: Enrollment is limited to students with a major in Nursing.

Equivalent courses: NRSG 220, NRSG 220A, NRSG 220C

NRSG 220C Conversations in Culture: The Hispanic Migration (2 Credits)

The course is designed to provide students with a comprehensive view of the Hispanic culture including social, political, and historical factors that have shaped it and continue to affect it. Students will understand that the Hispanic culture is neither static nor monolithic, but rather shaped by gender, class, personal experience, migration patterns, and other factors. An exploration of the Hispanic migration patterns will allow students to examine culture change as the Hispanic people live and interact in refugee camps, and in the United States and other regions. Students will also be asked to explore their own cultural identity through self-awareness and assessment and articulate how their cultural identity shapes their interactions with those from another culture. Prerequisite: Admission to the nursing major.

Prerequisites: None

Restrictions: Enrollment is limited to students with a major in Nursing.

Equivalent courses: NRSG 220, NRSG 220A, NRSG 220B

NRSG 256 Introduction to Professional Nursing Practice and Leadership (2 Credits)

This course is an introduction to foundational and transformational leadership concepts of nursing focused on primary prevention to promote quality and safe nursing care and function effectively in interprofessional partnerships. Students are introduced to the values, standards, and code of ethics for nurses through a framework of health and wellness, motivating behavior change, and individual and community-based health education strategies. Selected leadership concepts, research and evidence-based practice, systems-based practice, health literacy, and information technologies are included. The development and beginning application of these concepts will occur in Clinical Nursing I. Prerequisites: Acceptance to NRSG major

Prerequisites: NRSG 220 or NRSG 220A or NRSG 220B or NRSG 220C

Restrictions: Enrollment is limited to students with a major in Nursing.

NRSG 271 Individual Learning Project (1-4 Credits)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

Restrictions: Students with a class of First Year may not enroll.

NRSG 301 Clinical Nursing II: Implementing Secondary Prevention (8 Credits)

In the context of secondary prevention across the lifespan, this course provides the application of quality and safe, culturally relevant patient centered nursing care in acute care environments. The emphasis of this course will be on the utilization of clinical reasoning models, inter/intra disciplinary collaboration, and crisis communication. This course will provide clinical experiences for application of concepts taught in all concurrent and previous courses.

Prerequisites: (NRSG 201 and NRSG 256) or (NRSG 201 and NRSG 240 and NRSG 255)

Corequisites: NRSG 301L

NRSG 301L Clinical Nursing III: Implementing Secondary Prevention Lab (0 Credits)

Prerequisites: NRSG 201 and NRSG 256

Corequisites: NRSG 301

NRSG 302 Clinical Nursing III: Implementing Tertiary Prevention (8 Credits)

In the context of tertiary prevention across the lifespan, the emphasis of this course will be on the application of quality and safe, culturally relevant family-centered nursing care through the utilization of family assessment and transitional and end of-life care models in chronic physical and mental illness situations. This course will provide clinical experiences for application of concepts taught in all concurrent and previous courses.

Prerequisites: NRSG 301 and NRSG 314

NRSG 303 Clinical Nursing IV: Community/Population Capstone (8 Credits)

In the context of integrating levels of prevention across the lifespan, individuals, families and populations to affect change in the community. This course will provide clinical experiences for application of concepts taught in all concurrent and previous courses.

Prerequisites: NRSG 220B, 302, 315, and 344 as well as Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Attributes: CSD: Systems (CS)

NRSG 303C Immersion - Belize (0 Credits)

Prerequisites: None

Attributes: Global Engagement (GL)

NRSG 303D Immersion - Local (0 Credits)

Prerequisites: None

Attributes: Global Engagement (GL)

NRSG 303H IMMERSION-ST LUCIA (0 Credits)

Prerequisites: None

Attributes: Global Engagement (GL)

NRSG 303I IMMERSION-ZAMBIA (0 Credits)

Prerequisites: None

Attributes: Global Engagement (GL)

NRSG 303J IMMERSION-COSTA RICA (0 Credits)

Prerequisites: None

Attributes: Global Engagement (GL)

NRSG 312 Informatics (3 Credits)

This course provides a foundation for the use of information systems and technology to support and improve healthcare systems. The student will be introduced to core informatic principles and information literacy skills in order to evaluate information systems used in healthcare organizations and be positioned to provide the leadership for improvement in those systems. Students will demonstrate knowledge of standards and principles for selecting and evaluating information systems and patient care technology, and related ethical, regulatory, and legal issues.

Prerequisites: None

Restrictions: Enrollment limited to students with the MSN - BSN Direct Entry 4+1 attribute.

Equivalent courses: NRSG 402, NRSG 502

NRSG 314 Integrated Pathophysiology and Pharmacology I (4 Credits)

This is part one of a two-course sequence that builds upon scientific knowledge. The course focuses on foundational pathophysiology, psychopathology and pharmacology concepts.

Prerequisites: NRSG 201 and NRSG 256

NRSG 315 Integrated Pathophysiology and Pharmacology II (2 Credits)

This is part two of a two-course sequence that builds upon scientific knowledge. The course focuses on foundational pathophysiology, psychopathology and pharmacology concepts.

Prerequisites: NRSG 314

NRSG 317 Global Perspectives (3 Credits)

This course emphasizes the tools necessary for advanced practice nurses to interpret epidemiologic data and use biostatistics to explore population health issues both local and globally. Concepts key to the evaluation of population health such as descriptive epidemiology, study design, measures of excess risk, causal inference, screening, measurement error, confounding, confidence intervals, hypothesis testing, p-values, and sample size calculation are included in this course. Analysis of the determinants of health and system issues across settings both locally and globally encourages students to identify common inequalities and priority policy interventions for improving population health. Prerequisite: Approved application to take graduate courses for credit.

Prerequisites: None

Restrictions: Enrollment limited to students with the MSN - BSN Direct Entry 4+1 attribute.

Equivalent courses: NRSG 413, NRSG 513

NRSG 318 Ethics, Healthcare Policy and Advocacy (3 Credits)

This course explores the ethical and legal issues for advanced nursing practice and the role of the APRN in healthcare policy and patient advocacy. Ethical foundations are the framework that serves as the structure and support for all aspects of nursing practice. Focus will be on ethical and legal challenges from within and outside of the discipline of nursing to advanced nursing practice, education, and administration in healthcare. Advanced practice nurses should have specialized knowledge and skills of research, medical, legal and business ethics, health care reform and policy relevant to evidence-based practice in order to advocate for a reduction in health care disparities.

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course. You must be part of the Master Of Nursing Program to take NRSG 318.

Restrictions: Enrollment limited to students with the MSN - BSN Direct Entry 4+1 attribute.

Equivalent courses: NRSG 390, NRSG 414, NRSG 514

Attributes: Human Experience (HE), Thematic Focus - Truth

NRSG 319 Health Care Systems and Organizational Leadership (3 Credits)

Course Description: This course prepares the advanced practice nurse leaders to demonstrate understanding of the health care system, delivery models and work flow, and the environment in which health care leaders and providers function, within 4 levels of analysis: Customers, staff, systems, and community/environment (HLA1). Graduates will also learn to facilitate improvements in health care through application of health economics theory.

Prerequisites: None

Restrictions: Enrollment limited to students with the MSN - BSN Direct Entry 4+1 attribute.

Equivalent courses: NRSG 415, NRSG 515

NRSG 336 Practicum I (MS) (1 Credit)

Course Description: The focus of this course will be the development of the student as a master's prepared nurse leader. Students will work directly with a faculty mentor and specific inter- and intra-professional team leaders in various integrative-practice activities with the goal of achieving program outcomes. Students are required to pursue leadership, practice and education experiences that address graduate program outcomes and the Master's Essentials. These leadership practice experiences will lead to development of practice at the advanced level in practice, leadership, and education. **Prerequisites:** Approved application to take graduate courses for credit.

Prerequisites: None

Equivalent courses: NRSG 420

NRSG 343 Core Concepts IV: Integration of Levels of Prevention in Nursing Care of Populations (2 Credits)

This course focuses on integrating the levels of prevention in the care of communities and populations across the lifespan. The primary concepts addressed are community as client and local/global public health. Application of these concepts will occur in NRSG 303.

Prerequisites: NRSG 342

Equivalent courses: NRSG 374

NRSG 344 Transforming Nursing Practice through Leadership and Technology (4 Credits)

This course advances foundational and transformational leadership concepts and communication technologies and informatics processes to promote quality and safe nursing care. Students will develop a professional identity within the context of systems-based secondary and tertiary prevention.

Prerequisites: NRSG 256 and NRSG 301

Equivalent courses: NRSG 341, NRSG 342

NRSG 355 Leadership: Leading Transformational Systems (2 Credits)

In this course, students will explore factors that influence the development and sustainability of complex organizational systems and their role within those systems. Students will be actively involved in policies that shape global health and/or health care.

Prerequisites: NRSG 255 and NRSG 302

NRSG 356 Leadership: Designer, Manager, and Coordinator of Care (4 Credits)

This course focuses on the development of professional knowledge and skills to effectively integrate designer, manager, and coordinator of care roles in professional nursing practice. Students will articulate their leadership role as an entry level professional nurse.

Prerequisites: NRSG 256 and NRSG 344

NRSG 371 Individual Learning Project (1-4 Credits)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

Restrictions: Students with a class of First Year may not enroll.

NRSG 374 Transforming population health care through leadership and system-based principles (4 Credits)

This course is grounded in global citizenship and transformational leadership principles which are essential for the safe, effective, and equitable care of populations. Students will use foundational public health knowledge and policy analysis and development to advocate for improved health of populations

Prerequisites: NRSG 256 and NRSG 344

Equivalent courses: NRSG 343, NRSG 355

NRSG 390 Healthcare Ethics (4 Credits)

This course directs students to re-think ethics in today's system of healthcare, where the best possibilities for ethical healthcare in this century lie beyond traditional and mainstream thought. Students will question assumptions guided by the major principles of healthcare ethics and reflect deeply on clinical cases across healthcare disciplines from the perspective of professional and consumer.

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken concurrently with Focus Course.

Restrictions: Enrollment is limited to students with a major in Nursing. Students with the 2023-2024 Registration Cohort, 2024-2025 Registration Cohort or 2025-2026 Registration Cohort attributes may not enroll.

Equivalent courses: NRSG 318, NRSG 414, NRSG 514

Attributes: Human Experience (HE), Thematic Focus - Truth

NRSG 395 Provider of Care/Leadership Capstone (5 Credits)

Utilizing knowledge and skills acquired in both nursing and liberal arts courses, this course emphasizes the integration of the full baccalaureate professional nurse role as provider, designer, and coordinator of care, and member of a profession. This course will require application of concepts taught in all concurrent and previous courses. These experiences will occur in a variety of health care settings.

Prerequisites: NRSG 201 and NRSG 301 and NRSG 302

Restrictions: Enrollment is limited to students with a major in Nursing. Students with the 2023-2024 Registration Cohort, 2024-2025 Registration Cohort or 2025-2026 Registration Cohort attributes may not enroll.

Attributes: Experiential Engagement (EX)

NRSG 397 Internship (1-16 Credits)

This course provides clinical based learning opportunities to encourage application of theory and research-based knowledge in clinical practice. Students will engage in experiences to enhance the development of their professional nursing role.

Prerequisites: None

Attributes: Experiential Engagement (EX)

NRSG 401 Research Methods (3 Credits)

This course prepares the advanced practice nurse to provide leadership for evidenced based practice. The course emphasizes the integration of knowledge across disciplines and from a variety of sources. Review of research methodology applicable to advanced practice nursing with a focus on application of science to practice and practice to science to solve practice problems and improve health outcomes.

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

NRSRG 402 Informatics (3 Credits)

This course provides a foundation for the use of information systems and technology to support and improve healthcare systems. The student will be introduced to core informatic principles and information literacy skills in order to evaluate information systems used in healthcare organizations and be positioned to provide the leadership for improvement in those systems. Students will demonstrate knowledge of standards and principles for selecting and evaluating information systems and patient care technology, and related ethical, regulatory, and legal issues.

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

Equivalent courses: NRSRG 312, NRSRG 502

NRSRG 403 Methods of Program Evaluation and Quality Improvement (3 Credits)

This course emphasizes the importance and meaning of evaluation as an integral part of program design, planning and implementation. Types of evaluation models will be discussed and applied. Established principles and approaches to quality improvement, patient safety, risk management, and performance improvement will be examined and applied.

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

Equivalent courses: NRSRG 316, NRSRG 503

NRSRG 404 Evaluation and Translation of the Evidence (3 Credits)

This course explores the theoretical, ethical and practical challenges to translation of evidence across disciplines into practice. The course emphasizes various methods of critical analysis and translation techniques using information technology for direct application across advanced care settings and evaluation strategies focused on problem solving and improvement in patient centered care and outcomes of practice.

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

NRSRG 410 Theoretical Basis for Nursing Inquiry (3 Credits)

This course explores the theoretical foundations for advanced nursing. Theoretical foundations are the framework that serves as the structure and support for all aspects of nursing inquiry, including the rationale for the inquiry, the problem statement, the purpose, the significance, and the research questions. Focus will be on applying a variety of theories from within and outside of the discipline of nursing to advance nursing practice, education, and administration.

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

NRSRG 413 Global Perspectives (3 Credits)

This course emphasizes the tools necessary for advanced practice nurses to identify the correct uses and interpret biostatistics for epidemiologic and global health nursing research. The application of these tools will occur through critical appraisal of the nursing literature focused on population health.

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

Equivalent courses: NRSRG 317, NRSRG 513

NRSRG 414 Ethics, Health Policy and Advocacy (3 Credits)

This course explores the role of the APRN in healthcare policy, patient advocacy and ethical and legal issues. Emphasis will be placed on the leadership role of the APRN as an advocate for the patient and community to reduce health care disparities through healthcare reform and policy and ethical and legal challenges from within and outside of the discipline of nursing to advanced nursing practice.

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

Equivalent courses: NRSRG 318, NRSRG 390, NRSRG 514

NRSRG 415 Health Care Systems and Organizational Leadership (3 Credits)

This course prepares the advanced practice nurse leaders to demonstrate understanding of the healthcare system, delivery models and work flow, and the environment in which health care leaders and providers function, within 4 levels of analysis: Customers, staff, systems, and community/ environment (HLA1). Graduates will learn to facilitate improvements in health care through application of health economics theory.

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

Equivalent courses: NRSRG 319, NRSRG 515

NRSRG 420 Transition to Advanced Practice: Practicum I (1 Credit)

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

Equivalent courses: NRSRG 336

NRSRG 421 Practicum II (1-2 Credits)

Prerequisites: NRSRG 420

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

NRSRG 422 Practicum III (1-2 Credits)

Prerequisites: NRSRG 421

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

NRSRG 435 Advanced Physiology/Pathophysiology (3 Credits)

This course is designed to prepare advanced practice nurses to diagnose, treat, and manage pathophysiological disorders across primary, tertiary and secondary levels of care. Emphasis is placed on a solid understanding of mechanism of disease and corresponding clinical manifestations for application of evidenced based strategies for diagnosis, treatment and management. Appropriate screening and diagnostic evaluations will be included.

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

NRSRG 436 Advanced Pharmacology I (3 Credits)

This course is designed to prepare advanced practice nurses to use relevant health assessment data to identify appropriate pharmacological treatment using evidenced based guidelines and conforming to the applicable laws, codes and regulation of prescribing. Application of the principles of pharmacokinetics, pharmacodynamics, and evaluation of drug effectiveness, including herbal and natural remedies is emphasized.

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

NRSG 437 Advanced Pharmacology II (2 Credits)

This course will build on the foundation of knowledge from the pharmacology course. Focus will be on the clinical application of advanced pharmacology and pharmacotherapeutics for specialty populations including the older adult, and pediatric populations for disease conditions encountered in primary care settings. Students will learn clinical application of pharmacology with specialized areas including psychiatric medications, the mental health population and prescribing for the complex patient. Uses a body systems approach and includes principles of altered pharmacodynamics related to age, race, and ethnicity. This course will explore the principles of pharmacotherapeutics in advanced practice, including pharmacodynamics, assessment, and decision-making for appropriate drug use, monitoring, education and cost versus benefit of the prescribed drug.

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

NRSG 439 Advanced Health Assessment (2-3 Credits)

This course will focus on learning the principles, skills, diagnostic reasoning and practice of advanced assessment for clients within a variety of healthcare settings. The student will learn skills to increase his/her knowledge base regarding diagnostic skills, techniques and integration resulting in a patient diagnosis. The student will develop complex skills for problem solving and critical thinking to improve the health and wellness of clients. The course will address the collaborative teamwork required of health care professionals for the person seeking care. The student will learn about principles of role transition from registered nurse to advanced level practice which requires the ability to independently manage care for a client.

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

Equivalent courses: NRSG 539

NRSG 454 The Influential Nurse Leader (3 Credits)

This course prepares advanced practice nurse leaders to inspire individual and organizational excellence by understanding the people they work with and how to effectively use that knowledge in building high-performance working relationships (HLA, 2004). AONL competencies emphasized will be: systems thinking; professional and personal accountability; communication and relationship processes; identifying and using resources to help deliver communications; and relationship and communication at the organizational and departmental level.

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

NRSG 455 Creating a Vision for Nursing Practice (3 Credits)

This course prepares advanced practice nurse leaders to create and attain a shared vision, and to successfully manage change to attain the organization's strategic ends and successful performance (HLA). AONL competencies emphasized will be: identifying stakeholder expectations; communicating the organizational mission, vision, and strategic plan; facilitating alternative dispute resolution; practicing and valuing shared decision making; understanding public relations and involving the community; creating, participating in, and leading teams.

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

NRSG 456 Modern Decision Making in a Collaborative Environment (3 Credits)

This course prepares the nurse executive to apply strategic leadership, business skills, and technology integration to perform at the highest level of nurse executive practice. Financial knowledge gained in this course includes developing and managing operating budget and capital expenditure plans, interpreting and managing statement and resources, and business models for health care institutions. Emphasis on strategic management, including role of governance, aligning expectations with new technological environments, to evaluate and promote achievement of institutional objectives and goals.

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

NRSG 464 Curriculum Development, Assessment, and Evaluation for Nurse Educators (3 Credits)

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

NRSG 465 Facilitating Learning (3 Credits)

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

NRSG 466 Transition to Advanced Professional Practice (3 Credits)

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

NRSG 467 Nurse Educator Role Transition (3 Credits)

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

NRSG 468 Advanced Clinical Knowledge (2 Credits)

This course will use a case study and exemplar approach to enable students to integrate advanced concepts from core and support course content to advance nursing knowledge and clinical judgement in complex practice environments and health care organizations. Clinical interventions and outcomes for specific populations will be explored using standard models for evaluating health outcomes. This course also allows for the opportunity to expand nursing knowledge in the preparation of specialty certification.

Prerequisites: None

NRSG 471 Independent Study for Graduate Nursing (1-3 Credits)

Supervised reading or research outside of program coursework. Permission of program chair required. Consult department for applicability towards degree requirements.

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing or Not Degree Seeking degrees.

Equivalent courses: NRSG 571

NRSG 501 Research Methods (3 Credits)

This course prepares the advanced practice nurse to provide leadership for evidenced based practice. The course emphasizes the integration of knowledge across disciplines and from a variety of sources. Review of research methodology applicable to advanced practice nursing with a focus on application of science to practice and practice to science to solve practice problems and improve health outcomes.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRS 502 Informatics (3 Credits)

This course provides a foundation for the use of information systems and technology to support and improve healthcare systems. The student will be introduced to core informatic principles and information literacy skills in order to evaluate information systems used in healthcare organizations and be positioned to provide the leadership for improvement in those systems. Students will demonstrate knowledge of standards and principles for selecting and evaluating information systems and patient care technology, and related ethical, regulatory, and legal issues.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRS 503 Methods of Program Evaluation and Quality Improvement (3 Credits)

This course emphasizes the importance and meaning of evaluation as an integral part of program design, planning and implementation. Types of evaluation models will be discussed and applied. Established principles and approaches to quality improvement, patient safety, risk management, and performance improvement will be examined and applied.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

Equivalent courses: NRS 316, NRS 403

NRS 504 Evaluation and Translation of the Evidence (3 Credits)

This course explores the theoretical, ethical and practical challenges to translation of evidence across disciplines into practice. The course emphasizes various methods of critical analysis and translation techniques using information technology for direct application across advanced care settings and evaluation strategies focused on problem solving and improvement in patient centered care and outcomes of practice.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRS 510 Theoretical Basis for Nursing Inquiry (3 Credits)

This course explores the theoretical foundations for advanced nursing. Theoretical foundations are the framework that serves as the structure and support for all aspects of nursing inquiry, including the rationale for the inquiry, the problem statement, the purpose, the significance, and the research questions. Focus will be on applying a variety of theories from within and outside of the discipline of nursing to advance nursing practice, education, and administration.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRS 513 Global Perspectives (3 Credits)

This course emphasizes the tools necessary for advanced practice nurses to identify the correct uses and interpret biostatistics for epidemiologic and global health nursing research. The application of these tools will occur through critical appraisal of the nursing literature focused on population health.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

Equivalent courses: NRS 317, NRS 413

NRS 514 Ethics, Health Policy and Advocacy (3 Credits)

This course explores the ethical and legal issues for advanced nursing practice and the role of the APRN in healthcare policy and patient advocacy. Ethical foundations are the framework that serves as the structure and support for all aspects of nursing practice. Focus will be on ethical and legal challenges from within and outside of the discipline of nursing to advanced nursing practice, education, and administration in healthcare. Advanced practice nurses should have specialized knowledge and skills of research, medical, legal and business ethics, health care reform and policy relevant to evidence-based practice in order to advocate for a reduction in health care disparities.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

Equivalent courses: NRS 318, NRS 390, NRS 414

NRS 515 Health Care Systems and Organizational Leadership (3 Credits)

This course prepares the advanced practice nurse leaders to demonstrate understanding of the healthcare system, delivery models and work flow, and the environment in which health care leaders and providers function, within 4 levels of analysis: Customers, staff, systems, and community/environment (HLA1). Graduates will learn to facilitate improvements in health care through application of health economics theory.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

Equivalent courses: NRS 219, NRS 415

NRS 520 Transition to Advanced Practice (3 Credits)

This course explores the role of the advanced practice nurse in healthcare. Understanding the role of the APRN is essential for providing a framework of understanding of the role and level of practice. This course will focus on the history of the advanced practice nurse and evolution of the role, competencies of the advanced practice nurse, MS/DNP competencies and essentials, scope of practice, advanced practice roles, advanced practice environments and legal considerations.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRS 535 Advanced Physiology/Pathophysiology (3 Credits)

This course is designed to prepare advanced practice nurses to diagnose, treat, and manage pathophysiological disorders across primary, tertiary and secondary levels of care. Emphasis is placed on a solid understanding of mechanism of disease and corresponding clinical manifestations for application of evidenced based strategies for diagnosis, treatment and management. Appropriate screening and diagnostic evaluations will be included.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRS 536 Advanced Pharmacology I (2-3 Credits)

This course is designed to prepare advanced practice nurses to use relevant health assessment data to identify appropriate pharmacological treatment using evidenced based guidelines and conforming to the applicable laws, codes and regulation of prescribing. Application of the principles of pharmacokinetics, pharmacodynamics, and evaluation of drug effectiveness, including herbal and natural remedies is emphasized.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 537 Advanced Pharmacology II (2 Credits)

This course will build on the foundation of knowledge from the pharmacology course. Focus will be on the clinical application of advanced pharmacology and pharmacotherapeutics for specialty populations including the older adult, and pediatric populations for disease conditions encountered in primary care settings. Students will learn clinical application of pharmacology with specialized areas including psychiatric medications, the mental health population and prescribing for the complex patient. Uses a body systems approach and includes principles of altered pharmacodynamics related to age, race, and ethnicity. This course will explore the principles of pharmacotherapeutics in advanced practice, including pharmacodynamics, assessment, and decision-making for appropriate drug use, monitoring, education and cost versus benefit of the prescribed drug.

Prerequisites: NRSG 536 and NRSG 520

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 539 Advanced Health Assessment (2-3 Credits)

This course will focus on learning the principles, skills, diagnostic reasoning and practice of advanced assessment for clients within a variety of healthcare settings. The student will learn skills to increase his/her knowledge base regarding diagnostic skills, techniques and integration resulting in a patient diagnosis. The student will develop complex skills for problem solving and critical thinking to improve the health and wellness of clients. The course will address the collaborative teamwork required of health care professionals for the person seeking care. The student will learn about principles of role transition from registered nurse to advanced level practice which requires the ability to independently manage care for a client.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

Equivalent courses: NRSG 439

NRSG 551 Family Systems (2 Credits)

The focus of this course is to review major family perspectives, and theories and to apply this information to modern family issues that can impact health care delivery. The student will analyze the interrelationship between family and society in contemporary life in the United States and globally and reflect on past and present trends in family structure, relationships, and ethics. The course will examine various types of relationships, marriages, and families and how these factors can influence situations in healthcare.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 552 Advanced Diagnostics I (2 Credits)

This course will explore the advanced level procedural and diagnostic skills required for independent practice as an APRN. Students will learn and demonstrate advanced diagnostic and procedural skills that are used within primary care, urgent care and acute care settings. Students will increase their critical reasoning skills as it relates to selecting appropriate diagnostic tests and completing advanced level procedural skills to allow for diagnosis and treatment of a client's healthcare problem. Students will learn and demonstrate these advanced diagnostic and procedural skills within a lab setting.

Prerequisites: NRSG 535 and (NRSG 539

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 553 Advanced Diagnostics II (2 Credits)

This course will explore the advanced level procedural and diagnostic skills required for independent practice as an APRN. Students will learn and demonstrate advanced diagnostic and procedural skills that are used within primary care, urgent care and acute care settings. Students will increase their critical reasoning skills as it relates to selecting appropriate diagnostic tests and completing advanced level procedural skills to allow for diagnosis and treatment of a client's healthcare problem. Students will learn and demonstrate these advanced diagnostic and procedural skills within a lab setting.

Prerequisites: NRSG 535 and NRSG 536 and NRSG 539

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 554 The Influential Nurse Leader (3 Credits)

This course prepares advanced practice nurse leaders to inspire individual and organizational excellence by understanding the people they work with and how to effectively use that knowledge in building high-performance working relationships (HLA, 2004). AONL competencies emphasized will be: systems thinking; professional and personal accountability; communication and relationship processes; identifying and using resources to help deliver communications; and relationship and communication at the organizational and departmental level.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 555 Creating a Vision for Nursing Practice (3 Credits)

This course prepares advanced practice nurse leaders to create and attain a shared vision, and to successfully manage change to attain the organization's strategic ends and successful performance (HLA). AONL competencies emphasized will be: identifying stakeholder expectations; communicating the organizational mission, vision, and strategic plan; facilitating alternative dispute resolution; practicing and valuing shared decision making; understanding public relations and involving the community; creating, participating in, and leading teams.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 556 Modern Decision Making in a Collaborative Environment (3 Credits)

This course prepares the nurse executive to apply strategic leadership, business skills, and technology integration to perform at the highest level of nurse executive practice. Financial knowledge gained in this course includes developing and managing operating budget and capital expenditure plans, interpreting and managing statement and resources, and business models for health care institutions. Emphasis on strategic management, including role of governance, aligning expectations with new technological environments, to evaluate and promote achievement of institutional objectives and goals.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 557 Specialty Care Management (2 Credits)

This course will build on the knowledge of holistic care of the patient learned in Advanced Practice Nursing I, II, and III. The nurse practitioner student will learn how to apply an advanced level of critical thinking, collaborative work, comprehensive assessment and diagnostic reasoning in the diagnosis and holistic treatment of patients across the lifespan for complex patients within primary care, acute care and specialty areas. The student will demonstrate the use of advanced practice skills in health promotion and disease prevention across the lifespan within an acute care and specialty care setting. The nurse practitioner student will learn to critically use subjective and objective data to develop a comprehensive plan of care for a patient by applying advanced level clinical decision-making skills and documentation.

Prerequisites: NRSG 535 and NRSG 536 and NRSG 537 and NRSG 539 and NRSG 560 and NRSG 561 and NRSG 562

Corequisites: NRSG 587

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 560 Advanced Practice Nursing I (3 Credits)

This course will focus on the holistic care of the patient within a primary care setting. The nurse practitioner student will learn how to apply an advanced level of critical thinking, collaborative work, comprehensive assessment and diagnostic reasoning in the diagnosis and holistic treatment of patients across the lifespan within the primary care setting. The student will demonstrate the use of advanced practice skills in health promotion and disease prevention across the lifespan within a primary care setting. The nurse practitioner student will learn to critically use subjective and objective data to develop a comprehensive plan of care for a patient by applying advanced level clinical decision-making skills and documentation in the primary care setting. The primary focus for this course will be common diagnosis in the adult patient.

Prerequisites: NRSG 535 and NRSG 536 and NRSG 537 and NRSG 539

Corequisites: NRSG 584

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 561 Advanced Practice Nursing II (4 Credits)

This course will build on the knowledge of holistic care of the patient learned in Advanced Practice Nursing I. The nurse practitioner student will learn how to apply an advanced level of critical thinking, collaborative work, comprehensive assessment and diagnostic reasoning in the diagnosis and holistic treatment of patients across the lifespan within the primary care setting. The student will demonstrate the use of advanced practice skills in health promotion and disease prevention across the lifespan within a primary care setting. The nurse practitioner student will learn to critically use subjective and objective data to develop a comprehensive plan of care for a patient by applying advanced level clinical decision-making skills and documentation in the primary care setting. The primary focus for this course will management of the acutely ill patient and common diagnosis in the pediatric population.

Prerequisites: NRSG 535 and NRSG 536 and NRSG 537 and NRSG 539 and NRSG 560

Corequisites: NRSG 585

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 562 Advanced Practice Nursing III (4 Credits)

This course will build on the knowledge of holistic care of the patient learned in Advanced Practice Nursing I and II. The nurse practitioner student will learn how to apply an advanced level of critical thinking, collaborative work, comprehensive assessment and diagnostic reasoning in the diagnosis and holistic treatment of patients across the lifespan within the primary care setting. The student will demonstrate the use of advanced practice skills in health promotion and disease prevention across the lifespan within a primary care setting. The nurse practitioner student will learn to critically use subjective and objective data to develop a comprehensive plan of care for a patient by applying advanced level clinical decision-making skills and documentation in the primary care setting. The primary focus for this course will be common diagnosis in Woman's health and specialty areas.

Prerequisites: NRSG 535 and NRSG 536 and NRSG 537 and NRSG 539 and NRSG 560 and NRSG 561

Corequisites: NRSG 586

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 563 Capstone for the Advanced Practice Nurse: Transition to Practice (2 Credits)

The focus of this course will be the role transition from registered nurse to advanced practice nurse. The student will analyze the changes in their new APRN role and how to increase their confidence in the role. Students will explore the requirements needed to successfully transition into their new level of practice including requirements for advanced certifications, licensure and professional requirements.

Prerequisites: NRSG 535 and NRSG 536 and NRSG 537 and NRSG 539 and NRSG 560 and NRSG 561 and NRSG 562

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 564 Curriculum Development, Assessment, and Evaluation for Nurse Educators (3 Credits)

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 565 Facilitating Learning (3 Credits)

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 566 Transition to Advanced Professional Practice (3 Credits)

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 567 Nurse Educator Role Transition (3 Credits)

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 571 Independent Study for Graduate Nursing (1-3 Credits)

Supervised reading or research outside of program coursework. Permission of program chair required. Consult department for applicability towards degree requirements.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

Equivalent courses: NRSG 471

NRSG 580 Practicum Inquiry I (1,2 Credits)

The focus of this course will be the development of the student as a doctoral prepared nurse leader. Students will work directly with a faculty mentor and specific inter- and intra-professional team leaders in various integrative-practice activities with the goal of achieving program outcomes. Students are required to pursue leadership practice experiences that address graduate program outcomes and the DNP Essentials. These leadership practice experiences will lead to development of practice at the highest level as a scholar and nurse leader. AACN Requirements Regarding DNP Practice Experiences (AACN, Essentials of Doctoral Education for Advanced Nursing Practice, 2006, p.19): "...These experiences should be designed to provide systematic opportunities for feedback and reflection. Experiences include in-depth work with experts from nursing as well as other disciplines and provide opportunities for meaningful student engagement within practice environments. Given the intense practice focus of DNP programs, practice experiences are designed to help students build and assimilate knowledge for advanced specialty practice at a high level of complexity..." Must be taken in sequence.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 581 Practicum Inquiry II (1,2 Credits)

The focus of this course will be the development of the student as a doctoral prepared nurse leader. Students will work directly with a faculty mentor and specific inter- and intra-professional team leaders in various integrative-practice activities with the goal of achieving program outcomes. Students are required to pursue leadership practice experiences that address graduate program outcomes and the DNP Essentials. These leadership practice experiences will lead to development of practice at the highest level as a scholar and nurse leader. AACN Requirements Regarding DNP Practice Experiences (AACN, Essentials of Doctoral Education for Advanced Nursing Practice, 2006, p.19): "...These experiences should be designed to provide systematic opportunities for feedback and reflection. Experiences include in-depth work with experts from nursing as well as other disciplines and provide opportunities for meaningful student engagement within practice environments. Given the intense practice focus of DNP programs, practice experiences are designed to help students build and assimilate knowledge for advanced specialty practice at a high level of complexity..." Must be taken in sequence.

Prerequisites: NRSG 580

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 582 PRACTICUM INQUIRY III (1,2 Credits)

The focus of this course will be the development of the student as a doctoral prepared nurse leader. Students will work directly with a faculty mentor and specific inter- and intra-professional team leaders in various integrative-practice activities with the goal of achieving program outcomes. Students are required to pursue leadership practice experiences that address graduate program outcomes and the DNP Essentials. These leadership practice experiences will lead to development of practice at the highest level as a scholar and nurse leader. AACN Requirements Regarding DNP Practice Experiences (AACN, Essentials of Doctoral Education for Advanced Nursing Practice, 2006, p.19): "...These experiences should be designed to provide systematic opportunities for feedback and reflection. Experiences include in-depth work with experts from nursing as well as other disciplines and provide opportunities for meaningful student engagement within practice environments. Given the intense practice focus of DNP programs, practice experiences are designed to help students build and assimilate knowledge for advanced specialty practice at a high level of complexity..." Must be taken in sequence.

Prerequisites: NRSG 581

NRSG 583 Practicum Inquiry IV (2 Credits)

The focus of this course will be the development of the student as a doctoral prepared nurse leader. Students will work directly with a faculty mentor and specific inter- and intra-professional team leaders in various integrative-practice activities with the goal of achieving program outcomes. Students are required to pursue leadership practice experiences that address graduate program outcomes and the DNP Essentials. These leadership practice experiences will lead to development of practice at the highest level as a scholar and nurse leader. AACN Requirements Regarding DNP Practice Experiences (AACN, Essentials of Doctoral Education for Advanced Nursing Practice, 2006, p.19): "...These experiences should be designed to provide systematic opportunities for feedback and reflection. Experiences include in-depth work with experts from nursing as well as other disciplines and provide opportunities for meaningful student engagement within practice environments. Given the intense practice focus of DNP programs, practice experiences are designed to help students build and assimilate knowledge for advanced specialty practice at a high level of complexity..." Must be taken in sequence.

Prerequisites: NRSG 582

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 584 Clinical Practicum I (2 Credits)

The focus of this course will be the development of advanced practice skills as it relates to health promotion and disease prevention for clients within primary care. The student will learn how to use critical and diagnostic reasoning within the clinical setting to holistically assess, diagnose, manage and educate patients across the lifespan. Students will work with a faculty preceptor caring for patients in a clinical setting to use skills based on primary care delivery principles. Students will collaborate with the healthcare team, communicate and document the care of their patients under the supervision of their faculty preceptor. This course will focus on the care of a patient as it relates to physical, sociocultural, psychological, developmental, and spiritual aspects of life.

Prerequisites: NRSG 535 and NRSG 536 and NRSG 537 and NRSG 539

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 585 Clinical Practicum II (2 Credits)

The focus of this course will be the development of advanced practice skills as it relates to health promotion and disease prevention for clients within primary care. The student will learn how to use critical and diagnostic reasoning within the clinical setting to holistically assess, diagnose, manage and educate patients across the lifespan. Students will work with a faculty preceptor caring for patients in a clinical setting to use skills based on primary care delivery principles. Students will collaborate with the healthcare team, communicate and document the care of their patients under the supervision of their faculty preceptor. This course will focus on the care of a patient as it relates to physical, sociocultural, psychological, developmental, and spiritual aspects of life.

Prerequisites: NRSG 535 and NRSG 536 and NRSG 537 and NRSG 539
Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 586 Clinical Practicum III (2 Credits)

The focus of this course will be the development of advanced practice skills as it relates to health promotion and disease prevention for clients within primary care. The student will learn how to use critical and diagnostic reasoning within the clinical setting to holistically assess, diagnose, manage and educate patients across the lifespan. Students will work with a faculty preceptor caring for patients in a clinical setting to use skills based on primary care delivery principles. Students will collaborate with the healthcare team, communicate and document the care of their patients under the supervision of their faculty preceptor. This course will focus on the care of a patient as it relates to physical, sociocultural, psychological, developmental, and spiritual aspects of life.

Prerequisites: NRSG 535 and NRSG 536 and NRSG 537 and NRSG 539
Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 587 Clinical Practicum Elective (2 Credits)

The focus of this course will be the development of advanced practice skills as it relates to care for complex clients within specialty care areas. The student will learn how to use critical and diagnostic reasoning within the clinical setting to holistically assess, diagnose, manage and educate patients within their designated specialty area. Students will work with a faculty preceptor caring for patients in a specialty care clinical setting to use skills based on primary care delivery principles to care for complex clients. Students will collaborate with the healthcare team, communicate and document the care of their patients under the supervision of their faculty preceptor. This course will focus on the care of a patient as it relates to physical, sociocultural, psychological, developmental, and spiritual aspects of life.

Prerequisites: NRSG 535 and NRSG 536 and NRSG 537 and NRSG 539
Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 590 Doctorate Project I (2 Credits)

These series of courses are designed to mentor the graduate student in completion of their final doctoral project. This is a scholarly project with the purpose of translating evidence into practice. This final project culminates in the final semester and reflects an area of specialization chosen by the graduate student. The DNP project demonstrates mastery and integration of the DNP Essentials (AACN 2006), the student's specialty, and advanced nursing practice at the highest level. Must be taken in sequence.

Prerequisites: NRSG 501 and NRSG 504

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 591 Doctorate Project II (1 Credit)

These series of courses are designed to mentor the graduate student in completion of their final doctoral project. This is a scholarly project with the purpose of translating evidence into practice. This final project culminates in the final semester and reflects an area of specialization chosen by the graduate student. The DNP project demonstrates mastery and integration of the DNP Essentials (AACN 2006), the student's specialty, and advanced nursing practice at the highest level. Must be taken in sequence.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 592 Doctorate Project III (1-2 Credits)

These series of courses are designed to mentor the graduate student in completion of their final doctoral project. This is a scholarly project with the purpose of translating evidence into practice. This final project culminates in the final semester and reflects an area of specialization chosen by the graduate student. The DNP project demonstrates mastery and integration of the DNP Essentials (AACN 2006), the student's specialty, and advanced nursing practice at the highest level. Must be taken in sequence.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 593 Doctorate Project IV (1 Credit)

These series of courses are designed to mentor the graduate student in completion of their final doctoral project. This is a scholarly project with the purpose of translating evidence into practice. This final project culminates in the final semester and reflects an area of specialization chosen by the graduate student. The DNP project demonstrates mastery and integration of the DNP Essentials (AACN 2006), the student's specialty, and advanced nursing practice at the highest level. Must be taken in sequence.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 594 DOCTORATE PROJECT V (1 Credit)

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

Nutrition (NUTR)

NUTR 113 Exploring Nutrition (4 Credits)

This course explores the relationship between food, nutrition, and health. Students will be introduced to the fundamental functions and dietary sources of macronutrients (carbohydrates, lipids, proteins) and micronutrients (vitamins and minerals). Applications in health assessment, energy balance, basic metabolism, human performance, disease risk, and the social determinants of health are emphasized. Must enroll in laboratory concurrently. This course is required for the following majors: Nutrition, Nursing, Exercise and Health Science.

Prerequisites: None

Corequisites: NUTR 113L

Equivalent courses: NUTR 110, NUTR 125

Attributes: Natural World (NW), Thematic Encounter1/2-Justice

NUTR 113L LABORATORY (0 Credits)

Prerequisites: None

Corequisites: NUTR 113

NUTR 215 Health Science Literacy and Research Methods (2 Credits)

This course provides a comprehensive introduction to the essential skills of information literacy, scientific research, critical thinking, and evidence-based decision making. The first module focuses on health science information literacy, teaching students to discern reliable sources, employ search strategies, and critically assess information credibility. Emphasis is placed on ethical considerations in information use and promoting responsible engagement with diverse sources. The second module introduces students to research design methods used in various health sciences with a focus on nutrition. Practical exercises and case studies deepen understanding, fostering a hands-on approach to scientific inquiry. The final module explores Critical Thinking, honing analytical skills through the examination of current issues in nutrition and health. Students will learn to identify assumptions, evaluate arguments, and develop evidence-based conclusions. Written communications and oral group discussions will aim to encourage diverse perspectives.

Prerequisites: NUTR 113

Restrictions: Enrollment limited to students with the 2024-2025 Registration Cohort or 2025-2026 Registration Cohort attributes.

Equivalent courses: NUTR 395

NUTR 220 Exploring Weight Issues: Obesity and Eating Disorders (2 Credits)

This course examines the diagnostic criteria and current prevalence of obesity and eating disorders (ED), including anorexia nervosa and bulimia nervosa. The course will explore the multi-factorial causes and consequences of obesity and eating disorders, and the latest clinical treatment options, including an in-depth look at the theory and evidence behind many of the popular diets. The last section of the course will discuss prevention strategies for ED and obesity, and include novel public health approaches to the prevention of obesity.

Prerequisites: NUTR 110 or NUTR 125 or NUTR 113

NUTR 223 Introduction to Food Science (4 Credits)

Introduction to Food Science is intended to provide an introduction to the principles related to the composition and chemical and physical properties of food. Chemical reactions that occur in foods due to formation, processing, and preparation procedures will be presented. This course includes a laboratory component that focuses on the functions of ingredients and preparation techniques in a variety of complex foods. The laboratory also focuses on sensory and objective characteristics of foods given certain changes in ingredients or preparation techniques.

Prerequisites: None

Corequisites: NUTR 223L

Restrictions: Students cannot enroll who have a major in Dietetics.

NUTR 223L Laboratory (0 Credits)

Prerequisites: None

Corequisites: NUTR 223

NUTR 225 Food & Culinary Science (NW) (4 Credits)

A laboratory-based foods course which examines the underlying principles of chemistry, biology, and physics that influence food quality. Employing the scientific method, students observe the effects of modifying ratios and types of ingredients, as well as altering food preparation methods on a variety of food products. Emphasis is placed on classic culinary techniques in the preparation of food, and sensory and objective evaluation of the results of food experiments. Issues in food safety, technology, and biotechnology are discussed throughout this course.

Prerequisites: None

Corequisites: NUTR 225L

Attributes: Natural World (NW), Thematic Encounter1/2-Movement

NUTR 225L Laboratory (0 Credits)

Prerequisites: None

Corequisites: NUTR 225

NUTR 230 Food and Culture (4 Credits)

Food and Culture examines how food functions in society and culture beyond the mere provision of nutrients. How do people use food to establish and communicate their individual, group, and social identity? How does food security contribute to social and cultural development? How do factors, including gender and ethnicity, influence food choices, food preferences, and views on health and wellness? These questions, and more, will be critically examined through reading, personal essays, and a group project that examines the foodways of a specific culture or ethnic group.

Prerequisites: None

Restrictions: Enrollment is limited to students with a major, minor, or concentration in Nutrition. Enrollment limited to students with the 2025-2026 Registration Cohort attribute.

Attributes: CSD: Identity (CI)

NUTR 231 Sustainable Cuisine (2 Credits)

This course addresses making food choices that positively impact climate change, the environment and human health, with a laboratory component focusing on the sustainability of the food we eat. Food sourcing, nutritional considerations, food preparation methods, and waste reduction will be examined. Emphasis is placed on classic culinary techniques in the preparation of plant rich foods, and sensory and objective evaluation of the results of prepared foods and experiments. Issues in food safety, technology, and biotechnology are discussed throughout this course.

Prerequisites: None

Corequisites: NUTR 231L

NUTR 231L Laboratory (Food Cuisine) (0 Credits)

Prerequisites: None

Corequisites: NUTR 231

NUTR 232 Eating for Optimal Health (2 Credits)

This course explores the relationship between food and health, making it an ideal course for students working towards a pre-health career. Using a targeted application of evidence-based nutrition science information, students will prepare and create recipes and menus to enhance human nutrition and wellness. Hands-on laboratory culinary experiences provide skills to prepare foods for oneself and to teach others to do likewise.

Prerequisites: NUTR 113 or (NUTR 110 and NUTR 125)

Corequisites: NUTR 232L

NUTR 232L Laboratory (Eating for Optimal Health) (0 Credits)

Prerequisites: None

Corequisites: NUTR 232

NUTR 240 Food Systems: Policy and Controversies (2 Credits)

This course is focused on the interrelationships between nutrition, various food systems, and agriculture. Food security, genetic modification, sustainability, and factors that impact producers and consumers will be emphasized.

Prerequisites: NUTR 125

Equivalent courses: NUTR 260D

NUTR 260E Nutrition and Human Performance (2 Credits)

This course is designed to provide an overview of nutrient use in physical activity and nutrition strategies to improve human performance across the lifespan. Within the course, students will learn basic concepts of energy metabolism, hydration, and nutrient requirements for a variety of physical activity levels for different age groups including childhood, adolescence, and older adulthood. Additional topics may include ergogenic aids, fad diets, weight gain/loss for physical performance, gastrointestinal issues, vegetarian/vegan diets for performance, and nutrient needs for physical activity in pregnancy.

Prerequisites: NUTR 110 or NUTR 125 or NUTR 113

NUTR 260F Topics: Gut Nutrition (2 Credits)

This course will explore the relationship between the digestive system and the gut microbiome in health and disease. The role of diet, lifestyle factors, medications, and the aging process on the gut microbiome and their subsequent impact on health will be discussed in depth. Specific focus will be placed on the development and modification of the gut microbiome over time, as well as the role of the gut microbiome in the development of chronic noncommunicable diseases such as coronary artery disease, hypertension, type 2 diabetes, cancer, Alzheimer's disease, and depression.

Prerequisites: (BIOL 101 or BIOL 100) and CHEM 125 and NUTR 113

NUTR 271 Individual Learning Project (1-4 Credits)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

NUTR 300 Culinology of French Cuisine (2 Credits)

Structure of the class will combine lecture, discussion, and readings examining the food science behind the essential elements of French cuisine. Culinology®, Culinary Science, combines culinary arts and food science and technology to create safer more wholesome food. Research on food production and preservation will be combined with culinary preparation technique to create appealing food from a taste, texture and visual perspective. Students will also spend time with experiential learning in the food science laboratory applying knowledge previously discussed in the classroom.

Prerequisites: (NUTR 110 or NUTR 113 or NUTR 125) and NUTR 225

Equivalent courses: NUTR 260A

NUTR 301 Diet, Health & Disease Prevention (4 Credits)

A comprehensive overview of the evidence-based recommendations for diet and nutrition in the promotion of optimal health status and prevention of chronic disease. Dietary patterns and the role of genomics in health and disease will be examined. Diet and nutrition recommendations for the prevention of cardiovascular diseases, metabolic syndrome, Type 2 diabetes, cancer, and obesity will be emphasized.

Prerequisites: (NUTR 110 or NUTR 113 or NUTR 125)

NUTR 302 Physiology of Weight Regulation (2 Credits)

This is a combined discussion and lecture-based course which provides an overview of physiological processes that contribute to the regulation of body weight in humans. Concepts covered include the role of the brain in energy balance, adipose tissue hormones, gut hormones, the role of the gut microbiome in energy balance, and the influence of other physiological and environmental factors on adiposity. Students will be expected to read and interpret technical journal articles.

Prerequisites: (NUTR 125 or NUTR 113) and (BIOL 216 or BIOL 201 or BIOL 200 or BIOL 221 or BIOL 221Z) and (CHEM 125 or CHEM 125A or CHEM 125B or CHEM 125C)

Equivalent courses: NUTR 260B

NUTR 305 Leadership in Dietetics (2 Credits)

This course is focused on professional knowledge and skill development related to practice issues in dietetics, such as Standards of Practice, professional ethics, health care ethics, health care policy and reform, and legislative involvement. Students will have the opportunity to develop a professional portfolio, and establish career goals. Fall.

Prerequisites: NUTR 323 and (NUTR 330 and (NUTR 343

Restrictions: Enrollment is limited to students with a major in Dietetics, Nutrition or Nutrition Science (Old). Students with the 2023-2024 Registration Cohort, 2024-2025 Registration Cohort or 2025-2026 Registration Cohort attributes may not enroll.

NUTR 312 Nutrition Assessment (2 Credits)

Concepts and skills related to the process of obtaining, verifying, and interpreting data related to nutritional health is the focus of the course. The Nutrition Care Process, recognized by the Academy of Nutrition and Dietetics, will be used for collection and analysis of data, establishing a nutrition diagnosis, and creating focused diet and lifestyle interventions to improve nutrition status and health.

Prerequisites: (NUTR 125 or NUTR 113) and NUTR 323

Equivalent courses: NUTR 331

NUTR 319 Macronutrients (2 Credits)

This course builds on the introductory nutrition course information for macronutrients (carbohydrates, lipids, and protein). Students examine metabolic pathways from a holistic perspective on how the body efficiently utilizes macronutrients for energy production and regulation. Practical applications of nutritional principles will be emphasized.

Prerequisites: (NUTR 113 or NUTR 110 or NUTR 125) and CHEM 125

NUTR 320 Micronutrient Metabolism and Nutritional Supplementation (2 Credits)

Micronutrient metabolism is the study of micronutrients (vitamins and minerals) and includes discussion of the food sources, process of digestion, absorption, metabolism, and biochemical functions of micronutrients. Micronutrients are essential in the diet and often play supporting biochemical roles in energy metabolism of macronutrients. Micronutrients are often supplemented in the diet and this course will discuss the risks and benefits of supplementation for various conditions and diverse/ global populations at the biochemical level. Metabolism and biochemistry are explored in this class by investigating deficiency or toxicity manifestations and resulting metabolic and physiological consequences. For example, how might someone with vitamin D deficiency be at higher risk for other metabolic conditions? Classroom time will explore micronutrient metabolism in depth and provide opportunities to apply the concepts to deepen understanding.

Prerequisites: (NUTR 125 or NUTR 113) and CHEM 125

Equivalent courses: NUTR 331

NUTR 323 Public Health Nutrition: Infancy Through Aging (4 Credits)

This course studies human growth and development across the lifespan, from preconception, pregnancy and lactation, infancy through childhood, adolescence, adulthood, and older adults. A public health approach is used to examine the unique needs of each population, accounting for the impact of social determinants of health and identifying health disparities. Students will explore current nutrition and health guidelines, specific to each lifespan stage, while identifying programs or policies to improve health and reduce inequalities.

Prerequisites: NUTR 125 or NUTR 110 or NUTR 113

Attributes: Social World (SW), Thematic Encounter3 - Justice

NUTR 326 Global Malnutrition and Disease (4 Credits)

This upper division Nutrition course will allow students to build upon fundamental concepts of nutrition and apply them to real-world applications in the context of global health. Food security, the burden and origins of disease, social economic status, policy, education, and natural disasters all impact nutrition globally and will be emphasized.

Prerequisites: You must take INTG 100 or 205 prior to taking a Thematic Focus Course. You must take a Cultural and Social Difference: Identity (CI) course prior to or at the same time as Thematic Focus Courses.

