ST. OLAF COLLEGE

2025-26 ACADEMIC CATALOG

TABLE OF CONTENTS

St. Olaf College 3
The St. Olaf Curriculum 4
The Mission of St. Olaf College 4
The St. Olaf Curriculum, Graduation Requirements, and Degrees 5
General Graduation Requirements 6
B.A. Graduation Requirements 7
B.M. Graduation Requirements 8
OLE Core Curriculum Requirements 8
B.A. Ole Core Curriculum Requirements 10
B.M. OLE Core Curriculum Requirements 11
Bachelor of Arts/Bachelor of Music Double-Degree Option 12
B.A./B.M. Comparison: OLE Core Curriculum Requirements 12
Majors, Concentrations, Areas of Emphasis, and Majors Leading to Teaching Certifications 14
Academic Regulations and Procedures 16
The 4-1-4 Academic Calendar 17
Academic Honors 18
Academic Record 19
Academic Status 20
Changes in Registration, Petitions for Late Changes 21
Continuing Education, Part-time, and Non-degree-seeking Students 23
Definition of a St. Olaf Credit and Course Load 24
Final Examinations 25
Grades 27
Graduation and Commencement 31
Leave of Absence, Withdrawal 31
Registration and Course Enrollment 32
The Smith Center for Global Engagement 36
Transfer of Credit to St. Olaf College 38
Academic Departments and Programs 40
Africa and the African Diaspora 41
Ancient Studies 43
Applied Linguistics 45
Art and Art History 47
Asian Conversations 54
Asian Studies 56
Biology 64
Biomolecular Science 72
Business and Management Studies 74
Chemistry 78
Chinese 85
Classics 88
Collaborative Undergraduate Research and Inquiry 94
Computer Science 95
Dance 100
Economics 106
Education 115
English 122
Enduring Questions 134
Engineering Studies 135
Environmental Conversations 137
Environmental Studies 139
Family Studies 149
Film and Media Studies 151
First-Year Experience 155
French 157
Gender and Sexuality Studies 161
German and German Studies 164
Greek 171
History 171
Individual Major 178
Interdisciplinary Studies 180
International Relations 181
Japanese 183
Kinesiology 186
Languages Across the Curriculum 190
Latin 191
Latin American Studies 192
Mathematical Biology 196
Mathematics 197
Mathematics, Statistics, and Computer Science 205
Medieval Studies 206
Middle Eastern Studies 208
Molecular Discovery Learning Community 209
Music - Bachelor of Arts (B.A.) 210
Music - Bachelor of Music (B.M.) 222
Music for Social Impact 243
Musical Theater 252
Neuroscience 253
Nordic Studies 255

- Norwegian 260
- Nursing 265
- Philosophy 270
- Physics 276
- Political Science 281
- Psychology 288
- Public Affairs Conversation 294
- Public Health Studies 295
- Quantitative Economics 299
- Race and Ethnic Studies 299
- Race Matters 303
- Religion 305
- Russian Studies 313
- Social Studies Education 317
- Social Work 319
- Sociology/Anthropology 323
- Social Work and Family Studies 327
- Spanish 328
- Statistics and Data Science 332
- Theater 336
- Writing 340

The Smith Center for Global Engagement 342
- Faculty-Led Programs and Courses 345
- St. Olaf Affiliated Programs 346
- Academic Civic Engagement Courses 346

Pre-Professional Preparation 347
- Pre-Professional Areas of Study 347
  - Accounting 348
  - Architecture and Design 348
  - Business and Management 349
  - Information Technology 350
  - Journalism 350
  - Law 351
  - Pre-Health Studies 351
  - Public Policy 355
  - Theology and Seminary 355

Admissions and Financial Aid 356
- Admissions Procedures 356
- Financial Aid Program 358
- Financing Your Education 361

Campus Life 365

Academic Resources and Advising 366

People 367
- Emeriti Faculty 367
- Faculty 374

Memberships, Accreditations, Program Approvals, Organizations 389

Archived Catalogs 390

Index 391

ST. OLAF COLLEGE

The Academic Catalog 2025-26

This catalog supersedes the Academic Catalog 2024-25 and applies to students commencing their academic programs during the 2025-26 academic year.