Attributes: Social World (SW), Thematic Focus - Truth

NUTR 330 Nutritional Biochemistry and Assessment (Macronutrients) (4 Credits)

The physiological functions and biochemistry of carbohydrates, lipids, and protein will be explored comparing normal metabolism to the altered metabolism of selected disease states (alcoholism, diabetes, etc.).

The laboratory will emphasize research design and techniques for determining nutritional status. Students will learn how to formulate a hypothesis, design experiments, collect data, measure and interpret nutritional assessment parameters, integrate and analyze information, answer research questions, and draw appropriate conclusions. Fall.

Prerequisites: NUTR 113, CHEM 250 Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Attributes: Thematic Focus - Truth

NUTR 333 Nutrition Therapy - Chronic Disease (4 Credits)

Intended for students enrolled in the Didactic Program in Dietetics (DPD), the course provides an overview of the role of the diet and nutrition in the management and treatment of selected diseases. Class theory will emphasize how diet contributes to the pathophysiology of disease process and why diet is altered in response to certain pathologies.

Topics include the Nutrition Care Process, nutrigenomics, cardiovascular diseases, diabetes, obesity, food allergies and intolerances, and gastrointestinal disorders.

Prerequisites: NUTR 323 and (NUTR 330)

NUTR 337 Nutrition Therapy - Critical Care (4 Credits)

Intended for students enrolled in the Didactic Program in Dietetics (DPD), the course presents an overview of the role of diet and nutrition in the management and treatment of selected conditions and diseases. Class theory will emphasize how diet is altered in response to certain pathologies, and will cover topics such as kidney diseases, cancer, critical care nutrition, nutrition support, and pulmonary diseases, Spring.

Prerequisites: NUTR 323 and NUTR 330 (may be taken concurrently)

Restrictions: Enrollment is limited to students with a major in Dietetics.

NUTR 341 Nutrition Education (2 Credits)

This course examines the principles and theories of effective nutrition education. Using the principles and theories, students engage in projects such as developing and delivering nutrition education presentations for adults and/or children, creating public displays, writing nutrition articles and materials, and using and evaluating media.

Prerequisites: (NUTR 125 or NUTR 113) and NUTR 323

NUTR 341L Laboratory (0 Credits)

Prerequisites: None

Corequisites: NUTR 341

NUTR 342 Interviewing and Counseling Skills (2 Credits)

The course examines the principles and theories that provide a framework for successfully influencing behavior and motivating behavior change. Basic concepts of counseling theory, methods, and interviewing strategies are addressed.

Prerequisites: NUTR 125 and NUTR 323

NUTR 342L Laboratory (0 Credits)

Prerequisites: None

Corequisites: NUTR 342

NUTR 343 Food Production and Procurement (4 Credits)

The principles of food planning and production, menu planning, procurement, service and distribution, sanitation and safety, and facility management—including layout, design, and equipment selection—are addressed using a system approach to food service operations. Significant hands-on quantity food production laboratory experiences will take place in the large-scale kitchens of CSB/SJU and the surrounding community. A final class catering project will reflect a culmination of the theory discussed throughout the course and the experience gained in supervised practice.

Prerequisites: NUTR 225

Corequisites: NUTR 343L

NUTR 343L Laboratory (0 Credits)

Prerequisites: None

Corequisites: NUTR 343

NUTR 345 Entrepreneurship and Management in Food Industry (4 Credits)

The course will provide a forum for studying the process of management, which provides the framework for discussion of leadership in the profession. Emphasis will be placed on the foodservices system, where management and leadership decisions are made with the understanding of their effect on the whole as well as the parts. The course begins with a review of important background information: paradigms and societal transformations; systems theory; ethics; and social responsibility.

The following major management functions are covered to provide the guiding structure for review of the fundamental principles and responsibilities of the modern leader in food and nutrition services:

1) planning, decision-making, and communication and marketing; 2) organizing structures; 3) leadership and organizational change; 4) human resources management; and 5) controls and financial management.

Students will engage in a unique hands-on experience building on their prerequisite knowledge of Experimental Food Science (NUTR 225) and Food Production and Procurement (NUTR 343) as they develop and operate a small company. Students will develop a business plan and examine the managerial functions of planning, organizing, human resource management, leadership, and controlling the financial and quality factors within the structure of their system. In the process, students will market their company to potential clients and ultimately produce and serve foods designed to meet client expectations. The course consists of lecture, research, and development labs and outside catered events.

Prerequisites: (NUTR 223 or NUTR 225) and NUTR 343

Corequisites: NUTR 345L

Attributes: Cmnty Engaged Learning Req, Social World (SW)

NUTR 345L Laboratory (0 Credits)

Prerequisites: None

Corequisites: NUTR 345

NUTR 350 Public Health & Community Nutrition (2 Credits)

Public health and community nutrition programs are aimed at protecting the health of diverse populations, addressing health inequities, and focusing on disease prevention. This course will explore the role, function, and opportunities that public health programs provide in relationship to community health. Federal, state, and local programs will be discussed. Students will examine the goals of various programs and how they promote nutrition, tackle current public health challenges, and improve the well-being of various populations.

Prerequisites: NUTR 323

NUTR 371 Individual Learning Project (1-4 Credits)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department are required. Consult department for applicability towards major requirements.

Prerequisites: None

NUTR 377A Native Food Sovereignty (4 Credits)

This course focuses on the role of food sovereignty and nutrition in the context of Native and Indigenous population experiences and health. This course will focus on the ways that colonization affected the norms and structures of Indigenous food practices. Students will also investigate different biological, social, and political factors that have led to Native populations experiencing a high prevalence of chronic disease in the United States.

Prerequisites: You must take INTG 100 or 205 prior to taking a Thematic Focus Course. You must take a Cultural and Social Difference: Identity (CI) course prior to or at the same time as Thematic Focus Courses.

Attributes: Natural World (NW), Thematic Focus - Justice

NUTR 380 Nutrition Research Seminar I (2 Credits)

This course is the first in a two semester seminar sequence intended to introduce students to the process of conducting research. In this seminar course, students will: develop a research question; conduct a literature search; learn about types of research designs and their appropriate use; write a research proposal; learn about the institutional review process (IRB) and informed consent. Students typically enroll Spring of junior year.

Prerequisites: NUTR 323

Restrictions: Enrollment limited to students with a class of Junior, Sophomore or Senior.

NUTR 381 Nutrition Research Seminar II (2 Credits)

This course is the second in a two-semester sequence intended to introduce students to the process of conducting research. In this second seminar course, students will: learn how to develop research budgets and seek funding; review and apply basic statistical methods to analyze data; practice data analysis and graphic presentation; write abstracts; and develop a poster presentation and a formal oral presentation. Fall.

Prerequisites: NUTR 330 and MATH 124

NUTR 390 Independent Nutrition Research (1-4 Credits)

Students, working with a research advisor, engage in independent research. Students are expected to meet regularly with the research advisor(s) and follow a jointly agreed upon schedule of planned meetings or stages of work. Students will be required to present the outcome of the research project to a public audience. Number of credits assigned will vary by project (1 credit = 4 hours/week of work). Permission of the chair required for registration.

Prerequisites: None

NUTR 395 Senior Nutrition Seminar (2 Credits)

A discussion-based course that will focus on contemporary issues in food and nutrition. Students will prepare and present a major paper to participants in the course. Emphasis will be placed on analysis, interpretation, and application of evidence from major sources in the discipline.

Prerequisites: (NUTR 125 or NUTR 113) and NUTR 225 and NUTR 323

NUTR 396 Nutrition Research Capstone (2 Credits)

This capstone experience focuses on individual research. Students develop their own individual research project and progress through each step of the research process. Suitable research topics are integrative in nature, requiring students to utilize their nutrition background and aspects of other disciplines. Students will design, collect, and analyze their data, complete a paper, and present their research. Spring

Prerequisites: NUTR 380 and NUTR 381

NUTR 397 Internship (1-16 Credits)

Completed Internship form is required. See XPD Web Page.

Prerequisites: None

Attributes: Experiential Engagement (EX)

Peace Studies (PCST)

PCST 111 Introduction to Peace and Conflict Studies (4 Credits)

Recognizing conflict as an inevitable part of the human condition, scholars in the field of peace studies seek answers to two fundamental questions: (1) Why do people use violence to settle conflicts? and (2) Are there effective nonviolent alternatives? This course surveys a broad range of issues in the field, from war to peace and from interpersonal to intergroup and international conflicts. Students will be introduced to foundational disciplinary concepts (such as negative peace, positive peace, structural violence, and restorative justice) and skills (such as mediation, negotiation, and nonviolent direct action). Fall and Spring

Prerequisites: None

Attributes: CSD: Identity (CI)

PCST 121 Solidarity & Difference (4 Credits)

The United States is growing more diverse year by year and seemingly more divided as well. What does solidarity look like in a profoundly diverse and deeply divided society? How can people work together for social justice together with members of different identity groups? In this course, students will examine gender, race, ethnicity and class in the United States as forces that shape individual and group identities in ways that both unite and divide us. Students will learn to think critically about their own gendered, racial, ethnic and class identities; understand the social and cultural factors that shape and contribute to each of these identities; examine case studies of inter-group efforts to create justice; and identify resources to foster meaningful solidarity practices that can help to bring about social change. No prerequisites.

Prerequisites: None

Attributes: CSD: Identity (CI)

PCST 123 Islam in the USA: Gender, Race, and Ethnicity (4 Credits)

After introducing Islam, this course examines gender, race, and ethnicity, among Muslims in the United States. It analyzes American Muslims' conceptions of gender, and those conceptions' relationships with historical ideas about gender in Islam while examining the relationships between ethnicity and religiosity among the largest ethnic groups of Muslims in the United States which include Arabs and non-Arab Middle Easterners, South Asians, and African Americans. The course will examine the role of race among persons in those and other groups in the United States. The course will give attention to Somalis in Minnesota, virtually all of whom are Muslims, their religiosity, and the similar and dissimilar sociological patterns with respect to them and other Muslims in the United States with respect to gender, race, and ethnicity. This course has no prerequisites because it is a CSD1 course. Offered for A-F grading only.

Prerequisites: None

Attributes: CSD: Identity (CI)

PCST 180 Summer Topics (1-4 Credits)

A series of topics courses offered during the summer term.

Prerequisites: None

PCST 271 Individual Learning Project (1-4 Credits)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

PCST 277A Theory & Practice of Nonviolence (4 Credits)

This course will examine the history, theory, and practice of nonviolence, focusing on the power and limits of nonviolent direct action as a force for social change. We will explore the historical and philosophical roots of nonviolence, compare case studies of historical and contemporary unarmed struggles, study some of the practical skills necessary for disciplined nonviolent action, and identify some important critiques of nonviolence.

Prerequisites: You must take INTG 100 or 205 prior to taking a Thematic Focus Course. You must take a Cultural and Social Difference: Identity (CI) course prior to or at the same time as Thematic Focus Courses.

Equivalent courses: PCST 221

Attributes: Social World (SW), Thematic Focus - Justice

PCST 334 Political Systems in the Middle East: Gender, Race, and Ethnicity (4 Credits)

This course will analyze political systems in the Middle East chronologically beginning with political patterns set forth by the Muslim prophet Muhammad in the seventh century, through Islam's medieval periods, to political systems in that region during the modern and contemporary periods. The course will consider a variety of political and economic systems and ideologies in the Middle East including democracy, authoritarianism, nationalism, capitalism, socialism, and ethnic political mobilization, as well as Islam and Islamic political systems. The course will analyze the ways which the Middle East's political systems have appropriated gender, race, and ethnicity and their roles in political and economic systems, laws, constitutions, political participation, protests, and ideology. A-F Grading Only.

Prerequisites: Before taking a Cultural and Social Difference: Systems Courses (CS) you first must complete the following Integrations requirements; Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Attributes: CSD: Systems (CS)

PCST 346 Mediation and Conflict Resolution (4 Credits)

This course will explore the theory and practice of peacebuilding approaches to the prevention, resolution and transformation of conflict and the development of positive relationships. It will discuss case studies and theories of change. It will focus on negotiation, mediation and restorative justice and will include role plays and various exercises for skill development.

Prerequisites: None

PCST 347 Human Rights (4 Credits)

This course will examine the history and development of international human rights concepts, organizations and institutions. The full range of human rights will be explored, including civil, political, economic and social rights as well as the right to development and a healthy environment. Topics such as the relationship between human rights and culture, women's issues, religion and globalization will also be discussed. Case studies will be used to examine the efforts of governments, nongovernmental organizations (such as Amnesty International) and the international community to implement and protect human rights.

Prerequisites: None

PCST 348 Social Change (4 Credits)

How do social movements emerge and develop? How are they organized? What are the different strategies and tactics groups use for social change? Why are some social movements successful, while others fail to have an impact? This course will attempt to answer these and other key questions about social movements and social change by examining selected social movements in the U.S. and other countries. The course will also explore the globalization of social movements.

Prerequisites: None

Equivalent courses: SOCI 337N

PCST 349 International Law and International Organization (4 Credits)

International law and international organizations are instruments for creating, maintaining, and altering our world. In domestic law, members are able to define the character of their society and design and enforce laws accordingly. But, can this be done in international society? This course explores the potential and limitations of law between sovereign states and those organizations comprised of states to address the challenges our world faces. In addition, we will go beyond the nation state to explore the ways in which non state actors are playing greater roles in the shaping of global values. Select non governmental organizations (NGOs), including multi national corporations (MNCs), the Catholic Church, women's organizations, drug trafficking organizations, terrorist organizations, and international development organizations will be examined to augment the traditionally state centric focus of many international law and organization courses.

Prerequisites: None

Equivalent courses: POLS 353

PCST 352 Race and Racism in the U.S. (4 Credits)

This course will examine race and racism as sources of conflict and violence in the United States, along with nonviolent approaches to the transformation of race conflicts. We will examine the biology and social construction of race, the dynamics of white privilege, and the work of anti-racist and other race-related movements.

Prerequisites: None

Attributes: Human Experience (HE), Thematic Encounter3 - Justice

PCST 354 Global Environmental Politics (4 Credits)

This course explores the efforts of nation-states to collectively deal with global environmental problems, identifies alternatives to the nation-state (e.g. environmental NGOs), and studies domestic political movements to protect the environment. As a historically-rooted endeavor, this course examines how global environmental action has emerged as a result of increased international cooperation, newly available scientific information, ambivalence about the success of development, and changing attitudes regarding our responsibility to nature. Through the application of social science concepts such as the "tragedy of the commons," collective action theory, and regime formation theory, students will attempt to devise public policy solutions for global environmental issues. Many global environmental effects are felt most strongly in the developing world and these countries' experiences have given rise to many of the most potent critiques of modernization and development theory, both of which contribute to the course emphasis on areas outside of Western Europe and the United States. Alternate years.

Prerequisites: None

PCST 368A Conflict Transformation in Latin America (4 Credits)

By using a case study approach, this course will explore environmental, economic and ethnic dimensions of conflict in specific sites in Latin America. The case studies related to issues such as indigenous social movements, resource extraction, and migration of peoples will be anchored in representations of lived experience (testimonial essay, film or narrative). Using John Paul Lederach's *Imaginación moral* as a guide we will combine analytical lenses and creative processes in a practice oriented approach to conflict transformation. Throughout the semester student groups will research their own case study of conflict and make use of the skills they are developing to design and facilitate an interactive learning event. The course will be conducted in Spanish. Prerequisite: HISP 312 or 316 & 1 additional course 320 or higher

Prerequisites: HISP 312 or HISP 316

Equivalent courses: HISP 356H

PCST 368E Justice, Peace and Reconciliation (4 Credits)

From the Book of Exodus to the Hebrew prophets and the New Testament, one finds the utopian vision of a just, peaceful and reconciled world, summarized in the biblical term "shalom." Through the study of biblical texts and contemporary writings, we will explore the Judeo-Christian tradition's vision of justice, peace and reconciliation. Through the analysis of case studies we will explore how individuals, organizations and communities in the tradition are working to bring about shalom in various parts of the world through such means as nonviolent action, the defense of human rights, methods to conflict resolution and transformation, and efforts for peacebuilding and reconciliation

Prerequisites: (THEO 111 or THEO 100 or HONR 240A or HONR 240B or INTG XXXG) and (HONR 101 or HONR 220A or HONR 110 or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Equivalent courses: CORE 369E, THEO 349D

Attributes: Theological Integration (TI), Writing Requirement (WR)

PCST 368G Religion, Society and Politics (4 Credits)

Recent developments in the United States and other parts of the world have led observers to look closely at religious groups, beliefs and activities concerning the state, society and sociopolitical issues like cultural diversity and war and peace. In this course we will examine the Judeo-Christian tradition and address such questions as: What is the relationship between religion and ethnicity and religion and nationalism? What is religious fundamentalism? How do various groups view their relationship with the state and the broader society? What kinds of social and political goals do religious groups have and how do they try and achieve them? We will try to answer these and other questions through the study of historical and sociological case studies and selected religious texts reflecting the range of belief and practice in the Judeo-Christian tradition.

Prerequisites: (HONR 240A or THEO 111 or THEO 100 or HONR 240B or INTG XXXG) and (HONR 101 or HONR 110 or HONR 220A or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Equivalent courses: THEO 348

Attributes: Theological Integration (TI), Writing Requirement (WR)

PCST 368H Political Violence (4 Credits)

Since the end of the Cold War most political violence has occurred within nation-states rather than between them. In this course we will explore theories and research on political violence, covering such topics as terrorism, ethnic violence and civil war. Besides looking at global patterns of political violence, the course will include selected case studies from Africa, Central America, and Europe. Methods of preventing and resolving violent political conflicts also will be examined.

Prerequisites: None

PCST 368I Hitler, Bin Laden & Peace (4 Credits)

A common assumption used to justify war goes like this: "When facing threats of genocide or terrorism, military force is the only justifiable response, because only violence can succeed against an amoral enemy." Even President Obama, when accepting the Nobel Peace Prize, claimed: "A non-violent movement could not have halted Hitler's armies. Negotiations cannot convince al Qaeda's leaders to lay down their arms." Is Obama right? What does the available evidence tell us? In this course we will explore two of the toughest questions in peace studies: are nonviolent responses to terrorism, genocide, and other atrocities possible, and can they succeed against a brutally ruthless opponent? Our examination of the growing literature in this field will reveal answers that are more complicated, and more promising, than popular wisdom suggests.

Prerequisites: None

PCST 368J Nongovernmental Organizations (4 Credits)

In this course we will explore such global topics as development, health, peace & conflict, environment, gender, food security, and human rights, and investigate the work of nongovernmental organizations (NGOs) in these areas. We will look at the work of both faith-based and secular NGOs within countries and at such intergovernmental organizations as the United Nations. We will also discuss transnational networks of NGOs and the concepts of civil society/global civil society. There are no prerequisites for the course.

Prerequisites: None

PCST 368K Masculinities in War & Peace (4 Credits)

In this course we will examine the multiple definitions and constructions of masculine identity that emerge from human experiences with war and peace. We will examine the Warrior as the archetype of masculinity, discuss alternative conceptions of masculine identity, and explore ways of rethinking masculinity to help build cultures of peace. We will also take a look at some of the complex interconnections between masculinities, gender, sex, and nationality.

Prerequisites: None

Equivalent courses: GEND 360G

PCST 368L Seminar: Hispanic Culture: Conflict Transformation in Latin America (4 Credits)

Global Process—Local Conflict: By using a case study approach to conflict in Latin America, this course will consider events and experiences of the global colliding with the local. Environmental, economic and cultural considerations will be explored through representations of lived experience in the form of essay, film and narrative. Case studies may include: indigenous social movements, responses to privatization of water, and conflicts emerging around resources. Making use of specific sites in Latin America, the course will introduce tools for analyzing conflict and provide practice in approaches such as stakeholders mapping and role-play. Student groups will research their own case study of conflict and facilitate an interactive learning event. The course will be conducted in Spanish. Prerequisite: HISP 312 and at least one HISP course at 320 or above or instructor approval.

Prerequisites: HISP 312 or SPAN 312

Equivalent courses: HISP 356A, SPAN 356A

PCST 368S The Medical Professional in the Age of Global Health (4 Credits)

The word “professional” today connotes an individual with well-developed skills, specialized knowledge, and expertise, who conforms to the standards of a profession. The original meaning of “professional” as one who “makes a profession of faith” in the face of demanding circumstances has been all but lost in the medical profession. This class will use the burgeoning literature of medicine, written by, for, and about medical professionals, in order to explore the full range of “professional” challenges facing today’s medical professionals. By exploring the efforts of medical professionals to counter the institutional forces that constrain them and to find their own solid ground to stand upon, this course aims to cultivate the habit of moral reflection in future medical professionals. Although this course will primarily focus on health care professionals, it should also be of interest to those aspiring to other non-medical careers and all who desire better health care for themselves and others. This course incorporates a preceptor-led discussion of actual medical encounters where returning alums in the medical field visit the class either in-person or virtually to lead discussions and share their insights.

Prerequisites: None

PCST 370GA The Evolution of Human Rights: From Cyrus to the Global War on Terror (3 Credits)

Prerequisites: None

Corequisites: XXXX 53

PCST 371 Individual Learning Project (1-4 Credits)

Supervised reading or research at the upper-division level. Projects are understood to be part of a student’s concentration area work. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Not available to first-year students.

Prerequisites: None

PCST 397 Internship (1-8 Credits)

Each peace studies major is required to spend a minimum of 160 hours in a placement relating to his or her area of interest in the field. All student proposals for internships will meet the criteria established by the peace studies program and will demonstrate the relationship of the proposed internship to the purposes of the program. Ordinarily, the internship will precede PCST 399.

Prerequisites: None

Attributes: Experiential Engagement (EX)

PCST 399 Peace Studies Capstone (4 Credits)

This course enables senior peace studies majors and minors to begin integrating their academic experiences into a more comprehensive view of the field, while giving them the opportunity to work together to study an important problem that is central to the discipline. The choice of that problem is left up to the individual instructor and may change from year to year. Recent topics have included “Why war?”, “What do we mean by development?” and “Is peace possible?”. Spring.

Prerequisites: None

Restrictions: Enrollment is limited to students with a major in Peace Studies.

Equivalent courses: PCST 399A

PCST 399A Peace Studies Capstone: Is Peace Possible? (4 Credits)

Are human beings naturally violent and warlike, or do we have the potential for peace? John Lennon once said, “If everyone demanded peace instead of another television set, then there’d be peace.” Maybe it’s not quite that simple, but is peace possible? If it is, how might we achieve it, and what roles can individuals play in the process? This course is designed to help senior peace studies majors and minors search for and evaluate answers to these and related questions by examining theories and evidence from a variety of fields (including, but not limited to: peace studies, anthropology, psychology, history, sociology, biology, and futures studies), with a view to integrating their four year academic experience. Preference given to senior Peace Studies majors & minors.

Prerequisites: None

Restrictions: Enrollment is limited to students with a major in Peace Studies.

Equivalent courses: PCST 399

PCST 399B Peace Studies Capstone: Building Peace (4 Credits)

Peacebuilding encompasses all activities aimed at developing positive intergroup ties, providing an environment that guarantees rights, preventing violence, and promoting integral human development at various levels of society. In this course we will explore the theory and practice of peacebuilding and how it can be related to such areas as environmental issues, international development, business, sports, gender, health, and media, among others. Factors contributing to the success or failure of peacebuilding efforts, and methods for designing and evaluating projects, will also be examined.

Prerequisites: None

Restrictions: Enrollment limited to students with a class of Junior or Senior.

Equivalent courses: PCST 399

PCST 399C Capstone: What Do We Mean by Development? (4 Credits)

Development is a dynamic process that involves the efforts of individuals, communities, nations, international organizations, and social movements. “Development” promises generalized gains, threatens people’s livelihoods, and provides powerful metaphors to justify large scale social change. In short, where you stand on development often depends on where you sit. Development’s powerful polarizing and integrative dimensions are perfect for an intense evaluation of means and ends. This course will rely heavily on primary texts to explore the meaning of “development” from a wide variety of perspectives and help us to define our own meaning of development. Prerequisite JN or SR standing

Prerequisites: None

Restrictions: Enrollment limited to students with a class of Junior or Senior.

Philosophy (PHIL)

PHIL 115 Becoming a Person (4 Credits)

Who am I? What makes me me? Who gets to say who I am? How do personal qualities, relations with others, and social categories like race, gender, gender identity, ethnicity and class come together to form my personal and social identity? How does who I am inform what I know and don’t know? Does who I am give me specific responsibilities? If so, what are they? This course invites you to explore multiple dimensions of who you are using philosophical ideas and tools.

Prerequisites: None

Attributes: CSD: Identity (CI)

PHIL 121 Great Issues in Philosophy (4 Credits)

An introduction to philosophical questioning through a study of perennial issues in philosophy. Questions that might be treated: truth, freedom and responsibility, God, love, being, knowledge, death. Topics in this course may be treated in the context of introductory philosophical texts, past and present, or through a methodological approach to philosophical problems.

Prerequisites: None

Equivalent courses: HONR 250C, PHIL 180

Attributes: Human Experience (HE), Thematic Encounter1/2 - Truth

PHIL 123 The Philosophy of Human Nature (4 Credits)

An introduction to philosophical questioning through a study of what it means to be human. Are humans "merely" animals? What's the relationship between self-interest and the common good? What's the relationship between reason and emotions? What is a soul? What is the meaning of life?

Prerequisites: None

Equivalent courses: HONR 250L

Attributes: Human Experience (HE), Thematic Encounter1/2 - Truth

PHIL 125 What is Justice?: Social Philosophy (4 Credits)

An introduction to philosophical questioning through a study of the human in society. Questions that might be treated: the meaning of society; individual and society; society and law; economy and society; work as social phenomenon; society and freedom; world of culture and society; violence and nonviolence; philosophy of power; philosophy of conflict in community; political philosophy.

Prerequisites: None

Equivalent courses: HONR 250J, PHIL 130

Attributes: Human Experience (HE), Thematic Encounter1/2-Justice

PHIL 150 Philosophy in Literature (4 Credits)

From the beginnings of human thought, imaginative literature—poetry, stories, plays and novels—has been a means for humans to reflect on profound questions: How should we live our lives? Can life put us in touch with higher truths, or is this world all there is? Is imagination the opposite of truth or a means of discovering it? How well do we know ourselves? Do we have a moral duty to other persons? Can I be responsible for suffering that I have not caused myself? We will read a number of novels, plays, and short stories ranging from classic literature to contemporary fiction, seeking to discover how imaginative writing is related to serious philosophical thought. Readings for the first half of the course focus on issues of truth, and in the second half, issues of justice.

Prerequisites: None

Equivalent courses: PHIL 150A, PHIL 150C, PHIL 150D

Attributes: Human Experience (HE)

PHIL 150A Philosophy in Literature I (2 Credits)

From the beginnings of human thought, imaginative literature—poetry, stories, plays and novels—has been a means for humans to reflect on profound questions: How should we live our lives? Can life put us in touch with higher truths, or is this world all there is? Is imagination the opposite of truth or a means of discovering it? Is insisting on truth always a good thing, or can it be destructive to human well-being? How well do and can we know ourselves? Readings may include stories, novels and plays, as well as other literature. (Offered AB mods.)

Prerequisites: None

Equivalent courses: PHIL 150, PHIL 150D

Attributes: Human Experience (HE), Thematic Encounter1/2 - Truth

PHIL 150C Philosophy in Literature II (2 Credits)

From the beginnings of human thought, imaginative literature—poetry, stories, plays and novels—has been a means for humans to reflect on profound questions: How should we live our lives? Do we have a moral duty to other persons? Can I be responsible for suffering that I have not caused myself? Do the rules of justice and morality change in situations of distress such as war or natural disasters? Or does this duress give us insight into what should be norms of just human interaction in "normal life"? Readings may include stories, novels and plays, as well as other literature. (Offered CD mods.)

Prerequisites: None

Equivalent courses: PHIL 150, PHIL 150D

Attributes: Human Experience (HE), Thematic Encounter1/2-Justice

PHIL 150D Philosophy in Literature: Race, Ethnicity, Gender (4 Credits)

Imaginative literature allows humans to reflect on profound questions: How should we live our lives? Is imagination the opposite of truth or a means of discovering it? How well do we know ourselves? Do we have a moral duty to other persons? The Cultural and Social Difference - Identity (CI) version of this course will concentrate on the above questions but will focus them on issues of racial, ethnic, and gender identity, especially in the contemporary US, exploring as well how philosophical notions of "truth" and "otherness" inflect these inquiries.

Prerequisites: None

Equivalent courses: PHIL 150, PHIL 150A, PHIL 150C

Attributes: CSD: Identity (CI)

PHIL 155 Reinventing Identity (4 Credits)

This course explores philosophical questions surrounding race and ethnicity and gender and how the boundaries around these identities are enforced and resisted. We examine the historical evolution of racial and gender concepts up to the present day. This deeper philosophical understanding will be used to discuss contemporary topics like disparities in health, immigration policies, and barriers to political participation.

Prerequisites: None

Attributes: CSD: Identity (CI)

PHIL 156 Buddhist Philosophy and Benedictine Spiritual Practice (4 Credits)

How does one gain authentic insight into one's own true nature, into the true nature of the world we inhabit, and the relation between the two? This course will explore these questions by studying early sutras from the Theravada Buddhist tradition, the Taoist classic known as the Tao Te Ching, Mahayana Buddhist teachings, Zen Buddhism, the Rule of Benedict and, finally, a wonderful book conceived, and written on the campus of St. John's University – Benedict's Dharma, which explores the wisdom and practical insights shared by the Buddhist and Benedictine traditions. Class participants will learn that there are striking affinities in the contemplative goals and practices endorsed by Benedictines and Buddhists. Students will also discover remarkable similarities in the Buddhist and Benedictine diagnoses of the challenges and difficulties faced by practitioners of a contemplative way. Course requirements will include regular journaling, contemplative practice (meditation, Qigong, and prayer), and reflective essays.

Prerequisites: None

Equivalent courses: PHIL 172, PHIL 272

Attributes: Human Experience (HE), Thematic Encounter1/2 - Truth

PHIL 210 Logic (4 Credits)

This course is an introduction to formal symbolic logic. It focuses on the development of a symbolic language to capture the structure of natural-language arguments, in order to evaluate the validity of those arguments. Topics include truth functions, truth tables, natural deduction, and how logic relates to arguments in regular life.

Prerequisites: None

Equivalent courses: PHIL 110, PHIL 279B

Attributes: Abstract Structures (AS)

PHIL 241 Ethics Tools (2 Credits)

You can't be human without running into ethical questions on a daily basis. Most of us learn basic ethics as children, but basic ethics isn't enough for many problems we encounter. To equip students to think well about less obvious ethical situations, this course provides an overview of tools and concepts provided by influential moral theories. Students will learn to recognize when ethical questions arise and will practice using multiple frameworks to illuminate ethical situations and guide ethical decisions.

Prerequisites: None

Attributes: Human Experience (HE), Thematic Encounter1/2-Justice

PHIL 2700A Introduction to Systematic Philosophy (3 Credits)

Systematic study of the nature, methods and aims of philosophy as a distinctive discipline. Basic concepts of logic (truth, validity, soundness, deductive and inductive argumentation, the principle of non-contradiction, logical form and basic patterns in argumentation, etc.). Meaning and language use; disputes and definitions; recognising fallacies; the manipulation of language and meaning; rhetorical strategies. Exercises in the analysis of reasoning.

Prerequisites: None

PHIL 271 Individual Learning Project (1-4 Credits)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

PHIL 318 Readings in Philosophy (1 Credit)

Reading and discussion of philosophic works, moderated by a member of the Philosophy Department. Interested faculty and staff in other areas are welcome to participate as well. Each section of this course is typically devoted to a single work, but occasionally a group of smaller works by a single author may be selected. S/U grading only. May be repeated for credit.

Prerequisites: None

PHIL 321 My Goodness!: Moral Philosophy Moral Philosophy (4 Credits)

Introduction to philosophical thought about morality. Topics include major ethical theories (e.g. virtue ethics, consequentialism, deontology, care ethics), as well as big concepts such as rights and responsibilities, values and obligations, good and evil, right and wrong.

Prerequisites: None

Equivalent courses: PHIL 359

Attributes: Human Experience (HE), Thematic Encounter3 - Justice, Writing Requirement (WR)

PHIL 322 Environmental Ethics (4 Credits)

This course investigates a variety of ethical issues that arise from consideration of the relation between humans and the non-human natural world (i.e., the environment, animals, land, ecosystems, wilderness areas). This course will introduce students to the basic concepts of environmental ethics, to specific ethical issues associated with environmental policy, and to philosophical theorizing about the environment.

Prerequisites: None

Equivalent courses: COLG 370IA, PHIL 243

Attributes: Human Experience (HE), Thematic Encounter3 - Justice, Writing Requirement (WR)

PHIL 323 Biomedical Ethics (2 Credits)

An examination of ethical questions raised by health-care practice and recent advances in medical technology. Both ethical theory and ethical decision-making will be addressed. Possible topics include: confidentiality, informed consent, genetic engineering, reproductive technology and death and dying issues.

Prerequisites: None

Attributes: Human Experience (HE), Thematic Encounter3 - Justice

PHIL 324 Business Ethics (4 Credits)

This course will examine ethical and social issues associated with contemporary American business. Responsibilities of businesses to employees, consumers and the society at large will be considered. Questions of individual moral responsibility and questions of social justice and public policy will be addressed. Students will examine these issues from the point of view of a variety of stakeholders: business management, employees, investors, consumers, and citizens. Prerequisite: students are strongly encouraged to have taken at least one previous course in management, accounting, philosophy, or economics.

Prerequisites: None

Equivalent courses: PHIL 362

PHIL 327 Existential Ethics (4 Credits)

Existentialism, a 20th century philosophy with roots in the 19th century and various developments in post-modern thought, rejects all foundational givens except the raw fact of existence. This means that it rejects ethical traditions grounded in religion, in reason, in "virtues," in particular theories of human nature, and in cultural tradition. Nevertheless, existentialist thinkers have often emerged as powerful ethical thinkers, precisely because they refuse to embrace any traditional foundations for ethics and thus keep ethical questions open for debate. We will examine existentialism's radical critique of traditional philosophical foundations using readings from such thinkers as Kierkegaard, Nietzsche, Heidegger, Sartre and Beauvoir. As we proceed, we will explore the ethical implications of these existential currents of thought by reflecting on short pieces of literature and narratives illustrative of ethical dilemmas of modern and contemporary life.

Prerequisites: None

PHIL 331 Ancient Philosophy (4 Credits)

Raphael's famous fresco The School of Athens accurately depicts the world of Ancient Philosophy. The painting features a multitude of ancient thinkers involved in conversation, writing, or meditation in a beautiful public space. The focal point of the painting is the two central figures of Plato and Aristotle, who will also serve as the foundation for this course, which aims to help students become knowledgeable participants in the conversations and practices that pursue truth, virtue and the good that shaped the beginnings of Western philosophy. The course approaches philosophy not simply as an academic discipline, but as a "way of life."

Prerequisites: None

Attributes: Human Experience (HE), Thematic Encounter3 - Truth

PHIL 336 19th Century Philosophy (4 Credits)

Philosophy on the European continent followed no one pattern in the 19th century. G.W.F. Hegel, Karl Marx, and Friedrich Nietzsche make this century one of the most varied in the history of philosophy. This course will focus on one or more thinkers to explore European thought of that epoch. This course can be repeated for credit, with the approval of the department chair, when content varies.

Prerequisites: None

PHIL 338 American Philosophy (4 Credits)

Though American thinkers have been heavily influenced by European philosophers, an indigenous philosophy began to develop in North America in the 19th century and continued into the 20th century. Philosophers that may be discussed include Charles Sanders Peirce, Josiah Royce, William James, John Dewey and Alfred North Whitehead. This course can be repeated for credit, with the approval of the department chair, when content varies.

Prerequisites: None

PHIL 339 Confucius and the Tao (4 Credits)

An introduction to the Classical Chinese tradition of philosophy. Students will study in particular the two Confucian Classics, the Analects and the Mencius (Mengzi), and the two Taoist Classics, the Tao Te Ching and the Chuang Tzu (Zhuangzi) - texts that have shaped the culture and civilization not just of China, but of Korea and Japan as well. A question guiding discussion throughout the semester is whether these ancient teachings might still offer insight and guidance to contemporary students. We attend especially closely to this question in the final weeks of the semester by reading commentary on these classical texts written by contemporary English language scholars.

Prerequisites: None

Equivalent courses: HONR 250W

Attributes: Human Experience (HE), Thematic Encounter3 - Truth

PHIL 341 Existence and Care (4 Credits)

Philosophies of Existence explored a new dimension of thought in the 20th Century. Humans are beings concerned about their being, about where it comes from and where it's going and what it means. We exist as being-in-the-world, for in our being we are concerned with other entities and beings that shape this world. Our being is existence or "standing-out into the world," both shaping and being shaped by it. Existence points to care, which shapes our concern for our being all the way to anxiety-in-the-face-of-death. We'll explore this way of thinking through an in-depth reading of Martin Heidegger's Being and Time, a watershed work for contemporary Continental philosophy.

Prerequisites: None

Equivalent courses: PHIL 341A

Attributes: Human Experience (HE), Thematic Encounter3 - Truth

PHIL 346 Philosophy of Religion (4 Credits)

While philosophy sometimes seems opposed to religious faith, their relation has often been friendly, as "faith seeking understanding." Philosophical reflection on religious belief critically examines the claims of faith as well as attempts to discredit or dismiss the claims of faith. This course will explore this tradition through one or more lenses: philosophical reflection on: a) the validity of religious experience, b) the reasonableness of belief in God, c) the problem of evil or reconciling the experience of evil and suffering with religious belief, or d) other historical or emerging themes in the philosophy of religion. The course will consider also the perspective of theology in responding to philosophical reflection. Alternate years.

Prerequisites: (THEO 100 or THEO 111 or HONR 240A or HONR 240B or INTG XXXG) and (HONR 101 or HONR 110 or HONR 220A or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Equivalent courses: HONR 250F, PHIL 146, PHIL 246, THEO 329F

Attributes: Theological Integration (TI), Writing Requirement (WR)

PHIL 355 Philosophies of Violence/Nonviolence (4 Credits)

This course looks at the way that the search for security and the claim to possession of absolute truth can lead to violence. The way of thinking involved in technology easily structures the world so that whatever does not fit into that framework is discounted and ignored and treated violently, as the philosopher Martin Heidegger shows. How does such an attitude lead to violence? Finally, the course will look at the nonviolent ethical response which the philosopher Emmanuel Levinas demands from the person who hears the call of the poor and the oppressed when they cry out against their oppression and poverty. Alternate years.

Prerequisites: None

Equivalent courses: PCST 343, PHIL 343

PHIL 358 Philosophy of Law (4 Credits)

This course will consider some of the central conceptual and normative issues in the area of jurisprudence. Concepts such as legal responsibility, negligence, causality, cruel and unusual punishment, etc., will be considered. Frameworks for legal decision-making will be developed and applied.

Prerequisites: None

PHIL 363 Scientific Revolutions: Understanding Humans' Place in the Universe (4 Credits)

What am I? This question will be explored through the study of the three periods marked by a change in scientific paradigms; the scientific revolution of the sixteenth and seventeenth century, the publication of Charles Darwin's *Origin of Species* in the nineteenth century, and the rise of cognitive science in the twentieth and twenty-first centuries. We'll read philosophers, scientists, historians, and novelists, as well as explore pieces by performance and visual artists. By the end of the course, you should have a basic understanding of different metaphysical views about human nature from the claim that humans are fundamentally autonomous and independent to the view that human nature derives from the unique social bonds we form. We will have studied various accounts of the relationship between the mind and body, especially dualism and materialism, and how these theories are shaped by various philosophical and scientific commitments. You will have a deeper understanding of the changing relationships humans have with the natural world and with each other. In studying these topics, you will learn to recognize in past debates a reflection of contemporary struggles over human nature and our place in the natural world and vice versa.

Prerequisites: Before taking a Cultural and Social Difference: Systems Courses (CS) you first must complete the following Integrations requirements; Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Attributes: CSD: Systems (CS), Writing Requirement (WR)

PHIL 367 Philosophy of Mind (4 Credits)

Philosophy of Mind explores a number of issues of interest to contemporary philosophers of mind and cognitive scientists. It is designed with a particular interdisciplinary aim: to examine how the empirical work of scientists informs the theories of contemporary philosophers. The course is designed around three topics: the relationship between the mind and the body; issues of personal identity and the self; and the nature of our concepts and mental representations. As we discuss these topics, we will be examining the ways these metaphysical questions are intertwined with questions of gender and race.

Prerequisites: Before taking a Cultural and Social Difference: Systems Courses (CS) you first must complete the following Integrations requirements; Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Equivalent courses: PHIL 368E, PHIL 368I

Attributes: CSD: Systems (CS)

PHIL 368M The Good Life (4 Credits)

Aristotle's ideas regarding friendship, virtue, community, and the roles each play in human flourishing have been remarkably enduring. Contemporary scholars in philosophy and psychology are still mining his major works for insights into how to live a fulfilling and happy life. But Aristotle also argued that some people are natural born slaves and that women are naturally inferior to men, ideas that had real-world effects. In this era in which many figures and institutions are being "cancelled", it's important to consider: How do we make sense of this complex intellectual inheritance by one of the founding figures of western thought? In this course we will explore how Aristotle's ideas have moved across time and disciplines. After situating Aristotle's *Ethics* within the context of his politics and biology, we will examine contemporary perspectives on Aristotle in virtue theory, empirical psychology, and feminist/ race theory. We'll grapple with understanding both the promise and potential of Aristotle's views for living well in our contemporary situation and the more unsavory aspects of his philosophy.

Prerequisites: None

Attributes: Human Experience (HE), Thematic Encounter3 - Movement

PHIL 370AA Moral Philosophy (4 Credits)

Prerequisites: None

PHIL 370GA The Concept of Life in Ancient Greek Philosophy & Its Relevance Today (3 Credits)

The aim of this class is to explore the concept of life in ancient Greek philosophy and its relevance today. In the first part we will explore the first systematic account of the concept of life which is Aristotle's. To do this we will examine Aristotle's understanding of nature as having its own ends, his understanding of life as genus and as species, his account of the logic of life and his distinction between forms of life [vegetative (plants), sensitive (animals), rational (humans)]. In the second part we will see that the concept of life plays a crucial role in the formation of the ancient Greek philosophy of ethics, politics and culture, and that this philosophy of life is both an influence and an alternative to modern and contemporary philosophies of ethics, politics and culture.

Prerequisites: None

Attributes: Human Experience (HE)

PHIL 370GB Who Wants to Live Forever? Intro to Transhumanism (3 Credits)

Prerequisites: None

Corequisites: XXXX 53

Attributes: Social World (SW)

PHIL 370IA Philosophy, Magic, and Religion in the Renaissance (3 Credits)

This course explores the complex interactions between scientific theory and religion in the fifteenth century through a practical and mythical lens. Through reading primary sources, students will engage with the major philosophical personalities of the Renaissance. The class will analyze case studies that engage scientific and magical thinking. From Leonardo DaVinci's experiments to the historic scandal and trial of Galileo Galilei, students will gain a historical framework for early thinking in Western Europe, with a strong emphasis on Italy. Students will track the cultural view of the role of religion, science, magic, and philosophy and see how these shifts still impact contemporary western culture.

Prerequisites: None

Corequisites: XXXX 54

PHIL 3700A Subdisciplines in Philosophy (4 Credits)

Systematic study of questions relating to specific philosophical disciplines, namely epistemology, philosophy of science and/or aesthetics. Note: Two of the three disciplines are taught in any given year.

Prerequisites: None

Corequisites: XXXX 64

PHIL 370R PHILOSOPHY IN CORK (3-6 Credits)

Prerequisites: None

Corequisites: XXXX 63

Attributes: Human Experience (HE)

PHIL 370SA Modern European Mind (3 Credits)

Prerequisites: None

Corequisites: XXXX 61

Attributes: Human Experience (HE)

PHIL 371 Individual Learning Project (1-4 Credits)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

PHIL 377A Feminist Ethics (4 Credits)

This course will introduce students to competing feminist conceptions of justice that envision a world free of systems of privilege, power, and oppression and in which the dignity and value of all persons is upheld. We will also examine feminist critiques of justice theory which argue that feminist conceptions of justice must be supplemented by alternate moral frames (e.g. care ethics, embodied feminism, an explicit grappling with intersectionality) if we are to secure the flourishing of self and human and nonhuman others.

Prerequisites: You must take INTG 100 or 205 prior to taking a Thematic Focus Course. You must take a Cultural and Social Difference: Identity (CI) course prior to or at the same time as Thematic Focus Courses.

Equivalent courses: PHIL 325

Attributes: Human Experience (HE), Thematic Focus - Justice

PHIL 377B Liberty, Equality & Race in American Political Thought (4 Credits)

This course examines the relation between moral and political values and goods. Consideration of such questions as whether politics can be neutral among competing conceptions of morality, the nature, justification, and limits of political authority and whether politicians should be held to different moral standards from the rest of us.

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Equivalent courses: HIST 326, PHIL 326

Attributes: Human Experience (HE), Thematic Focus - Justice, Writing Requirement (WR)

PHIL 379A Modern Philosophy's Quest for Truth (4 Credits)

Modern Philosophy is not "modern" in the everyday sense, but studies the 17th and 18th century shift in European thought away from the influence that classical thinkers had come to have, especially as their works were reinterpreted and incorporated into the religious dominion that Judeo-Christian and Islamic paradigms exercised over philosophical thought. This shift involved a radical re-appraisal of the human subject as thinker and knower. Even those thinkers skeptical of the human capacity to grasp absolute truths upheld the authority of human reason to understand its own limits and to assert itself as the ultimate judge of where and how "truth" could be claimed—though they disagreed significantly on these limits. These philosophers asserted an independence and autonomy for human reason that paved the way for later declarations of political freedoms. Thinkers studied include Descartes, Spinoza, Leibniz, Locke, Berkeley, and Kant.

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Equivalent courses: PHIL 334

Attributes: Human Experience (HE), Thematic Focus - Truth

PHIL 379B Knowledge and Power (4 Credits)

Epistemology, or the study of knowledge, is the philosophical discipline which studies the nature of knowledge and how it is acquired. This course will focus on feminist epistemology and the ways in which gender influences our conceptions of knowledge, knowers, and our practices of knowledge acquisition and justification, with a special emphasis on the sciences. Central to the topics of the course will be an examination of epistemic questions around racial and gender oppression.

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Equivalent courses: HONR 350S, PHIL 364

Attributes: Human Experience (HE), Thematic Focus - Truth

PHIL 397 Internship (1-16 Credits)

Approved Application for Internship Form REQUIRED. See Internship Office Web Page.

Prerequisites: None

Attributes: Experiential Engagement (EX)

Physics (PHYS)**PHYS 101 Perspectives in Physics (4 Credits)**

An introduction to the scientific enterprise: the course will treat selected issues in physics, their historical development and their effect on literature, philosophy and society at large. Topics might include Newtonian mechanics, optics, quantum physics and electromagnetism. Lectures, demonstrations, discussion, occasional laboratories. Intended for non-science majors.

Prerequisites: None

PHYS 102 Light and Color (4 Credits)

An introduction to optics, the science of light and color. A broad range of topics will be examined. Subject matter may include: rainbows and the color of the sky, vision and the eye, optical instruments, photography, wave aspects of light, lasers and holography. A background in physics or mathematics is not necessary.

Prerequisites: None

Corequisites: PHYS 102L

PHYS 102L Laboratory (0 Credits)

Prerequisites: None

Corequisites: PHYS 012

PHYS 105 Physics for the Life Sciences I (4 Credits)

An introduction to mechanics and thermodynamics emphasizing applications to biological systems. Topics include Newton's laws of motion, equilibrium, torques, forces, conservation principles, work, energy, power, rotating systems, oscillations, temperature, heat transfer, laws of thermodynamics, fluid statics and dynamics. Intended for non-majors. Algebra and trigonometry are needed. Recommended: MATH 115 or equivalent high school mathematics. Fall and Spring.

Prerequisites: None

Corequisites: PHYS 105L

Equivalent courses: PHYS 105AC, PHYS 105Z

Attributes: Natural World (NW), Quantitative Reasoning (QR), Thematic Encounter1/2-Movement

PHYS 105AC Physics for the Life Sciences I (CIC) (3-5 Credits)

Prerequisites: None

Equivalent courses: PHYS 105, PHYS 105Z

Attributes: Natural World (NW), Quantitative Reasoning (QR)

PHYS 105L Laboratory (0 Credits)

Prerequisites: None

Corequisites: PHYS 105

PHYS 106 Physics for the Life Sciences II (4 Credits)

An introduction to electricity and magnetism, wave phenomena, atomic and nuclear physics emphasizing applications to biological systems. Topics include electric and magnetic forces and fields, direct and alternating current circuits, light, sound, optical instruments, relativity, quantum physics, atomic spectra, nuclear physics, radioactivity. Intended for non-majors. Fall and Spring.

Prerequisites: PHYS 105 or PHYS 105Z or PHYS 105AC

Corequisites: PHYS 106L

Equivalent courses: PHYS 106AC, PHYS 106Z

Attributes: Natural World (NW), Thematic Encounter1/2 - Truth

PHYS 106AC Physics for the Life Sciences II (CIC) (3-5 Credits)**Prerequisites:** PHYS 105 or PHYS 105Z or PHYS 105AC**Equivalent courses:** PHYS 106, PHYS 106Z**Attributes:** Natural World (NW)**PHYS 106L Laboratory (0 Credits)****Prerequisites:** None**Corequisites:** PHYS 106**PHYS 110 The Physics of Forensics (4 Credits)**

An introduction to some forensics techniques, and the physics behind the techniques. The forensic techniques will also be discussed in context of the criminal justice system. Forensic topics such as ballistics, structural failure, blood spatter and spectrometry will be covered. Physics background will include motion, forces, energy, momentum, waves, light, and nuclear physics. Recommended: Math 115 or equivalent.

Prerequisites: None**Corequisites:** PHYS 110L**Equivalent courses:** PHYS 152**Attributes:** Natural World (NW), Quantitative Reasoning (QR), Thematic Encounter1/2-Justice**PHYS 110L Laboratory (0 Credits)****Prerequisites:** None**Corequisites:** PHYS 110**PHYS 150 The Physics of Music (4 Credits)**

Relationships between music and physics. Sound sources and modes of oscillation, sound as a wave phenomenon and the characterization of sound; scales and keyboard temperament, auditorium and room acoustics; the physics of musical instruments and particular tone color effects in these instruments; electronic sound production, recording and electronic music synthesis. Intended for non-science majors.

Prerequisites: ACT Math with a score of 21 or SAT Mathematics with a score of 530 or Quantitative Skills Inventory with a score of 25**Corequisites:** PHYS 150L**Attributes:** Natural World (NW), Quantitative Reasoning (QR), Thematic Encounter1/2-Movement**PHYS 150L Laboratory (0 Credits)****Prerequisites:** None**Corequisites:** PHYS 150**PHYS 155 Introduction to Engineering (2 Credits)**

An introduction to the field of engineering and the processes and principles engineers use. Engineering will be explored and practiced through solving problems and completing projects. The place of engineering in society and the types of engineering will also be discussed. Recommended: Math 115 or equivalent. Spring.

Prerequisites: None**PHYS 163 Environmental Radiation (4 Credits)**

An introduction to nuclear radiation in the environment from natural and man-made sources. Topics include fundamentals of nuclear structure, stability, effects of radiation on matter, radiation detection, characteristics of natural, industrial, medical, and military radiation sources, environmental mobility, and radiation protection practices and policies. Recommend Math proficiency, high school biology, chemistry, or physics.

Prerequisites: None**PHYS 187 Introduction to Meteorology (4 Credits)**

A survey of the basic principles involved in understanding the earth's weather and climate. Topics include winds, fronts, cyclones, clouds and precipitation, thunderstorms, tornadoes and hurricanes, climate and climate change, global warming and ozone depletion. Prerequisite: Math proficiency. Corequisite: PHYS 187L.

Prerequisites: None**Corequisites:** PHYS 187L**Attributes:** Natural World (NW), Quantitative Reasoning (QR), Thematic Encounter1/2-Movement**PHYS 187L Laboratory (0 Credits)****Prerequisites:** None**Corequisites:** PHYS 187**PHYS 191 Foundations of Physics I (4 Credits)**

Mechanics: vectors, Newton's laws, work, energy, rigid body statics and dynamics. A calculus-based course that emphasizes analytical reasoning and problem-solving techniques. Laboratory places stress on data acquisition and analysis. Prerequisite: concurrent registration in MATH 119. Fall.

Prerequisites: MATH 119 or MATH 119Z**Corequisites:** PHYS 191L**Equivalent courses:** PHYS 191Z**Attributes:** Natural World (NW), Quantitative Reasoning (QR), Thematic Encounter1/2-Movement**PHYS 191L Laboratory (0 Credits)****Prerequisites:** None**Corequisites:** PHYS 191**PHYS 200 Foundations of Physics II (4 Credits)**

Electric and magnetic fields and their sources, electric potential and electro-magnetic induction. DC and AC circuit elements and circuits. Electromagnetic waves. Emphasis on problem solving. A laboratory is included. Spring.

Prerequisites: (PHYS 191 or PHYS 191Z) and (MATH 120**Corequisites:** PHYS 200L**Equivalent courses:** PHYS 200Z**Attributes:** Natural World (NW), Thematic Encounter1/2 - Truth**PHYS 200L Laboratory (0 Credits)****Prerequisites:** None**Corequisites:** PHYS 200**PHYS 211 Foundations of Physics III (4 Credits)**

Thermodynamics and waves. Kinetic theory and the laws of thermodynamics are developed from a mechanical point of view. Temperature, entropy and heat engines. Wave phenomena (sound and light) are developed from a unified point of view. Geometrical optics. Fall.

Prerequisites: PHYS 200 and (MATH 239**PHYS 217 Digital Electronics (2 Credits)**

Introduction to digital electronics at the integrated circuit level; logic families, gates, counters, registers and memories.

Prerequisites: PHYS 200 or PHYS 200Z**Corequisites:** PHYS 217L**PHYS 217L Laboratory (0 Credits)****Prerequisites:** None**Corequisites:** PHYS 217

PHYS 222 C++ and Fortran for Scientists (2 Credits)

C++ and Fortran language fundamentals with examples from numerical analysis. Topics may include scientific data analysis and curve fitting, simulation of physical systems and numerical algorithms for integration and matrix manipulation. .

Prerequisites: PHYS 200 and (MATH 120 or MATH 120Z)

PHYS 255 CAD Prototyping & Testing (2 Credits)

An introduction to computer-aided design (CAD) software for designing and testing mechanical parts and systems. Students will learn to design and test solutions to mechanical engineering problems. Topics include creating solid bodies from 2D sketches, finite element analysis of structural integrity, and 3D printing of design prototypes. Fall.

Prerequisites: PHYS 191 or PHYS 105

PHYS 271 Individual Learning Project (1-4 Credits)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

PHYS 281 Problem Solving (1 Credit)

An introduction to solving complex problems in interdisciplinary topics which will be drawn from mathematics, computer science, and physics.

Students will work in groups and present their results. Prerequisite: admission to Women in STEM program

Prerequisites: None

Equivalent courses: CSCI 281, HONR 270C, MATH 281

PHYS 310 Special Topics in Physics (2 Credits)

This course will apply basic calculus to topics on (1) linear and rotational kinematics, (2) forces, potential energy, fields, and potential, (3) conservation laws, (4) oscillations and waves, (5) electricity and magnetism, or (6) optics, kinetic theory, and modern physics. Must have completed PHYS 320 and 332 or 3 years high school science teaching experience.

Prerequisites: None

Restrictions: Enrollment is limited to students with a minor in Elementary Education, Secondary Education or Secondary Education.

PHYS 310A Topics in Mechanics (2 Credits)

Principles of mechanics including (1) linear and rotational kinematics, (2) forces, potential energy, fields, and potential, and (3) conservation laws. Onsite laboratory experiences include experiments on data analysis, the acceleration of gravity, projectile motion, Archimedes' Principle, rotational dynamics, the ballistic pendulum, and two-body collisions. Prerequisite: 3 years high school science teaching experience or education major who has completed PHYS 320 and PHYS 332.

Prerequisites: None

PHYS 310B Topics in Waves/Electromagnetism (2 Credits)

Topics include oscillations and waves, electricity and magnetism, and laboratory experiments. Prerequisite: 3 years high school science teaching experience or education major who has completed PHYS 320 and PHYS 332.

Prerequisites: None

PHYS 310C Topics in Optics & Modern Physics (2 Credits)

Topics include optics, kinetic theory, modern physics, and laboratory experiments. Prerequisite: 3 years high school science teaching experience or education major who has completed PHYS 320 and PHYS 332.

Prerequisites: None

PHYS 320 Modern Physics (4 Credits)

Introduction to the ideas and mathematics of quantum theory. Bohr atom, kinetic theory, black body radiation, quantum mechanics in the Schrödinger representation. Applications of quantum mechanics to selected topics in atomic, molecular or other areas of modern physics. Spring.

Prerequisites: PHYS 211

PHYS 322 C++ and Fortran for Scientists (2 Credits)

C++ and Fortran language fundamentals with examples from numerical analysis. Topics may include scientific data analysis and curve fitting, simulation of physical systems and numerical algorithms for integration and matrix manipulation. Identical to PHYS 222 except for additional required programming project.

Prerequisites: PHYS 200 and (MATH 120 or MATH 120Z)

PHYS 332 Intermediate Physics Laboratory (1 Credit)

Experimentation for sophomores. Quantitative measurements and analysis of data. Research approach is emphasized. May be repeated for credit when different experiments are done.

Prerequisites: PHYS 211 (may be taken concurrently) or PHYS 320 (may be taken concurrently)

Equivalent courses: PHYS 332Z

PHYS 338 Analog Electronics for Scientists (2 Credits)

Circuit theory, transistors, amplifiers, laboratory test equipment and integrated circuits.

Prerequisites: PHYS 200 or PHYS 200Z

Corequisites: PHYS 338L

PHYS 338L Laboratory (0 Credits)

Prerequisites: None

Corequisites: PHYS 338

PHYS 339 Physical Mechanics (4 Credits)

The dynamics of particles and systems. Gravitational theory, particle oscillations, Hamilton's principle, Lagrangian and Hamiltonian dynamics, central force motion, rigid body motion, collisions, non-inertial reference frames, coupled oscillations. Fall.

Prerequisites: PHYS 211 and (MATH 305

Corequisites: PHYS 370

Attributes: Natural World (NW), Thematic Focus - Movement

PHYS 341 Electricity and Magnetism (4 Credits)

Electrostatic potentials and fields in vacuum and dielectric media, magnetic vector potentials and fields in vacuum and magnetic materials, electrostatic and magnetic energies, slowly varying currents. Spring.

Prerequisites: PHYS 339

PHYS 343 Thermodynamics (2 Credits)

Foundations of thermodynamics and applications. Spring.

Prerequisites: PHYS 320

PHYS 344 Statistical Mechanics (2 Credits)

Foundations of statistical mechanics. Applications to condensed matter systems, classical and quantum gases. Spring.

Prerequisites: PHYS 320 and PHYS 339

PHYS 346 Quantum Mechanics I (4 Credits)

Foundations of quantum theory, wave packets, Schrödinger's equation in one dimension, raising and lowering operators. Formal structure of quantum mechanics. Angular momentum and the hydrogen atom. Spring alternating years.

Prerequisites: PHYS 339 and MATH 305

PHYS 348 Advanced Theoretical Physics (2-4 Credits)

A continuation of 339, 341 and 346. Topics could include advanced Hamiltonian and Lagrangian mechanics, tensors, eigenvalue problems, small oscillation; Maxwell's equations, wave equation, radiation, antennas, waveguides; matrix methods in quantum mechanics, spin, perturbation theory, transitions, many-electron atoms. Spring.

Prerequisites: PHYS 339 and PHYS 341 and PHYS 346

PHYS 353 Applied Nuclear Physics (2 Credits)

Applications of the interaction of radiation with matter to nuclear detection techniques. Current measurement methods for charged and uncharged radiation.

Prerequisites: PHYS 320

Corequisites: PHYS 353L

PHYS 353L Laboratory (0 Credits)

Prerequisites: None

Corequisites: PHYS 353

PHYS 355 MATLAB for Physical Applications (2 Credits)

An introduction to the MATLAB programming language through the study of applications relevant to engineering and physics. The applications covered will be drawn from areas such as statics, fluid dynamics, and heat transfer. Spring.

Prerequisites: PHYS 320

PHYS 357 Experimental Optics (2 Credits)

Study of optical phenomena with emphasis on the needs of the experimentalist. Topics may include optical systems design, spectrum analysis, image processing, holography.

Prerequisites: PHYS 320

PHYS 357L Laboratory (0 Credits)

Prerequisites: None

Corequisites: PHYS 357

PHYS 358 Advanced Electronics (2 Credits)

Topics will be selected from the following in advanced analog and digital circuitry: active filters, precision circuits, low noise techniques, high frequency techniques, advanced microprocessor circuits, scientific instrumentation.

Prerequisites: PHYS 217 and PHYS 338

PHYS 358L Laboratory (0 Credits)

Prerequisites: None

Corequisites: PHYS 358

PHYS 362 Topics in Modern Physics (2 Credits)

The concepts and principles presented in 191 through 320 will be used to study specific areas of physics not available elsewhere in the curriculum. Subject matter will come from such areas as elementary particle, condensed matter, nuclear, atomic, molecular physics and cosmology. Topics will be announced.

Prerequisites: PHYS 320

PHYS 363 Topics in Nuclear Physics (2 Credits)

Fundamental structure and properties of nuclei. Nuclear reactions, models and decay. Examples taken from current medical and industrial applications.

Prerequisites: PHYS 320

PHYS 364 Topics in Astrophysics (2 Credits)

Selected topics in astrophysics. Such subjects as general relativity, cosmology, stellar formation and evolution and galaxies will be studied.

Prerequisites: PHYS 320 and MATH 239 and MATH 337

PHYS 365 Topics in Elementary Particle Physics (2 Credits)

Physics at the smallest known length scale. Topics will include relativistic particle decay, construction of baryons and mesons from quarks, the four fundamental interactions and corresponding gauge particles, the vision and consequences of grand unified theories, the cosmic onion.

Prerequisites: PHYS 320

PHYS 366 Topics in Relativity (2 Credits)

Foundations and application of the special and general theories of relativity. Topics covered may include: relativistic kinematics, structure of flat space-time, curvature and topologies of general space-times, Schwarzschild and Friedman solutions, cosmology, black holes and gravitational radiation.

Prerequisites: PHYS 320

PHYS 367 Optics (2 Credits)

An introduction to geometrical and physical optics: matrix optics, interferometry, thin films, Fourier optics, spatial filtering, holography.

Prerequisites: PHYS 320

PHYS 368 Topics in Space Physics (2 Credits)

Space physics is the study of plasma which fills the space between the Sun and planets of our solar system. The course will include an introduction to plasma physics, followed by a study of the atmosphere of the Sun, the solar wind, the Earth's magnetosphere, auroras, and space weather.

Prerequisites: PHYS 320

PHYS 370 Advanced Physics Laboratory (1 Credit)

Research and experimentation for juniors. Topics selected by the student in consultation with a faculty member. May be repeated for credit when different experiments are done.

Prerequisites: None

PHYS 371 Individual Learning Project (1-4 Credits)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

PHYS 372 Senior Research (1 Credit)

Individualized experimental or theoretical projects for seniors. Fall.

Prerequisites: None

Attributes: Experiential Engagement (EX)

PHYS 373 Senior Thesis (1 Credit)

Oral and written report based on the work done in 372 or 374. Spring.

Prerequisites: PHYS 372 or PHYS 374

Attributes: Writing Requirement (WR)

PHYS 374 Senior Engineering Design Project (1 Credit)

Individualized engineering design project for seniors. Fall.

Prerequisites: None

Attributes: Experiential Engagement (EX)

PHYS 381 Research Seminar (1 Credit)

Solving complex problems in interdisciplinary topics which will be drawn from mathematics, computer science, and physics. Students will work in groups and present their results.

Prerequisites: PHYS 281

Equivalent courses: CSCI 381, HONR 340B, MATH 381

PHYS 397 Summer Internship (1-16 Credits)

Prerequisites: None

Political Science (POLS)

POLS 111 Introduction to U.S. Politics (4 Credits)

In this course, students are introduced to the study of U.S. political institutions, processes and policies. Students learn about the structure of the federal government, and discuss constitutional rights and liberties, the functions of political parties, interest groups, media and political campaigns and elections. Students discuss their own political ideas and examine how political decisions are made in our democracy. Using political science analytical tools, students gain an understanding of the functioning of the political system and democracy in the United States. Every semester.

Prerequisites: None

Equivalent courses: POLS 111Z

Attributes: CSD: Identity (CI)

POLS 112 Election Prediction (1 Credit)

Prediction of Congressional, presidential and gubernatorial races. Students will predict winners in all races in all states. Evaluation based on justifications of the prediction.

Prerequisites: None

POLS 113 Election Consequences (1 Credit)

Examination of election outcomes from preceding fall semester and the policy outcomes likely to emerge as a result.

Prerequisites: None

POLS 114 Public Policy Analysis and Recommendation (2 Credits)

In this course students will diagnose a public policy problem and recommend a specific course of action to address that problem. Policy fields from which problems are drawn might include foreign policy, environmental policy, health care policy, education policy, or any other field of interest to the student. There are no regular classroom meetings. Students will work in groups to meet with instructor on as-needed basis. Each student will write a focused 3-page policy memo. Students will also publicly present their recommendations at the end of the course.

Prerequisites: None

POLS 115 Lawyers in American Cinema and Culture (1 Credit)

This class offers students the chance to examine the interplay between the legal profession and popular culture. Students will view four films to see what meaning they can derive from them: what do these films tell us about the role of lawyers, the conflicts they face, and the power they wield in American society? How accurate are these images? How do these images change over time? How are our attitudes toward the legal profession shaped by these films?

Prerequisites: None

POLS 121 Introduction to International Relations (4 Credits)

Students learn about global issues through different theoretical lenses, including realism and liberalism. Using these lenses, students investigate international security, civil conflict, economic interactions, and the influence of globalization. They also examine the influence of important actors in the international arena, including states, intergovernmental organizations, and non-governmental organizations. Students examine their understandings of culture and how it shapes understanding of concepts like human rights. This broad overview helps students have a better understanding of the world around them and how their worldview shapes their perceptions of international events. Every semester.

Prerequisites: None

Equivalent courses: HONR 220G

Attributes: Global Engagement (GL), Social World (SW), Thematic Encounter1/2-Justice

POLS 180 Politics and Political Life (4 Credits)

This is an intensive discussion and writing-oriented course that explores perennial issues of political life (such as freedom and justice, the individual and community, race and ethnicity, and gender and sexuality) through literature, drama, film, and essays. Students write a Political Autobiography reflecting upon their own political experiences and the formation of their own political perspective. The course carries a Gender designation, is required for political science majors, and open to students from all other majors. Every semester.

Prerequisites: None

Equivalent courses: POLS 211

Attributes: CSD: Identity (CI)

POLS 201 Book Club (1 Credit)

Faculty-led book discussion group.

Prerequisites: None

POLS 220 Data Analysis I (1 Credit)

This course leads students through elementary statistical analysis and basic statistical software use.

Prerequisites: None

POLS 221 Political Theory: An Introduction (4 Credits)

Introduction to the practice of thinking theoretically about politics. Readings will include classic works (such as Aristotle's Politics, Hobbes' Leviathan, Locke's Second Treatise on Civil Government) as well as some American and 20th-century political theory. The course stresses careful reading of texts, but also encourages students to theorize on their own about present-day political questions. The course is required for political science majors and minors, and open to students from all other majors. Every semester.

Prerequisites: None

Attributes: Human Experience (HE), Thematic Encounter1/2-Justice

POLS 222 Research Methods in Political Science (4 Credits)

Investigation of scholarly work and methods in all areas of political science. Students form hypotheses in response to political questions, use a variety of methods and tools to gather evidence, and identify criteria for evaluating the quality of evidence. Not available to first-year students. Spring semester.

Prerequisites: None

Attributes: Quantitative Reasoning (QR), Writing Requirement (WR)

POLS 223 Comparative Politics (4 Credits)

In this course students learn about different political and economic systems throughout the world. They also learn about the field of Comparative Politics, which examines the institutional structures and cultural influences that lead to different approaches to similar problems. Finally, students are also introduced to advanced research skills and produce a research design which presents a plan for conducting original data collection. Spring semester.

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Attributes: Thematic Focus - Movement

POLS 224 Courts, Law and Policy (4 Credits)

Introduction to the study of law and legal process with an emphasis on the relationship between courts and public policy. Federal and state courts systems will be studied, as well as issues in criminal and civil law. Other subjects include the role of courts as political institutions, the selection of judges, the impact of court decisions on public policy, prosecutorial discretion in criminal cases, and the reliability of juries. Spring semester.

Prerequisites: None

POLS 2700A Introduction to Political Science and South African Politics (3 Credits)

The module is an introduction to the academic discipline of Political Science. It covers key concepts, theories, models and debates in the discipline. Following the conceptual and theoretical introduction it moves on to discuss the political development of, as well as politics in contemporary South Africa.

Prerequisites: None

Corequisites: XXXX 64

Attributes: Social World (SW)

POLS 271 Individual Learning Project (1-4 Credits)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

POLS 280A Bosnia Post-Conflict Societies (2 Credits)

Bosnia and Herzegovina have a rich history, stretching from the Roman Empire through Ottoman Turkey and Socialist Yugoslavia. Many ethnic and religious groups have lived side by side in this territory, even if they did not always agree. After the death of Tito, ethnic nationalism led to the breakup of Yugoslavia, creating Bosnia and Herzegovina. This land, mixed with different ethnic and religious groups, sits between Croatia and Serbia, both already on the path to European Union membership, and wonders what its future will bring. In this program, students will learn about the breakup of the former Yugoslavia and the creation of Bosnia and Herzegovina. Beginning with the Dayton Accords, students will study the political institutions of the country and the reforms demanded by the European Union for membership. Students will also examine the evolution of different ethnic and nationalist groups and how they interact with political institutions. Finally, students will examine different memorials and monuments in Bosnia and explore their role, if any, in moving the country toward, or away from, post-conflict reconciliation.

Prerequisites: None

POLS 295 Public Policy Debate (1 Credit)

This course will enable students to engage in debates on current events and public policy topics. Students will research current events and construct arguments on a variety of domestic and international issues. Students will learn how to structure a policy case (including inherency, significance/harms, and solvency) and numerous opposition arguments (disadvantages, counterplans, procedurals) used in competitive debate. Students will develop their listening, questioning, and refutation skills. Students will also develop research skills as they prepare briefs on particular issues.

Prerequisites: None

POLS 311 Classics/Political Theory (4 Credits)

Each semester an important work of political theory will be examined in depth with attention to both the primary text and secondary sources from the author's period and today. The course examines interpretations of the primary text in order to understand the process of interpretation and the tasks of political theory. Since the course assumes some background in political theory, students will be able to consider more carefully and in greater detail the insights these works provide for the study of politics. Recent semesters have focused on Tocqueville and Machiavelli. The class schedule will describe this semester's focus.

Prerequisites: POLS 221

POLS 312 American Political Thought (4 Credits)

What is America? How have Americans thought about democracy, equality, power and justice through the last two centuries? This course focuses on the central questions that have shaped American politics by examining the primary texts written by men and women who have contributed to the continuing debates.

Prerequisites: None

POLS 313 20th Century Contemporary Political Thought (4 Credits)

Examination of political thought throughout the turbulent 20th century, with special attention to writers who theorize about justice and the struggle to achieve it. Topics covered may include: just and unjust wars, imperialism, economic justice, justice in relations between men and women and between members of different racial and ethnic groups. A careful study of the ideas of the 20th century will prepare students to face the new challenges of the 21st century. Prerequisite: 221, equivalent, or consent of instructor.

Prerequisites: None

POLS 314 Sex, Gender, and Political Theory (4 Credits)

Examination of the common theme that cannot be ignored in feminist thought: a claim to equality. This course examines the many varieties of feminist political theory including liberal feminism, radical feminism and socialist feminism. Students will look at how feminism has dealt with gender, ethnicity, sexual preference and examine where feminist theory is going into the future.

Prerequisites: Before taking a Cultural and Social Difference: Systems Courses (CS) you first must complete the following Integrations requirements; Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Equivalent courses: GEND 360L

Attributes: CSD: Systems (CS)

POLS 320B Supreme Court (4 Credits)

This course examines the American Supreme Court as a legal and political institution. We will learn about how the Court affects issues like race, abortion, gun rights and presidential power. We will also explore the behavior of Supreme Court Justices, particularly through Moot Court simulations.

Prerequisites: None

POLS 320C Law & Literature (4 Credits)

In this course we will read a series of books and discuss them as a group. This is not a lecture course. Some of the texts are novels, some are plays, some are monographs, some are short stories, some are collections of theoretical essays. There is something here for every taste. Each of the books illustrates some aspect of the law that is worth understanding, whether that aspect concerns interpretation or a particular problem such as vengeance. We will also read a selected set of essays related to the book of the week from various law journals and these are available on-line via Lexis/Nexis. The point of this course is to give each student an understanding of the law as something beyond the cases and institutions studied in POLS 111, 224, 323 and 324. This is not a course in the nitty gritty practicalities of the law. Here I want you to begin to see some of the theoretical complexity as well as the majesty and diversity of law. For the future lawyers among you, this is an undergraduate version of a seminar you might see during your second or third year in law school. For those of you who have no intention of ever setting foot in a court room, let alone a law school, this should be a challenging course that will improve your reading, writing, and critical thinking skills.

Prerequisites: None

Equivalent courses: POLS 321

POLS 321 Law and Literature (4 Credits)

In this course we will read a series of books and discuss them as a group. This is not a lecture course. Some of the texts are novels, some are plays, some are monographs, some are short stories, some are collections of theoretical essays. There is something here for every taste. Each of the books illustrates some aspect of the law that is worth understanding, whether that aspect concerns interpretation or a particular problem such as vengeance. We will also read a selected set of essays related to the book of the week from various law journals and these are available on-line via Lexis/Nexis. The point of this course is to give each student an understanding of the law as something beyond the cases and institutions studied in POLS 111, 224, 323 and 324. This is not a course in the nitty gritty practicalities of the law. Here I want you to begin to see some of the theoretical complexity as well as the majesty and diversity of law. For the future lawyers among you, this is an undergraduate version of a seminar you might see during your second or third year in law school. For those of you who have no intention of ever setting foot in a court room, let alone a law school, this should be a challenging course that will improve your reading, writing, and critical thinking skills.

Prerequisites: None

Equivalent courses: POLS 320C

Attributes: Human Experience (HE), Thematic Encounter3 - Truth

POLS 323 Constitutional Law: Structure and Power (4 Credits)

Examination of constitutional interpretation and development in the United States with an emphasis on the role of the Supreme Court in the U.S. system of government. The course uses a combination of case, historical and political analysis to acquaint students with the power of the Supreme Court as an institution of government. Themes studied include the development of constitutional doctrines regarding the power relationship among the president, Congress, and the judiciary and between the federal and state governments.

Prerequisites: None

POLS 324 Constitutional Law: Civil Rights and Liberties (4 Credits)

Examination of the Bill of Rights and the 14th Amendment of the U.S. Constitution with an emphasis on noteworthy Supreme Court cases from the past 50 years. Subjects studied include the guarantees of equal protection and due process, the right to privacy, the doctrines of free expression, and the separation of church and state.

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Attributes: Thematic Focus - Justice

POLS 326A Sex, Death, Religion, and Politics (4 Credits)

American politics has always been connected to religious thought in both positive and negative encounters. This is especially true surrounding issues of sex and death. This course will examine the role religion has played in the politics concerning reproductive rights, obscenity, sexual identity, and the right to die.

Prerequisites: (THEO 100 or THEO 111 or INTG XXXG or HONR 240A or HONR 240B) and (HONR 101 or HONR 220A or HONR 110 or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Attributes: Theological Integration (TI), Writing Requirement (WR)

POLS 330 Environmental Politics and Policy (4 Credits)

This course is about the politics and policies surrounding environmental issues at all levels of government. Many issues are both local and global. Transportation, electricity, and food are locally experienced but have global as well as local environmental ramifications. Environmental politics and policies draw upon a range of disciplines including economics, history, ecology, and ethics in addition to political science, public policy, and public administration. In covering environmental politics, we focus on the themes of environmentalism from lobbying, legislating and litigating to protests and the politics of corporate sustainability. The policy focus emphasizes content related to major federal laws and the federal agencies that oversee environmental policy. The second half of the course concentrates on specific local, national and international issues such as the management of national forests, food politics, and local land use planning. We study each issue by discussing the players and major debates.

Prerequisites: None

Equivalent courses: ENVR 330

POLS 331 U.S. Political Parties and Elections (4 Credits)

This course examines United States political parties, campaigns, and elections. Students examine the effectiveness of political advertising, the impact of political news media, the influence of events on presidential, congressional, and local elections, and the electoral systems and political parties in other countries. The course analyzes the impact of partisanship, race and ethnicity, income, gender, and education on a citizen's vote choice, and assesses how political campaigns can be organized to turnout the vote and win elections.

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Attributes: Thematic Focus - Truth, Writing Requirement (WR)

POLS 332 U.S. Congress (4 Credits)

This course examines how Congress works within the American political system. The course begins by examining the structure and legislative procedures of the U.S. Congress before turning to a study of congressional elections, particularly who wins and why they win. Students study the major structures, players, and forces that shape legislative decision-making, including the impact of partisanship and leadership in the contemporary Congress. Students also examine their own beliefs about democratic representation, and debate institutional reforms that might improve the ability of members of Congress to represent their constituents.

Prerequisites: None

Attributes: Writing Requirement (WR)

POLS 333 U.S. Presidency and Executive Leadership (4 Credits)

Analysis of the president, organizational aspects of the executive office and relationship with Congress, the bureaucracy, the media and public opinion. Every year.

Prerequisites: None

POLS 334 U.S. Bureaucracy and Regulatory Law (4 Credits)

Analysis of public policy organizations. Students examine values and processes that influence the regulations generated by the public sector at the national level, as well as the merit system of public service, and the web of connections among public bureaucracies at the state and national levels and institutions in other sectors.

Prerequisites: None

POLS 336 State and Local Government (4 Credits)

Inclusive and comparative examination of governments and politics at the subnational level. In the federal structure of the United States, states and tribal nations share sovereignty with the national government. The course examines subnational policies, processes, and political structures and their potential for success in addressing issues such as education, public assistance, pollution, health care, transportation, etc. Prerequisite: POLS 222 or permission of the instructor.

Prerequisites: POLS 222

POLS 337 Theory of Public Policy (4 Credits)

This course introduces students to the processes and content related to federal public policies concerning economics, crime, social welfare, environment, education among other areas. The course focuses on the place of equality, efficiency, justice, authority, community, and other principles in the practice and evaluation of policy. Policy memos constitute the bulk of student writing assignments.

Prerequisites: None

POLS 338 Public Sector (4 Credits)

This course focuses on the analysis of delivery systems related to the quality of public goods and services. Traditional governmental agencies, not-for-profit organizations, and privatization alternatives are examined and debated. The course also includes discussion of specific policy areas related to economics and other key areas of public sector involvement in societies.

Prerequisites: None

POLS 339 Gender and Politics (4 Credits)

This course examines the way in which gender affects our political life and how it shapes our politics. Students focus on important questions about gender and politics including why women are still demographically underrepresented in the U.S. Congress and in other political institutions. Students investigate important gender and public policy issues including equal opportunity and the pay gap, gendered career choices, conscription, and health and education policy. The course also examines gender issues in other countries.

Prerequisites: None

Equivalent courses: GEND 360H

POLS 342 Democratization (4 Credits)

Study of regime change and regime stability in a comparative context. This course examines the origins, structures, value, stability, and international consequences of democracy and democratization. Topics include trends over time in regime change, structural and actor-based explanations for democratization, authoritarian survival strategies (repression, elections, parties, media control), institutional variation (e.g. electoral systems and forms of government), backsliding and authoritarian resurgence, the role of civil society and political culture, and the international behavior of democracies and autocracies. While democracy is sometimes perceived as singular, Western experience, empirical cases are primarily drawn from Latin America, Africa, Asia, post-Communist Eastern Europe, the Middle East, etc.

Prerequisites: None

Attributes: Social World (SW), Thematic Encounter3 - Movement

POLS 343 Revolutions and Social Movements (4 Credits)

Analysis of revolutions and social movements as political, economic, and social phenomenon. Focuses on writing by both political actors and social scientists. Case studies are drawn from throughout the world, including movements within the United States.

Prerequisites: None

POLS 344 Middle East Politics (4 Credits)

Study of the current political conflicts in the Middle East region with particular emphasis on the Arab Spring and its aftermath. Also emphasized will be the role of Islam and the political economy of oil.

Prerequisites: None

POLS 345 The Global South (4 Credits)

Conceptual discussion of the term Global South, as well as other similar terms such as Third World and Developing Nations. Examination of important aspects of politics, economics, relevant historical experiences and the culture of countries identified as the Global South (nations in Africa, Asia, Latin America and the Middle East). Exploration of developmental issues, focusing on how these nations have sought to solve major problems by using different theories and approaches to political, economic and social development.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Attributes: CSD: Systems (CS)

POLS 346 Asian Politics (4 Credits)

This course examines the politics and economics of Asian countries, including India, China, and Japan. Contemporary politics is examined through a broad study of history, cultural and social traditions, and economic conditions as well as the political institutions and systems. The relationships between the United States and each of these nations are also studied in light of distinct foreign policy approaches.

Prerequisites: None

POLS 347 Latin American Politics (4 Credits)

Comparative analysis of Latin American politics focusing on the themes of the military in politics, economic dependency, reform and revolution, and agrarian reform. Case studies include Mexico, Brazil, Chile, Argentina, Nicaragua and Cuba.

Prerequisites: None

Attributes: Social World (SW), Thematic Encounter3 - Movement

POLS 348 African Politics (4 Credits)

Examination of politics and economics of sub-Saharan Africa. The course analyzes the different kinds of governments in the region, the relationship between economic development and political change, the social patterns that shape domestic policy and governance processes, and regional integration schemes, including the African Union.

Prerequisites: None

Equivalent courses: PCST 368F

POLS 350A Sustainable Urban Planning (4 Credits)

A sustainable world requires continual examination and debate related to the ways we plan, design and manage human settlements. Urban planners and policy makers address both the built and natural environment and the relationships between town and country. Sustainable development has ecological, economic and social aspects. The organization and design of space is a prime source of resource and energy use, as well as being a key to well-functioning and healthy communities. The course includes discussion and debate on themes including land use, economic development, ecological footprint, social neighborhood planning, citizen participation, work and mobility, and urban ecology. Offered for A-F grading only.

Prerequisites: None

Equivalent courses: ENVR 300R

Attributes: Thematic Encounter3 - Justice

POLS 350B American Political Thought and Contemporary Political Applications (4 Credits)

This course will explore how key ideas and debates in the history of American political thought have been translated into practice, both in the United States and elsewhere in the world. We will examine, for example, how the Framers attempted to create a presidency that was both effective and effectively checked, and ask how the presidency has changed in comparison to those initial hopes and fears. We will examine Abraham Lincoln's use of, and arguments for, presidential emergency powers during the Civil War; and how the Bush administration used (or some would argue, abused) the arguments of Lincoln and the Federalist Papers to justify sweeping presidential powers in the wake of the September 11, 2001 attacks. Other contemporary applications explored in the course will include the present-day Tea Party's appropriation of the rhetoric of the American Revolution, and the contemporary resurgence of the pre-Civil War doctrine of state nullification of federal law. Finally, we will link the Declaration of Independence's claim of inalienable rights - rights to which all human beings are entitled, no matter what political community they belong to - to 20th and 21st Century understandings of "human rights," and to debates about whether and in what way the United States is obliged to honor international standards of human rights in its policies. The course as a whole will emphasize the fact that political theories have policy consequences, predictable or unpredictable, sometimes in their own place and time, sometimes decades or centuries later or in some other part of the world.

Prerequisites: None

POLS 350C Community Organizing (4 Credits)

Community organizing is a set of principles and approaches to collective action by people who share common values and interests. It developed as a specific practice after World War II but has deep roots in the American social action tradition. In this course we will explore the historical roots of community organizing, its current status and contemporary debates in the field. We will learn basic organizing principles and techniques and study their application through field observations and case studies. We will compare community organizing to related forms of civic action, reflect on the social values that inform its practice, and explore key ethical issues inherent in community organizing practice. Students will describe and analyze current and historical practice, apply organizing techniques, and evaluate community organizing as a form of civic engagement.

Prerequisites: None

POLS 350D Political Psychology & Behavior (4 Credits)

This course will apply psychological theories to the context of politics to help us better understand the political behavior of political elites and the citizenry. We will begin by analyzing how attitudes are formed. Then we will answer questions like, what does it mean to be a part of a particular identity group and how might that shape your political behavior and beliefs? We will examine what motivates people to take part in politics while others appear to sit on the sidelines. This course will investigate how people process and perceive information, and then we will critically examine the effectiveness of different campaign tactics given this knowledge. By the end of this semester students will gain a stronger understanding of how an interdisciplinary research approach can help us better comprehend and predict the political environment.

Prerequisites: None

POLS 351 U.S. Foreign Policy (4 Credits)

In this course, students will learn about the many different factors that can influence U.S. foreign policy decisions. First, what are the most important interests? Nuclear proliferation, climate change, infectious diseases, or poverty? Second, who are the actors that play a role in shaping foreign policy? The Executive (including the President, military, and relevant agencies – CIA, EPA, Commerce Department), Congress and Supreme Court all play a role, as does the media, interest groups, and the public. Then, what are the different tools? Foreign policy can include military action, economic sanctions, trade incentives, foreign aid, among other tools. Finally, how does the U.S. decide on the best policy to address these issues? Using insights from scholarly literature and current events, students explore these questions.

Prerequisites: None

POLS 352 Global Gender Issues (4 Credits)

Study of gender as a fundamental variable in social, political and economic developments around the world. In this course, the focus is to identify the significance of gender at a global level. Examination of gendered division of labor in industrialized and developing societies, in particular, gendered discourses in development policies and gender-based economic strategies of modernization and restructuring. Beyond the economic realm, the course will also deal with other issues, such as wars, peace movements and concerns over military spending, which show remarkably similar patterns in terms of gender differences over policies.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Equivalent courses: GEND 360K, GWST 381

Attributes: CSD: Systems (CS), Writing Requirement (WR)

POLS 353 International Law and Organization (4 Credits)

International law and international organizations are instruments for creating, maintaining, and altering our world. In domestic law, members are able to define the character of their society and design and enforce laws accordingly. But, can this be done in international society? This course explores the potential and limitations of law between sovereign states and those organizations comprised of states to address the challenges our world faces. In addition, we will go beyond the nation state to explore the ways in which non state actors are playing greater roles in the shaping of global values. Select non-governmental organizations (NGOs), including multi national corporations (MNCs), the Catholic Church, women's organizations, drug trafficking organizations, terrorist organizations, and international development organizations will be examined to augment the traditionally state centric focus of many international law and organization courses. Cross-listed as PCST 349.

Prerequisites: None

Equivalent courses: PCST 349

POLS 355 Globalization (4 Credits)

In this course, students learn about the different institutions, actors, and ideational forces that shape the global economy. First, students are exposed to different theoretical explanations of the global economy, including free market liberalism, organizational models, and Marxism. Students then apply these theories to numerous case studies, including global financial patterns, international trade, regulation of multinational corporations, globalization and consumer patterns, and the relationship between the economy and the environment.

Prerequisites: Before taking a Cultural and Social Difference: Systems Courses (CS) you first must complete the following Integrations requirements; Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Attributes: CSD: Systems (CS)

POLS 356 Security: Defense, Diplomacy and Development (4 Credits)

What is security? Exploring this concept, students are introduced to a range of international relations theories from realism to constructivism. Examining numerous concepts of security, including traditional territorial security, transnational environment crises, and human security, students compare different explanations for events in the international arena. By scrutinizing the behavior of states, intergovernmental organizations, non-governmental organizations, students gain a better sense of the concepts of security and why and how it is pursued by different institutions and individuals.

Prerequisites: None

Equivalent courses: HONR 320C

POLS 357 War Games (4 Credits)

Empirical examination of war and conflict. This course examines the actors, interests, preferences, and actions involved in war-making in order to understand what causes war, how it transpires, and when it ends. Students will develop the tools to describe, explain, and predict international conflict and cooperation. To do this, students explore several game models of conflict, applying them to real world cases to offer predictions about whether the actors will go to war, how conflict can be avoided, or who is more likely to win if conflict breaks out. Key topics include game theoretic explanations for war, alliance formation, the strategic use of terror and guerrilla tactics in insurgency, UN peacekeeping vs. unilateral intervention, structural inequalities causing civil wars, the changing nature of conventional warfare, and post-conflict power-sharing. This course aims to answer questions like the following: Why are there more civil wars than interstate wars? Can war be the result of completely rational decision-making? When do others intervene (and what are their true motives for doing so)? By the end of the course, students will understand why international actors go to war, how it can be mitigated or prevented, and what helps resolve it.

Prerequisites: None

Attributes: Writing Requirement (WR)

POLS 358A Global Public Health (4 Credits)

"This course provides an introduction to the relationship between international relations, global health policy, and public health outcomes. As a survey course, students will examine public health in the context of globalization, and the ideas, actors, and institutions involved in campaigns to resolve health disparities and improve the effectiveness of health care systems. The first half of the course explores the concept of global health and analyzes the social, political, and economic forces influencing the health and well-being of individuals and communities. The second half covers global health governance, with special attention given to the norms, strategies, and debates shaping international health policymaking."

Prerequisites: None

POLS 361 Research Seminar in Public Affairs (4 Credits)

Preparation and presentation of a 35-50 page senior thesis in public policy, using standard scholarly research literature and primary source materials. Topic areas include but are not limited to health care, education, welfare, poverty, economic development and crime. Research projects focus on definition of a public policy problem, a review of existing alternative policy options for addressing the problem, and a recommendation for a preferred course of public action. Especially useful for students pursuing careers in public policy and public or non-profit management. Spring semester.

Prerequisites: None

Equivalent courses: POLS 362, POLS 363, POLS 364, POLS 365

POLS 362 Research Seminar in Law (4 Credits)

Preparation and presentation of a 35-50 page senior thesis in the area of law and law-related fields. Students will learn how to research using legal materials and tools and how to organize and draft a legal writing project. Seniors only. Every year. Fall semester.

Prerequisites: None

Equivalent courses: POLS 361, POLS 363, POLS 364, POLS 365

Attributes: Writing Requirement (WR)

POLS 363 Research Seminar in Political Institutions (4 Credits)

Preparation and presentation of a 35-50 page senior thesis in an area related to U.S. political institutions and policies. Students work individually and collaboratively to plan and execute successfully their extended research projects. The senior thesis demonstrates the student's abilities to synthesize course work preparation in the major, to apply skills and knowledge to conduct research on important political questions, and to communicate the analysis and recommendations to appropriate audiences. Seniors only. Fall semester.

Prerequisites: None

Equivalent courses: POLS 361, POLS 362, POLS 364, POLS 365

Attributes: Writing Requirement (WR)

POLS 364 Research Seminar in International Relations and Comparative Politics (4 Credits)

Preparation and presentation of a 35-50 page senior thesis in the areas of international relations and comparative politics. Students will study different research methodologies and share the results of their research with other seminar participants. Assigned reading, seminar discussions and individual research project in international relations or comparative politics. Seniors only. Fall semester.

Prerequisites: None

Equivalent courses: POLS 361, POLS 362, POLS 363, POLS 365

Attributes: Writing Requirement (WR)

POLS 365 Research Seminar in Political Theory (4 Credits)

Preparation and presentation of a 35-50 page senior thesis exploring in depth the work of particular theorists (Hobbes, Locke, Madison, Mill, Marx, for example) or particular themes in political thought (such as freedom, justice, power). It will also provide students interested in constitutional law an opportunity to study/investigate law from an aspect of political theory. Seniors only.

Prerequisites: None

Equivalent courses: POLS 361, POLS 362, POLS 363, POLS 364

POLS 370GA Borders, Boundaries and Human Mobility (3 Credits)

Borders are at once real and imagined. They divide and they are crossed. They are lines and transitions. Borders are limits and opportunities. Borders are binaries, and in the 21st century, binaries are the quintessential act of bordering and of crossing borders. Borders, then, are increasingly complex human responses and social constructions in a world where the globalizing forces of instant communication, expedited travel and enhanced economic flows, confront the basic human concerns for security and certainty (Konrad, 2013) Borders exist all around us. We move between and within borders in our daily lives whether these borders are real and refer to the external borders of a country or social borders, in the form of limits but also opportunities. Membership, belonging, segregation, illegality and protection take place in a world where borders are not only prevalent but continuously reimagined and reconstructed. Being able to move and cross boundaries, but also being able to afford (in the sense of having a choice) to live in particular places have become increasingly critical dimensions in determining one's life. Mobility and immobility are linked with the ability and option to cross imagined and real boundaries. At best they can result in a living the 'good life'. But they can also result in exploitation and marginalization. The course utilizes the notion of borders to discuss both the construction and reimagining of borders in the physical but also socioeconomic sense. Borders in urban spaces operating through logistics and infrastructures, gentrification processes, integration discourses and practices; geopolitical and historical borders, but also bordering through development and humanitarian work as well as borders in and by technological configurations such as algorithms, biometrics, surveillance, big data, drones, social media, etc. Section 1 - The politics of borders The first section will provide students with the theoretical understanding on borders and bordering processes. What are the physical but also cultural manifestations of bordering? Walls, fences and the redrawing of lines on the map. What does mobility entail in these border areas? How globalized is it and what does that entail? How is it experienced by people on the move, refugees, immigrants and citizens? Section 2-Experiencing the border The section will look at case studies on borders and barriers, at the frontiers of states and within states, in urban spaces. The case studies will cover the US-Mexico border, the European external border, the Israel-Palestine case and Brexit/Irish border. Regarding the internal barriers and re-bordering, we will look at two processes unfolding in parallel. One relates to the emergence of socio economic and cultural barriers, gentrification processes and the utilization of architecture to determine who accesses what parts of a city. The city of Athens, host to CYA, offers an opportunity to see and experience the re-bordering processes in the urban context. Examples will also be drawn from other cities around the globe, from Athens, to Jerusalem, to London and sanctuary cities in the US. The role of technology will also be explored, and how biometrics will soon form additional bordering practices within States. From biometrics to cellular technology and social media and infrastructure borders emerge by cutting off or enabling access. Who decides and for what purpose? The course connects the concept of border(s) and human mobility, from immigration to daily movement in urban spaces and examining critically the construction but also deconstruction of borders, the notions of inclusion and exclusion – who has the right to it, within which borders and at what cost? Teaching is split between lectures and seminars. Lectures are delivered by the professor, presenting the main elements and discussion on the topic and offering preliminary food for thought. Seminars are an opportunity for students to engage with the material directly undertake short assignments, but also bring in guest lecturers to provide additional and different insights.

Prerequisites: None

Attributes: Social World (SW)

POLS 370GB Immigrants, Citizenship and Nationalism in Europe (3 Credits)

Prerequisites: None

Corequisites: XXXX 53

Attributes: Social World (SW)

POLS 370GC European Union's Internal Cohesion and Foreign Policy Challenges (3 Credits)

Prerequisites: None

Corequisites: XXXX 53

Attributes: Social World (SW)

POLS 370LA British Politics (4 Credits)

Prerequisites: None

Corequisites: XXXX 43

POLS 370OB Political Behaviour (2 Credits)

A study of the way that figures and institutions with authority transfer political values and the way that these values eventually become part of the political culture. In some cases certain people question the existing values and become involved in political protest and violence. The latter phenomena, as well as tolerance and conventional political participation, are studied. Must be paired with The Global Political Economy to meet the Integrations SW requirement.

Prerequisites: None

Corequisites: XXXX 64

Attributes: Social World (SW)

POLS 370OC The Global Political Economy (2 Credits)

A study of the dynamic interaction between politics and economics, with specific focus on the structures of the global political economy (trade, finance, production, knowledge and security), global governance institutions and on the tension between state and market institutions; perspectives adopted in the study of this field; South Africa in the global political economy. Must be paired with Political Behavior to meet the Integrations SW requirement.

Prerequisites: None

Corequisites: XXXX 64

Attributes: Social World (SW)

POLS 370OD Political Theory (3 Credits)

The study of theoretical approaches to political economic questions and an overview of contemporary ideological thought's impact on political movements, conflict and institutions. This module is an introduction to the most authoritative models of democracy. It investigates the historical conditions and development of democratic theories, and the advantages and disadvantages of different variants or models of democracy. The module also investigates current interpretations of democracy and studies the contemporary challenges of democracy in the 21st century.

Prerequisites: None

Corequisites: XXXX 64

Attributes: Social World (SW)

POLS 370OE Comparative Politics (3 Credits)

Theories related to the comparison of political economic systems. Contemporary tendencies in Africa and other regions. Patterns of democratisation and electoral politics.

Prerequisites: None

Corequisites: XXXX 64

Attributes: Social World (SW)

POLS 370OF Politics and Cultural Change in Contemporary South Africa - South Africa (SW) (3 Credits)

Prerequisites: None

Corequisites: XXXX 64

Attributes: Social World (SW)

POLS 370PA The European Union (3 Credits)**Prerequisites:** None**Corequisites:** XXXX 67**Attributes:** Social World (SW)**POLS 370R POLITICAL SCIENCE IN CORK (3-6 Credits)****Prerequisites:** None**Corequisites:** XXXX 63**POLS 370SA European Socialist Thinking - Abroad (3 Credits)****Prerequisites:** None**Corequisites:** XXXX 61**Attributes:** Social World (SW)**POLS 370SB PROTECTION OF HUMAN RIGHTS(SW) (3 Credits)****Prerequisites:** None**Corequisites:** XXXX 61**Attributes:** Social World (SW)**POLS 370SC INTERN'L POLITICS ECONOMY (SW) (3 Credits)****Prerequisites:** None**Corequisites:** XXXX 61**Attributes:** Social World (SW)**POLS 371 Individual Learning Project (1-4 Credits)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Projects are understood to be part of a student's concentration area work. Not available to first-year students.

Prerequisites: None**POLS 377A Justice (4 Credits)**

This course examines several of the most important contemporary conceptions of justice, especially the contrast between liberal egalitarian and libertarian approaches, along with their implications for the design of political, economic, and social institutions. This course will examine critiques of these approaches and ask students to reflect on their own choices regarding fair and equitable conditions, actions, policies, and laws. The course is an elective for political science majors and minors, counts as a Thematic Focus: Justice, and is open to students from all majors.

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Attributes: Human Experience (HE), Thematic Focus - Justice**POLS 380A Ethics in War (4 Credits)**

What do ethics mean during a time of war? If you agree with General Sherman and his view that "war is hell," this notion seems odd, if not completely irrelevant. However, as human society has evolved, numerous politicians, philosophers, and religious figures have agreed on the need for an ethics in war, even if they have not agreed on the content of those ethics. Students will be introduced to ethical perspectives and discover the dilemmas they encounter when applying these frameworks to real world situations. Students will compare how these ethical perspectives overlap and diverge from political values. We will debate particular dilemmas in warfare, including which authorities can declare war and when they are justified in doing so, what means can be used in war, and what obligations both combatants and non-combatants have.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Equivalent courses: POLS 358B**Attributes:** CSD: Systems (CS)**POLS 380B Identity Politics in Brazil (4 Credits)**

This course combines classroom learning at CSB/SJU during CD mod and ends with an experiential component abroad. Brazil is a complex country. Blessed with abundant natural resources, it has constantly failed to transform this potential into sustained economic development. The economic growth of the past century has exacerbated long lasting inequalities that date back to the colonial period, with the legacy of slavery looming large to this day. These inequalities, when analyzed more deeply, show that race and gender are important categories in understanding the country's struggle for social and economic development. This class explores the relationship between development, inequality, race and gender in Brazil. Students will learn about the historical contexts that have created Brazil as a nation while also seeing firsthand the economic, social, cultural, and racial diversity of the country. Prerequisite FYS 101, HONR 101 or FYS 201.

Prerequisites: Before taking a Cultural and Social Difference: Systems Courses (CS) you first must complete the following Integrations requirements; Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Equivalent courses: POLS 358D**Attributes:** CSD: Systems (CS), Writing Requirement (WR)**POLS 380C Comparative Health Care Policy (4 Credits)**

This course examines the challenges and solutions to contemporary health care in countries across the world, from Europe and the Americas, to Asia and Africa. The course will focus on various parts of the United States' health care system in comparison with that of the United Kingdom, Canada, Austria, Australia, Botswana, Japan, and others, with guest speakers from some of those countries. We examine how national health systems were shaped by different political, historical, cultural and socio-economic traditions and the political, social, and economic consequences of each system.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Equivalent courses: POLS 350**Attributes:** CSD: Systems (CS)**POLS 391 Washington DC Summer Study Program Preparation (1 Credit)**

Preparation for participation in the Washington DC Summer Study Program, including preparation of application materials, building mentoring relationships, preparation for living and working independently and responsibly in an urban setting, the development of transferable skills for professional development, and the exploration of a variety of career goals. Acceptance to the Washington DC Summer Study Program required.

Prerequisites: None**POLS 395A Model United Nations Seminar (1 Credit)**

Preparation for participation in a national Model United Nations Conference, usually held in New York City or Boston during the spring semester. Covers the structure and functions of the United Nations, plus selected international issues such as the environment, terrorism and human rights. Every year.

Prerequisites: POLS 121**POLS 395B Model United Nations Seminar (1 Credit)**

Preparation for participation in a national Model United Nations Conference, usually held in New York City or Boston during the spring semester. Covers the structure and functions of the United Nations, plus selected international issues such as the environment, terrorism and human rights. Prerequisite: POLS 395A. Every year.

Prerequisites: POLS 395A

POLS 396A Washington, D.C., Summer Study (4 Credits)

Preparation with faculty and other learning community participants, followed by a ten week internship experience in Washington, D.C., working full time for members of Congress, committee staffs, federal agencies, media or lobbying organizations. Includes evening seminars, discussions with Congressional delegation, and guest speakers. Every summer.

Prerequisites: None

Attributes: Experiential Engagement (EX)

POLS 397 Internship (1-8 Credits)

Experiential learning in the field, including work with faculty researchers, elected officials, other public officials, lawyers and judges.

Prerequisites: None

Attributes: Experiential Engagement (EX)

Psychology (PSYC)

PSYC 108 Psychology of Gender (4 Credits)

In this course, we will examine psychological research and practice through the lens of gender. We will explore gender as a psychological and social construct that influences our experiences in a number of contexts. The course will address how gender, as a social identity, relates to privilege, oppression, and emotional well-being. Sample topics include: gender roles, stereotypes, gender socialization, and gender inequality. Moreover, we will take an intersectional perspective, attending to the complex ways that gender combines with race and other social identities. As we engage with a broad survey of scholarship on the psychology of gender, we will grapple with controversial issues confronting the field of psychology and consider both personal and professional applications. Fall and Spring.

Prerequisites: None

Restrictions: Enrollment limited to students with the 2025-2026 Registration Cohort attribute.

Attributes: CSD: Identity (CI)

PSYC 111 Introductory Psychology (4 Credits)

Prerequisite to all upper-division psychology courses. Survey of the major content areas of psychology, introducing the basic vocabulary, concepts, principles, and theories of the discipline. Specific topics include history and methods of psychology; biological bases of behavior; sensation and perception; learning and memory; cognition, language, and intelligence; motivation and emotion; lifespan development; personality; psychological disorders; psychological treatment/psychotherapy; and social psychology. Fall and Spring.

Prerequisites: None

Equivalent courses: HONR 220E, PSYC 111Z

Attributes: Social World (SW), Thematic Encounter1/2 - Truth

PSYC 200 Empirical Research Project (1-4 Credits)

Supervised study including an empirical data-based research project. Requires permission of instructor and department chair and completion and/or concurrent registration of less than 12 credits within the department. Students with 12 or more credits should enroll in 300 Empirical Research Project.

Prerequisites: None

Attributes: Experiential Engagement (EX)

PSYC 221 Applied Behavioral Statistics (4 Credits)

Understanding and analyzing data in psychology research; descriptive statistics, inferential statistics, appropriate use of statistics, use of computer to do necessary computations and data analysis. Fall and Spring.

Prerequisites: PSYC 111 or PSYC 111Z or HONR 220E

Attributes: Abstract Structures (AS), Quantitative Reasoning (QR)

PSYC 235 Research Methods (4 Credits)

This course is designed to introduce students to the principles of research in psychology. In addition to learning how to design and conduct research projects of high quality, students will develop the skills necessary to interpret and critique others' research. Emphasis will be placed on the strengths and weaknesses of the various research designs so that students will be able to choose the appropriate methodologies to address particular research questions. The course will provide students with hands-on experience in all aspects of empirical research in psychology. This includes designing, conducting, analyzing, interpreting, and reporting their own research, as well as evaluating the research of others. Fall and Spring.

Prerequisites: PSYC 221

Attributes: Writing Requirement (WR)

PSYC 270AC Psychology Course (CIC) (3-5 Credits)

Prerequisites: None

PSYC 2700A Psychology as a Science (3 Credits)

This module is an introduction to psychology both as a science and a profession, with specific emphasis on psychological issues that are relevant in the South African context. Psychology is positioned at the convergence of a number of traditions of research and practice, including biological, philosophical and pragmatic traditions. This introductory module gives students a basis from which to approach further study of the discipline.

Prerequisites: None

Corequisites: XXXX 64

Attributes: Social World (SW)

PSYC 270R Psychology in Cork (3 Credits)

Prerequisites: None

Corequisites: XXXX 63

PSYC 271 Individual Learning Project (1-4 Credits)

Supervised reading or research at the lower-division level. Approval of department chair required. Not available to first-year students.

Prerequisites: None

PSYC 300 Empirical Research Project (1-4 Credits)

Supervised study including an empirical data-based research project. Required permission of instructor and department chair and completion and/or concurrent registration of 12 or more credits within the department.

Prerequisites: None

Attributes: Experiential Engagement (EX)

PSYC 302 Reading in Psychology (1 Credit)

Reading and discussion of classic or contemporary works in psychology, moderated by a member of the Psychology Department. Interested faculty and students in other areas are welcome to participate as well. Each section of this course is typically devoted to a single work, but occasionally a group of smaller works by a single author may be selected. S/U grading only. May be repeated for credit.

Prerequisites: None

PSYC 304 Industrial and Organizational Psychology (4 Credits)

The study and application of the principles of psychology to work place behavior in a wide variety of organizations (e.g., industrial/profit making, governmental, human service, non-profit, etc.). Industrial/organizational psychology attempts to answer two major questions: Why do people behave the way they do within organizations? How can we use this information to improve the effectiveness of the organization and lives of its members? Topics include selecting and evaluating employees, training and development, organizational culture, job satisfaction and motivation, leadership, communication, decision making, quality of work life, work stress and health. Typically offered once per academic year.

Prerequisites: (PSYC 111 or PSYC 111Z) or HONR 220E

Restrictions: Students with the 2025-2026 Registration Cohort attribute may not enroll.

Equivalent courses: MGMT 301

PSYC 309A Psychology of Language (4 Credits)

This course provides an opportunity to learn about language and how it is processed and understood. Topics will include speech perception, word and sentence processing, reading, discourse, sign language, language development and language disorders. Psychological and neuropsychological research and theories will be examined. Offered infrequently.

Prerequisites: (PSYC 111 or PSYC 111Z or HONR 220E)

PSYC 309C Cross-Cultural Psychology (4 Credits)

Cross cultural psychology examines traditional topics in the field of psychology (for example, research methods, cognition, development, emotion, psychopathology, social behavior, etc.) with a special emphasis on the comparison of these topics across different cultural groups. We will explore these topics with a particular emphasis on the methodological challenges associated with developing a scientific understanding of the influence of culture on human behavior and mental processes. Typically offered once per academic year.

Prerequisites: PSYC 111 or PSYC 111Z or HONR 220E

Restrictions: Students with the 2025-2026 Registration Cohort attribute may not enroll.

Equivalent courses: PSYC 369SA, PSYC 369TA

Attributes: Social World (SW)

PSYC 309E Positive Psychology (4 Credits)

What do people need in order to thrive? In this course we will explore topics such as happiness, meaning, human flourishing, career development, satisfaction with life, and psychological well-being. In addition reviewing the latest positive psychology research, the focus of the course will also be on application and experiential learning. This personal development course is designed for first year and sophomore students. Offered infrequently.

Prerequisites: (PSYC 111 or PSYC 111Z or HONR 220E)

Corequisites: XXXX 54

Restrictions: Enrollment limited to students with a class of First Year or Sophomore.

Equivalent courses: PSYC 370IA

Attributes: Social World (SW)

PSYC 309F Animal Minds (4 Credits)

This class will attempt to look inside the minds of animals. It's an interesting, fun, and constantly changing field that is very accessible. We will explore issues focusing on Animal Cognition, Consciousness, Emotion, and Morality; constantly looking across species lines for commonalities and differences. The psychological capacities of human infants, children, and adults will be compared with widely varied species to understand not only how animals think, but also what makes us different. We will also discuss evolutionary theories and scientific methodologies used to explore varied minds. Prerequisite: PSYC 111

Prerequisites: PSYC 111 or PSYC 111Z or HONR 220E

PSYC 309J Evolutionary Psychology (4 Credits)

This course examines the major areas of psychology from an evolutionary perspective. We will, for example, look at sensory systems, emotions, interpersonal relationships, and mental disorders and ask question such as the following: Why did these particular attributes of human nature evolve? Why do all people in all cultures share similar sensory experiences, emotions, and developmental stages? Specific topics of study: Evolutionary psychology (EP) vs. the standard social science model; evolution by natural selection; the genetic basis for evolution; major topic areas of psychology from an evolutionary perspective, including sensation and perception, consciousness, motivation and emotion, cognition, learning, individual differences (intelligence and personality), health, abnormal psychology, the psychology of human mating, families and development, social behavior, and culture. Offered infrequently.

Prerequisites: PSYC 111 or PSYC 111Z or HONR 220E

PSYC 309K The Amazing Brain (4 Credits)

In the realm of neuroscience, truth is often stranger than fiction. Much has been learned from bizarre and unfortunate cases of brain damage, such as the historic account of Phineas Gage, a railroad worker whose brain was penetrated by a 3' 7" iron rod during an accidental explosion. Amazingly, Gage survived the trauma, but his personality was never the same. This course implements a cooperative learning approach to exploring what we have learned about the human brain from accidents, disease states, and other twists of fate, as well as from the study of healthy brains. Possible topics may include phantom limb syndrome, locked-in syndrome, brain death, autism, epilepsy, sleep disorders, and electrical injury. Neuroscience-related film and literature may also be explored. Finally, students will implement strategies for improving their own brain health. Student learning will be assessed in a variety of ways including in-class assignments, quizzes, discussions, group projects, papers, presentations, and exams. Offered infrequently.

Prerequisites: (PSYC 111 or PSYC 111Z or HONR 220E)

Restrictions: Students with the 2025-2026 Registration Cohort attribute may not enroll.

PSYC 309L Forensic & Legal Psychology (4 Credits)

The general aim of this course is to learn about psychological knowledge as it applies to law. The course offers an overview of contemporary psychological theories, research, principles, concepts, and practices pertinent to the legal system. Although students will gain an appreciation for the culture and traditions of law, this is not a law course. The emphasis is on human behavior and mental processes and the interaction of psychology with the legal and criminal justice systems. Specific topics include psychological assessment, testing, and the law; psychology and the courts; mental health law (competencies, criminal responsibility, civil commitment; the psychology of the jury (procedural considerations and jury decision making; the psychology of evidence (eyewitness testimony, the polygraph, hypnosis, facial composites, profiling, pretrial publicity); correctional psychology; family law; juvenile delinquency and justice; criminal behavior; and the psychology of law enforcement. Typically offered once per academic year.

Prerequisites: PSYC 111 or PSYC 111Z or HONR 220E

Equivalent courses: PSYC 309B

PSYC 309M Multicultural Psychology (4 Credits)

This seminar-style course will focus on the contemporary scholarship in multicultural psychology. The course will emphasize the psychological and social experience of discrimination, oppression, and privilege. Students will learn about how one's social identities (race, gender, sexual orientation etc.) make up an individual's cultural experiences. Students will be expected to explore these topics about themselves and others. The course will include readings, discussion, and experiential activities to interactively learn these topics. Offered infrequently.

Prerequisites: (PSYC 111 or PSYC 111Z or HONR 220E) and PSYC 350

Restrictions: Enrollment limited to students with a class of Junior or Senior.

PSYC 309N Environmental Psychology (4 Credits)

Human behavior is the major contributing factor to all environmental problems we face today. Thus, if we are to understand both the causes and potential solutions to the many environmental problems our planet is facing, we need to understand how psychological principles influence the human behavior that causes those problems. We can then begin to develop strategies for addressing environmental problems based upon our knowledge of human behavior. The purpose of this special topics course is to examine psychology's role in leading society toward a more sustainable existence. We will review many of the psychological principles covered in the introductory course with the purpose of applying those principles to environmental issues. Offered infrequently.

Prerequisites: PSYC 111 or PSYC 111Z or HONR 220E

Equivalent courses: PSYC 393E

PSYC 309O Psychology of Political Leadership (4 Credits)

The course will examine conceptual and methodological perspectives on the psychological assessment of presidential candidates and the role of personality on political leadership. The course will cover topics such as alternative approaches to the study of personality in politics, presidential leadership and management styles, and psychological "fitness for office." Students will participate in a group research project involving psychological and leadership assessments of the presidential and vice-presidential candidates in the 2016 election and, with the help of the instructor, will publish a series of newspaper articles dealing with the subject matter of the course. The class will be structured like a seminar or workshop and performance evaluation will be based on class discussion, participation, presentations, and short papers that will be edited and submitted for publication in the news media. Offered infrequently.

Prerequisites: (PSYC 111 or PSYC 111Z) and (PSYC 208 or HONR 220E)

PSYC 309P The Psychology of Prejudice and Discrimination (4 Credits)

This course examines stereotyping, prejudice, and discrimination from a social psychological perspective. Students will learn about why prejudice and discrimination occur and how prejudice and discrimination can be addressed and reduced. Additionally, students will use research findings to interpret and explain real-world events and will be given the opportunity to build a more inclusive campus community by identifying institutionalized policies and practices that discriminate against marginalized student groups on campus. Offered infrequently.

Prerequisites: None

PSYC 309Q Cognition in a Digital Age (4 Credits)

This course will focus on research into how people's cognition may be affected by the use of digital media and technology as compared to more traditional ways of accessing and processing information. We will address questions such as: How does reading text on computers, tablets, smartphones, etc. differ from reading books and other printed materials? Is there a difference in comprehension level, attention span, the likelihood to skim, or other variables? How does the ubiquity of smartphones and social media affect people's attentional focus, productivity, and emotional well-being? Can people effectively multitask or is the presence of such technology and apps always detrimental? How does reading fake or inaccurate news affect people's understanding of the world? After exposure to such information, are there effective methods to combat the misinformation so that people gain a more accurate understanding of the topic? Does easy access to Google, Wikipedia, and other online sources affect people's idea of what it means "to know" something? Does it affect people's motivation to commit information to memory? Offered infrequently.

Prerequisites: PSYC 111 or PSYC 111Z or HONR 220E

PSYC 310 Community Psychology (4 Credits)

Community Psychology is an applied field that uses psychology and other social science research to develop community interventions for the purpose of preventing psychological disorder, promoting mental health, and enhancing the quality of life for individuals and communities. As a result, community psychologists are actively involved in the community and within community organizations. Sample topics include: Collaborative community research, the psychological sense of community, psychological stress and social support, community and social change, citizen participation and empowerment, and intervention in schools, human service organizations, and the mental health system. Typically offered once per academic year.

Prerequisites: PSYC 111 or PSYC 111Z or HONR 220E

Restrictions: Students with the 2025-2026 Registration Cohort attribute may not enroll.

Attributes: Experiential Engagement (EX)

PSYC 311 Sport and Exercise Psychology (4 Credits)

The scientific study of the behavioral, affective, and cognitive reactions of participants and spectators to various sport settings, with emphasis on the potential of sport to contribute to psychological health and wellbeing, as well as the potential for sport to increase anxiety, aggression, violence, and injury. The role of the sports and exercise psychologist is examined, including increasing the level of athletic performance, dealing with the emotional problems of athletes, educating athletes, coaches, and spectators, and studying human behavior and mental processes in sports settings. Offered infrequently.

Prerequisites: (PSYC 111 or PSYC 111Z)

Restrictions: Students with a class of First Year may not enroll.

PSYC 320 Principles of Learning and Behavior (4 Credits)

An exploration of the basic principles of conditioning and learning. The course covers the phenomena of Pavlovian and Operant conditioning as well as their place in the larger theoretical framework of psychology. The course also covers application of these principles to understanding social and individual behavior. Offered once per academic year.

Prerequisites: PSYC 111 or PSYC 111Z

PSYC 330 Sensation and Perception (4 Credits)

An exploration of the ways in which we construct a world of things and events from the flow of stimulus energy. Covers such topics as color vision, form perception, perception of space and movement, perceptual constancies, and music and speech perception. Offered once per academic year.

Prerequisites: PSYC 111 or PSYC 111Z or HONR 220E

PSYC 331 Cognitive Processes (4 Credits)

The study of the higher mental processes. Special emphasis is given to perception, memory, attention, imagery, problem solving, decision making, and language. Fall and Spring.

Prerequisites: PSYC 111 or PSYC 111Z or HONR 220E

Equivalent courses: PSYC 331AC

Attributes: Social World (SW)

PSYC 331AC Cognitive Processes (CIC) (3-5 Credits)

Prerequisites: None

Equivalent courses: PSYC 331

Attributes: Social World (SW)

PSYC 340 Physiological Psychology (4 Credits)

A survey of psychological topics from the biological perspective. Topics may include neuroanatomy, neurodevelopment, sensation and perception, sleep, learning and memory, emotion, language, brain damage/neuroplasticity, drug addiction, and psychological disorders. Depending on instructor, course may also include a hands-on laboratory component such as sheep brain anatomy. Fall and Spring.

Prerequisites: PSYC 111 or PSYC 111Z or HONR 220E

Restrictions: Students with the 2025-2026 Registration Cohort attribute may not enroll.

PSYC 340AC Physiological Psychology (CIC) (3-5 Credits)

Prerequisites: None

Equivalent courses: PSYC 340

PSYC 342 Psychopharmacology (4 Credits)

This course is designed to familiarize students with current drugs including antipsychotics, antidepressants, antianxiety agents, and drugs of abuse. An emphasis will be placed on the action of these drugs at the synaptic level, indications and contraindications for their use, and potential side effects. Typically offered every other year.

Prerequisites: PSYC 111 or PSYC 111Z

PSYC 343 Health Psychology (4 Credits)

This course will survey various models of the mind-body interaction as related to physical health. Topics may include: psychoneuroimmunology, the role of stress on mental and physical health, psychosomatic disorders, behavioral medicine, and the psychology of illness and wellness. Recommended for pre-med, pre-physical therapy, and pre-occupational therapy majors. Fall and Spring.

Prerequisites: PSYC 111 or PSYC 111Z or HONR 220E

PSYC 347 Advanced Statistics and Measurements (4 Credits)

Develops the most basic concepts of evaluating psychological measures: reliability, validity, and normative data and then proceeds to show how these principles can be used to evaluate new and existing measures. Topics covered include basic review of descriptive statistics, ability and achievement assessment, personality assessment, and factor analysis. Offered infrequently.

Prerequisites: PSYC 221

Restrictions: Enrollment limited to students with a class of Junior or Senior.

PSYC 349 Motivation and Emotion (4 Credits)

The words "motivation" and "emotion" come from the same root: both refer to the psychological "forces" underlying action (behavior). This course will examine the biological, psychological, and social bases that consciously or unconsciously direct our behavior. Topics may include: the physiology of emotion, moral development, attachment and "free will." Offered once per academic year.

Prerequisites: (PSYC 111 or PSYC 111Z)

Attributes: Thematic Encounter3 - Truth

PSYC 350 Social Psychology (4 Credits)

This course reviews the major theories and methodologies in social psychology, the scientific study of how people think about, are influenced by, and behave in relation to others. The course will examine how people view themselves and others and the accuracy of those thoughts, the social forces that impact people's behavior and attitudes, and how people relate to each other (prejudice, aggression, attraction, and helping). Fall and Spring.

Prerequisites: PSYC 111 or PSYC 111Z or HONR 220E

PSYC 360 Developmental Psychology (4 Credits)

The study of age-related changes that occur as the individual moves through life. Major theoretical perspectives, concepts, and research methods for examining physical, cognitive, moral and social-emotional development. Fall and Spring.

Prerequisites: PSYC 111 or PSYC 111Z or HONR 220E

Attributes: Cmnty Engaged Learning Opt, Social World (SW), Thematic Encounter3 - Truth

PSYC 369A TOPICS:INDST/ORGAN PSYC (SCSU) (3-4 Credits)

Prerequisites: None

PSYC 369AA COMMUNITY MENTAL HEALTH (4 Credits)

Prerequisites: None

PSYC 369AB THY&APPRCHS TO COUNSELING (4 Credits)

Prerequisites: None

PSYC 369FA Resilience in Children/Youth - France (3 Credits)

Prerequisites: None

Corequisites: XXXX 52

Attributes: Social World (SW)

PSYC 369FB Introduction to Child Psychology - France (3 Credits)

Prerequisites: None

Corequisites: XXXX 52

Attributes: Social World (SW)

PSYC 369FC Adolescent Psychology - France (3 Credits)

Prerequisites: None

Corequisites: XXXX 52

Attributes: Social World (SW)

PSYC 369FD Cross Cultural Psychology - France (3 Credits)**Prerequisites:** None**Corequisites:** XXXX 52**Equivalent courses:** PSYC 390C**Attributes:** Social World (SW)**PSYC 369GA Trauma and the Remaking of the Self (3 Credits)**

This module "Trauma and the Remaking of the Self" provides an overview of current psychological theories and research in the understanding of human responses to psychological trauma and life adversities. Topics include acute stress reactions, and post-traumatic stress disorders resulting from interpersonal and family violence, sexual victimization, traumatic loss and death, disaster, and other critical life events. Resilience and post-traumatic growth in the face of life challenges will be discussed in the second part of the module. There will be a special focus on cultural and gender issues in relation to human traumatic stress reactions and resilient functioning.

Prerequisites: None**Attributes:** Human Experience (HE)**PSYC 369GB PSYC IN POST-PANDEMIC ERA (SW) (3 Credits)****Prerequisites:** None**Attributes:** Social World (SW)**PSYC 369GC Consciousness (3 Credits)****Prerequisites:** None**Corequisites:** XXXX 53**Attributes:** Social World (SW)**PSYC 369IA Positive Psychology - Rome (3 Credits)**

This course will take students through the recent science of positive psychology, which aims to 'understand, test, discover, and promote the factors that allow individuals and communities to thrive' (Sheldon et al, 2000). In particular, positive psychology comprises the scientific exploration of well-being, happiness, flow, personal strengths, compassion, creativity, and characteristics of positive groups and institutions that enable their development. In this sense, rather than focusing solely on the happiness of individuals and on a self-centered approach, positive psychology also concentrates on happiness and flourishing at a group-level. We will look at how individuals and groups flourish and how increasing the well-being of one will have a positive effect on the other. The first part of this course reviews the theory and research on positive psychology, while the second part focuses on theoretical conflicts and real-world applications. Every session will incorporate experiential learning and exercises aimed at increasing personal well-being and at facilitating students' understanding of the fundamental questions in the field. Ultimately, the students will be able to utilize a more accurate and objective (rather than intuitive) understanding of concepts of positive psychology such as happiness, well-being, and compassion). Pre-requisite: completion of an introductory course in Psychology.

Prerequisites: None**Corequisites:** XXXX 54**Equivalent courses:** PSYC 309E**Attributes:** Social World (SW)**PSYC 369LA SOCIAL PSYC/GLOBAL CONT (LOND) (4 Credits)****Prerequisites:** None**Corequisites:** XXXX 43**Equivalent courses:** PSYC 369A**PSYC 369PA Cultural Psychology - Spain (3 Credits)****Prerequisites:** None**Corequisites:** XXXX 67**Attributes:** Social World (SW)**PSYC 369PB General Sports Psychology - Spain (3 Credits)****Prerequisites:** None**Corequisites:** XXXX 67**Equivalent courses:** EXHS 324**PSYC 369R PSYCHOLOGY IN CORK (3-6 Credits)****Prerequisites:** None**Corequisites:** XXXX 63**PSYC 369SA Cross Cultural Psychology - Austria (3 Credits)**

The course explores human behavior from the social point of view and in a cross-cultural perspective, both in theory and in practice. The focus will be on well-known influential Austrian figures like psychologist Alfred Adler, Viktor Frankl and psychoanalyst Sigmund Freud. This course in cross-cultural psychology, through elements of sociology, ecology, anthropology, biology, sociology, gives students the opportunity to discuss the shaping and deployment of human attitudes, behavior, values, communication process and social organization. Specific attention will be devoted to issues such as the individual vs the social, mental health and cross-cultural communication. The course aims at providing students with the opportunity to apply methodologies of inquiry focusing on how relationships and behavior in cross-cultural contexts take shape.

Prerequisites: None**Corequisites:** XXXX 61**Equivalent courses:** PSYC 309C, PSYC 369TA**Attributes:** Social World (SW)**PSYC 369TA Cross Cultural Psychology (3 Credits)****Prerequisites:** None**Corequisites:** XXXX 45**Equivalent courses:** PSYC 309C, PSYC 369SA**Attributes:** Social World (SW)**PSYC 370 Clinical and Counseling Psychology (4 Credits)**

The purpose of this course is to provide an introduction to the fields of clinical and counseling psychology. Major topics covered include: the historical backgrounds of these fields, the educational requirements for professionals, the use of assessment techniques and professional issues and issues related to clientele. Basic helping skills, which are useful in any form of communication, are developed. In addition, the theories most representative of the various schools of psychotherapy are explained. Fall and Spring.

Prerequisites: PSYC 111 or PSYC 111Z or HONR 220E**Attributes:** Social World (SW), Thematic Encounter3 - Justice**PSYC 371 Individual Learning Project (1-4 Credits)**

Supervised reading or research at the upper-division level. Approval of department chair and completion and/or concurrent registration of 12 credits within the department required. Not available to first year students.

Prerequisites: None**PSYC 380 Personality Psychology (4 Credits)**

Foundational issues in personality psychology, including the personality construct, levels of analysis in personality psychology, the nature and purpose of personality theories, and criteria for evaluating the adequacy of psychological theories. Major domains of knowledge and theoretical perspectives on the psychology of personality, including biological, psychodynamic, dispositional (trait), cognitive, affective, and social/cultural approaches. Consideration of psychological adjustment and psychopathology in relation to personality psychology. Typically offered once per academic year.

Prerequisites: PSYC 111 or PSYC 111Z or HONR 220E**Equivalent courses:** PSYC 280

PSYC 381 Psychological Disorders (4 Credits)

This course provides an overview of various forms of psychological disorders. Students will become familiar with the major categories, signs, and symptoms of psychological disorders according to the Diagnostic and Statistical Manual of Mental disorders, as well as cultural conceptualizations of distress and how etiology, symptoms, and treatment may differ across cultural groups. Students will explore how symptoms of mental illness may be viewed from a holistic perspective and how to consider the impact of stigma in the classification of disorders. They will be encouraged to seek to understand and empathize with the varied experiences and perspectives of individuals suffering from psychological distress, particularly through case studies. Fall and Spring.

Prerequisites: PSYC 111 or PSYC 111Z or HONR 220E

Attributes: Social World (SW), Thematic Encounter3 - Justice

PSYC 392 History of Psychology (4 Credits)

Historical analysis of psychology from the field's beginnings in philosophy and the natural sciences through the present day. Students will participate in discussions about assigned readings and give presentations based on their own research on the history of psychology. Students will complete a paper and presentation focused on a particular world problem of interest to them and how psychological research could be utilized to help make the world a better place. Typically offered once per academic year.

Prerequisites: None

Restrictions: Enrollment is limited to students with a major in Psychology. Students with the 2023-2024 Registration Cohort, 2024-2025 Registration Cohort or 2025-2026 Registration Cohort attributes may not enroll.

PSYC 393 Psychology Seminar (4 Credits)

Detailed consideration of special topic; library research and possible laboratory work included; participants will prepare and present a major paper to seminar participants. Fall and Spring.

Prerequisites: None

Restrictions: Enrollment limited to students with a class of Junior or Senior. Enrollment is limited to students with a major in Psychology.

Equivalent courses: PSYC 393A, PSYC 393B

PSYC 393A Controversies in Psychology (4 Credits)

In this discussion-based course, we will examine a number of controversial topics within the field of psychology. The main objective of the course is to help psychology majors develop informed opinions on a variety of important issues that are currently being debated in the field. Participation in class discussions will be expected of all students and will constitute a significant portion of the course grade. In addition, students will write a major paper and present it to the group; they will also lead discussions and complete frequent short writing assignments. Some potential topics: Are we over-medicating our kids? Is it ethical for psychologists to be involved in the interrogation of suspected terrorists? Does abstinence-based sex education work in reducing teen sexual activity, pregnancy, and STIs? To what degree is the diagnosis and treatment of psychological disorders influenced by drug companies? What are the psychological effects of using social media? Should personality measures be used when screening job applicants? Is there a mental health "crisis" or do increases in diagnoses simply indicate greater awareness and less stigma? What is involved in sexual orientation "conversion" therapy, and should therapists offer such treatment? Should behavioral "nudges" be used by organizations and governments to change people's behavior?

Prerequisites: None

Restrictions: Enrollment is limited to students with a major in Psychology. Students with the 2024-2025 Registration Cohort or 2025-2026 Registration Cohort attributes may not enroll.

Equivalent courses: PSYC 393

PSYC 393B Personality Assessment & Profiling in Criminal Psychology (4 Credits)

Psychology Seminar involves detailed consideration of a special topic and requires seminar participants to prepare and present a major paper. This section is designed to help senior psychology majors integrate diverse psychological concepts, principles, theories, and methods to the applied areas of criminal investigation. The course will draw from several areas of psychology, including the biological foundations of personality; perception and cognition; motivation and emotion; human development; personality psychology; psychopathology; and social psychology. Students will develop offender and victim psychological profiles in unsolved criminal cases.

Prerequisites: None

Restrictions: Enrollment is limited to students with a major in Psychology.

Equivalent courses: PSYC 393

PSYC 393C Buddhist Psychology (4 Credits)

This course will explore the interface between Western and Buddhist psychologies by a re-examination of traditional substantive areas in psychology including (but not limited to): historical development, research methodology and ways of knowing, neuroscience, sensation and perception, consciousness, conditioning, cognition, motivation and emotion, personality, social interaction and psychopathology. Class meetings will be spent discussing assigned readings from both the psychological and the Buddhist literature. Students will select a psychological topic of interest, extensively research the topic from both perspectives, and prepare a term paper to be presented to the group. In addition, students will receive basic instruction in mindfulness meditation and will be asked to adopt a daily practice, journaling their reactions and experiences, as an experiential component of the course.

Prerequisites: None

Restrictions: Enrollment is limited to students with a major in Psychology. Students with the 2023-2024 Registration Cohort, 2024-2025 Registration Cohort or 2025-2026 Registration Cohort attributes may not enroll.

Equivalent courses: PSYC 393

PSYC 393F Guidance for Life: Psychological and Benedictine Wisdom (4 Credits)

Modern society often portrays science and religion as being at odds with each other. This course will emphasize how science and religion both point to similar suggestions for how to live well. More specifically, students will learn about the Benedictine Wisdom Tradition (e.g., values, practices) and identify a set of principles that are central to a Benedictine way of life. Students will then find and examine psychological research related to those Benedictine principles to illuminate how psychological science and religion often concur in their guidance for how to live fulfilling lives that can contribute in meaningful ways to one's community and the broader world. Among the principles to be examined: listening, attentiveness, humility, and community. Ultimately, students will complete a major paper and presentation where they focus on a particular world problem of interest to them and how the guiding principles derived from both psychological research and Benedictine wisdom could be utilized to help make the world a better place.

Prerequisites: None

Restrictions: Enrollment is limited to students with a major in Psychology. Students with the 2023-2024 Registration Cohort, 2024-2025 Registration Cohort or 2025-2026 Registration Cohort attributes may not enroll.

Attributes: Benedictine Raven (BN)

PSYC 396 Senior Thesis (1-4 Credits)

Limited study examining a student's own researchable hypothesis in consultation with one or more department members. Students typically enroll for 3 credits in Fall and for 1 credit in Spring, in their senior year.

Prerequisites: None

Restrictions: Enrollment limited to students with a class of Junior or Senior. Enrollment is limited to students with a major in Psychology.

Attributes: Experiential Engagement (EX)

PSYC 397 Internship (1-8 Credits)

Internship in an approved setting. Work experience in an area of applied psychology supervised by agency personnel and department coordinator.

Prerequisites: None

Attributes: Experiential Engagement (EX)

Sociology (SOCI)

SOCI 111 Introduction to Sociology (4 Credits)

Systematic description and analysis of the creation and composition of groups; development of the sociological imagination as the key to understanding the interconnectedness of individuals, cultures and social institutions. An introduction to sociological theory, methodology, and analysis as well as to the major topics studied by the discipline.

Prerequisites: None

Equivalent courses: SOCI 111AC, SOCI 111Z

Attributes: CSD: Identity (CI)

SOCI 111AC Introduction to Sociology (CIC) (3-5 Credits)

Prerequisites: None

Equivalent courses: SOCI 111, SOCI 111Z

Attributes: Social World (SW)

SOCI 121 Introduction to Anthropology (4 Credits)

This course will provide an introduction to the field of anthropology. Anthropology is a holistic and comparative study of human diversity. Students will examine cross-cultural examples to shed light on all aspects of human life and culture from race, gender, identity and ethnicity, to language and religion, to technology and medicine, to the study human evolution and variation. Ethnographic examples stemming from both the United States as well as around the world allow students to reflect on their own identities and cultural contexts. It is often in comparison that we can see how our own cultural lens and experiences have shaped our perspectives of the world.

Prerequisites: None

Equivalent courses: HONR 220F, SOAN 121, SOCI 121Z

Attributes: CSD: Identity (CI)

SOCI 206 Qualitative Research Methods (4 Credits)

This course will focus on qualitative research methods such as participant and non-participant observation, in-depth interviews, content analysis, and photography. Students will design their own qualitative research, collect qualitative data, and analyze their data in the context of existing literature.

Prerequisites: None

Equivalent courses: SOAN 306, SOCI 306

SOCI 230 Family and Society (4 Credits)

Explores the family as a SOCIAL institution, recognizing the diversity of families around the world and within various cultures. The course places particular emphasis on the history, current challenges, and future directions of the family in United States, while examining how societal perspectives on gender, race, ethnicity, social class, and immigration status impact interactions and roles within the family. Students examine how families are influenced and shaped by social forces such as the economy, politics, and religion.

Prerequisites: None

Equivalent courses: SOCI 329

SOCI 250 Social Problems (4 Credits)

This course provides an overview of the sociological study of social problems and issues, both in the United States and in global perspective. The course will examine the nature and causes of social problems as well as possible solutions. Theoretical and methodological perspectives used to analyze social problems will also be considered.

Prerequisites: None

SOCI 270AA Aboriginal People-Australia (4 Credits)

Prerequisites: None

SOCI 270FA Introduction a La Sociologie (3 Credits)**Prerequisites:** None**Corequisites:** XXXX 52**SOCI 2700A Introduction to Sociology and Social Anthropology (3 Credits)**

Introduction to conceptual and theoretical themes in sociology and social anthropology, including discussions on social inequality, social stratification, culture, identity (including gender, "race" and ethnicity), socialisation, and age in the context of a life course perspective. Discussion themes are grounded in social theory and methodological approaches in the social sciences.

Prerequisites: None**Corequisites:** XXXX 64**Attributes:** Social World (SW)**SOCI 271 Individual Learning Project (1-4 Credits)**

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None**SOCI 277A Global Health, Culture and Inequality (4 Credits)**

This course explores global health from an anthropological perspective. It examines how medical anthropologists attempt to understand global health challenges within a larger historical, cultural, political, and economic framework. This course will cover a wide range of health challenges from a variety of cultural and geographic contexts. We will examine a number of topics and diseases – both infectious and non-communicable – through case studies and ethnographies. Students will consider issues of gender inequality, maternal and child health, humanitarian aid, global mental health, and the bioethics of global health practices. The course emphasizes the numerous political, economic, structural and cultural forces that lead to the unequal distribution of disease globally.

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Equivalent courses: SOCI 337I**Attributes:** Social World (SW), Thematic Focus - Justice**SOCI 279A Quantitative Methods in Sociology (4 Credits)**

This course will use a "hands on" approach by students to grapple with the quantitative analyses of data in the social sciences. Students will learn about the operationalization, computation, and transformation of variables. Students will create and test hypotheses using SPSS. They will also write up their results using a journal article format and give presentations of their results.

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Equivalent courses: SOCI 205, SOCI 379B**Attributes:** Quantitative Reasoning (QR), Social World (SW), Thematic Focus - Truth**SOCI 304 Social Theory (4 Credits)**

This course introduces you to the thinkers, ideas, concepts, and concerns that together comprise the fields of classical and contemporary sociological and anthropological theory. This course begins by addressing the central ideas and assumptions of the founders of modern Sociology and Anthropology. We will read these influential theorists' original work, discuss the epistemological significance of sociological theory, survey recent schools of thought and intellectual trajectories within the disciplines, and apply sociological and anthropological theory to contemporary issues.

Prerequisites: SOCI 111 or SOCI 111Z**Equivalent courses:** SOAN 304, SOCI 204**SOCI 306 Qualitative Research Methods (4 Credits)**

This course will focus on qualitative research methods such as participant and non-participant observation, in-depth interviews, content analysis, and photography. Students will design their own qualitative research, collect qualitative data, and analyze their data in the context of existing literature.

Prerequisites: None**Equivalent courses:** SOAN 306, SOCI 206**SOCI 319 Sex and Gender (4 Credits)**

A survey of sociological knowledge about sex and gender as fundamental organizing principles of our social world. Examines the interplay of sex, gender, and sexual orientation as they change over time and across cultures. Critical analysis of what it means to live as a gendered, sexual being in today's society.

Prerequisites: None**SOCI 323 Medical Anthropology (4 Credits)**

Medical anthropology seeks to understand human health and wellbeing, the experience and distribution of illness, and methods of healing across cultures. While illness and health are universal concepts, the specific conditions that lead to illness and health, and the understanding of what these various states do to one's body and one's spirit, vary greatly. In our biomedically-oriented society, we often take for granted the various ways that culture, political economy, social structures, religion, and environment impact health. In this course, we explore the cultural variations that exist in the ways people experience, diagnose, and treat illnesses. We will cover a variety of topics from childhood disease and stress to medical travel and pharmaceutical marketing. The course readings will be rooted in ethnographic inquiry – that is, we will read about the lived experiences of people seeking health and healing, the methods anthropologists use to collect such data, and the theories that help us explain them. Course readings include a graphic novel about medical promise, an ethnography about Malawian medical students, and numerous case studies from all over the world that will bring us closer to understanding the various and complex ways people experience health, illness, and healing.

Prerequisites: None**Equivalent courses:** SOCI 337M**Attributes:** Social World (SW), Thematic Encounter3 - Truth

SOCI 324 Anthropology of Africa (4 Credits)

Africa is an immense continent of strikingly rich and diverse geography, politics and cultures. This course explores many of the central issues and debates in the anthropological study of contemporary Africa, with a focus on sub-Saharan Africa. Media representations of Africa often focus solely on suffering, poverty, disease and corruption. African life is also frequently portrayed as a singular unified experience. Yet, African societies and communities are dynamic: both in their cultural, political and historical diversity, and in their responses to the legacies of colonialism and the challenges of the contemporary global context. While this course will examine many of the problems that contemporary Africans face, we will also contextualize these problems and counter prevailing narratives about Africa by exploring the resilience and rich cultural life on the continent. Topics will include: colonialism and post-colonialism, political economies, kinship and social organization, religion, health, gender, globalization, sexuality, and arts.

Prerequisites: None

Equivalent courses: SOCI 337C

SOCI 326 Cultural Thought and Meaning (4 Credits)

How have engagements with cultural "others" helped create knowledge, expand our understanding of ourselves and the world, and inspired us to think about humanity? In this class, we will learn about some of the key theoretical paradigms in cultural anthropology, from its earliest inception through contemporary, experimental anthropological thought. As anthropological theory must be deployed in ethnographic practice to have any effect, theoretical material in this class will be paired with ethnographies, articles, manuscripts, and films-which exemplify, challenge and build upon abstract concepts.

Prerequisites: SOCI 326 is a Thematic Focus - Truth Course. You must take INTG 100 or 205 prior to taking a Thematic Focus Course. You must take a Cultural and Social Difference: Identity (CI) course prior to or at the same time as Thematic Focus Courses.

Equivalent courses: SOCI 337H

Attributes: Human Experience (HE), Thematic Focus - Truth

SOCI 327 Food, Culture and Society (4 Credits)

Food is central to human life, but how food is defined, acquired, and consumed varies widely throughout the world. This class takes a four-field anthropological approach to the study of food. In this course, students will explore how food nourishes and shapes our bodies, how historical changes in food acquisition have shaped society, and how globalization is re-shaping what and how we eat. The social and cultural importance of food will be emphasized in this class, and students will examine the role of food in building identity, making meaning, organizing society, and creating social practices. This course will draw on anthropological theory and methods to understand the importance of food in shaping and giving meaning to human life.

Prerequisites: SOCI 327 is a Thematic Focus Course. You must take INTG 100 or 205 prior to taking a Thematic Focus Course. You must take a Cultural and Social Difference: Identity (CI) course prior to or at the same time as Thematic Focus Courses.

Equivalent courses: SOCI 337L

Attributes: Social World (SW), Thematic Focus - Movement

SOCI 334 Deviant Behavior (4 Credits)

Definition, causes and theories of deviant behavior in the framework of social norms and institutions. Major deviant identities in American society.

Prerequisites: SOCI 111 or SOCI 111Z

SOCI 336A Culture and Diversity in Latin America (4 Credits)

This course offers an introduction to the region of Latin America and to the field of anthropology. Latin America is a vast expanse of geographic extremes from the glaciers of Patagonia to altiplano desert to the Amazon basin. The region is home to more than half a billion people, speaking over eight hundred languages, and living in twenty different nations. It is a region of contrasts, where wealth and poverty are often in proximity. It is the world's most urbanized region, yet Latin America is often associated with agrarian communities. Using anthropological concepts such as culture, community, identity, and political economy, students will explore Latin America's great diversity while also identifying the cultural factors that unify and shape Latin America.

Prerequisites: Before taking a Cultural and Social Difference: Systems Courses (CS) you first must complete the following Integrations requirements; Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: Identity (CI).

Equivalent courses: SOCI 337Q

Attributes: CSD: Systems (CS)

SOCI 336B Men and Masculinities (4 Credits)

This course will offer an exploration of current topics in the field of men's studies. What is masculinity? How is it formed? Who does it benefit? What are its hazards? Readings from a variety of disciplines will challenge students to analyze the way masculinity functions across cultures and in their own cultural context.

Prerequisites: Before taking a Cultural and Social Difference: Systems Courses (CS) you first must complete the following Integrations requirements; Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: Identity (CI).

Equivalent courses: GEND 290D, GEND 360D, SOCI 337T

Attributes: CSD: Systems (CS)

SOCI 336C Corrections: Race, Gender and Power in Prisons (4 Credits)

In this course, students will examine how the corrections system works to enforce, shape, invent, and constrain people's behavior related to gender. Students will use first hand accounts, statistics, and ethnography to understand the relationship between gender, power, and the corrections system. The experiences of inmates, corrections officers, judges, and victims will be central to understanding how corrections systems work in relationship to power, gender, and race. Finally, we will consider how this can be used to shape corrections policy in the future.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: Identity (CI).

Attributes: CSD: Systems (CS)

SOCI 337P Love, Sex, and Marriage: Anthropological Perspectives on Kinship (4 Credits)

Families are universal, yet their form varies widely across the globe. People hold strong ideas about who belongs to their family, what responsibilities family members have towards each other, who they can have sex with, and who they should marry. While our ideas about family seem natural and rigid, they are in fact eminently flexible and constantly changing. Kinship is a term used in anthropology to mean the web of social relations that make up families. In considering the different ways that people come to see themselves as related to one another, we will examine familial practices of different cultures, and consider how contemporary social changes like new reproductive technologies, migration, and transnational marriage are shaping family life around the world.

Prerequisites: None

Attributes: Social World (SW), Thematic Encounter3 - Movement

SOCI 337R Minnesota Native Nations (4 Credits)

Why do some Native nations have unique fishing rights? Why do some operate casinos? This topics course explores these and other questions that examine the ways Native nations continue to assert self-governance. For centuries, colonizers used military and assimilationist campaigns against Native nations. Fortunately, these campaigns failed to account for Native nations' resilience and North American continues to be home to hundreds of distinct tribal governments. By exploring the histories and cultures Native nations in Minnesota and across North America, students in this course will learn from the strategies they use to resist colonization and assert their independence.

Prerequisites: None

Equivalent courses: INTG 277A

Attributes: Social World (SW)

SOCI 337S Communities (4 Credits)

Community has always been a central concept in Sociology, and this course will introduce you to the history of sociologists' analyses of communal life. We will study the relationship between the individual and the community, as well as relationships between communities. We will consider both geographic and relational communities, the degree to which these overlap, and changes in the structure and function of communities over time. The first half of the course will cover the history of sociologists' theoretical and empirical work on community, while the second half of the course will focus on contemporary American communities. Much of our time will be spent studying new, emerging forms of community made possible by technology and mobility.

Prerequisites: None

SOCI 337U Global Health Community Engaged Learning in Zambia - Embedded (4 Credits)

Prerequisites: None

Attributes: CSD: Systems (CS), Experiential Engagement (EX), Global Engagement (GL), Social World (SW), Thematic Encounter3 - Justice

SOCI 337V Native Health and Wellness (4 Credits)

How did Native American tribes meet all community members health and wellness needs? Why do Native communities today have some of the highest healthcare disparities in North America? As Native communities are revitalizing their health and wellness traditions, what lessons do they provide that can benefit everyone? In this course, student will investigate these and other questions as we explore the unparalleled resiliency of Native communities from Minnesota's Ojibwe and Dakota communities to those across the continent.

Prerequisites: None

Attributes: Social World (SW)

SOCI 340 Criminology and Corrections (4 Credits)

Theoretical causes of criminal behavior. Strengths, limitations, and challenges to the effectiveness of police, judicial, and corrections systems in the U.S. Attention to the role of the media and cultural biases in analyzing the "crime problem." Course includes an optional Service Learning component. Alternate years.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Attributes: CSD: Systems (CS)

SOCI 341 Urban Studies (4 Credits)

The city is a built environment that lends material form to social relations. We will study how people interact with the city, and how the city structures people's interactions with each other. Liberating for many, the city offers unprecedented access to a variety of subcultures, lifestyles, and communities. For many others, the city constrains opportunity in unprecedented ways. This course will introduce students to theoretical and empirical work on cities and provide an opportunity for independent research: Students will learn a bit about ethnographic research methods and have opportunities to observe public spaces, take field notes, and analyze those notes in the context of relevant sociological and anthropological literature.

Prerequisites: None

SOCI 342 Self and Society (4 Credits)

This is a course on sociological social psychology, with a primary focus on symbolic interactionism as a way to understand the many connections between society and the individual. We will think about the self and social identity: how these things emerge from interaction with others; how we selectively adjust and present ourselves to others; and the implications of these social processes for our individual and collective narratives. We will study how groups and institutions shape our self-concept, and also how our ideas about who we are contribute to the creation and negotiation of social reality.

Prerequisites: None

Equivalent courses: SOAN 342

Attributes: Social World (SW), Thematic Encounter3 - Truth

SOCI 349 Environmental Anthropology (4 Credits)

We interact daily with the environment in a multitude of ways which often pass unnoticed. When we use cell phones powered by lithium batteries, when we wash our dishes with chlorinated water, when we drink coffee produced in other countries, and when we walk through the arboretum, we engage with nature and the politics that manage it. In this course, students will gain an anthropological framework for observing and critically analyzing diverse human relationships to the environment. The course addresses the questions: In what ways do human cultures perceive, use, and care for the natural world? What does it mean to live in the Anthropocene? How does resource management mediate the natural world? In what ways do people plan for, participate in, subvert, and are affected by environment management schemes? This course examines the relationships between human cultures and the environments they inhabit through ethnographic examples drawn from around the world.

Prerequisites: None

Equivalent courses: SOAN 349

Attributes: Social World (SW), Thematic Encounter3 - Justice

SOCI 351 Race and Ethnicity (4 Credits)

Social scientists approach race and ethnicity as constructed concepts. This class will explore the ways in which racial and ethnic distinctions are constructed, how these distinctions are made meaningful to individuals and groups, how racial understandings are based on social and cultural contexts, and in what ways inequalities form along racial and ethnic lines. This course utilizes social science approaches to critically analyze race, ethnicity, and the ways these concepts impact people in today's world.

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Attributes: CSD: Systems (CS)

SOCI 357 Sociology of Education (4 Credits)

Examines the social factors affecting learning and educational processes. Considers the relationship between types of societies and systems of education and the rise of education as a social institution, the links between schools and social stratification, and the contribution of schools to the preservation of the social order.

Prerequisites: SOCI 111

Restrictions: Students with a class of First Year or Sophomore may not enroll.

SOCI 370B Pride and Prejudice: LGBTQ Histories, Rights, and Contemporary Issues in London (4 Credits)

Prerequisites: None

Corequisites: XXXX 43

SOCI 370GA CULTURE OF MODERN GREECE (SW) (3 Credits)

Students abroad are already proto-anthropologists, trying to make sense of the rules of the society around them so that they can adapt to the rhythms and practices of their new, temporary home. This class turns that experience into a structured exploration, both offering history and social context that will allow life in Greece to make sense, and giving assignments that will have students exploring that society in ways they might not otherwise find on their own. We focus on the culture(s) of Modern Greece from the 1960s onwards, drawing on authors from across the social sciences to help us identify key realms that make life in Greece distinct. We will also train more specifically in the theories and methods of anthropology, identifying how the focuses of anthropologists writing ethnographies in Greece have changed over the past decades, learning thus both about social changes in Greece and about the history and scope of anthropology at the same time. Tying this content to the experiential realm, we will try on different lenses that social scientists have created for us to look through as we conduct ethnographic research, testing what new insights we can gather when we examine the world through theories of space, ritual, performance, gender, symbol, and more. This structure will allow the student an understanding of contemporary society in Greece and a developing awareness of their own cultural conditionings and ethnocentrism.

Prerequisites: None

Attributes: Social World (SW)

SOCI 370GB Underdogs, Delinquents, Rebels: A Sociology of Transgression (3 Credits)

Prerequisites: None

Corequisites: XXXX 53

SOCI 370IA Immigration, Race & Identity in Contemporary Italy (3 Credits)

In this course, students will use cross-cultural and multidisciplinary approaches to discuss how identity is formed, challenged, and defended in an ever more globalized world. They will also investigate and compare the pressing issues of immigration, race, and ethnicity in contemporary Italy, Europe, and the U.S. Pre-requisite: completion of introductory coursework in any of the following subject areas: Cultural Studies, Sociology, Political Science, or History. Note: this course requires payment of an additional fee to cover active learning components that are above and beyond typical course costs, such as site visits, entrance fees, and other expenses.

Prerequisites: None

Corequisites: XXXX 54

Attributes: Human Experience (HE)

SOCI 370JA Ethnology of Selected Culture Areas: Japanese Politics, Economics and Society (4 Credits)

This course explores a variety of topics about contemporary Japanese politics (political parties, elections, foreign policy), the economy (Japanese corporate management, unions, commodity pricing, the monetary system), and society (social trends, popular literature, personal relationships, etc.). Mandatory and optional excursions. Term papers and class participation required. (Taught in English)

Prerequisites: None

Corequisites: XXXX 41

SOCI 370LA Diversity in Britain: Immigration, Discrimination, and Integration (4 Credits)

What is Britain's historical relationship with peoples that later migrated to Britain? How have forms of religion been transplanted, transformed and helped in the building of community? What does it mean to grow up as an immigrant in London? The course will be a study of Britons from multi-ethnic backgrounds, which have evolved from diaspora communities into multicultural ethnicities. The course will be on London, a "global city" where much of the debate focuses on these transnational communities that inhabit the capital, the unique mixture of cultural assets and beliefs, and the consequent challenging inequalities. Students enrolled in this course will be the diasporas of the Black community, Chinese and South Asians, and religions in the global diasporas – Jewish, Islamic & Sikh. At the conclusion of this course students will attain a sound knowledge of the transnational nature of the modern world and will have developed an anthropological perspective and related skills in dealing

Prerequisites: None

Corequisites: XXXX 43

SOCI 370OA Social-anthropological Themes (2 Credits)

A choice of themes that include belief and ritual, social dynamics as well as political and economic relationships, with a focus on socially relevant questions. Must be paired with another SW-eligible SOCI course to fulfill Integrations SW requirement.

Prerequisites: None

Corequisites: XXXX 64

Attributes: Social World (SW)

SOCI 370OB Medical Anthropology (2 Credits)

The contextualisation of illness and health in a society which is afflicted by HIV/AIDS, stigma and underdevelopment. Must be paired with another SW-eligible SOCI course to fulfill Integrations SW requirement.

Prerequisites: None

Corequisites: XXXX 64

Attributes: Social World (SW)

SOCI 370OC Reading and Doing Ethnography (2 Credits)

Analysis of selected ethnographical work (South African and from elsewhere) demonstrating the variety in approaches to the writing of ethnography. Fieldwork and participant observation as established traditions. A small-scale fieldwork and writing project.

Prerequisites: None

Corequisites: XXXX 64

Attributes: Social World (SW)

SOCI 370OD Culture, Power and Identity (3 Credits)

Nation-building and ethnicity. Assimilation, pluralism, multiculturalism in comparative perspective. Global inequalities and human rights. Difference and diversity in civil society. Must be paired with another SW-eligible SOCI course to fulfill Integrations SW requirement.

Prerequisites: None

Corequisites: XXXX 64

Attributes: Social World (SW)

SOCI 3700E Poverty, Development and the Environment (2 Credits)

Debates on the causes and meaning of poverty, inequality and development; critical thinking on underdevelopment and 'sustainable development'; and the environment. Must be paired with another SW-eligible SOC1 course to fulfill Integrations SW requirement.

Prerequisites: None

Corequisites: XXXX 64

Attributes: Social World (SW)

SOCI 3700F Race: Social Identity and Inequality (2 Credits)

Sociological understandings of the intersection of race, gender, sexuality, class and age as sources of identification, dimensions of power, and inequality in South Africa and elsewhere. Must be paired with another SW-eligible SOC1 course to fulfill Integrations SW requirement.

Prerequisites: None

Corequisites: XXXX 64

Attributes: Social World (SW)

SOCI 3700G Sociological Theory (3 Credits)

Social contexts of thought; historical development of sociological thought; selected theoretical perspectives such as functionalism, critical sociology, Marxism, symbolic interactionism, feminism, postmodernism.

Prerequisites: None

Corequisites: XXXX 64

Attributes: Social World (SW)

SOCI 3700H Political Sociology (3 Credits)

The relationship between power, authority and governance systems, the impact of civil society on the state, the emergence of new social and political forces; influence of social movements; the effect of militarism, terrorism, violence and armed conflict on society.

Prerequisites: None

Corequisites: XXXX 64

Attributes: Social World (SW)

SOCI 3700I Understanding HIV in South Africa: A Health and Social Justice Approach - South Africa (3 Credits)

Prerequisites: None

Corequisites: XXXX 64

Attributes: Social World (SW)

SOCI 370PA Cross-Cultural Perspectives on Disease, Wellness & Healthcare (3 Credits)

Prerequisites: None

Corequisites: XXXX 67

Attributes: Social World (SW)

SOCI 370PB Cultural Values & Stereotypes: Spain & the U.S. (3 Credits)

Prerequisites: None

Corequisites: XXXX 67

Attributes: Social World (SW)

SOCI 370PC Sport & Culture in Contemporary Spain (3 Credits)

Prerequisites: None

Corequisites: XXXX 67

Attributes: Social World (SW)

SOCI 370PD Seville: Culture, Identity & Citizenship in the City (3 Credits)

What role does Seville have as one of the most important cities in the secular state of Spain? Why and how has it played a central part during history while remaining a key anchor of national pride. It reflects the cultural contradictions that define what means to be a Spaniard. For example, Seville's main national celebrations, ie. Holy Week, run contrary to the fact that Spain is a secular country. Additionally it embraces the cultural icons of being Spanish: Catholicism, flamenco and bullfighting. Through these incongruences, Sevillians have cultivated a counter-culture, based upon the re-interpretation of their identity and culture as a manner of resistance. Here marginalized groups gain their space; one where traditional folklore meets with active social movements, where three world religions met and still peacefully co-exist. Seville exemplifies an ideal environment to explore alternative cultures, gender-related identities (ie. the LGBT community) and new political affiliations. Finally Seville's transformation, through newly constructed ideas of citizenship, have generated organic solutions to the economic crisis, which have yielded novel local ways to understand and articulate notions of community. This course adopts an interdisciplinary approach borrowing instructional tools and methods from subject areas ranging from Spanish studies to gender studies. The course develops by providing a historical and analytical review on the changes which impact cultural and gender identity in Sevillian / Spanish society over the last four decades, roughly from the last years of the Franco regime to now. On the one hand, we will explore how these changes can be understood by the political developments witnessed in the country, from a conservative dictatorship to a stable democracy. On the other hand, we will also investigate how citizenship and gender spaces are negotiated within the local society by exploring different areas such as the political realm, work, cinema, family and religion. Our analytical focal point is placed upon the city, the suburbs, and the neighborhoods of Seville where the presence of diverse local initiatives offer opportunities for exploration on how effectively they have managed to create impact and transformation on the Spanish political, economic, societal and cultural mainstream. Through academic readings and course excursions, you will explore Andalusia's capital city and the multicultural populations to which it has been home in both a historical and a contemporary context. Personal observations of and encounters with people from a variety of populations are all part of the fieldwork in this course. You will learn how a culture's official policy about belonging and foreignness relates to gender, sexuality, and ethnicity by drawing from similar rhetorical strategies. The course will point to ways to cross lines of difference to re-imagine new forms of belonging and citizenship for a 21st century Seville.

Prerequisites: None

Corequisites: XXXX 67

Attributes: Social World (SW)

SOCI 370R SOCIOLOGY IN CORK (3-6 Credits)

Prerequisites: None

Corequisites: XXXX 63

SOCI 370SA CONTEMP AUSTRIAN CULTURE (SW) (3 Credits)

Prerequisites: None

Corequisites: XXXX 61

Attributes: Social World (SW)

SOCI 371 Individual Learning Project (1-4 Credits)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year or second-year students.

Prerequisites: None

SOCI 377A Indigenous and LGBTQ+ Allyship (4 Credits)

What roles do Two-Spirit and other Indigenous gender identities play in Native American communities? How did colonialism impact these identities and what steps are being taken to reclaim them? As we explore the similarities and distinctions between Indigenous and Western gender constructions, students in this course will understand the roots of Indigenous and LGBTQ+ allyships and the tools necessary for develop successful coalitions.

Prerequisites: You must take INTG 100 or 205 prior to taking a Thematic Focus Course. You must take a Cultural and Social Difference: Identity (CI) course prior to or at the same time as Thematic Focus Courses.

Attributes: Social World (SW), Thematic Focus - Justice

SOCI 378A Transnational Anthropology (4 Credits)

Cultures and cultural groups have never been bounded to a single location – people have always been in movement, learning from people outside their cultural groups, and hybridizing ideas and ways of life. This course uses cultural anthropology theory and method to study transnational cultural groups that are present in contemporary Minnesota. In particular, we will study ethnographic manuscripts about Hmong, Somali, and Mexican people and topics including ethnicity, migration, refugeeism, tourism, nomadism, political economy, and medical anthropology. Students will be conducting original ethnographic research in a semester-long project that analyzes a particular transnational cultural case study.

Prerequisites: SOCI378A is a Thematic Focus Course. You must take INTG 100 or 205 prior to taking a Thematic Focus Course. You must take a Cultural and Social Difference: Identity (CI) course prior to or at the same time as Thematic Focus Courses.

Equivalent courses: SOCI 322, SOCI 337E

Attributes: Social World (SW), Thematic Focus - Movement

SOCI 379A Conspiracy Theory and the Social Construction of Reality (4 Credits)

This is a course grounded in the sociology of knowledge. As sociologists, our approach to the study of conspiracy theory will focus on how truth and falsehood are socially constructed in our society. We will ask a variety of questions in this class: Why do conspiracy theories seem so wildly popular at this moment in history? How are people convinced of the truth of either a conspiracy theory or an official narrative that contradicts it and aims to debunk it? How can people in one society find evidence for—and claim as true—wildly incompatible and mutually exclusive versions of reality? How can power, science, and media be used to bolster or undermine truth claims? While we won't reach a final conclusion on the "reality" of any particular conspiracy theory, this course will improve your ability to weigh the plausibility and legitimacy of competing arguments about social reality.

Prerequisites: SOCI 379A is a Thematic Focus - Truth Course. You must take INTG 100 or 205 prior to taking a Thematic Focus Course. You must take a Cultural and Social Difference: Identity (CI) course prior to or at the same time as Thematic Focus Courses.

Equivalent courses: SOCI 3370

Attributes: Social World (SW), Thematic Focus - Truth

SOCI 379B Quantitative Methods (4 Credits)

This course introduces students to quantitative research methods including survey design and statistical analysis. Working for a real-world client, students will also experience preprofessional training in areas of defining the scope of a project with client input, teamwork required to complete projects, and presenting results to clients. By the end of the course, students should be able to interact with clients and colleagues professionally, and carry out quantitative data analysis that fits with clients' needs.

Prerequisites: MATH 124 or PSYC 221

Equivalent courses: SOCI 205, SOCI 279A

Attributes: Quantitative Reasoning (QR), Social World (SW), Thematic Focus - Truth

SOCI 396 Sociology Capstone (4 Credits)

An integrative academic experience which engages majors in key debates and issues of concern to sociologists. Preparation for the transition to graduate school and/or exploration of the applicability of sociology in the workplace. Students demonstrate mastery of core concepts, theoretical perspectives, and methods of the discipline through original research. Emphasis placed on critical reading of scholarly journals and on student participation in sociological discourse. Topics determined by expertise of the faculty.

Prerequisites: None

Restrictions: Enrollment is limited to students with a major in Sociology. Students with the 2023-2024 Registration Cohort, 2024-2025 Registration Cohort or 2025-2026 Registration Cohort attributes may not enroll.

Attributes: Writing Requirement (WR)

SOCI 397 Internship (1-8 Credits)

Supervised field work and experience in a variety of social, administrative and research settings. Subject to approval of faculty advisor and department chair and completion of the pre-internship seminar. S/U grading. No more than 4 credit hours may be applied to the major.

Prerequisites: None

Attributes: Experiential Engagement (EX)

Study Abroad (SA)

SA 370AA Australian Life & Culture (4 Credits)

This course aims to provide the U.S. study abroad student with an introduction to Australian history. The course offers a broad sweep of Australian history and a detailed analysis of some issues and developments of special significance. The course will offer the American student a cross-national context within which interpretation of the history of Australia may be made. Students enrolled in this course will be expected to participate in an organized trip on which a major piece of assessment will be based.

Prerequisites: None

Corequisites: XXXX 40

Attributes: Human Experience (HE)

SA 370AB AUSTRALIAN PENDING COURSES (8-12 Credits)

Prerequisites: None

Corequisites: XXXX 40

SA 370FA PENDING COURSES - FRANCE (1-15 Credits)

Prerequisites: None

SA 370GA GREECE PENDING COURSES (12-16 Credits)

Prerequisites: None

SA 370GB INTRO TO DIGITAL ARCH/VR (3 Credits)

Methods of documentation and analysis in archaeology have changed drastically in the last decade. Though the discipline does not lack its fair share of Luddites, it seems like digital archaeology and the methods incorporating virtual reality in archaeological practice are here to stay! On one hand, this course will provide the student with theoretical knowledge on the state of the art in digital archaeology, including GIS, remote-sensing technologies, tablet-based field recording, data management, and, last but not least, theoretical debates on the usefulness of digital methods. On the other hand, the students will acquire real-world skills: they will create 3D models of artifacts and trenches; they will create aerial maps using drone photos; they will learn how to set-up and use a Total Station on the field; and they will digitally illustrate 2D architectural features using geo-rectified photos. In brief, this course will prepare you for the challenges of a rapidly changing field. The skills acquired can also be used in a number of other fields, including cultural heritage management, anthropology, museum studies, and fine arts.

Prerequisites: None

SA 370LA British Life & Culture - London (4 Credits)

This course will consider issues which have become central to British political and cultural life. These will include differences between English, British and European identities, the role of the monarchy. Parliamentary democracy and London' multiculturalism. Students will be introduced to locations, organizations and issues of current concern to contemporary Britain.

Prerequisites: None

Corequisites: XXXX 43

Attributes: Human Experience (HE)

SA 370LB London Pending Courses (4-8 Credits)

Prerequisites: None

Corequisites: XXXX 43

SA 3700A SOUTH AFRICA - PENDING COURSES (8-16 Credits)

Prerequisites: None

Corequisites: XXXX 64

SA 370PA SPAIN PENDING COURSE (6-12 Credits)

Prerequisites: None

Corequisites: XXXX 67

SA 370RA Pending Courses - Cork (16 Credits)

Prerequisites: None

Corequisites: XXXX 63

SA 370TA PENDING COURSES - ARGENTINA (6-9 Credits)

Prerequisites: None

Corequisites: XXXX 45

SA 371 INDEPT STUDY ABROAD (16 Credits)

Prerequisites: None

SA 372 EXTERNAL STUDY ABROAD (0 Credits)

Enrollment in this course is reserved for students registered for an External Study Abroad Program through the Office for Education Abroad.

Prerequisites: None

SA 386AA Global Reflections (1 Credit)

Studying abroad is a unique opportunity to engage with other cultural worldviews while also developing an awareness of your own culture.

In this course you will be matched with a virtual global mentor from CSB/SJU who will guide and help you to reflect on your intercultural experiences while you are abroad. The course consists of multiple modules that will be delivered over Canvas and Zoom. Throughout this course you will be able to reflect on your global experience with your virtual mentor as well as other CSB/SJU students who are also studying abroad and taking this course. Each course module includes an experiential intercultural activity and a reflection on that activity. The course concludes with a final project that is a summative reflection of your semester study abroad experience.

Prerequisites: None

Corequisites: XXXX 40

Attributes: Global Engagement (GL)

SA 386FA GLOBAL REFLECTIONS-FRANCE (1 Credit)

Prerequisites: None

Corequisites: XXXX 52

Attributes: Global Engagement (GL)

SA 386FB Global Identity - France (1 Credit)

Prerequisites: None

Attributes: Experiential Engagement (EX)

SA 386GA GLOBAL REFLECTIONS-GREECE (1 Credit)

Prerequisites: None

Corequisites: XXXX 53

SA 386LA GLOBAL REFLECTIONS-LOND (1 Credit)

Studying abroad is a unique opportunity to engage with other cultural worldviews while also developing an awareness of your own culture. In this course you will be matched with a virtual global mentor (instructor) from CSB/SJU who will guide and help you to reflect on your intercultural experiences while you are abroad. The course consists of multiple modules that will be delivered over Canvas and Zoom. Throughout this course you will be able to reflect on your global experience with your virtual mentor as well as other CSB/SJU students who are also studying abroad and taking this course. Each course module includes an experiential intercultural activity and a reflection on that activity. The course concludes with a final project that is a summative reflection of your semester study abroad experience.

Prerequisites: None

Corequisites: XXXX 43

Attributes: Global Engagement (GL)

SA 386RA Global Reflections - Cork (1 Credit)

Prerequisites: None

Corequisites: XXXX 63

Attributes: Global Engagement (GL)

SA 386TA Global Reflections (1 Credit)

Studying abroad is a unique opportunity to engage with other cultural worldviews while also developing an awareness of your own culture. In this course you will be matched with a virtual global mentor from CSB/SJU who will guide and help you to reflect on your intercultural experiences while you are abroad. The course consists of multiple modules that will be delivered over Canvas and Zoom. Throughout this course you will be able to reflect on your global experience with your virtual mentor as well as other CSB/SJU students who are also studying abroad and taking this course. Each course module includes an experiential intercultural activity and a reflection on that activity. The course concludes with a final project that is a summative reflection of your semester study abroad experience.

Prerequisites: None

Corequisites: XXXX 45

SA 397FA International Internship - France (3 Credits)

Prerequisites: None

Corequisites: XXXX 52

Attributes: Experiential Engagement (EX)

SA 397IA INTERNATIONAL INTERNSHIP-ROME (1-6 Credits)

The International Internship course will provide you the opportunity to develop vital business skills employers are actively seeking in job candidates. This 4 credit course has 22 seminar hours and 160 minimum placement hours. The seminar course is comprised of two parts: First, you'll be placed in an internship within a sector related to your professional ambitions as outlined in your placement contract; Second, you will enroll in a hybrid academic seminar conducted both online and in-person where you will analyze and evaluate the workplace culture and the daily working environment you experience.

Prerequisites: None

Corequisites: XXXX 54

Attributes: Experiential Engagement (EX)

SA 397LA International Internship - London (2-4 Credits)

Prerequisites: None

Corequisites: XXXX 43

Attributes: Experiential Engagement (EX)

SA 397MA International Internship - Misc (1-4 Credits)

Prerequisites: None

Equivalent courses: SA 397M

Attributes: Experiential Engagement (EX), Global Engagement (GL)

SA 397PA International Internship-Spain (3-6 Credits)

The competition will be fierce. Every September, over 20 million students are enrolled in higher education. Come graduation, all will be searching for a limited number of jobs. Your degree and what you've learned gives you an excellent foundation for the future - but international education makes you different from the rest. Only 15% of students study abroad, and only about 5% complete an international internship. Actively engaging in this experience and being able to convey your career readiness with future employers using language they respect can give you a powerful competitive edge over other graduates. The International Internship course will provide you the opportunity to develop vital business skills employers are actively seeking in job candidates. This course is comprised of two parts: First, you'll be placed in an internship within a sector related to your professional ambitions as outlined in your placement contract. Second, you will enroll in a hybrid academic seminar conducted both online and in-person where you will analyze and evaluate the workplace culture and the daily working environment you experience. The course is divided into eight career readiness competency modules as set out by the National Association of Colleges and Employers (NACE) which guide the course's learning objectives. During the academic seminar, you will be invited to reflect weekly on your internship experience within the context of your host culture by comparing and contrasting your experiences with your global internship placement with that of your home culture. By creating an intentional time to analyze your experiences in your internship, the role you have played in the evolution of your experience in your internship placement and the experiences of your peers in their internship placements, you will develop a greater awareness of: Your strengths relative to the career readiness competencies, the subtleties and complexities of integrating into a cross-cultural work environment, and how to build and maintain a career search portfolio. This is a variable credit course, offering the flexibility to earn 3-4 credits depending on your internship placement hours. Depending on the program, credits are available based on the following criteria: 3 credits: 22 seminar hours & 120 minimum placement hours; 4 credits: 22 seminar hours & 160 minimum placement hours (these hours meets GBUS requirement).

Prerequisites: None

Corequisites: XXXX 67

Attributes: Experiential Engagement (EX)

SA 398 International Field Experience (1-4 Credits)

Supervised career exploration, field work, or service learning which promotes the integration of theory with practice. An opportunity to apply skills under direct supervision in an approved setting. Opportunities include volunteering at local schools and the surrounding areas.

Prerequisites: None

Corequisites: XXXX 0

SA 398FA International Field Experience - France (3 Credits)

Prerequisites: Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Corequisites: XXXX 52

Attributes: Experiential Engagement (EX)

SA 398JA INTN FIELD EXPERIENCE-JAPAN (1 Credit)

Supervised career exploration, field work, or service learning which promotes the integration of theory with practice. An opportunity to apply skills under direct supervision in an approved setting. Opportunities include volunteering at local schools and the surrounding areas.

Prerequisites: None

Corequisites: XXXX 41

SA 3980A International Field Experience - South Africa (3-6 Credits)

Students undertake a service field placement within a local township. Students are placed in social service, school related, community development or other township grassroots organizations. This is a major time commitment for each program participant as the group will spend approximately 6 hours per week on-site at the volunteer projects. In addition to hands on experience, students will receive classroom instruction and support from a professor of the Social Work Department at NMU

Prerequisites: None

Corequisites: XXXX 64

Attributes: Experiential Engagement (EX)

SA 398PA International Community Engaged Learning - Spain (3 Credits)

This unique international service learning course focuses on the pressing social issues confronting our ever more globalized cities: social inequality and exclusion within the context of the accelerated demographic transformation of today's urban space. Contributing to the ongoing search for effective responses to such endemic problems, you will do volunteer work at a community-based organization in the selected CEA city while simultaneously pursuing theoretical coursework and independent sociological research related to your service learning placement. As the world becomes increasingly globalized, businesses, non-governmental organizations and governments need people with the ability to adapt and excel when faced with the challenges associated with working in foreign countries, such as the variety of working conditions, work practices and cultural norms. Because service learning requires intensive intercultural engagement on a regular basis while exposing you to populations you might otherwise not encounter as a visiting student, this course provides a unique opportunity for you to gain the socio-cultural and research skills employers look for. Furthermore, participating in service learning abroad illustrates your ability to understand and contextualize academic theories and use and adapt research skills to field work. Given this course's central theme of society, inequality and social exclusion, your service learning placement will be situated within one of the following areas to be agreed upon with the instructor: immigration; homelessness; education; youth work; sustainable urban development; the environment; urban cultural expression; or sport. Placements might include: helping disadvantaged children at a homework club; working at an educational project at an immigrant center; working with an organization for the homeless; working with an urban-garden or redevelopment project; contributing to urban cultural expression and preservation; or assisting in centers working with the elderly or disabled. Your 2½ hour per week placement involves working and interacting personally with local community volunteers, giving you first-hand insight into the local neighborhood, its organizations, its membership and the challenges facing them all. Within a traditional course setting and in support of your service learning placement across the semester, you will undergo initial in-depth orientation and intercultural training that will help prepare you for what can be an emotionally challenging, life-changing, and personally rewarding experience. You will also be introduced to group work skills and activities beneficial to your placement and engage in theoretical study and focused reflection in subjects related to the central theme of the course, as well as readings related to your specific service learning area and research project. Throughout the course, you will keep an in-depth research and reflective field journal that will be periodically evaluated by the course instructor. To aid in the analysis of your specific placement and corresponding socio-economic setting, you will be introduced to participant-observation, note-taking, and interviewing skills in line with best research practices. You will conduct a final research project on the work of your placement organization and situate its efforts in broader sociological, environmental and political contexts. This guided placement and research will benefit you whatever your academic discipline and will provide you with the research skills and experience that can benefit senior year research, capstone projects, and career planning. You will be required to pay transport costs to your international service learning placement site.

Prerequisites: None

Corequisites: XXXX 67

Attributes: Experiential Engagement (EX)

SA 398PB International Service Learning: Society, Inequality & Social Exclusion (3 Credits)**Prerequisites:** None**Corequisites:** XXXX 67**Attributes:** Experiential Engagement (EX)**SA 398TA Community-Based Learning Seminar (English) (3 Credits)****Prerequisites:** None**Corequisites:** XXXX 45**Equivalent courses:** SA 398TB**Attributes:** Experiential Engagement (EX)**SA 398TB Community-Based Learning Seminar (Spanish) (3 Credits)****Prerequisites:** HISP 230 or HISP 311**Corequisites:** XXXX 45**Equivalent courses:** SA 398TA**Attributes:** Experiential Engagement (EX)

Theater (THEA)

THEA 105 Introduction to Modern Dance (4 Credits)

This class is an exploration of movement fundamentals for the purpose of developing and strengthening individual creativity and artistic expression in dance. Class work is designed to: 1) Give individuals a basic understanding of anatomical structure and kinesiological principles as a foundation for developing technical skills needed to create articulate and expressive movement; 2) Provide an embodied experience of time and energy principles as related to dance; 3) demystify dance as an art form and make it accessible and relevant to all.

Prerequisites: None**Equivalent courses:** HONR 230F**Attributes:** Artistic Expression (AE), Thematic Encounter1/2-Movement**THEA 113 Stagecraft (4 Credits)**

Beginning theory and practice of scenography. Study of materials and techniques used in stage scenery. Also an introduction to the theories and equipment used in theater lighting and sound. Lab required. Fall.

Prerequisites: None**Attributes:** Artistic Expression (AE)**THEA 117 Acting Out Loud (4 Credits)**

Acting is everywhere. How you wait for the Link in the morning is acting. How you address your teacher in class is acting. How you talk with your parent on the phone is acting. Acting Out purposefully examines how we use our voice and body, mind and emotion, to create the person we present to the world. You can learn to present a more confident, self-assured you by studying acting. This class is designed to develop the student's imagination, observation and concentration through theater games and text-based performances. Techniques will be introduced with the purpose of bringing the students verbal and non-verbal communication together to fully communicate choices through strong psychological and physical action. If you love theatre, this course is for you. If you want to be more comfortable in job interviews, this class is for you.

Prerequisites: None**Corequisites:** THEA XXXA**Attributes:** Artistic Expression (AE), Thematic Encounter1/2 - Truth**THEA 140 Fundamentals of Movement (2 Credits)**

This course is an introduction to movement fundamentals and is designed for actors, athletes, musicians, visual artists, and anyone desiring to improve fine motor skills, flexibility, coordination, posture, or body image. The goal is for students to develop somatic awareness so that they can recognize their own habitual movement patterns and learn to explore new movement options, with an emphasis on decreasing effort and increasing sensitivity. The course uses somatic methodologies and modern dance techniques to enhance students' understanding of basic anatomical and kinesiological principles, expand their range and quality of movement, and improve individual performance skills. And the course also offers an experience of movement as a creative form without the perceived stereotypical definitions and limitations of dance.

Prerequisites: None**Attributes:** Artistic Expression (AE), Thematic Encounter1/2-Movement**THEA 200 Theater Experience (4 Credits)**

Live performance is an experience. The lights, the sound, the collaborative storytelling all reach out and interact with the audience to create a singular, transitory moment. Theater Experience will cover all aspects of this moment, from the performers to the production aspects of theater, to you, the audience member. Students will attend productions on campus as well as take field trips to professional theatres to experience a variety of performances. The course seeks to enhance the student's knowledge and appreciation of theater and dance through immersive learning and scholarly exploration.

Prerequisites: None**Corequisites:** THEA XXXA**Equivalent courses:** THEA 204**Attributes:** Artistic Engagement (AR), Artistic Expression (AE), Thematic Encounter1/2 - Truth**THEA 209 Theatrical Dance Styles and Physical Theater (2 Credits)**

This course builds on the basic physical preparation for the actor and explores different dance forms and styles which are commonly used in theatrical productions. A variety of dance techniques and somatic methodologies will be studied, including ballet, ballroom, jazz, yoga, martial arts.

Prerequisites: None**Attributes:** Artistic Expression (AE)**THEA 210 Dance Studies: Technique, Improvisation, Choreography and Performance (2 Credits)**

This course will offer students the opportunity to develop technical skills to improve flexibility, coordination, and strength and to use those skills to increase their range of abilities in creating and performing dance. Modern dance techniques will serve as the foundation for students to build a movement vocabulary, and students will be expected to develop their own movement material in improvisation and composition exercises. Choreographic elements, form, and styles will be explored to guide students in the creative process and performance will be an on-going focus within the class. The goal is for the students to be able to clarify and fulfill all movement so they can physically express their ideas and emotions in movement which is authentic and meaningful, i.e., dance. This course is intended for students interested in choreographing for the spring 2025 dance production.

Prerequisites: THEA 105 or THEA 140**Attributes:** Artistic Expression (AE)

THEA 215 Sophomore Seminar (2 Credits)

This course is a practical seminar for those intending to major in theater. Content includes the integration of various aspects of theatrical production, an introduction to theater as a profession, portfolio and résumé development, and assistance in application to the major. Spring of sophomore year.

Prerequisites: None

Corequisites: THEA XXXA

THEA 217 Happy Accidents: Improvisation for all (4 Credits)

You can get better at make believe! This course will help you learn the fundamental tools of improv through engaging exercises and group game play designed to bolster your soft skills and lay the foundation that will allow you to create without self-judgment. It provides experience in movement, voice, character study, spontaneity, presence, scene set-up, and collaboration utilizing these skills in free form improvisational exercises and in conflict resolution. The course provides a safe environment to explore your creative potential and experience the freedom and joy of improvisational play. The class is the perfect starting place for those with zero improv experience or for those wanting to refresh their improv fundamentals.

Prerequisites: None

Corequisites: THEA XXXA

Attributes: Artistic Expression (AE)

THEA 240A Production Lab: Costumes (1-2 Credits)

A minimum of 50 hours' work in acting or stagecraft involving a crew responsibility. Prerequisite: Instructor's permission. May be repeated for up to 6 credits. Topics: Acting, scenography, costume, stage management, dramaturgy, publicity/marketing, dance. Course offered for S/U grading only.

Prerequisites: None

THEA 240B Production Lab: Scenography (1-2 Credits)

A minimum of 50 hours' work in acting or stagecraft involving a crew responsibility. Prerequisite: Instructor's permission. May be repeated for up to 6 credits. Topics: Acting, scenography, costume, stage management, dramaturgy, publicity/marketing, dance.

Prerequisites: None

THEA 240E Production Lab: Acting (1-2 Credits)

A minimum of 50 hours' work in acting or stagecraft involving a crew responsibility. Prerequisite: Instructor's permission. May be repeated for up to 6 credits. Topics: Acting, scenography, costume, stage management, dramaturgy, publicity/marketing, dance.

Prerequisites: None

THEA 240F Production Lab: Stage Management (1-2 Credits)

Prerequisites: None

THEA 240G Production Lab: Dance (1-2 Credits)

Prerequisites: None

THEA 240H Production Lab: Musical Theater (1-2 Credits)

A minimum of 50 hours' work in acting or stagecraft involving a crew responsibility. Prerequisite: Instructor's permission. May be repeated for up to 6 credits. Topics: Acting, scenography, costume, stage management, dramaturgy, publicity/marketing, dance.

Prerequisites: None

THEA 253 Introduction to Textile Arts (4 Credits)

A basic comprehensive study of the process a stage costumer employs from character analysis to costume execution. Practical application and production-work are emphasized through laboratory experience. Spring.

Prerequisites: None

Attributes: Artistic Expression (AE)

THEA 270AA Theory and Practice for Acting 1-Australia (AE) (4 Credits)

Prerequisites: None

Attributes: Artistic Expression (AE)

THEA 2700A Introduction to Western Theatre and Principles of Text Study (3 Credits)

Introduction to basic concepts in theatre studies. Introduction to techniques and methods of textual analysis and interpretation through a study of selected plays in context as part of a survey of the history of the theatre and of theatre conventions and conditions of Western drama and theatre from the Greeks to Realism.

Prerequisites: None

Corequisites: XXXX 64

Attributes: Artistic Expression (AE)

THEA 271 Individual Learning Project (1-4 Credits)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards minor requirements. Not available to first-year students.

Prerequisites: None

THEA 279A Alternative Fashion Trends (4 Credits)

Alternative Fashion Trends of the late 20th century. How politics and music helped shape the alternative fashions of the last century. This class will examine how the hippy and psychedelic fashions of the 1960's, punk fashions of the 1970's/1980's, grunge/Goth fashions of the 1980's/1990's and rap/hip-hop fashions of the 1990's were influenced by the music and politics of their time. The course will also relate these fashions to the mainstream clothing of the time period they originated in and how these fashion trends continue today in fashions of the 21st century. Course offered for A-F grading only.

Prerequisites: THEA 279A is a Thematic Focus - Truth Course. You must take INTG 100 or 205 prior to taking a Thematic Focus Course. You must take a Cultural and Social Difference: Identity (CI) course prior to or at the same time as Thematic Focus Courses.

Equivalent courses: THEA 267

Attributes: Artistic Expression (AE), Thematic Focus - Truth

THEA 280 Summer Courses (2 Credits)

Courses offered during summer term.

Prerequisites: None

THEA 300 Why the Face (4 Credits)

"I'm hip. I surf the web. I text. LOL: Laugh out loud. OMG: Oh my God.

WTF: Why the face?" This line, spoken by Ty Burrell as the character Phil Dunphy on the sitcom Modern Family, embodies the content of this course. WTF will explore comedy, from its origins to today. We will examine texts, audio content, drawings, radio, television, film and the internet to determine what is funny, why is it funny, is it funny to everyone, are their rules about what is funny and who made those rules. We will focus on marginalized voices to determine if comedy is universal, or if it is cultural or gender specific. We will use the survey of comedy to reflect back onto ourselves and explore how we got our own sense of humor and how it shapes who we are as people.

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Attributes: Artistic Expression (AE), Thematic Focus - Truth

THEA 309 Ballroom, Breakdance and Boogie: Social & Popular Dance Cultures (4 Credits)

This course explores social and popular dance forms in a cultural context, analyzing how elements of the dance form reflect the shared values and history of the culture from which it originated. We will also examine how dance forms evolve and develop over time and geographic location. This hybrid course will involve dance activities in the studio in addition to lecture and discussion in the classroom.

Prerequisites: None

THEA 310 Dance Studies: Technique, Improvisation, Choreography and Performance (2 Credits)

Continuation of THEA 210 Dance Studies for more advanced students, taught concurrently with THEA 210. Prerequisite: THEA 210 or permission of instructor. May be repeated for up to 6 credits.

Prerequisites: THEA 210

THEA 321 From Fops to Fashionistas: Four Hundred Years of Fabulous Fashion (4 Credits)

Fashion is an integral part of our lives today but have you ever wondered who the fops, fashionistas and influencers of fashion were from the previous 400 years? What technologies changed the way clothing was made or influenced the colors and fabrics we wear? Why is clothing considered art? This course will investigate how cultural, social, economic, and political ideas and events swept across the globe and changed the way people thought about and wore their clothes. From the practical to the fashionable, clothing shows us the artistry and history of the people who inhabit this planet.

Prerequisites: None

Attributes: Artistic Expression (AE), Thematic Encounter3 - Movement

THEA 333 Basic Principles and Design Elements of Lighting and Sound (4 Credits)

This course examines the principles, practices and technology of stage lighting and sound. Emphasis is on developing basic skills and a solid understanding of lighting and sound equipment and their use in theater production. Attendance at productions may be required.

Prerequisites: THEA 113

Corequisites: THEA XXXA

Equivalent courses: THEA 238

THEA 340A Technical Problems: Costume (1-4 Credits)

Prerequisites: None

THEA 340B Technical Problems: Scenography (1-4 Credits)

Prerequisites: None

THEA 340E Technical Problems: Acting (1-4 Credits)

Prerequisites: None

THEA 340F Technical Problems: Stage Management (1-4 Credits)

Prerequisites: None

THEA 340G Technical Problems: Dance (1-4 Credits)

Prerequisites: None

THEA 340H Technical Problems: Musical Theater (1-4 Credits)

A minimum of 50 hours' work in acting or stagecraft involving a crew responsibility. Prerequisite: Instructor's permission. May be repeated for up to 6 credits. Topics: Acting, scenography, costume, stage management, dramaturgy, publicity/marketing, dance.

Prerequisites: None

THEA 350 Theater Practicum (8-12 Credits)

A specialized program for the theater major to work in a theater situation away from the Saint Benedict's/Saint John's campus theaters. An internship program arranged with another college or professional company or a touring theater company. Arranged with the department chair the previous semester.

Prerequisites: None

THEA 353 Theater Materials and Techniques (4 Credits)

Advanced work in scenic materials which are useful to the theater practitioner. The course explores face casting and mask-making, painting techniques, sculpting, upholstering, and stage weapon construction. Attending Theater Performances may be required.

Prerequisites: THEA 113

Attributes: Artistic Expression (AE)

THEA 370AA Australian Theatre-Australia (AE) (4 Credits)

Prerequisites: None

Attributes: Artistic Expression (AE)

THEA 370GA Greek Theater: Ancient and Modern (3 Credits)

This course will study and interpret ancient Greek drama both in its original context and as it is adapted and performed around the world today. The course will examine the origins and cultural context of Greek drama, as well as the performative aspects of the plays: theatrical space, stagecraft, music, and dance. It will also focus on key issues that the plays are concerned with, especially gender conflict, personal and communal identity, human violence, human and divine justice, self-sacrifice, political ambition, and the roles of women, slaves, and foreigners. In addition to studying the ancient texts, students will explore the relevance of these plays in later times, from the renaissance to today and will examine contemporary adaptations and projects based on these plays, especially ones that focus on women, immigrants, veterans of war, and violence.

Prerequisites: None

Corequisites: XXXX 53

Attributes: Artistic Expression (AE)

THEA 370GB Performing (in) Athens: Exploring the City through Theatre and Performance (3 Credits)

Athens is considered one of the most vibrant theatre scenes in Europe. We will focus on current practices in theatre and performance mainly in Greece, but also in Europe and the United States. We will undertake a critical, historical and creative overview of theatre and performance making in periods of crisis, in Europe and the United States, and examine how contemporary Greek artists address issues such as: theatre and society, the human body/the body politic, and the stage and the city. We will also perform a slight backtrack into the ancient past and the beginnings of theatre in its birthplace. "Exploring the City through Theatre and Performance" will include visits to different theatres and other performance spaces: a theatre in a train, a 19th century proscenium theatre, underground performance spaces, together with backstage tours and talks with artists. "Exploring the City through Theatre and Performance" course is for students in the Arts and Humanities and anyone interested in theatre and performance.

Prerequisites: None

Corequisites: XXXX 53

Attributes: Artistic Expression (AE)

THEA 370LA Theatre in Britain: from the Global to the West End - London (4 Credits)

Did you know London has around one hundred theatres? Fifteen of which are occupied by subsidized companies. Large commercial theatres can be found in the West End offering a variety of light entertainment, musicals and comedies. However, London's theatre scene is not just big budget productions of Billy Elliot and the Lion King. Off-West End productions feature plays with more individual themes. The most innovative and experimental work is usually found in the 'fringe' theatres. Students enrolled in this course will be offered a 'taste' of all these modes of production, and a consideration of state subsidy for theatre within a critical framework. Students course will be introduced to a variety of texts, performances and theatrical venues that reflect the vitality of contemporary British theatre. Upon completing the course, students will be able to show an understanding of the network of relationships that constitute contemporary British theatre and be able to critically evaluate theatrical performances with an appreciation of technical terminologically and theoretical perspectives, forming an appreciation of aesthetic, academic and political debates in contemporary British theatre. This course features a co-curricular study tour to Stratford-Upon-Avon.

Prerequisites: None**Corequisites:** XXXX 43**Equivalent courses:** THEA 370A**Attributes:** Artistic Expression (AE)**THEA 370R THEATER IN CORK (3-6 Credits)****Prerequisites:** None**Corequisites:** XXXX 63**THEA 371 Individual Learning Project (1-4 Credits)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

Prerequisites: None**THEA 373 Green Theater (4 Credits)**

As in any industry, theaters use scores of raw and manufactured materials in producing a single show, from the programs in the lobby to repainting the stage after strike. Every choice made in theater production adds to or subtracts from our carbon footprint. This course examines problems faced and solutions taken on from the lobby to the loading dock with reducing, reusing, and recycling to lessen theater's carbon footprint and grow a greener, sustainable arts community.

Prerequisites: Learning Foundations(LF), Cultural and Social Difference: Identity (CI). CI course may be taken prior to or concurrently with Focus Course.

Attributes: Artistic Expression (AE), Thematic Focus - Movement**THEA 395 Senior Project in Theater (1-4 Credits)**

Working with a faculty advisor, the student plans and implements a creative project, a research project, or a thesis. This project might be in any area of theater including acting, playwriting, design, technical production, theater history, dramatic theory and criticism.

Prerequisites: None**THEA 397 Internship (4-16 Credits)**

A full semester or summer placement in a variety of professional theater settings doing supervised work. The individual projects are tailored to student needs/career. Subject to approval of faculty advisor and department chair.

Prerequisites: None**Attributes:** Experiential Engagement (EX)

Theology, Undergraduate (THEO)

THEO 100 Theological Explorations (4 Credits)

This course welcomes participants to an introductory college exploration of Christian theology, providing a group inquiry into faith, belief, and the religious dimensions of human existence, whether one's own or that of others. The course also offers an introduction to the hallmarks of the Benedictine tradition and their grounding in local Benedictine communities. Participants also examine examples of religious engagements, discussing how religious beliefs and practices inform people's social actions. They also begin to explore the notion of the "common good," debating different ideas of what the common good is and contemplating their own roles in communal flourishing. Overall this course hones student skills in theological reasoning and in the analysis of texts, of religious engagement, and of the common good through exploring Benedictine Tradition, central themes in the diverse field of Christian theology, and the practices of deep inquiry and personal reflection.

Prerequisites: None**Equivalent courses:** HONR 240A, HONR 240B, THEO 111**Attributes:** Theological Exploration (TE)**THEO 265 Readings in Theology (1 Credit)**

In this course, students and various members of the theology faculty will read and discuss current and classic writings in the discipline. Topics will vary.

Prerequisites: None**THEO 271 Individual Learning Project (1-4 Credits)**

Supervised reading or research at the lower-division level. Consult department chair for applicability towards major requirements. Not available to first-year students.

Prerequisites: None**THEO 300 Engaging Scripture (4 Credits)**

The goal of the course is to deepen students' familiarity with foundational biblical texts and with different ways these texts have been interpreted through the centuries. Content will ordinarily include at least one major section from the Old Testament (Pentateuch or Prophets) and the New Testament (Gospels or Pauline Letters). Ordinarily offered once a year in fall and taken during the sophomore or junior year.

Prerequisites: THEO 111 or HONR 240A or HONR 240B or THEO 100**Restrictions:** Enrollment is limited to students with a major in Theology.**Equivalent courses:** THEO 202**THEO 301 Old Testament Theology (4 Credits)**

A survey of writings sacred to both Jewish and Christian traditions, this course examines the three parts of the Hebrew Bible/Old Testament (Law, Prophets and Writings). The various types of literature found in the Old Testament (narrative, law, prophetic oracle, poetry, etc.) are analyzed according to traditional and contemporary techniques of biblical interpretation. Special attention is paid to theological themes (God, creation, redemption, etc.).

Prerequisites: THEO 111 or HONR 240A or HONR 240B or THEO 100**Equivalent courses:** CORE 301, SSCR 301**THEO 302 New Testament Theology (4 Credits)**

This course provides a historical and theological overview of the major New Testament writings. While studying select portions of the Gospels, the Pauline letters, and other writings, this course analyzes various types of literature found in the New Testament (apocalyptic, homiletic, liturgical, etc.).

Prerequisites: THEO 111 or HONR 240A or HONR 240B or THEO 100**Equivalent courses:** CORE 302, SSCR 302

THEO 303 The Beginnings of Israel: Pentateuch (4 Credits)

This course focuses on the Israelites' encounter with God at the time of their liberation from slavery in Egypt, and on their reflection upon God's special relationship with them and their ancestors from the time of creation until their entry into the Promised Land. Emphasis is placed upon Genesis, Exodus and Deuteronomy.

Prerequisites: THEO 111 or HONR 240A or HONR 240B or THEO 100

Equivalent courses: CORE 303, SSCR 310

THEO 304 The Prophets of Israel (4 Credits)

Through a study of select prophetic writings from the Hebrew Bible/Old Testament, this course focuses on the prophets sent by God to challenge the Israelite people to be faithful to the covenant with God and to promote justice in the society of their time.

Prerequisites: THEO 111 or HONR 240A or HONR 240B or THEO 100

Equivalent courses: CORE 304, SSCR 313

THEO 305 Jesus and the Gospels (4 Credits)

This course explores the origins of the Gospels and the meaning of the teachings and deeds of Jesus as presented in the writings of Matthew, Mark, Luke and John.

Prerequisites: (THEO 111 or THEO 100 or HONR 240A or HONR 240B or INTG XXXG) and (HONR 101 or HONR 110 or HONR 220A or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Equivalent courses: CORE 305, HONR 340C, SSCR 315

Attributes: Theological Integration (TI)

THEO 306 Paul and His Letters (4 Credits)

This course presents a survey of Paul's life and thought as recorded in the Acts of the Apostles and other writings, and it pursues a historical and theological study of the genuine letters of Paul as he confronts challenges during the development of early Christian communities.

Prerequisites: (THEO 111 or THEO 100 or HONR 240A or HONR 240B or INTG XXXG) and (HONR 101 or HONR 220A or HONR 110 or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Equivalent courses: CORE 306, SSCR 314

Attributes: Theological Integration (TI)

THEO 308 Theology in the Light of Science (4 Credits)

This course will comprise an investigation of the historical and evolving relationship between theology and the natural sciences. This will involve some study of a) the rise of science in the western world, b) the reception and resistance it has encountered within Christianity, c) recent theologies that have taken account of major scientific advances, and d) some major issues that require and bring together contributions from both theology and the natural sciences.

Prerequisites: (THEO 111 or HONR 240A or HONR 240B or THEO 100 or INTG XXXG) and (HONR 101 or HONR 220A or HONR 110 or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Equivalent courses: CORE 308

Attributes: Theological Integration (TI)

THEO 313 Thinking Theologically (4 Credits)

Throughout history, people have been drawn to theology as a way of exploring their deepest questions, pursuing justice, practicing spiritual reflection, and growing in their relationship with God. "Thinking Theologically" offers theology majors, minors, and other students, the opportunity to explore the discipline of theology in order to understand its aims, employ its methods and develop the skills necessary for expressing theological commitments in a variety of formats. To that end, the class will: (1) introduce the nature and task of theology as well as key developments in this discipline, (2) explore multiple theological methods and their formative influence on theological arguments; (3) probe fundamental theological teachings related to God, creation, revelation, theological anthropology and ecclesiology; and (4) train students to construct theological arguments in oral and written formats.

Prerequisites: (THEO 100 or THEO 111 or HONR 240A or INTG XXXG) and (HONR 101 or HONR 220A or INTG 100 or INTG 200 or INTG XXXF)

Equivalent courses: THEO 221

Attributes: Theological Integration (TI)

THEO 314 Global Christianity (4 Credits)

This course examines the development of Christianity in specific contexts around the globe. Special emphasis is given to Africa, Asia, and Latin America, continents that are now home to more than half of the world's Christians.

Prerequisites: THEO 111 or HONR 240A or HONR 240B

THEO 318 Apocalypsemania: the Bible, the Environment, and the Future (4 Credits)

Humans have always been anxious about the future. This course will explore the ancient fascination with the end of time by looking at important biblical books and little-known ancient texts such as the Dead Sea Scrolls and the Book of Watchers. Why were ancient people so preoccupied with the future? The course will also explore what legacy these texts have in our world today, by asking particularly about issues of violence, culture, and environmental destruction.

Prerequisites: THEO 100 or HONR 240A

Attributes: Theological Integration (TI)

THEO 319F God, Human Beings and Salvation (4 Credits)

At the heart of Christian faith lies the conviction that sinful human beings are redeemed and saved through Jesus Christ who introduces them into a new and grace-filled relationship with God. While such a belief is universal to all Christians, the specific way in which redemption and salvation is understood has assumed varied expressions throughout the history of Christian thought. This course will explore Christian attempts to understand human salvation with particular focus on the notion of "justification" – the movement of a person from a state of sin into a state of grace. Central to this exploration will be the study of how God and human beings both play meaningful roles in the process of justification and the movement toward eternal life. As they relate to this central theme, the course will also explore topics including Christ's role as savior, faith, grace, merit, sin, free will, and predestination. Surveying justification from a historical perspective, the course will offer students the opportunity to compare and evaluate diverse viewpoints using skills and vocabulary acquired during the semester.

Prerequisites: (THEO 111 or THEO 100 or INTG XXXG) or HONR 240A or HONR 240B and (HONR 101 or HONR 220A or HONR 110 or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Attributes: Theological Integration (TI), Writing Requirement (WR)

THEO 320 Fairness and Faith: What is Justice? (4 Credits)

People today disagree about “What’s fair?” – both personally and in the life of nations. From the Scriptures to the 21st century, Christians have struggled to answer the underlying question, “What is justice and what does justice require?” The development of doctrine in the Christian tradition means that we today have lots to learn from the tradition but also that we have to apply traditional insights to new settings where the concrete implications of those insights are often different today from those in the past. Is there too much economic inequality today? Is US capitalism just? Is liberation theology or libertarianism a better answer? Students will analyze a variety of theological and philosophical texts to understand how Christians have engaged issues of justice, both historically and in contemporary debates from left to right on the political spectrum.

Prerequisites: (THEO 111 or THEO 100 or INTG XXXG or INTG 240B or HONR 240A) and (HONR 101 or HONR 220A or HONR 110 or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Attributes: Theological Integration (TI), Writing Requirement (WR)

THEO 321 A Mysterious, Terrible Beauty: Catholic Theology in Fiction (4 Credits)

The claim has often been made that good literature trains us to see reality more truthfully. That claim may be no more compelling than in the realm of theology, where basic themes (creation, sin, redemption, evil, grace) are often illustrated in fiction more clearly than they can be defined in systematic theology. This course will provide an encounter with a fascinating collection of modern literature – primarily but not exclusively authors identified as Catholic – and a series of wicked questions: Is there “Catholic” fiction? If so, what makes a work of literature “Catholic”? How does a “Catholic imagination” shape the way authors struggle with questions of meaning, purpose, and suffering? Does the “Catholic imagination” tell us anything about the good life? Does this literature have anything to say to a post-Christian culture?

Prerequisites: (THEO 100 or THEO 111 or HONR 240A or HONR 240B or INTG XXXG) and (HONR 101 or HONR 220A or HONR 110 or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Attributes: Theological Integration (TI), Writing Requirement (WR)

THEO 322 Christian Social Ethics (4 Credits)

This course examines the implications of Christian theology for the ethical life of contemporary society. Drawing from the social dimensions of biblical ethics, Catholic Social Teaching, and diverse theological approaches to communal and civic life, students will both explore what it means to discern and craft a “social ethic,” and will apply those ethics to particular contemporary social issues. Topics will include the social and civic implications of the sanctity of human life, subsidiarity and solidarity, the dignity of work, and the connections between Christian sacramental life and social ethics. As they relate to these topics, particular focus will be given to issues of race, labor rights/practices, LGBTQ+ issues, and issues associated with the use of coercive force/violence.

Prerequisites: (THEO 100 or THEO 111 or INTG XXXG or HONR 240B or HONR 240A) and (HONR 101 or HONR 220A or HONR 110 or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Restrictions: Students with the 2024-2025 Registration Cohort or 2025-2026 Registration Cohort attributes may not enroll.

Attributes: Theological Integration (TI), Writing Requirement (WR)

THEO 323 Diverse Approaches to God (4 Credits)

This course explores perspectives on the meaning of the existence, nature, attributes, revelation, and presence of God. Emphasis is on Christian and Jewish theological perspectives, but views about God found in other religious traditions – especially Islam and Hinduism – are also examined. Special attention is given to what it means to have faith in God, the sources of and challenges to such faith, the variety of views about God, theological approaches to religious diversity, the relationship between morality and faith in God, the effects of scientific knowledge on beliefs about God, feminist critiques of and alternatives to traditional patriarchal perspectives on God, and the relationship between views about God and approaches to ecological issues.

Prerequisites: THEO 111 or HONR 240A or HONR 240B or THEO 100

THEO 324 Engaging Doubt and Belief (4 Credits)

This course examines theological approaches to doubt and problems of theistic belief. Drawing from theological and philosophical sources, the course focuses on challenges to theistic belief deriving especially from the problem of evil and suffering (e.g. how can a loving God allow so much misery in the world), questions of the reasonableness and relevance of theism, and the sometimes tense relationship between doubt, belief, and organized religion. The course engages diverse approaches to atheism, agnosticism, and theism, ultimately aimed at helping students to craft their own intellectually integrated approach to questions of belief and doubt.

Prerequisites: (THEO 100 or THEO 111 or HONR 240A or HONR 240B or INTG XXXG) and (HONR 101 or HONR 220A or HONR 110 or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Attributes: Theological Integration (TI), Writing Requirement (WR)

THEO 326 The Catholic Church Today (4 Credits)

Focusing on Vatican Council II as a pivotal event in the Roman Catholic Church, this course examines models for understanding the Church today, its leadership structures, its tasks in society, and its ecumenical and inter-faith endeavors. Each semester, special attention is paid to current issues facing the Church.

Prerequisites: (THEO 111 or HONR 240A or HONR 240B or THEO 100 or INTG XXXG) and (HONR 101 or HONR 220A or HONR 110 or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Attributes: Theological Integration (TI), Writing Requirement (WR)

THEO 327 Christian Approaches to Other Religions (4 Credits)

This course examines a variety of Christian theological positions on other religions. Perspectives from the Bible, Church councils, doctrinal statements, and works of theologians are studied. Concurrently, attention is given to other religions and their relationships to Christianity.

Prerequisites: THEO 111 or HONR 240A or HONR 240B

THEO 328 U.S. Latino/a Theologies (4 Credits)

This course in "U.S. Latino/a Theologies" aims to introduce students to the analytic and constructive practice of "theological discourse" as distinctively enriched by U.S. Latin American perspectives. Like all theological endeavors, U.S. Latino/a theological perspectives seek to express the reality of God's revelation to humankind and God's on-going presence among human beings in ways that add understanding and wisdom to people's experience of God, one another, and the world around them. While much of the Christian tradition is continuous and shared among diverse peoples, this course will enable students to explore how U.S. Latino/a experiences (e.g. religious, social, cultural, gender, racial, economic, political, etc) provide vital theological insight and approaches to work of Christian theology and practice. To that end, the course will look at the development of U.S. Latino/a Theology (1) in connection with the Latin American traditions of liberation theology, (2) in its distinctive methodological perspectives, (3) in its constructive treatment of God, human beings, and salvation, (4) as a source for Christian Spirituality, and (5) for the way in which it is giving shape to the U.S. church in general and the Roman Catholic Church in particular. As the course proceeds, it seeks to build an increasingly rich and multifaceted sense of what it means to engage or practice U.S. Latino/a theologies. To that end, the course cultivates comprehension of the central ideas shaping U.S. Latino/a theologies and the skills to engage, analyze, and assess the theological content and merit of various positions and perspectives, thereby affording students the opportunity to practice theological discourse in their own right.

Prerequisites: (THEO 111 or THEO 100 or HONR 240A or HONR 240B or INTG XXXG) and (HONR 101 or HONR 220A or HONR 110 or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Attributes: Theological Integration (TI), Writing Requirement (WR)

THEO 329A Feminist Theology (4 Credits)

This course analyzes feminist biblical interpretation, feminist readings of Christian history, and the work of feminist and womanist scholars in systematic theology and theological ethics. Attention is given throughout to the ways in which embodiment and social location, especially in terms of race, class, sexuality, and ethnicity, shape theological work.

Prerequisites: (THEO 111 or THEO 100 or HONR 240A or HONR 240B or INTG XXXG) and (HONR 101 or HONR 220A or HONR 110 or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Attributes: Theological Integration (TI), Writing Requirement (WR)

THEO 329D Theologies of Liberation (4 Credits)

Liberation theology is the name for a well-known and, to some, notorious form of religious action and reflection that emerged in Latin American some forty years ago. Today, it has now grown into a family of related though different theologies, which have similar methods, and which all start for the experience of oppression. Although Latin American theology of liberation is perhaps the most influential expression of this relation in the twentieth century, other forms of religious reflection owe a debt to liberation theology, even as they add to the profundity of its insights. This course will begin with Latin American liberation theology and then turn to the work of black, feminist, womanist, U.S. Latino/a, gay/lesbian and ecological theologies to broaden our understanding of the relationship between the Gospels and the imperative to structural change in our society.

Prerequisites: (THEO 111 or HONR 240A or HONR 240B or THEO 100 or INTG XXXG) and (HONR 101 or HONR 220A or HONR 110 or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Attributes: Theological Integration (TI)

THEO 329E Queer Theology (4 Credits)

This course considers how Christian theologies-biblical, ancient, and modern - have contributed to the cultural construction of gender. Conversely, the course studies the ways in which cultural ideas of gender, and gendered ideas about sexuality, have shaped understandings of God, Christ, church, and theological anthropology. In analyzing scriptural, historical, and contemporary sources, including ecclesial documents, the course draws upon scholarship at the intersections of Christian theology and feminist theory, masculinity studies, queer theory, and sexuality studies.

Prerequisites: (THEO 111 or HONR 240A or HONR 240B or THEO 100 or INTG XXXG) and (HONR 101 or HONR 220A or HONR 10 or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Attributes: Theological Integration (TI)

THEO 330 Christian Spirituality (4 Credits)

This course provides a study of the Christian tradition of spirituality as reflected by some classic and contemporary Christian writers, with particular focus on the influence of beliefs (about Trinity, Christ, grace, etc.) and elements of spiritual formation (such as prayer, reading, solitude, and social responsibility) on Christian living today.

Prerequisites: THEO 111 or HONR 240A or HONR 240B or THEO 100

THEO 331 Benedictine Spirituality (4 Credits)

This course explores the origins and essentials of Benedictine spirituality, giving special attention to how this spirituality is expressed in the lives of the monastics at Saint Benedict's Monastery and Saint John's Abbey. It encourages students to envision for themselves and others how the lessons of Benedictine spirituality can influence their lives whatever their vocation might be.

Prerequisites: (THEO 111 or THEO 100 or HONR 240A or HONR 240B or INTG XXXG) and (HONR 101 or HONR 220A or HONR 110 or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Attributes: Theological Integration (TI), Writing Requirement (WR)

THEO 332 Theology and Spiritual Practice (4 Credits)

Theology is never simply an intellectual pursuit. Its thinking often arises out of and returns to practice, especially in ritual, prayer, and spirituality. This course considers aspects and traditions of Christian practice that shape theological thought, moral life, and personal vocation, historically and today. Major figures and/or movements in Christian spirituality will be examined through reading primary and secondary sources. One central aim of the course is to empower students to explore their own spiritual practices and personal sense of vocation in dialogue with significant figures and movements in the history of spirituality.

Prerequisites: THEO 100 or THEO 111 or HONR 240A or HONR 240B or INTG XXXG

THEO 339D Theology, Spirituality, and the Arts (4 Credits)

This course introduces students to the relationships between theology, spirituality, and the arts, with a primary focus on the visual arts. The course will explore how the making of art and experiencing art can inform both theology and spirituality. We will look at what is central in a theological reflection on the arts beginning with the contributions of theologians who have reflected on art, beauty, and aesthetics. We will also examine the significance of artistic style in the presentation of religious subject matter and meaning, and the importance of formal analysis of a work of art in the process of theological interpretation.

Prerequisites: THEO 111 or HONR 240A or HONR 240B or THEO 100

THEO 339E Art and Religion in Spain and the Americas (4 Credits)

This course explores the transmigration of Christian art and iconography from Spain, including its Jewish and Muslim influences and its convergence with indigenous cultures and African expressions in the Americas. The course will consider the ways religious art and iconography reflects, transmits, changes and maintains theological, socio-political, cultural, and aesthetic meanings over space and time. Designed with an art historical focus with attention to theological issues, interdisciplinary methods will be used to assess religious imagery, devotional objects, and sacred spaces that continue to hold significance for Latin American and Latino/a populations today.

Prerequisites: THEO 111 or HONR 240A or HONR 240B or THEO 100

Equivalent courses: ART 309A

THEO 339F Songs of Love and Freedom (4 Credits)

Songs of Love and Freedom will survey the spiritual practices and devotional traditions of Christianity and Hinduism as well as their transformative impact upon individuals and communities. Practices like yoga, meditation, lectio divina, and the Spiritual Exercises will be examined in both practice and theory. Devotional traditions embodied in the poems and songs of these traditions' mystics will be explored to see how experiences beyond words are nevertheless communicated. Finally, the class will highlight the transformative impact of these spiritual and devotional traditions as they are made manifest in the lives and communities of modern figures who strove and strive to live lives of love and freedom.

Prerequisites: (THEO 111 or HONR 240A or HONR 240B or THEO 100 or INTG XXXG) and (HONR 101 or HONR 220A or HONR 110 or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Restrictions: Students with the 2024-2025 Registration Cohort or 2025-2026 Registration Cohort attributes may not enroll.

Attributes: Theological Integration (TI), Writing Requirement (WR)

THEO 340 God and the Moral Life (4 Credits)

This course explores how God, our image of God, and our speech about God makes a difference in the way Christians live. It develops views of the moral life within a Christian theological vision of goodness, sin, redemption, vocation, and human community. Within this vision, various ethical issues will be examined with the aim of living into right relationships.

Prerequisites: (THEO 111 or THEO 100 or HONR 240A or HONR 240B or INTG XXXG) and (HONR 101 or HONR 220A or HONR 110 or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Attributes: Theological Integration (TI), Writing Requirement (WR)

THEO 342 Christian Sexual Ethics (4 Credits)

Given the inescapable complexities surrounding human sexuality, gender, and embodiment, how might we live and relate to one another in ways that are increasingly fulfilling, and in ways that deepen our relationships with ourselves, others, and God? This course will introduce students to the methodology of Christian ethics, i.e., the process of drawing upon sources of knowledge (scripture, tradition, reason, and contemporary experience) to formulate responses to contemporary issues regarding sexuality and relationships. Specifically, we will be exploring the concept of justice as it relates to sex, contemporary hookup culture, love, and relationships. In the end, students will be equipped to construct and articulate a compelling theological sexual ethic for college students.

Prerequisites: (THEO 111 or HONR 240A or HONR 240B or THEO 100 or INTG XXXG) and (HONR 101 or HONR 220A or HONR 110 or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Attributes: Theological Integration (TI), Writing Requirement (WR)

THEO 343 Religion, Ethics, and the Environment (4 Credits)

This course will introduce students to the ways that various world religions are engaging with today's multidimensional environmental crisis. In light of climate change, biodiversity loss, pollution, deforestation, and the increasing insecurity surrounding food and water for people all over the globe, world religions are both re-examining their traditions for resources on how to engage spiritually with today's environmental problems, and also becoming politically active with respect to environmental ethics. The religions studied in this course include Buddhism, Islam, Judaism, Christianity, and select Native American traditions.

Prerequisites: (THEO 111 or THEO 100 or HONR 240A or HONR 240B or INTG XXXG) and (HONR 101 or HONR 220A or HONR 110 or INTG 100 or INTG 205 or INTG 200 or INTG XXXF)

Attributes: Theological Integration (TI)

THEO 344 Religious Perspectives on Economic Life (4 Credits)

Moral theology asks what religious faith means for living a good life—for each person and for society as a whole. This course examines various visions of economic life held by religious people in the West, focusing on the Christian understanding of economic life.

Prerequisites: (HONR 240A or INTG XXXG or THEO 100 or THEO 111) and (HONR 101 or HONR 220A or INTG 100 or INTG 200 or INTG XXXF)

THEO 345 Theologies of Violence and Nonviolence (4 Credits)

This course examines theological perspectives on violence and nonviolence ranging from absolute pacifism to just war theory to the celebration of "redemptive violence."

Prerequisites: (THEO 111 or HONR 240A or HONR 240B or THEO 100 or INTG XXXG) and (HONR 101 or HONR 220A or HONR 110 or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Equivalent courses: PCST 333

Attributes: Theological Integration (TI), Writing Requirement (WR)

THEO 346 Christianity and Justice (4 Credits)

This course explores diversity as a dynamic component of Christian communities and studies the contextual nature of Christian theology. The course also analyzes the ways in which racism and classism are experienced, perpetuated, and sometimes dismantled in Christian communities. In addition to theological texts, including those based on scripture and contemporary Catholic social teaching, the course relies upon service-learning in local organizations.

Prerequisites: (THEO 111 or THEO 100 or HONR 240A or HONR 240B or INTG XXXG) and (HONR 101 or HONR 220A or HONR 110 or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Attributes: Theological Integration (TI)

THEO 348 Religion, Society and Politics (4 Credits)

Recent developments in the United States and other parts of the world have led observers to look closely at religious groups, beliefs and activities concerning the state, society and sociopolitical issues like cultural diversity and war and peace. In this course we will examine the Judeo-Christian tradition and address such questions as: What is the relationship between religion and ethnicity and religion and nationalism? What is religious fundamentalism? How do various groups view their relationship with the state and the broader society? What kinds of social and political goals do religious groups have and how do they try and achieve them? We will try to answer these and other questions through the study of historical and sociological case studies and selected religious texts reflecting the range of belief and practice in the Judeo-Christian tradition.

Prerequisites: (THEO 111 or HONR 240A or HONR 240B or THEO 100 or INTG XXXG) and (HONR 101 or HONR 220A or HONR 110 or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Equivalent courses: PCST 368G

Attributes: Theological Integration (TI), Writing Requirement (WR)

THEO 349A Family, Church, and Society (4 Credits)

Drawing on historical, sociological, and religious sources, this course introduces students to a range of perspectives concerning the intersection of family, church and society, focusing on issues such as cohabitation, marriage, divorce, homosexuality, and gender roles.

Prerequisites: Learning Foundations(LF),Theological Encounter (TE)

Restrictions: Students with the 2024-2025 Registration Cohort or 2025-2026 Registration Cohort attributes may not enroll.

Attributes: Theological Integration (TI), Writing Requirement (WR)

THEO 349C Biomedical Ethics: Theology, Biomedical & Health Care (4 Credits)

This course will examine the role of faith in addressing a variety of moral issues raised by the advancement of medical science and technology and by ongoing research to cure diseases. The course will survey issues such as stem cell research, reproductive technologies, health care reform, the patient-physician relationship, euthanasia, beginning and end of life questions and HIV/AIDS. Each issue will be explored from the perspectives of theology, medicine, and other pertinent disciplines, such as psychology. Theological themes will be looked at to see what theology and faith offer in addressing the variety of moral issues. These themes include theological anthropology (how we understand the human person), views on God, sin, grace, the communal nature of morality, the Resurrection (as a framework to discuss what it means to die a good death), as well as Catholic social teaching and the Christian obligation to care for the poor and vulnerable.

Prerequisites: THEO 111 or HONR 240A or HONR 240B

THEO 349D Theology and Peacemaking (4 Credits)

From the Book of Exodus to the Hebrew prophets and the New Testament, one finds the utopian vision of a just, peaceful and reconciled world, summarized in the biblical term "shalom." Through the study of biblical texts and contemporary writings, we will explore the Judeo-Christian tradition's vision of justice, peace and reconciliation. Through the analysis of case studies we will explore how individuals, organizations and communities in the tradition are working to bring about shalom in various parts of the world through such means as nonviolent action, the defense of human rights, methods to conflict resolution and transformation, and efforts for peacebuilding and reconciliation.

Prerequisites: (THEO 100 or HONR 240A or HONR 240B or THEO 111 or INTG XXXG) and (HONR 101 or HONR 220A or HONR 110 or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Equivalent courses: PCST 368E

Attributes: Theological Integration (TI)

THEO 349E Economic Thought & Religious Values (4 Credits)

An examination of how economic life has been viewed from the perspective of religion, particularly Western Christianity: from roots in the Hebrew and Christian scriptures, through the early church, middle ages and the Protestant Reformation, up to contemporary debates about free markets, Marxism, feminism and the social teaching of the Roman Catholic Church today.

Prerequisites: (ECON 111 or ECON 111Z or ECON 111A or HONR 220A) and (THEO 111 or HONR 240A or HONR 240B or THEO 100 or INTG XXXG) and (HONR 101 or HONR 110 or HONR 220A or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Equivalent courses: ECON 327

Attributes: Theological Integration (TI), Writing Requirement (WR)

THEO 349F Liberation Ethics Abroad (4 Credits)

An exploration of the ethical and moral perspectives developed by theologies and philosophies of liberation, with a focus on Latin American liberation thought and its influence on contemporary Catholic Social Teaching and faith. The themes of liberation and the preferential option for the poor that are central to liberation theology and its mainstream developments will be compared to traditional moral theology and traditional philosophical approaches to ethics, as well as to traditional conceptions of Christian faith. Emphasis will be given to practical applications for understanding contemporary issues of faith, ethics and justice.

Prerequisites: THEO 111 or HONR 240A or HONR 240B or THEO 100

THEO 349H Christianity and Colonialism in Ireland (4 Credits)

This course in Christianity and Colonialism in Ireland offers an exploration of Christian theology in the context of Irish history and contemporary culture. The broad topic of Christianity and Colonialism allows us to analyze ancient and contemporary sites through the lenses of both Christian theology and postcolonial theory. As we encounter the legacies of Celtic spirituality, Roman Catholicism, and the Anglican Church, alongside various other forms of contemporary Irish religiosity both beyond and within Christianity, students encounter evidence that culture is never monolithic and that social power structures impact the formation of cultural diversities. Theological texts studied in the course help students analyze ways in which Christianity has functioned in Ireland both as a colonizing force and as a source of anti-colonial resistance.

Prerequisites: (THEO 100 or THEO 111 or HONR 240A or HONR 240B or INTG XXXG) and (HONR 101 or HONR 110 or HONR 220A or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Attributes: Theological Integration (TI)

THEO 349K Womanist and Feminist Theological Ethics (4 Credits)

This class introduces students to womanist and feminist theological diverse perspectives on identity, embodiment, sexuality, reproductive health, and justice. Students will examine womanist and feminist insights into the nature of God, theological anthropology, sin, Christ, human freedom, grace, and discipleship. They will gain an understanding of the interconnections between neoliberalism, racism, sexism, and heterosexism on these theological ethical issues. Students will develop their own theological and ethical perspectives on these issues in dialogue with these resources.

Prerequisites: (THEO 100 or THEO 111 or HONR 240A or HONR 240B or INTG XXXG) and (HONR 101 or HONR 110 or HONR 220A or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Attributes: Theological Integration (TI)

THEO 350 Christian Worship (4 Credits)

This course offers an overview of the origin, development, and cultural aspects of Christian worship, giving special attention to the Church's celebration of the mystery of Christ in word and sacrament, and to the meaning and rhythm of Sundays, feasts and seasons.

Prerequisites: (THEO 111 or THEO 100 or HONR 240A or HONR 240B or INTG XXXG) and (HONR 101 or HONR 110 or HONR 220A or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Equivalent courses: CORE 350

Attributes: Theological Integration (TI)

THEO 359 Topics in Liturgical Studies (4 Credits)

Course title(s) and description(s) appear in the official class schedule published each semester.

Prerequisites: None

THEO 363 Religions of the World (4 Credits)

This course focuses on major religions of the world cross-culturally in terms of categories such as sacred text, sacred time, sacred space, myth, ritual, symbol, ethics, and politics. The relationships among the religions and topics pertaining to inter-religious dialogue are examined.

Prerequisites: THEO 111 or THEO 100 or HONR 240A or HONR 240B or INTG XXXG

THEO 364 Ethics & World Religions (4 Credits)

Analysis of the changing cultural meaning and experience of religion in America. Considers why American religious experience has been so diverse, how religiosity has shaped our society, and how in turn society's values and structure have shaped religion. Primary focus on the 19th and 20th centuries. Yearly.

Prerequisites: (THEO 111 or HONR 240A or HONR 240B)

THEO 365 Islam (4 Credits)

This course explores the history of Islam and its interpretations, as well as doctrines and practices among Muslims in various parts of the world. It examines the Quran and Hadith, and topics related to women and gender, Islamic law, and Islam and politics, and it examines the relationship between Islam and the Judeo-Christian tradition.

Prerequisites: (THEO 100 or HONR 240A or HONR 240B or THEO 111) or INTG XXXG and (HONR 101 or HONR 110 or HONR 220A or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Equivalent courses: PCST 368R

Attributes: Theological Integration (TI), Writing Requirement (WR)

THEO 369A Jewish Encounters with Jesus and Christianity (4 Credits)

An exploration of the theological and historical encounters between Judaism and Christianity, from the emergence of both Christianity and Judaism out of biblical religion, the disagreements and distancing of one faith from the other over the centuries, but culminating, in the late 20th century, in efforts at rapprochement and mutual acceptance.

Prerequisites: THEO 111 or HONR 240A or HONR 240B

THEO 369B Modern Islam Political Movement (4 Credits)

After providing an introduction to the beliefs, practices, and history of Islam, this course will analyze some of the relationships between Islam and politics in the twentieth and twenty-first centuries among Islamist (or "fundamentalist Islamic groups") in the Middle East, South Asia, and other parts of the world. Specifically, the course will examine the histories, ideologies, and structures of groups. This course will examine the religious, theological, and political, foundations of these groups while analyzing their work in education, literacy, social service to people in many sectors of societies (including the underprivileged), religious and political instruction, and community-building. The course will also explore the various perspectives of members of these groups and movements toward peace and violence as well as their religiously- and politically-based reasons for attacking various targets. Finally, the course will compare and contrast those Islamist trends with those represented by some liberal Muslims.

Prerequisites: (THEO 111 or HONR 240A or HONR 240B or THEO 100 or INTG XXXG) and (HONR 101 or HONR 110 or HONR 220A or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Equivalent courses: PCST 368Q

Attributes: Theological Integration (TI), Writing Requirement (WR)

THEO 369C Islam and Gender (4 Credits)

This course will focus on the various ways in which relations between Muslim women and men have been appropriated, interpreted, and concretized in a variety of real-life situations throughout the early, medieval, and modern periods in Islam with a regional focus on Islam and gender in the Middle East, North Africa, South Asia, Europe, and/or North America. This course will use gender as a primary lens of analysis for examining course content by examining the, at times static and at other times dynamic, roles of women and men in societies where Muslims are in the majority and others where they are the minority in order to gain an understanding of the relationship between appropriations of gender with respect to Islam and its corresponding cultural contexts.

Prerequisites: (THEO 111 or HONR 240A or HONR 240B or THEO 100 or INTG XXXG) and (HONR 101 or HONR 110 or HONR 220A or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Restrictions: Students with the 2024-2025 Registration Cohort or 2025-2026 Registration Cohort attributes may not enroll.

Equivalent courses: PCST 368C

Attributes: Theological Integration (TI), Writing Requirement (WR)

THEO 369D SPIRITUAL/POLITIC ISLAM (TI) (4 Credits)

Islam shapes much of our current political and social context: 9/11, the Arab spring, ISIS, the war in Syria, our complex relationship with Iran, all have a major impact on the world we live in. Islam is also the fastest growing faith, both globally and here in America. This course will focus on how Muslims have encountered God, how this encounter informs their daily lives, and how the traditions of Islam are influencing and informing (or not) current political and cultural events around the globe. Studying another faith tradition also provides a lens through which to examine one's own faith and society, and an appreciation for the commonality of the human condition. Our study of Islam while looking at the particulars of that faith, will also raise a variety of broad questions, including the conflict of faith versus reason, the role and position of women, the rights of religious and cultural minorities, freedom of speech vs. religious respect, and multiculturalism vs. assimilation.

Prerequisites: (THEO 111 or THEO 100 or HONR 240A or HONR 240B or INTG XXXG) and (HONR 101 or HONR 110 or HONR 220A or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Attributes: Theological Integration (TI), Writing Requirement (WR)

THEO 370AA FUNDAMENTAL MORAL THEO (TI) (4 Credits)

Prerequisites: None

Attributes: Theological Integration (TI)

THEO 370AB SCRIPTURE & CHURCH (TI) (4 Credits)

Prerequisites: None

THEO 370AC Catholic Social Thought-Australia (TI) (4 Credits)

Prerequisites: (HONR 240A or HONR 240B or INTG XXXG or THEO 100 or THEO 111) and (HONR 101 or HONR 110 or HONR 220A or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Attributes: Theological Integration (TI)

THEO 370GB ANCIENT GREEK MYTH/REL (TI) (3 Credits)

The purpose of the "Ancient Greek Mythology and Religion" course is to provide a knowledge and a method of "reading" Greek myths of the Archaic and Classical periods in their cultural and historical context. "Ancient Greek Mythology and Religion" offers an introduction to the religion and myths of the ancient Greeks, largely based upon the written words of the ancient Greeks themselves. The course will study a selection of important Greek mythological stories and figures as represented in Greek literature and art, beginning with selections from the earliest extant Greek literature – Homer, Hesiod, and the Homeric Hymns, and moving on to reading selections of Greek drama. From these readings we shall attempt to understand the Greek cosmogony and the place of gods and humans within it. While studying myth, we will address Greek religion as an integral part of the ancient Greek polis. During the course students will become proficient in a variety of methods of analysis and interpretation of these myths; critically engage with select scholarship; and study the role of myth in helping individuals and communities organize their understanding of the world. Through research, writing, and daily in-class analysis, students will engage with key issues treated by the myths: these include the role of the divine, gender conflict, personal and communal identity, the consequences of war, human and divine justice, self-sacrifice, political ambition, and the societal roles of women, slaves, and foreigners. The course treats primarily the ancient material. We shall, however, also examine a selection of these myths in the visual and performing arts.

Prerequisites: (HONR 240A or HONR 240B or INTG XXXG or THEO 100 or THEO 111) and (HONR 101 or HONR 110 or HONR 220A or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Attributes: Theological Integration (TI)

THEO 370GC HIST OF ORTHODOX CHURCH (TI) (3 Credits)

This course will be a journey introducing the student to the Orthodox Church, the largest of the Eastern Christian Churches. It will explore the history, faith, liturgy and spirituality of the Orthodox Church. The exploration will be based on lectures, readings, audio-visual presentations, discussion, and personal experience. Special emphasis will be given to primary sources since tradition is greatly valued by the Orthodox Church. My main goal is to make students share my enthusiasm for the history and meaning of the Orthodox Church. I wish to explore -along with my students- Orthodoxy in its historical and modern contexts and invite students to explore how Orthodoxy is lived and practiced in Greece. Students will be expected to submit their own reflection notes throughout the course (so as to develop written skills and simultaneously exercise critical thinking), evaluate, orally, many primary sources, gather and interpret research material, reflect critically on religious phenomena during what would hopefully be a passionate class discussion, work independently and collaboratively, taking into account current scholarship, worship and praxis.

Prerequisites: (HONR 240A or HONR 240B or INTG XXXG or THEO 100 or THEO 111) and (HONR 101 or HONR 110 or HONR 220A or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Attributes: Theological Integration (TI)

THEO 370GD RELIGIONS OF MIDDLE EAST (TI) (3 Credits)

Religion is a subject in which people continue to vest powerful emotions. "The Religions of the Middle East: A Comparative Approach" course will focus on the three monotheistic religions of the Middle East: Judaism, Christianity and Islam, and in order to develop a better understanding of them, will make frequent exciting on-site visits and exploit as many primary sources as possible. Monotheism is the shared theological orientation of Judaism, Christianity and Islam that often embraces almost every aspect of the private and the public life of their followers. Our aim will be to examine Judaism, Christianity and Islam's main teachings and simultaneously to explore how these teachings manage to affect the everyday lives of their followers. How is a devout follower envisaged and how do people shape their lives to fit the image of a devout follower? Additionally, we will describe the ways in which Judaism, Christianity and Islam have constructed their distinctive meanings, compare them and note the similarities and the debts to each other, keeping in mind that various communities with a completely different outlook exist and claim sole orthodoxy. Hopefully, we might eventually come to question our own assumptions of the three monotheistic religions.

Prerequisites: (HONR 240A or HONR 240B or INTG XXXG or THEO 100 or THEO 111) and (HONR 101 or HONR 110 or HONR 220A or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Attributes: Theological Integration (TI)

THEO 370GE Sacred Flesh: Body, Salvation, and Sainthood in Antiquity: A Comparative Approach (3 Credits)

Prerequisites: (HONR 240A or HONR 240B or INTG XXXG or THEO 100 or THEO 111) and (HONR 101 or HONR 110 or HONR 220A or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Corequisites: XXXX 53

Attributes: Theological Integration (TI)

THEO 370IA The Western Church in Context (3 Credits)

This course investigates the life of the early Roman Church as revealed through liturgical texts and visual evidence. A historical overview of the first six centuries will illustrate fundamental concepts and developments in the ordering of the community, liturgy, spirituality, and doctrine of the early Western Church. The aim of the course is to introduce students to the living tradition of the Western Church as exemplified by its textual, artistic and architectural remains. As classes will mainly take place on-site, students are expected to complete the reading assignments in advance of the field studies and to have some prior knowledge of the sites to be visited using Internet resources (provided in syllabus).

Prerequisites: (HONR 240A or HONR 240B or INTG XXXG or THEO 100 or THEO 111) and (HONR 101 or HONR 110 or HONR 220A or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Corequisites: XXXX 54

Equivalent courses: CORE 362, THEO 392

Attributes: Theological Integration (TI)

THEO 370LA Understanding Civilizations: Islam and the West - London (4 Credits)

Prerequisites: (THEO 100 or THEO 111 or HONR 240A or HONR 240B or INTG XXXG) and (HONR 101 or HONR 110 or HONR 220A or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Corequisites: XXXX 43

Equivalent courses: THEO 370A

Attributes: Theological Integration (TI)

THEO 3700A Synoptic Gospels (2 Credits)

Objectives Introduction to the scientific study of the Synoptic Gospels and Acts. Understanding the unique nature of the Gospels and Acts as ancient narratives. Insight into the question of the historical Jesus. The interpretation of narrative texts. Content The genre of the Gospels. The Synoptic problem. Overview of methods for examining the Gospels. Cultural-historical background and message of the relevant texts. The question of the historical Jesus. Central theological and ethical themes in relevant texts and their unique relevance. Outcomes Insight into the cultural-historical background of the relevant texts. The ability to identify and use a suitable method of textual interpretation. Insight into the literary form and genre of relevant texts. The ability to read, translate and interpret narrative texts theologically. Insight into the relevance of New Testament narrative texts for theology and ethics in Southern Africa. Must be paired with another 2-credit TI course to meet Integrations TI requirement.

Prerequisites: (THEO 100 or THEO 111 or HONR 240A or HONR 240B or INTG XXXG) and (HONR 101 or HONR 110 or HONR 220A or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Corequisites: XXXX 64

Attributes: Theological Integration (TI)

THEO 3700B JOHANNINE LITERATURE-SA (TI) (2 Credits)

In this module the Johannine literature is read and studied from the perspective of a (South) African context, against a sociohistorical backdrop. The module focuses on the theological interpretation of the Fourth Gospel, 1 to 3 John, and Revelation for faith communities in particular and society in general. Content The literary genre of the Gospel of John and Johannine epistles. A survey of Johannine research. The cultural-historical background and theology of the Johannine literature. The Johannine community's witness about Christ. Important theological and ethical themes in the Johannine literature. Outcomes Insight into the literary form and genre of the Johannine literature. An understanding of the cultural-historical influence on the Johannine literature. The ability to identify and apply an appropriate exegetical methodology. The ability to read, translate and interpret Johannine writings in a theological manner. To determine the relevance of the Johannine literature – including apocalyptic texts – for current theological and ethical reflection in Southern Africa. The ability to apply the theological and ethical dimensions of the Johannine writings in conjunction with other disciplines in view of the needs of religious communities and society. Must be paired with another 2-credit TI course to meet Integrations TI requirement.

Prerequisites: (HONR 240A or HONR 240B or INTG XXXG or THEO 100 or THEO 111) and (HONR 101 or HONR 110 or HONR 220A or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Corequisites: XXXX 64

Attributes: Theological Integration (TI)

THEO 3700C New Testament Text and Contexts: Reading the New Testament in Africa (2 Credits)

To familiarize students with issues related to studying and reading the New Testament (NT) text and contexts with reference to culture(s); thus to participate in creating an awareness as well as an understanding of, and appreciation for, reading the NT from an African context and for an African context. This module entails the studying and reading of NT texts with reference to contexts and cultures. It focuses on hermeneutical pluralism and theological implications related to the interpretation of NT texts in different contexts, particularly in Africa. Outcomes Success in this module will enable students to: • obtain sound and critical knowledge of the hermeneutical pluralism and theological implications related to the interpretation of New Testament texts in different contexts, particularly in Africa; • demonstrate in-depth knowledge of the development of values and practices based on the New Testament, and the importance of the African setting in this regard; • be familiar with cultural values and practices of African approaches to hermeneutical and societal issues; • make sense of ancient texts in modern contexts; in particular, to relate the New Testament to the African continent and its socio-political and moral-ethical issues and problems; and • appreciate the nature of ancient texts, thus fostering both hermeneutical sensitivity and contextual appropriation as regards interpretations of the New Testament in Africa. Must be paired with another 2-credit TI course to meet Integrations TI requirement.

Prerequisites: (HONR 240A or HONR 240B or INTG XXXG or THEO 100 or THEO 111) and (HONR 101 or HONR 110 or HONR 220A or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Corequisites: XXXX 64

Attributes: Theological Integration (TI)

THEO 3700D Public Theology (2 Credits)

Objectives The question of public morality is an important matter for church and public life. This module explores various ethical challenges in public life and the actual and potential role and impact of Christian faith for the common good. **Content** The first part of the module provides an orientation and introduction to Christian faith and public life. Special attention is given to the ambiguous roles of church and theology during both apartheid and democratic South Africa. The second part of the module focuses specifically on economic ethics as a critical aspect of theological ethics and public life. Special consideration is devoted to such themes as the South African economy, globalisation, climate change, corporate social responsibility, work and labour, and public responsibility. **Outcomes** On completion of the module students should be able to: • provide a theologically articulate understanding of the meaning, nature, methodology and issues of public theology and its ethical role in public life; • identify, recognise, and critique relevant arguments of an ethical nature within the public domain; • apply and discuss Christian theological resources and insights to various public morality challenges to facilitate understanding and constructive engagement with issues of moral and ethical dispute; • provide thought leadership in the church and public life towards responsible moral formation for a more humane public life. Must be paired with another 2-credit TI course to meet Integrations TI requirement.

Prerequisites: (HONR 240A or HONR 240B or INTG XXXG or THEO 100 or THEO 111) and (HONR 101 or HONR 110 or HONR 220A or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Corequisites: XXXX 64

Attributes: Theological Integration (TI)

THEO 370PA Christianity, Islam, and Judaism in the Spanish Context (3 Credits)

Prerequisites: (HONR 240A or HONR 240B or INTG XXXG or THEO 100 or THEO 111) and (HONR 101 or HONR 110 or HONR 220A or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Corequisites: XXXX 67

Attributes: Theological Integration (TI)

THEO 370PB World Religions (3 Credits)

This course gives students an understanding of contemporary global religious traditions and their impact within their societies. This course firstly introduces major western & eastern religions in a global context, especially in Europe and North America. Students will explore and analyze the origins, development, central teachings, devotional practices, institutions, and cultural expressions of world religions such as Aboriginal Spirituality, Hinduism, Jainism, Buddhism, Christianity, Islam and more. This course will include visits to historical and contemporary religious sites to embrace opportunities for interaction across cultures.

Prerequisites: (HONR 240A or HONR 240B or INTG XXXG or THEO 100 or THEO 111) and (HONR 101 or HONR 110 or HONR 220A or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Corequisites: XXXX 67

Attributes: Theological Integration (TI)

THEO 370R THEOLOGY IN CORK (3-6 Credits)

Prerequisites: None

Corequisites: XXXX 63

THEO 370SA Comparative Religions - Salzburg (TI) (3 Credits)

Prerequisites: (HONR 240A or HONR 240B or INTG XXXG or THEO 100 or THEO 111) and (HONR 101 or HONR 110 or HONR 220A or INTG 100 or INTG 200 or INTG 205 or INTG XXXF)

Corequisites: XXXX 61

Attributes: Theological Integration (TI)

THEO 371 Individual Learning Project (1-4 Credits)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department chair for applicability towards major requirements. Not available to first-year students.

Prerequisites: None

THEO 376 Theology in Dialogue (4 Credits)

Theology as a discipline, practice, and method of inquiry does not exist in a vacuum. The reality of religious pluralism requires theologians to be conversant with faith traditions other than their own and competent in the methods of interfaith dialogue. To speak confidently and intelligibly to the signs of the time and the myriad of challenges the world faces, theologians will also need to be capable of doing their work in conversation across disciplines—learning from and working with of thinkers committed to a common cause. In this course, students will learn to articulate the dialogical dimensions of theology, will be equipped with the skills to engage in dialogue, and will examine both the problems and possibilities that such a dialogical approach offers. The particularities of the course will change with the expertise of the instructor. For interfaith dialogue, a course might focus on Christianity, Islam, Buddhism, and/or Hinduism in dialogue. For an interdisciplinary approach, a course might focus on theology and ecology, theology and art, and/or theology and economics. Regardless of the instructor, students will gain fluency in doing theology in dialogue.

Prerequisites: THEO 100 or THEO 111 or HONR 240A or HONR 240B or INTG XXXG

THEO 390 Moral Theology (4 Credits)

This course introduces students to basic ethical concepts (such as human action, human agency, natural law, freedom, conscience, and the Christian moral life) and to the application of Christian moral reasoning to contemporary ethical issues. It offers theology majors a common grounding in Catholic moral theology. Ordinarily offered once a year in fall and taken in senior year after the completion of most requirements for the major.

Prerequisites: THEO 111 or THEO 100 or HONR 240A or HONR 240B or INTG XXXG

Restrictions: Enrollment is limited to students with a major in Theology.

THEO 394A SOT Graduate Course: Documents of Vatican II (4 Credits)

For School of Theology courses taken at the undergraduate level. Students must petition into courses - <https://apps.csbsju.edu/registrar/forms/gradpetition>

Prerequisites: None

THEO 394B SOT Graduate Course: Virtue Ethics (4 Credits)

For School of Theology courses taken at the undergraduate level. Students must petition into courses - <https://apps.csbsju.edu/registrar/forms/gradpetition>

Prerequisites: None

Equivalent courses: MORL 428

THEO 394C SOT Graduate Course: Liturgical Song (4 Credits)

For School of Theology courses taken at the undergraduate level. Students must petition into courses - <https://apps.csbsju.edu/registrar/forms/gradpetition>

Prerequisites: None

Equivalent courses: LTGY 428

THEO 394D SOT Graduate Course: Theology and Social Justice (4 Credits)

For School of Theology courses taken at the undergraduate level.
Students must petition into courses - <https://apps.csbsju.edu/registrar/forms/gradpetition>
Prerequisites: None
Equivalent courses: DOCT 468, SPIR 468

THEO 394E SOT Graduate Course: Gregorian Chant I: Introduction (1 Credit)

For School of Theology courses taken at the undergraduate level.
Students must petition into courses - <https://apps.csbsju.edu/registrar/forms/gradpetition>
Prerequisites: None
Equivalent courses: LMUS 410

THEO 394F SOT Graduate Course: Theology and Practice of Ministry (4 Credits)

For School of Theology courses taken at the undergraduate level.
Students must petition into courses - <https://apps.csbsju.edu/registrar/forms/gradpetition>
Prerequisites: None
Equivalent courses: PTHM 405

THEO 394G SOT Graduate Course: Pastoral Care Ministry: Guiding and Reconciling (4 Credits)

For School of Theology courses taken at the undergraduate level.
Students must petition into courses - <https://apps.csbsju.edu/registrar/forms/gradpetition>
Prerequisites: None
Equivalent courses: PTHM 410

THEO 394H SOT Graduate Course: Christology (4 Credits)

For School of Theology courses taken at the undergraduate level.
Students must petition into courses - <https://apps.csbsju.edu/registrar/forms/gradpetition>
Prerequisites: None
Equivalent courses: DOCT 406

THEO 394I SOT Graduate Course: History of Christianity I (4 Credits)

For School of Theology courses taken at the undergraduate level.
Students must petition into courses - <https://apps.csbsju.edu/registrar/forms/gradpetition>
Prerequisites: None
Equivalent courses: HCHR 402

THEO 394J SOT Graduate Course: Psalms (4 Credits)

For School of Theology courses taken at the undergraduate level.
Students must petition into courses - <https://apps.csbsju.edu/registrar/forms/gradpetition>
Prerequisites: None
Equivalent courses: SSOT 416

THEO 394K SOT Graduate Course: Pauline Tradition (4 Credits)

For School of Theology courses taken at the undergraduate level.
Students must petition into courses - <https://apps.csbsju.edu/registrar/forms/gradpetition>
Prerequisites: None
Equivalent courses: SSNT 422

THEO 394L SOT Graduate Course: Reading the New Testament (4 Credits)

For School of Theology courses taken at the undergraduate level.
Students must petition into courses - <https://apps.csbsju.edu/registrar/forms/gradpetition>
Prerequisites: None
Equivalent courses: SSNT 400

THEO 394M SOT Graduate Class: History of Sacramental Theology (4 Credits)

Prerequisites: None
Equivalent courses: LTGY 468A

THEO 394N SOT Graduate Class: Christian Anthropology (4 Credits)

Prerequisites: None
Equivalent courses: DOCT 411

THEO 394O SOT Graduate Class: History of Christianity II (4 Credits)

Prerequisites: None
Equivalent courses: HCHR 404

THEO 394P SOT Graduate Class: Christian Sexual Ethics (4 Credits)

Prerequisites: None
Equivalent courses: MORL 428B

THEO 394Q SOT Graduate Course: Introduction to Pastoral Liturgy (4 Credits)

For School of Theology courses taken at the undergraduate level.
Students must petition into courses - <https://apps.csbsju.edu/registrar/forms/gradpetition>
Prerequisites: None
Equivalent courses: LTGY 407

THEO 394R SOT Graduate Course: Grief/Illness and Healing (4 Credits)

For School of Theology courses taken at the undergraduate level.
Students must petition into courses - <https://apps.csbsju.edu/registrar/forms/gradpetition>
Prerequisites: None
Equivalent courses: PTHM 409

THEO 394S SOT Graduate Course: Reading the Old Testament (4 Credits)

For School of Theology courses taken at the undergraduate level.
Students must petition into courses - <https://apps.csbsju.edu/registrar/forms/gradpetition>
Prerequisites: None
Equivalent courses: SSOT 400

THEO 394T SOT Graduate Course: New Testament Greek (4 Credits)

For School of Theology courses taken at the undergraduate level.
Students must petition into courses - <https://apps.csbsju.edu/registrar/forms/gradpetition>
Prerequisites: None
Equivalent courses: SSNT 401

THEO 396 Theological Conversation (4 Credits)

This course provides an integrative exercise in theological thought based on a conversation between two theological sub disciplines (e.g. scriptures and ethics) guiding the development of a capstone research paper.

Prerequisites: THEO 111 or THEO 100 or HONR 240A or HONR 240B or INTG XXXG

Restrictions: Enrollment is limited to students with a major in Theology.

THEO 397 Internship (1-16 Credits)

This is a supervised practicum for students majoring in theology, serving as a capstone experience for those specializing in education or in pastoral ministry.

Prerequisites: None

Equivalent courses: THEO 397A, THEO 399

Attributes: Experiential Engagement (EX)

Campus Support Services

- Academic Services (p. 402)
- Admission (p. 404)
- Campus Services (p. 406)
- Financial Aid (p. 407)
- Financial Information (p. 414)
- Student Life (p. 416)

Academic Services

Faculty and Academic Advising

Faculty and Academic Advisors work with the student in developing meaningful educational plans consistent with their academic, personal, and professional goals.

Faculty Advising

Each student is required to have one primary faculty advisor. The first-year faculty advisor is assigned to upon entry to the colleges. In spring of the first year, each student transitions to a faculty advisor, usually from the department of the student's intended major. "Exploring" students will be assigned to a member of the Academic Advising Office. Students may enlist additional faculty advisors from areas related to other academic or pre-professional interests.

During registration each semester, the student is required to consult with the primary faculty advisor and obtain the Personal ID Number (PIN) before they can access the registration system online.

Academic Advising

The Academic Advising Office empowers students in developing meaningful educational plans that support their academic, personal, and professional goals. The office also provides assistance and support to students and faculty across the campuses. The office monitors academic progress oversees, academic probation, and proactively reaches out to a variety of student groups.

Student Accessibility Services

Student Accessibility Services ensures qualified students with disabilities have equal access to all CSBSJU programs and activities. The office facilitates reasonable accommodations, determined on an individualized case-by-case basis, for students who voluntarily self-disclose a disability. All services are provided in accordance with Section 504 of the Rehabilitation Act. The office's work is guided by its responsibilities under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990, as amended.

Experience and Professional Development - XPD

XPD - Experience & Professional Development empowers students to connect their aspirations with opportunities and translate their liberal arts education to achieve meaningful personal and professional lives.

We coach students to **explore, do, reflect, and connect**. To learn more about our experience-based programs and ways to engage in major

and career exploration, visit <https://www.csbsju.edu/xpd> (<https://www.csbsju.edu/xpd/>).

Libraries

The Libraries & Archives at the College of Saint Benedict and Saint John's University serve the combined student body with a joint staff and coordinated programs and services. We are an inclusive and welcoming organization where all are supported as they engage in inquiry, experimentation, exploration, and creation. The Libraries & Archives partner across campus and beyond to share and connect our wealth of information resources, technology, and expert staff to our diverse community as they seek to satisfy their curiosity and answer wicked questions. To this end, the Libraries' Learning & Research Team collaborates with our faculty and other campus partners to teach the academic and critical thinking skills essential to navigating today's complex information environment. We strive to be the campus hub where all can relax, recharge, learn, and connect, and we have staff dedicated to creating space and opportunities for students to connect to each other and to foster a sense of community and belonging through events, reading groups, a student advisory board, and partnering with student organizations. The Libraries & Archives also employ 60+ students and use that opportunity to help develop their career and professional skills.

Collections

Together, Clemens Library at Saint Benedict's and Alcuin Library at Saint John's hold over a million items, including over 650,000 print volumes, 600,000 electronic books, 200 active print periodical subscriptions, 88,000 electronic periodical titles, and 40,000 streaming media materials. The libraries' online catalog, (see <http://csbsju.worldcat.org/>) allows students to search the collections of both facilities, as well as thousands of libraries around the world.

The joint libraries' website (<https://www.csbsju.edu/libraries/>) provides access to the online catalog and also to research support services from topic selection to citation management. The campus computing network enables students and faculty to utilize these resources from any computer connected to the internet. Wireless network access is available at both libraries.

The College of Saint Benedict Archives (<https://www.csbsju.edu/csb-archives/>) and the Saint John's University Archives (<https://www.csbsju.edu/sju-archives/>) collect resources to document the institutions' history, make these records available for research, and strive to educate students and others about this history. Many of the Archives' holdings can be searched online.

Spaces

Clemens Library at the College of Saint Benedict provides study spaces for 225 students, as well as a makerspace, two computer labs with 36 computers available, and 10 collaborative work rooms. In addition to an

excellent core collection of resources to support the curriculum, Clemens Library features strengths in the fields of health sciences, education, fine arts, literature, religion, and women's studies. The resources of the Music Library at the Benedicta Arts Center are also available to all CSB and SJU students. Additional services, including the Experience and Professional Development office, Center for Global Education, IT Services, and Instructional Technology, are in Clemens Library.

Alcuin Library at Saint John's University was designed by architect Marcel Breuer and was built in 1966. It was renovated in 2017 with the addition of the Dietrich Reinhart Learning Commons. The library and learning commons have individual seating for 265 students, three classrooms, an auditorium, and 18 collaborative work rooms. The learning commons houses a video studio, editing lab, and training room as well as a coffee shop. In addition to its robust core collection, Alcuin Library includes many specialized and scholarly works, especially in the areas of theology, life sciences, environmental studies, and history. Other building partners include The Study, the Writing Center, the Center for Teaching and Learning, the Hill Museum & Manuscript Library, and The Saint John's Bible.

Math Center

The Math Center provides services to Saint Benedict's and Saint John's students, offering assistance with concepts and skills that are used in lower division mathematics courses. One-to-one tutoring help (from student tutors and/or a professional staff member) is available on a walk-in basis.

Reference books, workbooks, worksheets, and computer materials are also available to students who may be looking for help with math content in other courses, or who are preparing for pre-professional or graduate school exams.

Office of Assessment and Effectiveness (OAE)

Overview

The Office of Assessment and Effectiveness (OAE) provides (a) guidance and support for CSB and SJU departments and programs undergoing program review, (b) guidance and support for departments and programs preparing for required annual assessment reporting, (c) leadership and guidance for accreditation by the Higher Learning Commission (HLC) and (d) assessment and evaluation support for CSB and SJU's participation in some national research studies and programs. OAE also supports institutional assessment related to mission, the True North Journey, and the Co-Curricular Approach.

Institutional Accreditation

CSB and SJU are accredited by the Higher Learning Commission. OAE provides direct leadership and support to the institutions as we prepare for accreditation.

Program Review

Every 10 years, each department and program conducts program review. Programs have the opportunity to also engage in a smaller, mid-cycle review at year 5. Program review is an opportunity for programs to engage in continuous, data-informed improvement of their programs, curricula, pedagogy, student learning, and using data to inform meaningful evolution. Departments and programs create a self-study document. An external disciplinary evaluator visits campus typically for 1-2 days and provides an independent evaluation of the department or

program (full reviews only). At the end of the process, an action plan is developed to provide accountability and to ensure continued quality improvement.

Assessment

OAE supports the improvement of teaching, learning, and program development on the campuses using student outcomes assessment. We support efforts to advance the quality of teaching, student learning, and programs by assisting in the design, implementation, and measurement of assessment activities. We collaborate with faculty, staff, academic and non-academic departments.

Office of Undergraduate Research and Scholars

The Office of Undergraduate Research & Scholars provides support and game-changing mentorship to student scholars in all disciplines throughout their four-year college experience. The office helps students secure competitive fellowships; uncover, plan, and execute research and creative work opportunities; participate in off-campus meetings and conferences, and much more. OURS is also the home for Pathways to Distinction, a new initiative providing students the opportunity to earn distinction upon graduation in alignment with the Institutional Learning Goals. OURS is part of the Experience Hub in Clemens Library.

To learn more about programs and funding, visit <https://www.csbsju.edu/ours> (<https://www.csbsju.edu/ours/>) or book an appointment via the Hive.

The Study

Located in the Alcuin Library, The Study offers peer coaching and online resources to consistently build skill and confidence, reduce academic stress, and maximize opportunities during and after college. The study offers tools for time management, study skills & strategies, efficient reading. College work is challenging; the Study is here to share information and strategies with students for doing their best work with the least amount of stress and the most positive outcomes. Access online resources or learn more at <https://www.csbsju.edu/the-study> (<https://www.csbsju.edu/the-study/>).

The Writing Center

The Writing Center (<https://www.csbsju.edu/writing-center/>) provides writing assistance to all members of our academic community. Well-trained peer tutors offer free response to writers during individual writing consultations. Additionally, peer tutors help facilitate in-class writing workshops upon faculty request.

The Writing Center, with an office on each campus, welcomes writers of all backgrounds: honor students, first-year writers, writers from every major, students with learning differences, students for whom English is an additional language, graduate students, staff, and faculty. Writers are welcome to bring in any piece of writing, ranging from essays, lab reports, or letters of application to works of reflection, fact, or fiction. Some writers want a one-time-only appointment for work on a particular piece of writing; others want to establish a series of appointments to achieve personal or program goals.

During an appointment, the writer and the tutor work together to identify and meet the writer's needs. Usually writers who use Writing Center services seek help in one of three general areas:

1. initiating the writing process (understanding the assignment, talking through a topic, organizing ideas),
2. revising (refocusing the text to better support the thesis, polishing an introduction or conclusion, taking the text to the next level),
3. managing conventions of standard written English (correcting sentence structures or grammatical forms).

Writers can make an appointment on The Hive; walk-in appointments are welcome if a tutor is available.

Admission

Admission Statement

A campus visit and tour are recommended for interested students. Call or email the Admission Office to set up an appointment at 800-544-1489 or admissions@csbsju.edu.

Admission to the College of Saint Benedict and Saint John's University is open to all qualified students who demonstrate in their application the promise of success in college. Traditional indicators of ability such as taking a college preparatory curriculum and maintaining a strong grade point average are important and carefully considered. In addition, Saint Benedict and Saint John's want to enroll students who show promise of community contribution and productive participation in the classroom as evidenced by both their academic record and participation in extra-curricular activities.

Requirements for Admission

To be admitted an applicant will need to show scholastic achievement (GPA), strong course selection and personal qualifications in the application review process. Applicants must graduate from an accredited high school or the equivalent. A candidate's academic preparation should include four years of English, three years of mathematics through Algebra II, two years of social science, two years of laboratory science and six other college preparatory electives. The study of a foreign language is recommended but not required for admission.

Application Procedure

Saint Benedict and Saint John's review applications for admission beginning in September. An application is considered complete when the Office of Admission receives both the application for admission and official high school transcript through the end of junior year (all incoming students will need to provide a final transcript upon high school graduation). The Office of Admission encourages applicants to submit an optional writing sample and letters of recommendation to provide a more complete application file. As test optional institutions, Saint Benedict and Saint John's do not require the ACT or SAT test but if a student chooses to submit those scores, they will be added to the application file.

Preferred Application Dates

Early Action I: November 1 – candidate will receive notification of an admission decision and academic scholarship within three weeks of submission.

Early Action II: December 1 – candidate will receive notification of an admission decision and academic scholarship within three weeks of submission.

Rolling Admission: Any applications received after the December 1 Early Action II preferred application deadline will be reviewed on a rolling basis

with candidate notification of an admission decision and academic scholarship within three weeks of submission.

For deposited and enrolled students who wish to be considered for college credit please submit official college transcripts with all courses and grades for consideration of post-secondary enrollment options (PSEO) or college in the schools (CIT/CITS). Also, official report(s) for scores received for Advanced Placement Tests of the College Board (AP), International Baccalaureate (IB) or College Level Examination Board (CLEP). At the request of the student, these reports are sent directly to the college by the testing companies. No credit for AP, IB, CLEP, PSEO, CIT/CITS work may be awarded without an official transcript or report of scores.

Deposit Procedure

Candidates who are accepted for admission are required to indicate their intention to enroll by making a tuition deposit of \$300. To guarantee enrollment, students should make this advance payment by May 1. This payment, **which is non-refundable**, is credited to the student's account for the first semester of enrollment.

Homeschool Student Admission

As stated in the general admission section, admission to the College of Saint Benedict and Saint John's University is open to all qualified students who demonstrate in their application promise of success in college. For Homeschool applicants this means both traditional and non-traditional indicators of ability are important and carefully considered in the admission decision. The traditional indicators include appropriate documentation of college preparatory curriculum and college entrance exams. Non-traditional indicators that are considered, but not required for admission, include GED scores, study of a second language, accelerated courses, correspondence coursework, post-secondary enrollment option courses, community service and life experiences such as work, travel, published writing or art shows. It is not unusual for the Admission Committee to ask for other supporting evidence of academic readiness. This additional information may include recommendations, senior coursework, or a personal interview with admission personnel.

Non-Immigrant International Student Admission

The College of Saint Benedict and Saint John's University welcome international students. The colleges are authorized under United States federal law to enroll non-immigrant international students.

In addition to fulfilling the admission requirements and completing the procedures for admission, international students whose first language is not English must prove their English language proficiency. An applicant's English proficiency level may be demonstrated by means of score reports of such exams as TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System), DET (Duolingo English Test), PTE Academic (Pearson English Test), the SAT (Scholastic Assessment Test), the ACT (American College Test), other approved exams, by reports of results and level of completion in a U.S. intensive English language program, and/or at least one year of post-secondary education in the United States which includes English composition.

All international students must have health insurance. If students are not included in their parents' insurance plan, they must subscribe to the colleges' group health insurance program.

Credit for International Examinations and Certificates

Credits may be granted for national examinations or certificates of education depending on the type of exam or certificate, type of subjects and marks achieved. The Office of Student Records and Registration and department chairpersons will evaluate and determine credit levels upon request. Consult "Studies at other colleges" or the Admission Office for additional transfer credit policies.

International Student Application and Financial Aid Deadlines

Preferred Application Dates

- Fall semester (August-December): April 1
- Spring semester (January-May): November 15

Applications may be considered after these dates on a space-available basis.

International applicants are considered for partial tuition scholarships. Scholarships are awarded based on academic and extracurricular achievement and financial need. Part-time on-campus student employment is also available. International students may also apply for full-time summer employment opportunities on the two campuses following their first year of study and each succeeding year for a total of three years maximum. On-campus housing and meals are available during the four summer months (May, June, July, August). Early application for summer employment, campus housing and meals are encouraged as the colleges cannot guarantee these special arrangements for all international students who wish to remain on campus during the summer.

Transfer Students

Students transferring from other colleges are considered for admission on the combined basis of both high school and college achievement. A college GPA of 2.75 is preferred for potential transfer students. An application is considered complete when we have received the application for admission, final high school transcript, official college transcripts for all colleges attended, and a statement of good standing from the Dean of Students. An evaluation of the student's previous college course work will be provided to transfer students who are admitted. Consult "Studies at other colleges" or the Admission Office for additional transfer credit policies.

Transfer students wishing to apply for financial aid must complete the financial aid application process.

Preferred Transfer Student Application Deadlines

Fall semester (September-December): April 1

Spring semester (February-May): December 1

Applications may be considered after these dates on a space-available basis.

Preferred Transfer Student Financial Aid Deadlines

Fall semester (September-December): March 15

Spring semester (February-May): November 15

Readmission

Students who have previously attended Saint Benedict's or Saint John's and who (1) were not enrolled the previous semester or (2) did not complete the previous semester must submit a formal application for readmission to the Admission Office. Readmit applications and procedures may be found online at <https://www.csbsju.edu/admission/apply/readmit-applicants> (<https://www.csbsju.edu/admission/apply/readmit-applicants/>). If a student has attended another college or university since the time of withdrawal, official transcripts from that college or university work must also accompany the application for readmission.

Service members who are temporarily unable to attend class or have to suspend their studies due to service requirements will be readmitted to CSB or SJU with the same academic status and program they had when last attending school or when they were last accepted for admission to the school. This applies to any student who could not attend school due to military service.

Transcript Policy for Federal Aid Eligibility

Only students who graduated from a high school or have a GED will be eligible to receive financial aid.

In the event the College of Saint Benedict (CSB) or Saint John's University (SJU) has reason to believe a high school transcript is not valid or was not obtained from an entity that provides secondary school education, CSB and SJU will conduct additional research to determine if the transcript is in fact valid. Red flags that will prompt additional research are:

- No apparent state legal authority for high school or G.E.D.
- Limited curriculum/instructors
- High school transcript given for a fee within a short period of time
- High school transcript date/place not consistent
- High school transcript/GED's that were issued by a school that bears a non-traditional name that does not end in "high school", such as "academy", or "center"
- High school transcript/GED's that were purchased and/or completed online
- High school transcript/GED's that have names and/or dates that have been written on the transcript, and those where "white out" type corrections have been made

Should any of the above red flags exist, CSB or SJU will conduct additional research to include:

- Checking the National Center for Education Statistics (NCES) website for information relative to the validity of the school, and if the school in fact provides secondary school education. If CSB or SJU is unable to obtain the required information, CSB or SJU will contact the correct state authority to obtain the appropriate documentation.
- Determining if the school has previously been identified as a high school transcript mill, via internet research and existing lists the school maintains.
- Determining if the transcript was purchased online with little work expected by the student, or if it was earned via brick-and-mortar traditional high school.

Ultimately, if CSB or SJU is not reasonably certain a high school transcript or G.E.D. is valid, the student will not be admitted. CSB's or SJU's decision relative to the validity of a particular high school diploma or GED is final, and not subject to appeal.

Campus Services

Textbooks and Course Materials

Access to textbooks and other course materials is essential to academic success. CSB and SJU are committed to supporting students by offering required textbooks in a variety of affordable formats, including new, used, rental, and digital options. Our goal is to ensure students have timely and equitable access to the materials they need to succeed. Students may charge course materials and supplies to their student account during the first days of each semester.

Visit our website at www.csbsju.edu/bookstore (<https://www.csbsju.edu/bookstore/>) or call us at 1-800-420-4509 for assistance.

Counseling & Psychological Services

Part of the Well-Being Center, Counseling and Psychological Services (<https://www.csbsju.edu/well-being-center/counseling/>) works with students issues related to mental health and well-being, interpersonal relationships and academic performance. Our clinicians specialize in issues related to college students and use a variety of therapeutic approaches. Services available include: individual counseling, consultation and outreach, group counseling and workshops, Walk-In Wednesdays and referrals to campus and community partners. There is no charge for these services.

Well-Being Center Locations: CSB Lottie Hall Lower Level, SJU Mary Hall Ground Floor

Schedule an appointment: Call 320-363-3236, Stop by our offices, or request an appointment online (<https://www.csbsju.edu/well-being-center/counseling/request-appointment/>)

Culinary and Dining Services

Service and hospitality are the primary goals of the culinary and dining service programs. The culinary and dining services seek to provide well-balanced and nutritious meals for the entire campus community in an aesthetically appropriate environment.

All students living in residence hall housing are required to be on a meal program. Both campuses offer traditional all-you-care to eat dining and casual, informal eating. Our traditional dining rooms have a wide selection of food choices in settings that encourage student and faculty interaction. There are also casual eating facilities on both campuses, with menus consisting of sandwiches, snack items, pizza and many specialty items.

Culinary and Dining services' role within the colleges also extends to services such as:

1. Educating students on the myths and realities of wellness and nutrition;
2. Student employment opportunities for students who are on a work-study program;
3. Catering for all special meals, refreshment breaks or any function that is sponsored by a campus group and hosted by the colleges; and

4. Planning and incorporating special event meals for students into the regular menus. (Events traditionally include holiday meals and ethnic dinners.)

Both dining services strive to attain excellence in service and to satisfy the needs of students, faculty, staff and the entire community.

Health Services

Health Services

Part of the CSB/SJU Well-Being Center, Health Services (<http://www.csbsju.edu/well-being-center/health-services/>) provides quality, cost effective primary and preventative health care to meet students personal well-being needs. The clinics help with acute care concerns (cough, ankle injuries, vomiting, etc.), mental health, medication management and general wellness exams (sports physical, pap smears, travel consultations for CSB/SJU Education Abroad Programs, vaccines, etc.) and much more.

Well-Being Center Locations: CSB Lottie Hall Lower Level, SJU Mary Hall Ground Floor

Schedule an appointment: Call 320-363-5605 or request an appointment online (<https://stbenedict.medicatconnect.com/>).

Health Insurance

Students are required to have health insurance. Students who are not covered under personal or family health insurance, may choose to enroll in the group accident and sickness (health) insurance policy offered to students. For further information, contact the CSB/SJU Student Accounts Office.

Health Promotion

College of Saint Benedict and Saint John's University Health Promotion

Part of the CSB/SJU Well-Being Center, the Health Promotion (HP) offices, advocate for a healthy campus culture and empower students to take responsibility for lifestyle choices and behaviors that result in enhanced well-being now and throughout their lives. By identifying and confronting health-related issues facing our campus communities, HP staff provide creative and dynamic services, resources, opportunities, and leadership.

The philosophy of HP is that as students increase their knowledge regarding their health, they are empowered to make informed choices.

Well-Being Center Locations: CSB Lottie Hall Lower Level, SJU Mary Hall Ground Floor

Information Technology Services (IT Services)

Information Technology Services (<https://www.csbsju.edu/it-services/>) is dedicated to providing exceptional support and resources specifically tailored to meet the technological needs of students. Their comprehensive range of services focuses on enhancing the student experience through technology. Services include academic technology support, networking, software and hardware support, cybersecurity, telecommunication, classroom services, and a knowledgeable help desk and technology training. IT Services ensures that students have the tools and resources necessary for academic success. They offer assistance with troubleshooting, setting up equipment, and maintaining computer systems, ensuring seamless connectivity and access to software applications. With a student-centric approach, IT Services

empowers students to explore and engage in innovative ways of learning, collaboration, and research, creating a vibrant and technologically enriched environment that supports their educational journey.

The IT Services Self Service Portal (https://support.csbsju.edu/?_ga=2.208395355.873541461.1684513390-789775920.1684513390)

is the gateway for anyone from CSB and SJU to access the various offerings of IT Services. Search the knowledgebase for on-demand answers to popular questions, open a support request, or find out when and where to ask a question in-person.

In order to use our technology services, students must agree to our Acceptable Use of Technology Resources and Information at CSB and SJU (<https://www.csbsju.edu/it-services/acceptable-use-policy/>) which sets forth safe practices to help protect our entire community.

Postal Services

There is an U.S. Post Office located on Saint John's campus in Guild Hall and another U.S. Post Office located in St. Joseph, near Saint Benedict's campus.

The Campus Mail Center on each campus distributes all mail and provides free delivery service for on-campus and inter-campus mail. Mail going off campus will require postage purchased through the US Postal Service. Notices will be sent to students, via email, for items too large for their student mailbox. These items may be picked up at the Campus Mail Center during regular office hours. Photo ID is required to pick up packages.

Please be aware: 5

- CSB/SJU Student Mailbox Policy Beginning July 1st, 2025
 - **International Students** will be assigned a CSB/SJU Student Mailbox as long as they are enrolled at CSB/SJU
 - **Freshmen** will be assigned a Student Mailbox for freshman year only.
 - To retain use of the Student Mailbox, inform CSB/SJU Campus Mail, before the end of the Academic School Year, that you would like continued use of your CSB/SJU Student Mailbox.
 - Students who do not have an assigned CSB/SJU Student Mailbox will be able to receive packages but will **not** be able to receive 1st class letters for the USPS.
- No package notices are sent for items placed in Student Box.
- Students must check their Student Box regularly.
- If mail is sent to you using a name other than the name in the Campus Directory, we may not be able to find you and/or deliver the item.

Please remember to use the following formats for your incoming mail via US Postal Service, UPS, FedEx or any other carrier:

CSB

Student Name
College of Saint Benedict
Campus Mail Center
37 S College Ave
CSB Box # xxxx (fill in box #)
St. Joseph, MN 56374

SJU

Student Name

Saint John's University
Campus Mail Center
2746 Sexton Drive
SJU Box # xxxx (fill in box #)
Collegeville, MN 56321

Your box # and combination can be obtained through the **Banner Web Self Service** link.

Once inside the menu, click on **Personal Information**, then click **View Addresses and Phone Numbers**.

Financial Aid Scholarships

Saint Benedict's and Saint John's believe in recognizing students for demonstrated academic, leadership and service achievements. Scholarships are available to admitted students based solely on achievement and not on financial need. These scholarships are offered on a competitive basis at the point of admission. All scholarships offered by the College and University are given for an academic year and are credited to the student's account in equal portions (one-half) each semester. A student who is enrolled for only one semester is eligible for only one-half of the annual offer. Scholarships are renewable each year (unless otherwise noted) as long as the student maintains satisfactory academic progress.

College of Saint Benedict & Saint John's University Scholarships

Academic Achievement Scholarships

The College of Saint Benedict and Saint John's University Academic Achievement Scholarships are offered based on academic achievement and contributions made to a student's school and community. Nearly all incoming freshman students receive one of these scholarships.

Alum Referral Scholarship

Students who are referred to CSB & SJU by an alum by January 15 of their senior year, are eligible for an additional \$1,000 per year scholarship. Alums should use our online referral form to submit names.

Legacy Scholarship

Offered to students with a parent or grandparent who has attended CSB & SJU, or with a sibling who is a current or former CSB & SJU student.

Benedictine Scholarship

Students from low-income families who have completed a college access program or students from inner-city high schools without a college access program. Must demonstrate financial need.

Voyager Scholarship

Scholarship is offered to acknowledge the additional expense of traveling out-of-state to college and loss of possible in-state grant assistance. Students must submit a FAFSA to be considered.

Art, Music and Theater Scholarships

The College of Saint Benedict and Saint John's University invite students to apply for scholarships recognizing their artistic abilities. All scholarships require a completed scholarship application, demonstrated excellence and a recommendation form from someone who knows the student in an artistic capacity. Students are welcome to submit application materials at any time during their high school fine art career but must be accepted for admission to receive a scholarship

offer. A major in art, music or theater is not necessary, but continued participation in college is required.

Intercultural LEAD Fellowship

First-generation college students, committed to intercultural issues and action. Leadership, financial need, and GPA are also considered.

Bonner Leader Program

A service and leadership scholarship program for students interested in community engagement and social justice. Preference given to students with financial need.

Women in STEM

Women planning to major in one of CSB and SJU's six eligible STEM fields: Biochemistry, Chemistry, Computer Science, Data Science, Mathematics, or Physics.

Scholarships for National Merit

Students recognized as National Merit Finalists, Semi-finalists, or Commended Students by the National Merit Corporation are eligible for these scholarships.

Army ROTC & ROTC Nursing Scholarships

Scholarships offered to students accepted to ROTC program. Students must have demonstrated high achievement, a willingness to take on physically challenging program, and post-graduation service commitment.

Yellow Ribbon Program

GI BILL® IS A REGISTERED TRADEMARK OF THE U.S. DEPARTMENT OF VETERANS AFFAIRS (VA). MORE INFORMATION ABOUT EDUCATION BENEFITS OFFERED BY VA IS AVAILABLE AT THE OFFICIAL U.S. GOVERNMENT WEB SITE AT [HTTPS://WWW.BENEFITS.VA.GOV/GIBILL](https://www.benefits.va.gov/gibill). (<https://benefits.va.gov/gibill/>)

The U.S. Department of Veterans Affairs offers education benefit to qualifying veterans or their dependents. To learn about these benefits, please visit the Department's website: <https://www.va.gov/education/>

Saint Ben's and Saint John's are participants in the Post-9/11 GI Bill® (Chapter 33) and the Yellow Ribbon Program. We are a 50% Yellow Ribbon Program participant. This means that if you are 100% eligible and have received the national maximum tuition and fees through the Post-9/11 GI Bill® (Chapter 33) during the academic year, the VA and CSB & SJU will cover the remainder of your tuition and fees through the Yellow Ribbon Program for that academic year. The VA will cover approximately half of your tuition and fees and CSB & SJU will cover the other half.

The CSB & SJU portion will be covered through your institutional merit scholarship or grant which will be reallocated to accommodate the benefit and renamed "CSB & SJU Yellow Ribbon".

Need-Based Financial Aid

Saint Benedict's and Saint John's have always sought to educate well-qualified young women and men regardless of their economic backgrounds. Students demonstrating greater need are typically offered more need-based aid, while students with little or no demonstrated need rely on their merit scholarship, loans, and student employment to bring their costs down to a level manageable for the family.

Determining Financial Need

Saint Benedict's and Saint John's, like most colleges, use a federal formula to help determine eligibility for need-based financial aid. This formula takes a "snapshot" of the family's financial situation for a given

year to determine eligibility for grants, on-campus employment and loans. To be considered for need-based financial aid, students must complete a Free Application for Federal Student Aid (FAFSA) each year and, if selected for verification, the CSB & SJU Verification Worksheet.

All required forms can be submitted via secure upload at <https://www.csbsju.edu/financialaid/securefileuploads> (<https://www.csbsju.edu/financialaid/securefileuploads/>).

Types of Financial Aid

CSB and SJU Grants

Each college offers need-based institutional grants to qualified students. Eligibility is determined annually based on a review of the student's Free Application for Federal Student Aid (FAFSA).

Minnesota State Grant Program

The Minnesota State Grant is a need-based program available to eligible Minnesota residents. Eligibility is based on an aid applicant's FAFSA results and packaging parameters defined by the state. The state requires students to enroll for 15 credits per semester to be considered full-time and receive maximum State Grant funding. Enrollment of less than 15 credits will result in proration of any State Grant eligibility.

Federal Pell Grants

The Federal Pell Grant is targeted at undergraduate students from low-income, high-need families. Eligibility is determined annually based on the federal Student Aid Index (SAI) from the FAFSA. The amount of *Pell Grant* funds a student may receive is limited by federal law to be the equivalent of six years of funding.

Federal Supplemental Educational Opportunity Grants

Federal Supplemental Educational Opportunity Grants (SEOG) are offered to U.S. citizens with exceptional financial need.

TEACH Grant

Up to \$4,000, depending on federal funding. Students must be completing or plan to complete coursework necessary to begin a career in teaching. More information available at: <https://studentaid.gov/understand-aid/types/grants/teach> (<https://studentaid.gov/understand-aid/types/grants/teach/>)

Student Employment

Approximately 1,150 part-time jobs are available on each campus, with a limited number of jobs also available off campus in non-profit organizations. Student employment is offered on the same basis as other types of financial aid - documented financial need and satisfactory academic standing (2.0 cumulative GPA). Students normally work 10-12 hours per week and generally may earn up to \$4,000 per year. Wages for student employment are paid from federal work-study, institutional or State funding. Students may use their earnings to pay for tuition, room and board costs or personal expenses.

Loans

Both federal and private student loans are available to pay for college expenses. The CSB & SJU financial aid office encourages the use of federally subsidized and unsubsidized loans before a student pursues a private student loan. The first step in applying for a federal student loan is to complete the Free Application for Federal Student Aid (FAFSA) at www.studentaid.gov (<http://www.studentaid.gov>). Students whose FAFSA is selected for verification will also be required to complete the CSB & SJU Verification Worksheet, available online at www.csbsju.edu/financialaid (<http://www.csbsju.edu/financialaid/>). The Financial Aid Office will review FAFSAs after they are processed by the federal

government and send an offer letter or notification via email which will indicate the loan options available.

The terms of the loans listed below, including applicable interest rates and loan fees are found at <https://studentaid.gov/understand-aid/types/loans> (<https://studentaid.gov/understand-aid/types/loans/>). These are subject to change based on federal or state legislative action or private lender decisions.

Federal Student Loan Programs

Subsidized Direct Loans

- Based on financial need
- 6.39% fixed interest rate (2025-26)
- Interest-free while enrolled at least half-time
- Repayment begins six months after student is no longer enrolled at least half-time
- 1.057% origination fee (2025-26)

Unsubsidized Direct Loans

- 6.39 fixed interest rate (2025-26)
- Interest accrues while student is enrolled. (Student is encouraged but not required to pay interest while in school.)
- Repayment begins six months after student is no longer enrolled at least half-time
- 1.057% origination fee (2025-26)

Additional Loan Options

Federal PLUS Loan (Parent Loan for Undergraduate Students or Graduate/Professional students)

- Parent is borrower for parent PLUS, student is borrower for grad PLUS
- Loan approval based on credit review
- 8.94% fixed interest rate (2025-26)
- 4.228% origination fee (2025-26)
- May borrow up to the cost of attendance less all other aid
- Repayment begins 60 days after loan is fully disbursed for parent PLUS borrowers, or 6 months after graduation or falling below half-time enrollment for graduate/professional students. Parent borrowers may request deferment of repayment while student is enrolled at least half-time.

Private Loan Options

- Credit-worthy cosigner required
- Variable or fixed interest rate may be determined by cosigner's credit rating
- Depending on lender, and the cosigner's credit, fees may be deducted.
- See financial aid website for lender options (www.csbsju.edu/financialaid/loans) (<http://www.csbsju.edu/financialaid/loans/>)

Packaging of Aid

Students demonstrating financial need often receive funds from several of the types of aid described above. It is common for applicants to receive a scholarship or grant, student employment and a loan. "Packaging" aid in this manner allows Saint Benedict's and Saint John's to make more funds available to a larger number of aid applicants. If applicants receive outside assistance not considered when the financial aid offer was determined, the offer may need to be adjusted to reflect the additional resources. A student's total aid offer may not exceed the cost of attendance.

Saint Benedict's and Saint John's are committed to equal opportunity in financial aid distribution in accordance with applicable federal and state laws.

Application Procedures

Students applying for need-based financial aid must complete the Free Application for Federal Student Aid (FAFSA) each year online at <http://www.studentaid.gov>. Students whose FAFSA is selected for verification must also complete the CSB & SJU Verification Worksheet available online at <https://www.csbsju.edu/financialaid/applyingforaid> (<https://www.csbsju.edu/financialaid/applyingforaid/>).

The FAFSA for the next academic year normally becomes available October 1. Financial aid offer notifications for new students are sent beginning in mid-January and for returning students beginning in June.

Renewal of Aid

All financial aid offers are made for an academic year. A student's institutional financial aid will normally be renewed in subsequent years as long as he/she maintains satisfactory academic progress, continues to demonstrate financial need and files the FAFSA by June 1. Exception: Students who have completed four years of post-secondary education may have reduced financial aid eligibility.

Policies and Code of Conduct

- On-Campus and Off-Campus Housing (p. 409)
- Enrollment Requirements (<https://www.csbsju.edu/financialaid/policiesandcodeofconduct/#Enrollment>)
- Verification of Family Income (<https://www.csbsju.edu/financialaid/policiesandcodeofconduct/#Verification>)
- CSB & SJU Financial Aid Application (<https://www.csbsju.edu/financialaid/policiesandcodeofconduct/#Application>)
- Appeals for Special Circumstances (<https://www.csbsju.edu/financialaid/policiesandcodeofconduct/#Appeals>)
- Satisfactory Academic Progress Requirements for Financial Aid Eligibility (p. 410)
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Financial Aid Mission Statement

The mission of the Financial Aid Office is to provide financial aid opportunities in an atmosphere of fairness, sensitivity, stewardship and cooperation so that students will be able to enroll and complete their education at the College of Saint Benedict & Saint John's University.

On-Campus and Off-Campus Housing

Financial aid offers are based on costs associated with on-campus housing and a college/university meal plan. Students living off-campus or at home will see a reduction to their financial aid.

Enrollment Requirements

Students are required to be enrolled for 12 or more credits per semester to receive federal and institutional financial aid as a full-time student. Students enrolled for less than full-time may be eligible for federal grants and loans at a reduced level. For CSB & SJU grants and scholarships, students enrolled in less than 12 credits are eligible for

a pro-rated amount of institutional scholarship and/or grant aid. For example, if a student is charged 75% of tuition, based on enrollment in nine credits, they are eligible for 75% of their normal scholarship and grant assistance. This policy applies only to students who have not reached their 9th semester at CSB & SJU and excludes continuing education students.

The Minnesota Grant program requires eligible students to be enrolled in 15 or more credits per semester to receive a full-time MN Grant. MN Grant recipients enrolled for less than 15 credits will see a reduction in the amount of MN Grant offered.

Students considering changing their credit load to less than full-time (12 credits per semester) are encouraged to consult with the financial aid staff for assistance in determining the exact changes in their financial aid package.

FAFSA Verification

Students whose FAFSA is selected for verification must complete the CSB & SJU Financial Aid Application and Certification Page to satisfy the verification requirement. The FAFSA processor notifies students if they are selected via their Student Aid Report (SAR), which is sent by the FAFSA processor to a student's email account. CSB & SJU will also notify students of the verification requirement, so please monitor the email account you provided on the FAFSA, as well as your campus email account.

Appeals for Special Circumstances

In preparing the financial aid offer, CSB & SJU consider students for all federal, state and institutional programs for which they may be eligible. If a family determines that more funds are needed, they may pursue additional financing through private alternative loan programs such as the ones listed on our loan site (<https://www.csbsju.edu/financialaid/>).

If a change in the family's financial circumstances occurs after the student has received the initial financial aid offer, the student or parent may contact the Financial Aid Office to request a review of the financial aid offer. Examples of circumstances that may change a student's initial financial aid would be a parent losing a job or changing jobs which results in a lower family income; unexpected medical expenses, or divorce or separation of the parents.

Satisfactory Academic Progress Requirements for Financial Aid Eligibility

Satisfactory Academic Progress (SAP)

The Higher Education Act of 1965, as amended, requires that all federal aid recipients make satisfactory academic progress towards degree completion. Satisfactory Academic Progress is also required of recipients of state and institutional funds. These standards apply to a student's entire degree program including terms in which financial aid is not received.

Satisfactory Academic Progress will be measured by grade point average (qualitatively) and by the percentage of credits earned in relation to those attempted (quantitatively), also referred to as "Pace".

Cumulative grade point average

Because the transition to university learning can be challenging, first year students are allowed to build their grade point average to a 2.0 as they accumulate credits. A student is considered to be making satisfactory academic progress by earning a grade point average at or above the ranges outlined below. A student's grade point average will include those grades associated with CSB & SJU credits only; grades earned at other

institutions are not included. In the event that a student repeats a course, both grades will appear on the transcript, but only the higher grade will be used in computing the student's grade point average.

Semester	Cumulative GPA
1st Semester	1.80 GPA
All Remaining Semesters	2.0 GPA

Pace

Adequate progress towards degree completion is measured by a ratio of cumulative credits earned in relation to credits attempted. Students must complete 67% of the credits attempted to be making satisfactory academic progress. Incompletes, repeated courses and withdrawal from courses (where a student has received a grade of "W") are not counted as completed credits in the calculation. ESL courses taken for credit are acceptable toward degree completion. Upon admission, transfer students are assumed to be making satisfactory academic progress. Courses successfully completed at another institution that fulfill degree requirements at CSB & SJU will be included in the pace calculation.

Review Process

Terminology:

Warning: A student who has not met SAP requirements at the end of a semester will be placed on financial aid warning. The following enrolled semester serves as the warning period to improve GPA and/or credit completion rate (pace). Eligible for financial aid: YES

Suspension: A student who fails to appeal, whose appeal is unsuccessful, or who does not meet the conditions of their probationary semester or academic plan will be placed on financial aid suspension. Students on suspension are ineligible for federal, state, and institutional financial aid. Eligible for financial aid: NO

Probation: A status assigned to a student who fails to make SAP following a semester on a Warning status and successfully appeals a financial aid suspension. Eligible for financial aid: YES

When a student will need more than one semester to return to good academic standing, they are placed on an academic plan, which outlines goals that must be met each probationary semester until SAP requirements are met.

The Satisfactory Academic Progress Committee will review students' progress at the end of fall and spring semesters, and summer term. The Director of Financial Aid notifies via email, normally within 10 days of the end of the semester, those students whose academic record falls short of the standards as detailed above. If a student is placed on warning, financial aid eligibility will continue for that warning period.

A student who fails to achieve good academic standing after a warning period will be suspended from financial aid eligibility unless an appeal is submitted and approved. Appeals may be granted in cases of extenuating circumstances (eg... illness, family emergencies, etc) that may affect a student's ability to achieve SAP.

On the condition of a successful appeal, a student that is determined to be able to meet SAP standards by the end of the subsequent semester will be placed on probation. Should the appeal determine that a student will require multiple semesters to meet SAP requirements, the student will also be placed on an academic plan, which may encompass multiple semesters. If placed on probation, the student must achieve good academic standing following the probationary semester.

A student without a successful appeal will have financial aid suspended. In addition, a student will have financial aid suspended should it be determined that, based on a review of student progress, it is impossible to complete their program within 150% of the normal timeframe (<https://www.csbsju.edu/financialaid/policiesandcodeofconduct/#max150>) to complete a degree. Students who are determined to be unable to complete their degree within 150% timeframe cannot be placed on an academic plan to avoid losing aid eligibility.

Appeal Process

All appeals should be in writing and sent to Director of Financial Aid at CSB for CSB students, or the Director of Financial Aid at SJU for SJU students. Students on suspension will be given two weeks to complete the appeal. The written appeal must include and document extenuating circumstances that prevented the student from meeting SAP, what has changed in their situation, and specific steps that will be taken to ensure future success. Before a decision is made, the student's progress -along with details in the appeals-will be reviewed by the SAP Committee to determine if and how the student can regain good academic standing. Decisions on SAP appeals are communicated via email to the student within 7 days from date appeal is received.

Re-establishing SAP

Other than in situations when an appeal is granted, a student who has lost eligibility for federal or state aid can only regain eligibility by earning credits/grades that brings them back to Satisfactory Academic Progress. Neither paying for classes nor sitting out any length of time affects a student's academic standing so neither is sufficient to re-establish eligibility. However, if a previously dismissed student applies for readmission to CSB & SJU (which would include a new reason for an appeal) after an academic dismissal, that student may be allowed to return, with the benefit of financial assistance, if an academic plan is created to assist the student in attaining satisfactory progress. Such a probationary status will last for one payment period (semester), during which the student may receive federal student aid funds.

Maximum Timeframe for Financial Assistance

Undergraduate students will be allowed to attempt up to 186 total credit hours or 6 years to complete a degree. This represents 150% of the normal timeframe (4 years) to complete a degree. Students who remain at CSB & SJU beyond the 180 hours or 6 years are ineligible for financial aid. The maximum timeframe for a part-time student is the full time equivalent of six years. (For example, a student who registers each semester as a half time student has a maximum time frame of 12 years).

Transfer students: transfer coursework accepted for credit count toward the maximum timeframe (186 credit hours).

Change of majors: If the student changes majors, the credits earned under all majors will be included in the calculation of attempted, earned, and maximum timeframe credits, as well as your GPA calculation. The same policy applies in the case of a student changing from a B.A. degree to a B.S. degree (Nursing majors).

Second Degrees: The 150% timeframe also applies to students seeking a second degree. For example, a student who has obtained a degree, earning 126 credits, and decides to return for a second degree, the student will have 60 credits of eligibility to obtain the second degree. Students seeking a second bachelor's are eligible for loans (not grants).

Incomplete Grades: Credits for which an incomplete grade is received count toward attempted and earned hours in the end-of-semester GPA and credit completion (pace) calculations. A student has until the end

of the subsequent semester for an incomplete grade to be changed to a letter grade. If there is a change to an incomplete grade, the student's SAP status will be reviewed and updated as appropriate when SAP is next monitored, or sooner if the student notifies the financial aid office of the new grade.

Repeated Coursework: A student may choose to repeat a course to improve a grade. While repeating a course may improve the GPA, all credits are counted as attempted regardless of whether the credits are the initial or repeated course. The highest grade earned for a course is used in the calculation of GPA and earned credits. A student can receive federal aid for a previously passed or failed course only once.

Withdrawing from a course: Courses a student withdraws from after the first 20 class days of the semester are considered in "credits attempted" for the maximum timeframe, and they are given a grade of "W". All withdrawals are treated in this manner, regardless of whether the student is passing or failing the course.

Noncredit remedial courses: No noncredit remedial coursework is offered.

Withdrawals and Return of Financial Aid

Withdrawal procedures: A student who decides to discontinue from school during the semester must complete the proper withdrawal form with the Residential Life Office. The withdrawal date is the date the student began the withdrawal process or officially notified the school of their intent to withdraw, and normally aligns with the last date of class attendance. See below for unofficial withdrawals.

Refunds: If a student completely withdraws from the College of Saint Benedict and Saint John's University, the student may be eligible for a partial refund of tuition, fees, room and board charges for the semester. The refund schedule is posted on the Student Accounts website: <https://www.csbsju.edu/student-accounts/> (<https://www.csbsju.edu/student-accounts/general-policies/deposits-and-withdrawal-information/>)

Financial Aid: Federal aid recipients who withdraw during the semester, but haven't completed 60% of the term, are subject to the policies **outlined below**. Students who complete over 60% of the semester prior to withdrawal may retain the federal financial aid disbursed for the semester. Students should be aware that federal, state and institutional financial aid may not cover all unpaid institutional charges.

Return of Title IV Funds Policy: Student recipients of any federal aid may lose a portion of their federal aid if they withdraw prior to completing more than 60% of the semester. The following aid could be reduced in this situation: Federal Pell Grants, TEACH Grant, Federal Supplemental Educational Opportunity Grants (SEOG), Federal Perkins Loan, Federal Stafford (subsidized), Federal Stafford (unsubsidized) and Federal PLUS Loan.

The institutions use a federal formula to determine how much federal aid must be returned when the student withdraws. In general, federal and state regulations assume that a student "earns" federal and state financial aid in proportion to the number of days of the term the student attended.

Return of Institutional Aid

Returns of institutional aid correspond with the refund of tuition, fees, room, and board schedule (<https://www.csbsju.edu/student-accounts/general-policies/deposits-and-withdrawal-information/>) provided by student accounts.

R2T4 Policy Overview

Title IV (Federal) funds are offered to CSB & SJU students under the assumption that they will attend classes for the entire payment period (semester) for which the assistance is offered. If a student withdraws for any reason, he or she may no longer be eligible for the full amount of financial aid they were originally scheduled to receive.

If a student withdraws prior to attending at least 60% of the total calendar days that comprise their initially-scheduled enrollment period a portion of their federal aid for the semester must be returned. The federal student aid programs covered by this requirement include Federal Pell Grants, Federal Direct Loans, Federal Direct PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOG), and other Title IV Programs.

A pro rata schedule is used to determine the amount of federal aid funds a student has earned at the time of their withdrawal. Generally, the more days attended the more federal aid “earned”.

Institutional aid (CSB & SJU scholarships and grants) is prorated based on any reduction to the student’s tuition for that term. For example, if a student withdraws during the 100% refund period (before the semester begins), all their institutional aid for that term will be cancelled. If a student withdraws and is charged 25% of tuition, corresponding to a 75% refund/reduction, they keep 25% of their CSB & SJU funds for that semester.

Withdrawal Process

A student who decides to withdraw from CSB & SJU is responsible for initiating the withdrawal process. The official withdrawal process is initiated with the CSB or SJU Residential Life Office. At CSB, the student must obtain the withdrawal form and then get signatures from the required offices. At SJU, the student must complete an on-line form named, “SJU Request for Leave of Absence/Notice of Withdraw” available by logging into Forms Manager. The required information will then be circulated to all pertinent SJU offices.

If a student is unable to complete the official withdrawal process, an intent to withdraw must be communicated to the Residential Life in writing (email or letter).

Unofficial Withdrawal

The CSB & SJU financial aid office reviews academic progress within 30 days of the end of each semester. If a student receives all non-passing grades, an effort is made to determine the student’s attendance record. If attendance in the term cannot be verified the student is determined to have unofficially withdrawn. Students are notified via CSB & SJU email if they are considered an unofficial withdrawal. Per Federal Return to Title IV regulations, federal financial aid is revised and state and institutional funds is adjusted using the 50% point of the term as the withdrawal date.

In order to reevaluate this determination, a student must submit documentation supporting attendance in all courses for the term. For example, a complete screenshot (including ID number) of Banner Web Self Service.

Students who “walk away” without notifying the institution or completing withdrawal paperwork will have their financial aid reduced based on a withdrawal date at the midpoint of the semester, per federal regulations.

Determining the Withdrawal Date

A student’s withdrawal date is determined by one of the following:

- The date the student began the official withdrawal process
- The date the student otherwise notified a designated office of his or her intent to withdraw
- The date that the school determines is related to circumstances beyond the student’s control
- The date the student ceased attendance without providing official notification
- The mid-point of the semester

For an official withdrawal, the effective withdrawal date is the day a student notifies the Residential Life Office or other designated office of their intent to withdraw.

For an unofficial withdrawal due to the student not completing a class or classes, the effective withdrawal date could be the midpoint of the term or last date of documented academically-related activity, whichever Financial Aid Office determines best reflects the student’s term enrollment.

CSB and SJU do not normally accept a student’s self-reported last date of attendance for R2T4 purposes.

Regulations require schools to perform R2T4 calculations within 30 days of the date the school determines a student has withdrawn, and to return unearned funds within 45 days from the date of determination.

Please note: if you have work-study, the withdrawal date is also the last day you may work in your work-study position.

Federal Title IV Refund Calculation Policy

The CSB & SJU Financial Aid Office determines, based on the federally mandated formula, the amount of Federal Student Aid/Title IV assistance a withdrawn student has earned, based on their withdrawal date. The Return of Title IV Funding (R2T4) calculation policy is outlined below:

Procedure for returning Title IV and non-Title IV aid: The financial aid staff at CSB & SJU are responsible for returning all required Title IV and non-Title IV aid to the proper fund. Federal Title IV aid will be returned as soon as possible, but no later than 45 days, after determining the student has withdrawn. The student’s account will subsequently reflect any return of Title IV and non-Title IV financial aid.

Step 1: Student’s Title IV Information

Our office will determine:

- The total amount of Title IV aid disbursed (if any) for the term from which a student withdrew.
- The total amount of aid that could have disbursed (if any) for the term from which a student withdrew.

Students who withdraw prior to completing verification will be notified via email of missing documentation, and provided a final opportunity to complete this. The student will have one week to submit accurate and complete documentation required for verification. If documents are not received, the financial aid office will proceed with the institutional aid refund.

Step 2: Percentage of Title IV Aid Earned

We will calculate the percentage of aid earned as follows:

The number of calendar days completed by the student divided by the total number of calendar days in their initially scheduled enrollment period (semester), less any breaks of 5 days or longer.

Days Attended / Days in Enrollment Period = Percentage Completed

If a student's calculated percentage exceeds 60%, then that student has "earned" 100% of their federal aid for the semester. An R2T4 calculation must be completed for the student, but they will not be required to repay or return any federal funding. Institutional and state aid may be adjusted down based on reductions to charges.

Step 3: Amount of Title IV Aid Earned

We will calculate the amount of aid earned as follows:

The percentage of Title IV aid earned (step 2) multiplied by the total amount of Title IV aid disbursed or that could have disbursed for the term in which the student withdrew (Step 1).

Total Aid Disbursed x Percentage of Title IV Aid Earned = Amount of Aid Earned

Step 4: Amount of Title IV Aid to be Returned, Repaid, or to be disbursed Post-Withdrawal

- If the aid already disbursed equals the amount of earned aid, no further action is required.
- If the aid already disbursed is greater than the amount of earned aid, the difference must be returned to the appropriate Title IV program. When these funds are removed from a student's account, it might result in a balance due to CSB & SJU. You would be billed and responsible for paying these remaining charges.

Total Disbursed Aid for Semester – Amount of Earned Aid = Unearned Aid to be Returned or Repaid

- If the aid already disbursed is less than the earned aid, and a student has aid for that term that could have disbursed [1] (https://www.coloradocollege.edu/admission/financialaid/handbook/financial-aid-refunds-and-return-of-title-iv-funds-policy.html?mainFrame=1&host_id=e19a1071-63ad-45c4-a9b1-0f5cd4869309&com.dotmarketing.htmlpage.language=1&com.dotmarketing.persona.rn&previewPage=2&start=1), we will calculate a post-withdrawal disbursement. If this post-withdrawal disbursement contains loan funds, you may elect to decline these funds so you do not incur additional debt. You will be notified and able to view any additional disbursements on your student account. Students have fourteen days to respond and either accept or cancel a Post-Withdrawal Loan Disbursement.

Please note: We may automatically apply all or a portion of a student's post-withdrawal disbursement (including loan funds) to tuition, fees, or room and board charges. Some types of Title IV aid (Direct Loans) may not be available to you once you have withdrawn because of other eligibility requirements.

Step 5: Order of Funds Returned

Any funds returned to the federal government, including loan funds, may result in a balance due and owing to the Student Accounts office. Once the amount of funds to be returned is determined, a student's Title IV aid will be returned in the order below as prescribed by the federal Department of Education:

3. Direct PLUS Loans
4. Federal Pell Grants
5. Iraq and Afghanistan Service Grants
6. SEOG
7. TEACH Grant

A student's grace period for loan repayment of federal Direct Student Loans will begin on the day it is determined they withdrew. Students should contact their loan servicer directly if they have questions regarding their loans' grace period or repayment status.

Federal regulations define what it means for a student to have "Title IV funding that could have disbursed."

For students with an existing federal aid credit balance prior to the R2T4 calculation, the credit balance shall be held (not released to student and/or parent for Parent PLUS) until the R2T4 calculation is completed.

After completion of the R2T4 calculation and any required returns of federal or state aid, any remaining credit balance shall be sent via a mailed check to the permanent address on file within 30 days of the completion of the R2T4, or sooner if requested by the student. Students with concerns about the address for credit balance returns should contact the student accounts office.

Non-Title IV financial aid refunds

If a student withdraws before completing more than 60% of the semester, a portion of the non-Title IV financial aid may also need to be returned. Non-title IV aid includes all state financial aid (MN State Grant, SELF and other state aid), institutional grants and scholarships. Private aid may also be reduced, if a refund of tuition occurs. Outside scholarships are not subject to return. However, CSB & SJU will notify the organization should a student withdraw during the term and allow the organization to determine if they wish to have part or all of the scholarship returned. For state financial aid, CSB & SJU utilizes a state worksheet found in Section III, appendix 14 of the Minnesota Office of Higher Education Financial Aid Manual. In general, any remaining refund after taking the total amount of funds paid to the student's account (cash, financial aid) and subtracting the amount of charges the school can retain for tuition, fees, room, board and other charges and the institutional share of Title IV refund is prorated between Minnesota financial aid programs and institutional financial aid programs.

Late or Post-Withdrawal Disbursement

Students may be eligible for a late or post-withdrawal disbursement if they have accepted aid that did not disburse at the time of withdrawal from CSB & SJU.

If the student is eligible for a post-withdrawal disbursement of grant funds, CSB & SJU will disburse the funds to the student's account. If the student or parent is eligible for a post-withdrawal disbursement of Title IV loan funds, the financial aid office will send notification to the student to either accept or decline a portion, or all, of the late disbursement. If no response is received within approximately two weeks of notification, the loan(s) will be canceled.

If the calculation results in funds that create a credit balance on the student's account, the funds will be disbursed to the student as soon as possible, but no later than 14 days from the calculation.

1. Unsubsidized Federal Direct Loans
2. Subsidized Federal Direct Loans

Sample Calculation:

David was beginning his second year at SJU. Several weeks into the semester, he became ill and needed to withdraw from school. He was officially enrolled for 35 days of the 113 days in the fall semester. Since he was enrolled for less than 60% of the term (31%), he is subject to the Return of Title IV policy and part of his financial aid must be returned. Here was the offer at the start of the semester:

Dean's Scholarship \$3,000

Federal Pell Grant \$1,000

MN Grant \$2,420

Federal Perkins Loan \$1,000

Federal Stafford (subsidized) \$1,750

College Work Study (Federal) \$1,300

According to the refund policy, David is eligible for a 50% refund of his tuition, fees, room and board. The refund totaled \$7,437. David's federal aid subject to return is:

Federal Pell Grant \$1,000

Federal Perkins Loan \$1,000

Federal Stafford (subsidized) \$1,750

Total \$3,750

Note: Student employment earnings are not subject to Title IV refund.

The "unearned" portion of David's federal aid is 69%; as such 69% or \$2,588 of the aid he received must be returned. The following aid would need to be returned:

Federal Stafford (subsidized) \$1,750

Federal Perkins Loan \$ 838

Federal Pell Grant \$ 0

Non-Title IV financial aid is also subject to refund in this example. To calculate the amount of the refund, take the total payments made to David's account. (He had paid \$1,500 cash in addition to the financial aid.)

Total payments: \$10,670

Institutional charges school can retain: -\$ 7,437

Gross Refund \$ 3,233

Return of Title IV funds -\$ 2,588

Remaining Refund \$ 645

The \$645 is returned to the Dean's Scholarship fund and MN Grant program in proportion to their amount. Dean's Scholarship receives 55.3% or \$357; the MN Grant program receives \$288.

Code of Conduct

CSB & SJU abide by the following Code of Conduct with regard to private student lenders:

- We do not engage in revenue sharing
- We do not accept gifts
- We are prohibited from entering consulting/contractual arrangements
- We are prohibited from accepting offers of funds for private loans
- We do not accept staffing assistance
- We are prohibited from receiving compensation for advisory board service

State Student Complaint Process (<https://www.ohe.state.mn.us/mPg.cfm?pageID=1078>)

Summer Aid Policy

Financial aid eligibility for summer term is based on the 2025-26 academic year. Types of aid include the Federal Pell Grant, Minnesota Grant, Federal Direct Loans, Federal Parent PLUS Loan and private education loans. Summer specific program scholarships may be applied; however, CSB+SJU merit-based scholarships and need-based grants are not available during the summer term.

Steps to Apply

1. Register for summer classes by June 5, 2026. (Per CSB+SJU Registration Guide, Summer internship Registration Deadline: May 29, 2026.)
2. Complete the 2025-26 FAFSA (<https://studentaid.gov/h/apply-for-aid/fafsa>) if you haven't already done so.
3. If you qualify for summer aid, you will receive an email from the Financial Aid Office.

Eligibility Requirements

You must be in good academic standing to be eligible for summer financial aid. To maintain offered summer aid, you must attend all classes you are enrolled in. If you change your enrollment or withdraw from a class, your summer aid eligibility may be impacted (reduced/cancelled).

Federal Direct Loans

Federal Direct Loans require a minimum enrollment of 6 credits. Eligibility will be based on your borrowing for the 2025-26 academic year.

Other Loan Options

Federal Parent PLUS Loan (minimum enrollment of 6 credits) Private Loans (lender determines enrollment requirement) Information and instructions are available at <https://www.csbsju.edu/financialaid/loans/>.

Financial Information

Joint Policies

Student expenses at the College of Saint Benedict and Saint John's University (CSB and SJU) are governed by a number of common policies. Other policies are specific to each college. Please consult both the joint policies below and those pertaining to either Saint Benedict's or Saint John's.

Tuition

Tuition for full-time students (those carrying at least 12 credits) is an annual fee charged one-half for fall semester and one-half for spring semester. Special rates apply to students with a class load of fewer than

12 credits or more than 18 credits. Tuition applies to all courses whether taken for credit, audit or no credit.

Advance Payment from First-year Students and Transfers

Accepted applicants to CSB and SJU will receive notice of an advance payment, that should be submitted upon the acceptance of the offer of admission. This advance payment deposit will be credited to the students' tuition account with the first-semester charges.

General

All charges assessed by the colleges (tuition, fees, room and board) are due and payable before completion of registration. The initial payment covering a semester of the college year is due no later than the beginning of that semester; the final payment is due no later than the end of that semester. Remittances are made payable to the college in which the student is enrolled and sent to the Student Accounts Office.

The colleges reserve the right to withhold student educational records such as grades, transcripts, or diplomas, until all college bills have been paid or until satisfactory arrangements have been made with the Student Accounts Office. Registration may be blocked or cancelled by the Student Accounts Office for failure to pay fees. Amounts owed from the previous semester must be paid before starting each new semester.

Tuition, fees and other charges are good-faith projections for the academic year. They are, however, subject to change from one academic semester to the next as deemed necessary by the colleges in order to meet their financial commitments and to fulfill their roles and missions. For more information regarding tuition and fees please also visit Educational Costs – CSB+SJU (<https://www.csbsju.edu/student-accounts/educational-costs/>).

There are other fees and charges which are attendant upon a student's matriculation or course enrollment at Saint Benedict's or Saint John's. These fees or charges may be determined by contacting the college or university offices which administer the programs or activities in which the student intends to enroll or engage.

Refunds

Refunds of tuition, fees, room and board are made for students who withdraw by formal application through the appropriate campus office according to the following schedule:

- **100% through the 5th day of classes**
- **75% from the 6th through 15th day of classes**
- **50% from the 16th through 25th day of classes**
- **0% on/after the 26th day of classes**

The charges for tuition, fees, room, and board will be reduced based on the percentages listed above.

If a student withdraws after the sixth week of classes, there is no refund on tuition and room; however, refunds on food may be pro-rated based on the time remaining in the food contract. The date used to calculate the refund will be: the date of withdrawal in the case of a student who withdraws officially; the drop-out date which can be documented in the case of a student who withdraws unofficially.

In case of absence from the colleges, refund of food contract charges is possible for students who are absent for a period of 30 days or more.

Students are not eligible for room rental refunds if they are absent or move off campus during the semester.

In cases of prolonged illness which necessitates withdrawal for the remainder of the semester as determined by the colleges, refunds or credits are made in tuition and room from the end of 14 calendar days following the beginning of illness, according to medical records. No tuition is refunded or credited on courses completed.

In cases of prolonged illness which necessitates withdrawal for the remainder of the semester as determined by the colleges, refunds or credits are made in tuition and room from the end of 14 calendar days following the beginning of illness, according to medical records. No tuition is refunded or credited on courses completed.

There is no refund on extra credits or special course fee charges after the last day on which students can withdraw from classes without receiving a W.

Students who are recipients of federal or state financial assistance should be aware that a portion of grants and loans will be returned to the federal or state governments should the student withdraw before 60% of the semester has ended. In addition, grants or scholarships awarded by the institutions may be reduced should a student withdraw before completing the semester.

Return of Financial Aid Funds for Students Who Withdraw

If a student withdraws from school before completing 60% of a semester, the College or University may be required to return some or all of the federal or state financial aid awarded to the student. In general, Federal and State regulations assume that a student "earns" Federal financial aid and state aid in proportion to the number of days of the term the student attended. When a student withdraws before completing 60% of the term, the school must calculate according to a specific formula the portion of the total financial aid the student has earned and is therefore entitled to receive up to the time of the withdrawal. (A sample calculation is available on the financial aid website at <http://www.csbsju.edu/financialaid> (<http://www.csbsju.edu/financialaid/>.) Because the financial aid may be reduced when a student withdraws, financial aid may not be sufficient to cover the balance of tuition, fees, room and board charged to the student. Students who are considering withdrawing or who have withdrawn are encouraged to contact the Financial Aid Office and Student Accounts Office for details on how their financial aid is affected and their final balance due based on withdrawal from school.

Compliance with 38 USC 3679(e)

For Post 9/11 GI Bill® (Ch 33) students and VA Vocational Rehabilitation and Employment (Ch 31) students, our tuition policy complies with 38 USC 3679(e) which means Post 9/11 and Vocational Rehabilitation and Employment students will not be charged or otherwise penalized due to a delay in VA tuition and fee payments. For eligibility consideration, a Post 9/11 GI Bill student must submit a VA Certificate of Eligibility (COE) and a Vocational Rehabilitation Student must provide a VAF 28-1905 form. Please see 38 USC 3679(e) for complete details.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at www.benefits.va.gov/gibill (<http://www.benefits.va.gov/gibill/>)

Refunds for Enrolled Students Called to Military Duty

If a student is called up for active military duty, and withdraws from all classes, the refund is as follows:

- Refund of 100% of tuition and fees
- Pro-rated refund of housing and food contract

If a student is called up for active military duty, and elects to work with faculty member(s) to take an incomplete grade in one or more classes, the refund will be as follows:

- Refund of 100% of tuition and fees for classes in which no credit is received
- Pro-rated refund of housing and food contract

Students are encouraged to communicate with the Student Accounts Office, the Academic Advising Office, the Financial Aid Office and appropriate faculty members as soon as possible upon receipt of the government notice.

College of Saint Benedict's Policies

Campus Housing and Residency Requirement

As a residential university, all students are required to live on campus. Housing questionnaires are made available, to all CSB students who enroll to assist the Residential Life and Housing Office in the roommate and room assignment process. Housing forms are due each year by June 1 for new incoming students. Assignments are sent out to new incoming students in mid-July. For returning students, housing arrangements are determined through participation in the room selection process. Returning students are required to be registered for Fall courses in order to participate in the on-campus room selection process. All students who wish to select on campus housing must be registered at least 24 hours in advance of the date on which the Room Selection Process they will participate in takes place.

Room rentals are on an academic year basis (September through May) as outlined in the CSB Campus Housing Agreement. Room changes are permitted only with direct permission from the Residential Life and Housing Office. Students who need to remain in their campus housing during the break periods must make special arrangements with the Residential Life Office. Failure to make these arrangements will result in unauthorized access fee for \$25 per day, up to \$100 per week.

A copy of the CSB Campus Housing Agreement can be found on the CSB Residential Life website or can be obtained from the CSB Residential Life & Housing Office.

Board Contracts

All CSB students living in residence halls are assigned and required to participate in a continuous meal plan. Students who live in an apartment or townhome are assigned an apartment meal plan with the option to select an alternative board plan within the contract when meeting the appropriate timelines. The meal plan/board contract is non-transferable and ends at the end of each semester.

Contracts do not include meals during Thanksgiving, Christmas, Easter and Spring vacations or during recesses between terms. Additional information, including limited services and hours of operation, is available through the CSB Culinary Services office and website.

Deferred Payments

Various payment options are available at CSB, options include payment before the semester begins, or four installment payments during the semester. Additional information is available through the Student Accounts Office.

Saint John's University Policies

Campus Housing and Residency Requirement

As a residential university, all students are required to live on campus. Housing questionnaires are made available to all SJU students who enroll to assist the Residential Life and Housing Office in the roommate and room assignment process.

Housing questionnaires for new, incoming students are due each year by June 1. Housing assignments are sent out to new students in mid-July. For returning students, housing arrangements are determined through participation in the on-campus housing selection process. Returning students are required to be registered for Fall courses in order to participate in the on-campus room selection process. All students who wish to select on-campus housing for the Fall must be registered for courses at least 24 hours in advance of the date on which the Room Selection Process they will participate in takes place.

Room rentals are on an academic year basis as outlined in the SJU Campus Housing Agreement. Room changes are permitted only with direct permission from the Residential Life and Housing Office.

SJU students who wish to remain in their rooms during break periods must make special arrangements with the Residential Life and Housing Office. Failure to make advanced arrangements will result in unauthorized access fee for \$25 per day, up to \$100 per week.

Board Contracts

All students living in residence halls are required to participate in a continuous meal plan. Students living in residence halls will be placed on a continuous meal plan for fall and spring semesters. Students who live in apartments or in residential hall suites (with cooking facilities in the suite) have the option of choosing a residential meal plan or an apartment style meal plan.

Contracts do not include meals during Thanksgiving, Christmas, Easter and Spring vacations or during recesses between terms. Additional information is available through the SJU Dining Service office.

Payment Options

Various payment methods are available at SJU that will allow for installment payments during the school year. Monthly payments can be arranged through the Student Accounts Office. More information regarding payment plans can be found on the Saint John's Student Account website: <https://www.csbsju.edu/sju-student-accounts> (<https://www.csbsju.edu/student-accounts/>).

Student Life

Residential Programs

As liberal arts colleges, the College of Saint Benedict and Saint John's promote the development of the individual within the context of living and learning in community. As Benedictine institutions, we believe that living in community is of central importance to the student experience and all full-time students, first-year through senior, are required to live on campus. Through staffing and programs, the colleges create a supportive

residential, learning environment which enhances the Benedictine practices of discerning one's purpose, strengthening one's practice of values, and supporting a just and caring community. Students living on campus benefit from connections with others, opportunities to develop a balanced lifestyle, use of campus facilities and the continued reflective exploration of their own faith.

The living arrangements on campus intentionally support the development of community and the individual. The colleges offer new students an opportunity to live in residence halls with other first-year students. In their second year, students continue to live in residence halls with other sophomore students. In their junior and senior years, students have an opportunity to select from a variety of housing options including apartments, suites, single rooms, and traditional doubles.

The Residential Life staff consists of upper-class students and professional staff who are resources and can assist students with connections to a network of support services. Residential staff can provide information on academics, career development, campus involvement, spiritual development, and life planning. The staff is an integral part in the college's focus on teaching students about living in a community. The standards of expected behavior reflect the values in the Benedictine tradition of worship and work. Through developing quality personal relations in activities, students learn about individual respect and responsibility for personal growth, sensitivity to people, stewardship of common property, and care for the environment.

While the residential programs are separate in order to address the specific developmental needs of women and men, the interaction between the residents of both campuses is supportive of the joint academic mission of the colleges. Residential areas on both campuses have computer connections to individual rooms as well as to common access computer labs. Residential staff both promote and plan social and educational activities outside of the classroom by supporting campus athletics, intramural teams, service projects, career development outreach programs, health awareness programs and a multitude of other activities across campus. Students who live on campus have a greater use of campus libraries, computer labs, athletic facilities, intramural facilities, and contact with faculty and staff. The lifelong friendships developed on a residential campus come from the quality of time students spend with faculty, staff and other students from both campuses. As Catholic institutions of higher learning, the residential programs of the colleges seek to promote a balanced practice of physical, spiritual, emotional, intellectual, recreational, and social living. An outline of regulations governing residential living can be found in each college's Housing Agreement and the Saint Benedict's Bennie Book or Saint John's J-Book.

International Student Resources

Students from countries throughout the world are welcomed at CSB and SJU. Efforts are made to integrate international students within all aspects of the colleges' academic and residential life.

All non-native speakers of English enrolled at CSB and SJU are welcome in the English as Second Language classes, even those students who are not required to take ESL to fulfill their foreign language proficiency. Other support services offered include the ESL Coordinator, the Academic Skills Center (which includes the math skills, reading and writing centers), an international student academic advisor, international student mentors, and the Multicultural Student Services Office.

Multicultural Student Services advises students on F-1 visa issues and also does personal and cultural student advising.

Campus Ministry

It is the role of Campus Ministry to invite and nurture students, and all other members of our communities, in the Christian, Catholic and Benedictine way of life. Campus Ministry envisions itself as a catalyst of discussion within the two colleges. By engaging students, faculty, staff and administrators in ongoing conversations about what it means to be Christian, Catholic, and Benedictine, Campus Ministry hopes to empower our communities to bring meaning and authenticity to our mission.

To fulfill this role, Campus Ministry offers many programs.

Liturgy: Since liturgy is the "source and summit" of the Christian life, students, faculty and staff are invited to participate in campus worship. Besides the regular Sunday evening Eucharist celebrations on each campus, Campus Ministry also provides small group prayer, Bible study and reconciliation services.

Education: The Rites of Christian Initiation for Adults incorporate students seeking to join the Catholic Church to enter into this worshipping community. Campus Ministry responds to the Gospel by promoting peace and justice issues and groups on the two campuses. Campus Ministry sponsors retreats, spiritual companioning, speakers and panels.

Service and Social Justice: As Benedictine institutions, we strive for **justice**, the **common good**, and **respect for persons**. Campus ministry offers students many opportunities to engage in service and social justice that are grounded in Gospel values and Catholic Social Teaching. Experiences integrate social justice and spirituality to promote an active and lifelong commitment to living both prayerfully and justly.

Ecumenism: Campus Ministry welcomes people of all faiths and ethnic backgrounds through ecumenical/inter-religious gatherings, Muslim/Christian encounters, celebration of the Day of the Dead, Our Lady of Guadalupe, Advent celebration of diversity and more.

Campus Ministry calls forth and empowers student leadership through their student campus minister teams. Students working in the Campus Ministry office, in conjunction with the professional staff, are involved in planning and implementing many of the programs sponsored by Campus Ministry. These women and men are to be the ears, eyes, hands and heart of our campus communities, giving witness to the risen Christ, as they serve with compassion.

CSB and SJU have Campus Ministry Departments on each of their campuses.

- CSB Campus Ministry <http://www.csbsju.edu/csb-campus-ministry> (<https://www.csbsju.edu/csb-campus-ministry/>).
- SJU Campus Ministry <http://www.csbsju.edu/sju-campus-ministry> (<https://www.csbsju.edu/sju-campus-ministry/>).

Athletics

The College of Saint Benedict's and Saint John's University realize the importance of intercollegiate, club, and intramural athletics in complementing a liberal arts education. As Benedictine, residential, academic communities, the two colleges encourage, in part through their programs in athletics, the development of life-long recreational interests,

involvement in community activities, awareness of the need for common efforts, leadership skills and concern for physical and emotional health.

The colleges recognize that athletics help to promote institutional identity and visibility, to attract prospective students, to provide informal interaction between faculty and students, to maintain academic achievement and to sustain a morale that contributes to student satisfaction and retention. Intercollegiate varsity competitions not only benefit the student-athletes, but also provide a source of recreation for other students, faculty, staff, graduates and friends, as well as opportunities for the expression of school spirit.

Both the College of Saint Benedict's and Saint John's University are members of the National Collegiate Athletic Association (NCAA), Division III, and the Minnesota Intercollegiate Athletic Conference (MIAC). Both colleges support in principle and in practice the policies of the MIAC and NCAA regarding student recruitment, academic achievement, course selection, accommodations, and financial aid. The two colleges each control, budget, and staff their athletic programs through the same general procedures that apply to other departments.

CSB and SJU each have their own Athletic Departments please visit the sites below for more details regarding their programs and current seasons.

- College of Saint Benedict Athletics - Official Athletics Website (gobennies.com) (<https://gobennies.com/>)
- Saint John's University Athletics - Official Athletics Website (gojohnnies.com) (<https://gojohnnies.com/>)

Student Government

Saint Benedict's Senate

As a women's college, The College of Saint Benedict provides a unique opportunity for women to participate in leadership positions. Elected by the student body, the Saint Ben's Senate (SBS) is the voice of the students of the College of Saint Benedict. The purpose of the Senate is to express views and suggestions to staff, faculty and administrators, to provide students with the best academic, social and cultural experience, to promote students' rights, and to aid the College of Saint Benedict in operating more effectively in the interest of students. The CSB Student Senators serve on a variety of institutional committees, take on special projects, and are responsible for the disbursement of the student activity fee. The St. Ben's Student Senate collaborates closely with the St. John's Student Senate.

Saint John's Senate

The Saint John's Senate's represents the interests, concerns, and welfare of Saint John's students. Elected from the St. John's student body, the Senate works with the University's administration to enhance all aspects of student life. The purpose of the Senate is to express views and suggestions to staff, faculty and administrators, to provide students with the best academic, social and cultural experience, to promote students' rights, and to aid Saint John's University in operating more effectively in the interest of students. The SJU Student Senators serve on a variety of institutional committees, take on special projects, and are responsible for the disbursement of the student activity fee. The St. John's Student Senate collaborates closely with the St. Ben's Student Senate.

Student Leadership and Engagement

Student life is vital to our sense of community at the College of Saint Benedict and Saint John's University! The various programs Student

Leadership & Engagement provide are integral opportunities for students to enhance their educational experience.

With nearly 100 student clubs and organizations, there are many opportunities for students to get involved based on their own interests. There are academic clubs, Club Sports, special interest clubs, and more. In addition, there is a student led programming team that is responsible for planning and implementing a wide variety of activities, events and programs that contribute to a sophisticated, integrated and compelling student experience.

We believe that successful student leaders will develop the ability to relate classroom learning to situations outside the classroom. Student leaders at CSB and SJU have unique experiences and learning opportunities that both increase the value of the collegiate experience and add to the ability to successfully navigate life after college.

Clubs and Organizations

There are abundant opportunities for student involvement and leadership development on The College of Saint Benedict's and Saint John's University campuses. Various clubs and organizations exist to meet students' specific interests in a wide variety of areas including academic, cultural, media, service, social justice, sports/recreational and special interest.

CLUBS

A club is a group of students with a designated purpose who are not specifically regulated by a department other than Student Leadership & Engagement. Because the management of the club is intended to be a student learning experience, the day-to-day functions of the club are carried out by student members, although clubs must contract with an advisor. The advisor may or may not have an affiliation with the group and is chosen by club members. All clubs must complete the recognition process (membership list, registration form, constitution, and advisor contract) in order to be recognized by the institutions. Once recognized, clubs have access to the staff, resources, and services of Student Leadership & Engagement are eligible for funding from the Co-Funding Board (for joint non-sports clubs only) and for general coverage provided by institutional insurance. Clubs must be open to all students, must register on an annual basis and must abide by institutional policies in order to maintain these privileges.

ORGANIZATIONS

An organization is a group that is closely tied to a department on campus and has oversight of that department rather than oversight by Student Leadership & Engagement. It is often in the job description of a department member to advise the group. Frequently, some funding from the department goes towards the group, although it is not always the case. Organizations cannot be funded by the Co-Funding Board. An organization does not have to go through the club recognition process, nor are they required to have a constitution. Organizations are asked to submit an annual registration form with a list of members, an advisor contract and a constitution (if one exists) to Student Leadership & Engagement each academic year for the purposes of record keeping. All students and student groups must abide by the policies in the Bennie Book and the J-Book.

Peer Resource Program

The Peer Resource Program (PRP) seeks to enhance the personal development of the CSB/SJU community. An extension of Saint John's Outdoor University, PRP focuses on leadership development by integrating elements such as healthy risk-taking, trust, awareness, wellness, and self-growth into both formal and

non-traditional settings. To this end, the PRPs host programs including wilderness trips, Collegebound (<http://www.csbsju.edu/outdooru/education/studentevents/collegebound/>), and a variety of on and off-campus events throughout the year. In addition, the PRPs are trained to facilitate the low-elements Challenge Course (<http://www.csbsju.edu/outdooru/education/studentevents/prp/challengecourse/>) which provides groups with an opportunity to examine themselves in terms of leadership, teamwork, problem-solving, and communication. The Peer Resource Program helps new student groups, challenges and aids in the development of existing groups, and encourages individual growth. PRP members are CSB and SJU students who receive continuous training in facilitation, listening, leadership, communication, and group dynamics.

Health Advocate Program at the College of Saint Benedict

The CSB Health Advocates (<https://www.csbsju.edu/well-being-center/health-advocates/>) is a women's peer health education and promotion group sponsored and supervised by the CSB and SJU Wellbeing Center. The mission of the Health Advocates is to promote student wellness by integrating living, healthy choices, and self-responsibility. The Health Advocates promote this mission by providing programming that encompasses the health of the whole person -body, mind, and spirit. The HA's often collaborate with the Saint John's University Health Initiative on campus-wide health education and promotion programming.

Health Initiative at Saint John's University

The Saint John's University Health Initiative (HI (<https://my.csbsju.edu/pages/health-initiative/>)) is a men's peer health education and promotion team sponsored and supervised by the CSB and SJU Wellbeing Center. The mission of the Health Initiative is "empowering men to care for themselves and others." The HI promotes this mission using the team members' creativity, energy, time, commitment and knowledge of health and health promotion to provide holistic men's health outreach programming. The HI's often collaborate with the College of Saint Benedict Health Advocates on campus-wide health education and promotion programming.

CERTS (Consent-Equality-Respect-Talking-Safety)

The CERTS (<https://www.csbsju.edu/well-being-center/certs/>) team is a student/staff partnership designed to facilitate honest, open conversation regarding sexual health issues in order to foster healthy, safe decisions around sex and an environment that does not tolerate, accept, or condone sexual activity without consent.

Campus Recreation and Intramurals

The Campus Recreation programs at the College of Saint Benedict and Saint John's University provide the opportunity for students and faculty to participate in a variety of men's, women's, and co-rec activities, including club sports. During the school year, each campus offers intramural programs and sponsors leagues including softball, volleyball, basketball, hockey, tennis, ultimate Frisbee, racquetball, soccer, flag football as well as other sports like kickball and dodgeball. One-day special event programs are also often part of the intramural schedule, such as a campus wide dodgeball tournament. Information is sent to students prior to each intramural season. There is a variety of equipment available at the CSB Intramural Desk and the SJU Fitness Center to check-out for use as well. Each campus offers a fitness center and provides students with resistance training machines and free weights for strength building workouts.

CSB and SJU Adventure Programs

Saint John's University and the College of Saint Benedict created Saint John's Outdoor University to provide environmental and outdoor education, much of which takes place in Saint John's Abbey Arboretum. Students and community members can participate in a variety of Outdoor U programs designed to help them expand their environmental literacy and their emotional connectedness to the natural world. From the Maple Syrup Festivals to prescribed burns, from educational conferences to moonlight snowshoes, there is a multitude of opportunities to get involved. Saint John's Outdoor U offers a full-time, one-year environmental education fellowship for recent college graduates, and offers a variety of part-time employment opportunities for CSB and SJU students, including: naturalists, naturalist aides, Outdoor Leadership Center staff, Peer Resource Program coordinators, and land stewardship laborers. Additionally, Saint John's Outdoor University provides many opportunities for student research, service-learning, internships, and volunteering-all right here in your "backyard!"

Within Saint John's Outdoor U, there are two student-run initiatives. The Peer Resource Program (<http://www.csbsju.edu/outdooru/education/studentevents/prp/>) (PRP) focuses on leadership development and healthy risk-taking through wilderness trips, a low- elements Challenge Course (<http://www.csbsju.edu/outdooru/education/studentevents/prp/challengecourse/>), Collegebound (<http://www.csbsju.edu/outdooru/education/studentevents/collegebound/>), and a variety of on and off-campus events throughout the year. The Outdoor Leadership Center (<http://www.csbsju.edu/outdooru/education/studentevents/olc/>) (OLC) is an outfitting center that has outdoor and recreational equipment available for students to check-out for free. Camping gear, cross country skis, canoes, and the co-sponsored Green Bike Program with CSB, along with educational events and training, are among the many options available to students and the community.

Visit the Outdoor U website to learn more: <http://www.csbsju.edu/outdooru/>

Saint John's Outdoor University hosts student-led events throughout the year. These programs focus on leadership development and outdoor recreation, building outdoor skills and character at the same time. Although several events are exclusive to the CSB and SJU student community, many of the programs can be utilized by the community, including the Challenge Course, campus fun-runs, and wilderness training programs.

The Outdoor Leadership Center (OLC) offers outdoor recreation by providing equipment and programs to optimize enjoyment of the outdoors. This student-run center provides equipment for daily and extended use and conducts workshops for students to learn the skills associated with various outdoor activities. The OLC manages the climbing wall and teaches climbing skills to both new and experienced climbers.

The Peer Resource Program seeks to give CSB and SJU students positive, substance-free opportunities to step outside of their comfort zone. This is facilitated by fellow student PRP members who are dedicated to creating an environment which promotes healthy risk-taking. These experiences are aimed towards personal growth, trust, wellness, communication, and group development.

These experiences take the form of the three PRP pillars: on-campus events, wilderness trips, and challenge courses.

Appendices

- Administration (p. 421)
- Buildings (p. 423)
- Directory (p. 426)
- Faculty (p. 428)

Administration

Same people, working together, for each institution

The Presidential Leadership Teams and the Board of Trustees provide leadership to both institutions. Trustees are members of both the College of Saint Benedict and Saint John's University boards of trustees. In a unique arrangement called strong integration, the college and university are two separate entities with individual boards (made up of the same people), a single president and an integrated administrative team.

- College of Saint Benedict Administration (p. 421)
- Saint John's University Administration (p. 422)

College of Saint Benedict Administration

Administrators (<https://www.csbsju.edu/about/college-of-saint-benedict/office-of-the-president/csb-presidents-leadership-team/>)

Brian J. Bruess, Ph.D., President

Richard Ice, Ph.D., Provost

Kara Kolomitz, Ed.D., Chief Operating Officer

Joseph Webb, Ph.D., Chief of Staff

John Andrick, M.A., Dean for Student Academic Success

Kelly Anderson Diercks, DBA, Athletic Director

Chantel Braegelmann, Interim Chief Human Resources Officer

Karyl Daughters, Ph.D., Dean of Curriculum and Assessment

Mary Geller, M.A., Associate Provost for Student Success

Casey Gordon, Ph.D., Chief Information Officer

Betsey Kershaw, Chief Marketing Officer

Russell Klein, MBA, Interim Director of Facilities

Ed Lamm, M.M., Chief Admission & Strategic Enrollment Officer

David Mitchell, Ph.D., Faculty Senate Vice-Chair

Sandra Mitchell, Ed.S., Senior Diversity Officer

Anne Oberman, MBA, Chief Financial Officer

Heather Pieper-Olson, J.D., Vice President for Institutional Advancement

Jennifer Schaefer, Ph.D., Dean of Faculty

Christi Siver, Ph.D., Faculty Senate Chair

Ben Stommes, Director of Strategic Analytics & Financial Strategy

Jody Terhaar, M.A., Dean of Students & Senior Student Affairs Officer

College of Saint Benedict Board of Trustees (<https://www.csbsju.edu/about/common-boards/>)

At Large Members

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- Scott Becker
- Ed Bonach
- Chris Coborn
- Mary Dombovy
- Kristen Hodge-Clark
- Sr. Joan Lescinski, CSJ
- Fr. William "Bill" Lies, C.S.C.
- Michele Martin
- Dennis McDonough
- Brian McGrane
- Greg Melsen
- Bennett Morgan
- Lynn Myhran
- Paul Nakasone
- Joy Plamann
- Marilyn Porter
- Chip Ray
- Dave Roberts
- Kelly Skalicky
- LeAnne Stewart
- Edwin Torres
- Jona Van Deun
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- Pam Wheelock

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- S. Nina Lasceski, OSB
- S. Jeanne Lust, OSB
- Br. Dennis Beach, OSB
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- Br. Aelred Senna, OSB

Ex-Officio Trustee

- Brian J. Bruess, Ph.D., CSB and SJU President

Non-Voting Trustees

- Kathryn Enke, CSB Alumnae Representative
- Mike Anderson, SJU Alumni Representative
- Bob Hesse, CSB and SJU Faculty Representative
- Grace Skinner, CSB Student Representative
- Ben Bugbee, SJU Student Representative

College of Saint Benedict - President's Emeriti:

Linnea Welter, OSB (6th President)

President, 1961-1963; B.A., College of Saint Benedict, 1932; M.A., University of Minnesota, 1937.

Stanley Idzerda (8th President)

President, 1974-1979; B.S.N., University of Notre Dame, 1945; B.A., Baldwin-Wallace College, 1947; M.A., Western Reserve University; Ph.D., 1951.

Beverly Miller (9th President)

President, 1974-1979; B.A., Western Reserve University, 1945; M.A., Michigan State University, 1957; Ph.D., University of Toledo, 1967.

Emmanuel Renner, OSB (10th President)

President, 1979-1986; B.A., College of Saint Benedict, 1949; M.A., University of Minnesota; Ph.D., Catholic University.

Colman O'Connell, OSB (11th President)

President, 1986-1996; B.A., College of Saint Benedict, 1950; M.A., Catholic University of America, 1954; Ph.D., University of Michigan, 1979.

MaryAnn Baenninger (14th President)

President, 2004-2014; B.A., Temple University, 1984; Ph.D., Temple University, 1991.

Mary Dana Hinton (15th President)

President, 2014-2020; B.A., Williams College, 1992; M.A., University of Kansas, 1994; Ph.D., Fordham University, 2007.

Saint John's University Administration

Administrators (<https://www.csbsju.edu/about/saint-johns-university/office-of-the-president/sju-presidents-leadership-team/>)

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Karyl Daughters, Ph.D., Dean of Curriculum and Assessment

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Casey Gordon, Ph.D., Chief Information Officer

Betsey Kershaw, Chief Marketing Officer

Russell Klein, MBA, Director of Physical Plant

Ed Lamm, M.M., Chief Admission & Strategic Enrollment Officer

David Mitchell, Ph.D., Faculty Senate Vice-Chair

Sandra Mitchell, Ed.S., Senior Diversity Officer

Rodger Narloch, Ph.D., Benedictine Institute Director

Anne Oberman, MBA, Interim Chief Financial Officer

Dan O'Brien, Interim Athletics Director

Jennifer Schaefer, Ph.D., Dean of Faculty

Christi Siver, Ph.D., Faculty Senate Chair

Ben Stommes, Director of Strategic Analytics & Financial Strategy

Amanda Erdman., Dean of Students & Senior Student Affairs Officer

Saint John's University Board of Trustees (<https://www.csbsju.edu/about/common-boards/>)

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- S. Jeanne Lust, OSB
- Br. Dennis Beach, OSB
- Fr. Nickolas Kleespie, OSB
- Br. Aelred Senna, OSB

Ex-Officio Trustee

- Brian J. Bruess, Ph.D., CSB and SJU President

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- Bob Hesse, CSB and SJU Faculty Representative
- Grace Skinner, CSB Student Representative
- Ben Bugbee, SJU Student Representative

Buildings

Buildings and Facilities at the College of Saint Benedict

Campus Map of CSB (<https://www.csbsju.edu/about/csb-campus-map/>)

Sacred Heart Chapel (1913)

Renovated 1983.

Renner House (2005)

The President's Residence.

Academic and Student Development Buildings

Main Building: Gertrude Hall (1898), Teresa Hall (1913)

Computer science, Economics, Mathematics, Nursing, and Psychology offices; classrooms; Teresa Reception Center.

Building Abbreviation: MAIN

Renovated 2019.

Mary Hall Commons (1956)

Administrative and staff offices for President, Provost, Academic Affairs, Duplicating/mail, Bookstore and Security.

Building Abbreviation: MARYC

Renovated 2017.

Henrita Academic Building (1961)

Social Science and Education offices and classrooms; Exercise Science, the Writing Center; Student Accessibility Services, and Upward Bound.

Building Abbreviation: HAB

Renovated 2017 & 2019.

Murray Hall (1961)

Multicultural Center, Institute for Women's Leadership, CSB Student Senate, Campus Ministry, Swimming pool.

Building Abbreviation: MURRY

Renovated 2021.

Gorecki Dining and Conference Center (2007)

Student dining; conference and gathering spaces.

Building Abbreviation: GORECK

Benedicta Arts Center (1964)

Fine arts classrooms and offices, Gorecki Family Theater, Colman Theater, Escher Auditorium, Helgeson Dance Studio, Darnall Amphitheater, music library, art galleries, studios, rehearsal and practice rooms, ticket office.

Saint John's University - President's Emeriti:

Hilary D. Thimmesch, OSB (10th President)

President, 1982-1991; Dean of the College, 1967-1969; Director of the Benedictine Institute, 2009-2012; Professor of English, 1956-2009; B.A., Saint John's University, 1950; M.A., Cornell, 1956; Ph.D., 1963.

Dietrich Reinhart, OSB (11th President)

President, 1991-2008; Dean of the College, 1988-1991; Professor of History, 1976-1991; B.A., Saint John's University, 1971 *magna cum laude*; M.A., Brown University, 1976; Ph.D., Brown University, 1984.

Robert Koopmann, OSB (12th President)

President, 2009-2012; Professor of Music, 1975-; B.A., Saint John's University, 1968; M.A., University of Wisconsin-Milwaukee, 1970; D.M.A., University of Iowa, 1976; M.Div., Saint John's University, 1981.

Michael Hemesath (13th President)

President, 2012-2019; B.S., Saint John's University, 1981 *summa cum laude*; M.A., Harvard University, 1984; Ph.D., 1988.

Building Abbreviation: BAC
Renovated 1978, 2006.

Academic Services Building (1974)

Academic Advising, Student Accounts, Financial Aid, Student Employment, Student Development, Residential Life
Building Abbreviation: ASB
Renovated 2019.

Claire Lynch Hall (1984)

Gymnasium, physical education classrooms, exercise and weight rooms, offices.
Building Abbreviation: CLYNC

Clemens Library (1986)

Library, Media Services, IT Services Help Desk, Sustainability, XPD, computer public access area, conference and study rooms, St. Teresa Rare Book Collection.
Building Abbreviation: CLEML
Renovated 2019.

Lottie and Frank J. Ardolf, Jr. Science Center (1992)

Chemistry and Nutrition classrooms, laboratories and offices; general classrooms for sciences.
Building Abbreviation: ARDLF

S.L. Haehn Campus Center (1996)

O'Connell's, McGlynn's, Alumnae Hall, fitness center, field house, CSB Athletics offices, conference rooms.
Building Abbreviation: HCC
Renovated 2021.

Richarda Hall (1961)

History, Languages, and Theology offices; classrooms.
Building Abbreviation: RICHA
Renovated 1987 and 2012.

Schoenecker Commons (2018)

Business Office, Institutional Advancement, Human Resources, Admission Office, Marketing and Communications

Lottie and Frank J. Ardolf Jr. Residence Hall (1994)

Health Center (2009)

St. Benedict Athletic Complex (2018)

Softball, soccer and lacrosse fields, multipurpose field, Athletic trainer, Locker rooms
Building Abbreviation: OAC

Student Residences

Residence Halls

Aurora (1956)

Regina (1963)

Corona (1969)

Margretta (1988)

Lottie and Frank J. Ardolf Jr. Residence Hall (1994)

Brian Hall (1996)

WEST APARTMENTS

Sohler (1971)

Smith (1971)

Schumacher (1971)

Girgen (1972)

Westkaemper (1972)

Gable (1972)

Dominica (1980)

EAST APARTMENTS

Zierden (1975) Renovated 1999.

Luetmer (1975) Replaced and expanded 2001.

McDonald (1975) Renovated 1999.

Wirth (1975) Renovated 2001.

Centennial Commons (2012)

College Avenue Apartments (acquired 2011)

Buildings and Facilities at Saint John's University

Campus Map of SJU (<https://www.csbsju.edu/about/sju-campus-map/>)

University Church

Abbey and University Church¹ (1958)

Chapel of Saint John the Baptist, Assumption Chapel.

Academic Buildings

Quadrangle¹ (1869-1883) and **Saint Luke Hall**¹ (1889)

Humanities classrooms and offices, School of Theology offices, administrative offices, Great Hall, student refectory.

Building Abbreviation: QUAD

Renovated 1979, 1999, 2001, 2009, 2023.

Wimmer Hall¹ (1901)

Administrative offices, administrative computing, studios of KSJR-FM and KNSR-FM.

Renovated 1999, 2023.

Guild Hall¹ (1901)

Military science classrooms and offices, administrative and student club offices.

Building Abbreviation: GUILD

Renovated 1986.

Simons Hall (1910)

Social science classrooms and offices.

Building Abbreviation: SIMNS

Renovated 1989.

Auditorium¹ (1927)

Music classrooms, practice rooms and offices; Stephen B. Humphrey Theater; Gertken Organ Studio.

Building Abbreviation: MUSC

Renovated 1984.

Emmaus Hall (1950)

School of Theology classrooms, administrative offices, graduate student residences.

Building Abbreviation: EMAUS

Renovated 1994.

Collegeville Institute (1968)

Renovated 2021-24.

Alcuin Library (1964)

Library, media services, audio-visual rooms, computer public access area, rare book collection, University Archives.

Building Abbreviation: ALCUL

Renovated 2016.

Peter Engel Science Center (1965)

Science offices and laboratories; greenhouse; auditorium.

Building Abbreviation: PENG

Renovated 1998, 2019.

Pellegrine Auditorium (1965)

High-technology multimedia lecture hall and movie theater.

Renovated 2001.

Observatory (1970)

Observation deck, study-reference room.

Warner Palaestra (1973)

Gymnasium, swimming pool, physical education classrooms and offices.

Building Abbreviation: WARNP

Renovated 1998.

Hill Museum & Manuscript Library (1975)
Renovated 2014.

Art Center (1990)
Art studios, offices and classrooms; lecture hall; Alice R. Rogers Gallery; senior studios.
Building Abbreviation: ART

Sexton Commons (1993)
Campus center including bookstore, cafeteria, lounge areas and administrative offices.
Building Abbreviation: SEXTN

Science Building (1998)
Natural science and biology classrooms and offices; introductory, advanced and research biology laboratories; museum.
Building Abbreviation: NEWSC

McNeely Spectrum (1998)
Indoor track, indoor tennis courts.

McKendrick Hall (1998)
Link between McNeely Spectrum and Warner Palaestra with ticket booth, concessions, and gathering space.

Clemens Stadium (1997)
Football stadium, outdoor track, press box, concessions.
Renovated 2009.

McKeown Center (2009)
Campus center including kitchen, dining, study, computer lab, recreational, and lounge areas.

Athletic Fields Complex (2016-2024)
Dome, baseball stadium, concessions, baseball clubhouse.

Dietrich Reinhart Learning Commons (2017)
Addition to Alcuin Library includes coffee shop, video studio, media services.
Building Abbreviation: REINLC

Student Greenhouse (2013)

Student Residences

- Saint Francis House**¹ (1903, 1983, 1992)
- Saint Gregory House**¹ (1907 and 1984)
- Saint Benet Hall**¹ (1921 and 1996-99)
- Saint Joseph Hall**¹ (1923, 1992)
- Emmaus Hall** (1950, 1993)
- Flynntown Apartments** (2009)
- Saint Mary Hall** (1951, 1982)
- Saint Maur House** (2001)
- Saint Thomas Aquinas Hall** (1959)
- Saint Bernard Hall** (1967)
- Saint Boniface Hall** (1967)
- Saint Patrick Hall** (1967)
- Saint Placid House** (2001)
- Virgil Michel House** (1987)
- Vincent Court** (1996-2006)
- Saint Elizabeth Seton Townhomes** (2022-23)

1- Building identified in the National Register of Historic Places

Directory

Location	Saint Benedict's	Saint John's
General Information	(320) 363-5011	(320) 363-2011
Academic Affairs	(320) 363-5401	(320) 363-3147

Admission Toll Free	(800) 544-1489	(800) 544-1489
Admission Local	(320) 363-5060	(320) 363-5060
Admission Fax	(320) 363-5650	(320) 363-2174
Academic Advising	(320) 363-5687	320-363-5687
Alumnae/Alumni	(320) 363-5682	(320) 363-3099
Marketing and Communications	(320) 363-5407	(320) 363-2595
Conferences and Events	(320) 363-5868	(320) 363-2240
Continuing Education	(320) 363-5687	(320) 363-5687
Experience & Professional Development (XPD)	320-363-5707	320-363-5707
Financial Aid	(320) 363-5388	(320) 363-3664
Fine Arts Programming	(320) 363-5777	(320) 363-5777
Human Resources	(320) 363-5500	(320) 363-2508
Institutional Advancement..... Toll Free	(800) 648-3468	(800) 635-7303
Institutional Advancement Local	(320) 363-5750	(320) 363-3099
Library	(320) 363-5611	(320) 363-2122
Monastery	(320) 363-7100	(320) 363-2011
President	(320) 363-5505	(320) 363-2882
Residential Life	(320) 363-5580	(320) 363-3512
School of Theology/Seminary		(320) 363-2100
Security/Life Safety	(320) 363-5000	(320) 363-2144
Student Accounts	(320) 363-2193	(320) 363-2193
Student Development	(320) 363-5601	(320) 363-2737
Student Records and Registration	(320) 363-3396	(320) 363-3396

Visiting Our Campuses

Visitors to the College of Saint Benedict and Saint John's University are always welcome.

Tours and interviews for prospective students are available through the Admission Offices from 8:30 a.m. to 4:30 p.m. Monday through Friday, and Saturday mornings by appointment. Prospective students are invited to stay overnight with current students in a residence hall. It is advisable to make an appointment to visit the campuses. Call either the College of Saint Benedict or Saint John's University at the numbers listed above.

Faculty

Professors

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D (p. 429) E (p. 430) F (p. 430)
G (p. 430) H (p. 430) I (p. 431) J
(p. 431) K (p. 431) L (p. 432) M
(p. 432) N (p. 433) O (p. 433) P
(p. 433) Q R (p. 434) S (p. 434)
T (p. 435) U V (p. 435) W
(p. 435) X Y (p. 436) Z (p. 436)**

A

Kelly Allen

Instructor of Education, 2025-; B.A., Bethel University, 2004; M.A., Saint Cloud State University, 2008.

Heather Amthauer

Associate Professor of Computer Science, 2020-; B.A., Macalester College, 1996; M.S., University of Kansas, 2003; Ph.D., 2008.

Jon Armajani

Professor of Theology, 2004-; B.A., Oberlin College, 1988; M.Div., Princeton Theological Seminary, 1991; Ph.D., University of California, Santa Barbara, 1999.

Mehrnoosh Asadi

Assistant Professor of Economics, 2024-; B.S., University of Payame Noor, 2010; M.S., Florida International University, 2016; M.A., 2018; Ph.D., 2021.

B

Ann Backes

Instructor of Nursing, 2024-; B.S.N., Jamestown College, 2005; M.S.N., Walden University, 2013.

Majel Baker

Assistant Professor of Psychology, 2022-; B.A., University of San Francisco, 2011; Ph.D., University of Minnesota, 2020.

Dennis Beach, OSB

Associate Professor of Philosophy, 1995-; B.A., Saint John's University, 1978; Ph.D., Pennsylvania State University, 1997.

Nickolas Becker, OSB

Visiting Assistant Professor of Theology, 2016-; B.A., University of Notre Dame, 1998; M.A., Saint Meinrad Seminary, 2000; M.Div., 2002; S.T.D., Accademia Alfonsiana, 2016.

Eric Belt

Instructor of Exercise Science and Sport Studies, 2022-; B.S., Mount Saint Mary's University, 2015; M.S., Springfield College, 2017; Doctoral Candidate.

Bret Benesh

Professor of Mathematics, 2008-; B.S., University of Minnesota, 1998; M.A., University of Wisconsin-Madison, 2002; Ph.D., 2005.

Kelly Berg

Associate Professor of Strategic Communication Studies, 2002-; B.A., University of Wisconsin-Stevens Point, 1990; M.A., University of Missouri-Columbia, 1995; Ph.D., 2002.

Jodi Berndt

Associate Professor of Nursing, 2009-; B.S., College of Saint Benedict, 1998; M.S., Walden University, 2010; Ph.D., Capella University, 2013.

Eleonora Bertranou

Associate Professor of Hispanic Studies, 2003-; B.A., University of Iowa, 1993; M.A., 1995; Ph.D., University of Minnesota, 2004.

Jennifer Beste

Professor of Theology, 2012-; Koch Chair in Catholic Thought and Culture, 2012-; B.A., Valparaiso University, 1993; M. Div., Vanderbilt University School of Divinity, 1997; Ph.D., Yale University, 2003.

Adam Beyt

Visiting Assistant Professor of Theology, 2025-; B.A., Northwestern University, 2012; B.M., 2012; M.A., University of Chicago Divinity School, 2015; Ph.D., Fordham University, 2021.

Bardia Bijani Aval

Visiting Assistant Professor of Global Business Leadership, 2025-; B.A., Saint John's University, 2020; M.S., London School of Economics and Political Science, 2022.

Ellen Block

Associate Professor of Sociology, 2014-; B.A., University of Notre Dame, 2002; M.A., University of Michigan, 2007; M.S.W., 2007; Ph.D., 2012.

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Associate Dean of Assessment, 2024-; Professor of Education, 2014-; B.A., University of Notre Dame, 2002; M.A., University of Minnesota, 2005; Ph.D., 2007.

Patricia Bolaños-Fábres

Professor of Hispanic Studies, 1994-; B.A., McGill University, 1986; M.A., 1990; Ph.D., University of Kentucky, 1998.

Christopher Bolin

Associate Professor of English, 2010-; B.A., University of Montana, 2000; M.F.A., University of Iowa, 2003.

Warren Bostrom

Professor of Accounting and Finance, 2004-; B.A., Saint John's University, 1995; M.B.T., University of Minnesota, 2004; C.P.A., 1997.

Elyse Krautkramer Boyle

Instructor of Chemistry, 2020-; B.S., Saint Norbert College, 2011; M.S., University of Minnesota, 2013; Ph.D., 2017.

Carol Brash

Associate Professor of Art, 2003-; B.A., University of Minnesota, 1991; B.A., 1994; M.A., 2002; Ph.D., 2009.

Carie Braun

Professor of Nursing, 1998-; B.S., College of Saint Benedict, 1992; M.S.N., University of Minnesota, 1997; Ph.D., 2003.

Richard Bresnahan

Artist-in-Residence, 1979-; B.A., Saint John's University, 1976.

Courtney Brevik

Instructor of Nursing, 2025-; B.S.N., Jamestown College, 2012; M.S., Western Governors University, 2025.

Ann Bruemmer Erickson

Visiting Assistant Professor of Accounting and Finance, 2024-; B.S., Saint Cloud State University, 1997; M.B.A., 1999.

Samuel Brunclik

Assistant Professor of Chemistry, 2025-; B.A., Saint Olaf University, 2019; Ph.D., University of Kansas, 2024.

Philip Byrne

Professor of Mathematics, 1985-; B.A., American International College, 1975; M.A., Pennsylvania State University, 1978; Ph.D., 1981.

C

Matthew Callahan

Visiting Assistant Professor of English, 1999-; B.A., Saint John's University, 1983; M.F.A., University of Alaska, 1994.

Brian Campbell

Associate Professor of Music, 1997-; B.A., Oberlin College Conservatory of Music, 1980; M.A., University of Minnesota, 1984; Ph.D., 1997.

Bruce Campbell

Professor of Hispanic Studies, 1999-; B.A., College of William and Mary, 1987; M.A., Middlebury College, 1993; M.A., University of Minnesota, 1992; Ph.D., 1999.

Robert Campbell III

Associate Professor of Mathematics, 2012-; B.A., University of California, San Diego, 2006; M.S., University of California, Irvine, 2009; Ph.D., 2012.

Manuel Campos

Professor of Biology, 1997-; Cyprian Weaver Professorship 2020-; B.S., Pennsylvania State University, 1986; M.A., 1989; Ph.D., 1993.

Katharine Cary

Assistant Professor of Biology, 2020-; B.S., University of California, Irvine, 2013; M.A., University of California, Santa Cruz, 2016; Ph.D., 2019.

Terence Check

Professor of Strategic Communication Studies, 1994-; Dean of the Faculty, 2017-2020; B.S., Northwestern University, 1989; M.A., University of Pittsburgh, 1992; Ph.D., 1997.

Amelia Cheever

Professor of Theater, 2011-; B.A., College of Saint Benedict, 1987; M.F.A., University of Wisconsin-Madison, 1992.

Sunil Chetty

Associate Professor of Mathematics, 2011-; B.A., University of California, Berkeley, 2003; Ph.D., 2009.

Vimbayi Chinopfukwa

Visiting Assistant Professor of Psychology, 2021-; B.S., Africa University, Zimbabwe, 2008; M.S., North Dakota State University, 2018.

Kristin Colberg

Professor of Theology, 2011-; B.A., University of Notre Dame, 1994; M.Div., Yale Divinity School, 2000; Ph.D., University of Notre Dame, 2009.

Shawn Colberg

Dean of the School of Theology and Seminary, 2015-; Associate Professor of Theology, 2011-; B.A., St. Olaf College, 1997; M.Div., Yale Divinity School, 2000; Ph.D., University of Notre Dame, 2008.

Ana Conboy

Associate Professor of French, 2015-; A.B., Bowdoin College, 2004; M.A., New York University, Paris, 2008; Ph.D., Boston College, 2015.

Christopher Conway

Associate Professor of Theology, 2016-; B.A., Georgetown University, 2002; M.Div., Princeton Theological Seminary, 2005; Th.M., 2006; Ph.D., Boston College, 2014.

Clark Cotton

Associate Professor of Biology, 2012-; B.A., Saint Olaf College, 2000; M.S., University of Wyoming, 2005; Ph.D., 2012.

Whitney Court

Professor of Political Science, 2013-; B.S. University of Wisconsin-La Crosse, 2003; M.A., Saint Mary's University, 2006; M.A., University of Kansas, 2009; Ph.D., 2012.

James Crumley

Professor of Physics, 2002-; B.S., University of Wisconsin-Madison, 1996; Ph.D., University of Minnesota, 2002.

D

Karyl Daughters

Dean of the Curriculum and Assessment, 2022-; Professor of Strategic Communication Studies, 2000-; B.S., Saint Cloud State University, 1990; M.A., University of Minnesota, 1997; Ph.D., 2005.

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Visiting Assistant Professor of Theater, 2015-; B.A., Augsburg College, 1988; M.F.A., University of Hawaii at Manoa, 1997.

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Visiting Assistant Professor of Nursing, 2024-; B.S., College of Saint Benedict, 2013; M.S.N., Capella University, 2015; Ed.D., 2023.

Erin Donohue

Assistant Professor of Psychology, 2020-; B.S., Worcester State University, 2013; M.A., University of Connecticut, 2016; Ph.D., 2020.

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Visiting Assistant Professor of Theater, 2016-; B.A., University of Wisconsin-Eau Claire, 1994; M.F.A., University of Minnesota, 1998.

Pedro dos Santos

Professor of Political Science, 2018-; B.A., Baker University, 2004; M.A., University of Kansas, 2007; Ph.D., 2012.

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Instructor of Strategic Communication Studies, 2001-; B.A., Saint Cloud State University, 1992; M.A., 2006.

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Visiting Assistant Professor of French, 2022-; B.A., University of Minnesota, Morris, 2006; M.A., University of Minnesota, 2011; Ph.D., 2016.

Arein Duaibes

Visiting Assistant Professor of Mathematics, 2023-; B.S., M.S., Arab American University-Palestine, 2016; M.S., University of Alabama Birmingham, 2019; Ph.D., University of Alabama Birmingham, 2022.

Jeffrey DuBois

Associate Professor of Japanese, 2014-; B.A., University of Rochester, 2003; M.A., Cornell University, 2010; Ph.D., 2013.

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Assistant Professor of Theology; 2015-; B.A. Saint John's University, 2007, M.A., 2009; Ph.D., Boston College, 2014.

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Professor of Hispanic Studies, 2002-; B.A., Universidad de Bogotá, 1990; B.A., University of Minnesota, 1995; M.A., 1997; Ph.D., 2002.

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Associate Professor of Nutrition, 2002-; B.S., College of Saint Benedict, 1982; M.B.A., Saint Cloud State University, 1991.

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Assistant Professor of Exercise Science and Sport Studies, 2024-; B.S., Minnesota State University, Moorhead, 2012; M.S., North Dakota State University, 2015; Ph.D., University of Georgia, 2022.

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Professor of Philosophy, 2006-; B.A., Reed College, 1997; M.A., Cornell University, 2003; Ph.D., 2008.

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Associate Professor of Global Business Leadership, 2022-; B.A., Dalian University, 2008; M.B.A., Murray State University, 2012; M.S., 2013; Ph.D., Illinois Institute of Technology, 2022.

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Associate Professor of Chemistry, 2008-; B.Sc., University of Dhaka, 1993; M.Sc., 1995; M.S., North Dakota State University, 2001; Ph.D., University of Washington, 2005.

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Associate Professor of Education, 2015-; B.S., North Dakota State University, 1994; M.S., University of Minnesota, 1996; M.S., Saint Cloud State University, 2001; Ed.D., Bethel University, 2015.

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Professor of Hispanic Studies, 2008-; B.A., Pedagogical and Technological University of Colombia, 1997; M.A., Minnesota State University, Mankato, 2002; M.A., University of Minnesota, 2004; Ph.D., 2008.

Han Sol Goo

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Visiting Assistant Professor of Biology, 2025-; B.A., Reed College, 2012; M.S., State University of New York College of Environmental Science and Forestry, 2017; Ph.D., University of Minnesota, 2022.

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Amy Grinsteiner

Professor of Music, 2012-; B.A., University of Colorado, Boulder, 1998; M.M., Eastman School of Music, 2000; D.M.A., University of Washington, 2010.

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Associate Professor of Environmental Studies, 2017-; B.A., University of Idaho, 2011; M.A., University of California, Santa Barbara, 2013.

Vicky J. Grove

Instructor of Nursing 2012-; B.S.N., Bemidji State University, 2001.

H**Claire Haeg**

Professor of Political Science, 2002-; B.A., University of Sydney, 1990; M.A., University of Hawaii at Manoa, 1996; Ph.D., University of Oklahoma, 2005.

Colin Hannigan

Assistant Professor of Political Science, 2017-; B.A., Saint John's University, 2012; M.A., University of New Mexico, 2014; Ph.D., 2020.

Jessica Harkins

Associate Professor of English, 2006-; B.A., University of Oregon, 1995; M.F.A., Washington University, 2000; Ph.D., 2007.

Matthew Harkins

Professor of English, 2006-; Welshons Professor, 2021-2024; B.A., Duke University, 1994; M.A., Washington University, 1998; Ph.D., 2003.

Christina Hennessy

Professor of Hispanic Studies, 2002-; B.A., National University of Athens, 1995; M.A., Universidad Complutense de Madrid, 1998; Ph.D., 1998; Ph.D., University of Minnesota, 2002.

Michael Heroux

Scientist-in-Residence, 2005-; Visiting Assistant Professor of Computer Science, 1998-; B.A., Saint John's University, 1983; M.S., Colorado State University, 1986; Ph.D., 1989.

Robert Hesse

Associate Professor of Computer Science and Mathematics, 2001-; B.A., Saint John's University, 1991; M.S., University of Minnesota, 1996; Ph.D., 1997.

Emily Heying

Associate Professor of Nutrition, 2014-; B.A., Wartburg College, 2010; Ph.D., University of Wisconsin-Madison, 2014.

Janelle Hinchley

Visiting Assistant Professor of Gender Studies, 2004-; B.A., Concordia College, 1992; M.S.W., University of Denver, 1994.

Samuel Hintz

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Georgia Hogenson

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Kimberly Holman

Instructor of Education, 2024-; B.A., Mount Mercy University, 2003; M.A. Saint Mary's University, 2005.

Christiana Howell

Visiting Assistant Professor of Music, 2025-; B.M. Slippery Rock University, 2008; M.M.E., Shandoah University, 2013; M.Mus., University of Cambridge, 2019; D.M.A., University of Minnesota, 2025.

Carrie Hoover

Professor of Nursing, 2003-; B.S.N., University of Arizona, 1993; M.S., University of California, San Francisco, 1998; Ph.D., University of Wisconsin-Milwaukee, 2008.

Shuoshuo Hou

Assistant Professor of Economics, 2023-; B.S., Shenyang Agricultural University, 2011; M.A. Temple University, 2014; Ph.D., 2023.

I

Richard Ice

Provost, 2016-; Interim Provost 2015-16; Vice Provost, 2014-2015; Academic Dean, 2011-2014; Professor of Strategic Communication Studies, 1989-; A.B., Wabash College, 1983; M.A., University of Iowa, 1984; Ph.D., 1988.

Abraham Immelman

Associate Professor of Psychology, 1991; B.A., University of Port Elizabeth, 1978; Hons. B.A., University of South Africa, 1982; M.A., University of Port Elizabeth, 1984; Ph.D., 1991.

Madeline Israelson

Associate Professor of Education, 2015-; B.A., Macalester College, 2002; M.Ed., University of Minnesota, 2007; Ph.D., 2014.

J

Amanda Macht Jantzer

Professor of Psychology, 2016-; B.A., College of Saint Benedict, 2004; M.A., Southern Illinois University at Carbondale, 2006; Ph.D., 2009.

Jacob Jantzer

Visiting Assistant Professor of Sociology, 2017-; B.A., Saint John's University, 2004; M.A., Southern Illinois University at Carbondale, 2006; Ph.D., 2009.

Elizabeth Johnson

Visiting Assistant Professor of English, 2007-; B.A., Concordia College, 1993; M.A., Austin Presbyterian Theological Seminary, 1995; M.F.A., Bennington College, 2002.

J. Scott Johnson

Professor of Political Science, 1992; B.A., Carleton College, 1983; M.A., University of Chicago, 1985; Ph.D., Stanford University, 1991.

Katherine Johnson

Professor of Strategic Communication Studies, 1997-; B.A., Evergreen State College, 1989; M.A., University of Minnesota, 1993; Ph.D., 2000.

Samuel Johnson

Professor of Art, 2005-; B.A., University of Minnesota, Morris, 1996; M.A., University of Iowa, 2004; M.F.A., 2005.

Theresa Johnson

Associate Professor of Education, 2008-; Jackson Professorship 2018-2020, 2024-; B.A., College of Saint Benedict, 1987; M.A., University of Minnesota, 1997; Ph.D., 2002.

Todd Johnson

Associate Professor of Physics, 2010-; B.A., Gustavus Adolphus College, 2002; Ph.D., University of Wisconsin-Madison, 2008.

Louis Johnston

Professor of Economics, 1997-; Clemens Chair in Economics and the Liberal Arts, 2024-; Farry Professorship, 2013-2018; B.S., University of Minnesota, 1983; M.A., University of California, Berkeley, 1987; Ph.D., 1990.

Gyehyun Jung

Visiting Assistant Professor of Music, 2022-; B.M., Seoul National University, 2006; M.M. in Music, 2008; M.M. in Voice Performance, Indiana University, 2013; M.M. in Organ Performance, University of Iowa School of Music, 2021; D.M.A., 2021.

K

Robert Kachelski

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