Unless exceptions are permitted pursuant to the policies established herein, this version of the Academic Catalog does not apply to students who commenced their academic studies at St. Olaf College prior to the 2025-26 academic year.

Accreditation

St. Olaf College is accredited by The Higher Learning Commission:

Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1413
(800) 621-7440; (312) 263-0456
Fax: (312) 263-7462
email: info@hlcommission.org (info@hlcommission.org)

Private Institutions Registration

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

Non-Discrimination

St. Olaf College prohibits all forms of unlawful discrimination in any education program or activity that it operates. Individuals may report concerns or questions to the Director of Equal Opportunity. The notice of nondiscrimination is located at https://wp.stolaf.edu/nondiscrimination/ St. Olaf's Director of Equal Opportunity (who serves as the College's Title IX, Title VI, and Section 504 Coordinator) is Pamela McDowell, Tomson Hall 181, mcdowell@stolaf.edu, (507) 786-3465.

Equal Employment Opportunity

St. Olaf College is an equal opportunity employer and does not unlawfully discriminate in the recruitment, hiring, training, promotion, or other faculty and staff employment-related decisions.

Title IX Resources and Office of Equal Opportunity

Director of Equal Opportunity: Pamela A. McDowell, mcdowell@stolaf.edu, 507-786-3465, Tomson Hall 181
St. Olaf College is committed to a respectful, safe, and healthy environment and does not tolerate sex discrimination, sexual harassment, or sexual misconduct in any form. For resources and more information, visit https://wp.stolaf.edu/title-ix/

Contract Disclaimer/Reservation of the Right to Modify

The provisions of this catalog are advisory in nature and are not intended to create a contract with anyone, including any student of the college. The college reserves the right to make changes as it deems appropriate, including course and program modifications or cancellations.

Family Educational Rights and Privacy Act (FERPA)

The provisions of the Family Educational Rights and Privacy Act (FERPA) prohibit the college from releasing grades or other information about academic standing to parents unless the student has released such information in writing, or unless the student is a dependent as defined by FERPA. Further information concerning St. Olaf College procedures in compliance with FERPA is available on the Registrar's Office website.

Class and Lab Schedule

For updated information about the current year's course offerings and their OLE Core curriculum attributes, view the class and lab schedule.

Previous Versions of the Catalog

Previous versions of the *St. Olaf Academic Catalog* are available as follows:

- 2024-25 Academic Catalog
- 2024-25 Academic Catalog (PDF)
- 2023-24 Academic Catalog
- 2023-24 Academic Catalog (PDF)
- 2022-23 Academic Catalog
- 2022-23 Academic Catalog (PDF)
- 2021-22 Academic Catalog
- 2021-22 Academic Catalog (PDF)
- 2020-21 Academic Catalog
- 2020-21 Academic Catalog (PDF)
- 2019-20 Academic Catalog
- 2019-20 Academic Catalog (PDF)
- 2018-19 Academic Catalog
- 2018-19 Academic Catalog (PDF)
- 2017-18 Academic Catalog
- 2017-18 Academic Catalog (PDF)
- 2016-17 Academic Catalog
- 2016-17 Academic Catalog (PDF)
- 2015-16 Academic Catalog
- 2015-16 Academic Catalog (PDF)
- 2014-15 Academic Catalog
- 2013-14 Academic Catalog
- 2012-13 Academic Catalog
- 2011-12 Academic Catalog
- 2010-11 Academic Catalog
- 2009-10 Academic Catalog
- 2008-09 Academic Catalog
- 2007-08 Academic Catalog
- 2006-08 Academic Catalog (in effect during 2006-2007 only)
- 2004-06 Academic Catalog with Supplement
- 2002-04 Academic Catalog with Supplement

THE ST. OLAF CURRICULUM

The St. Olaf curriculum provides opportunities for integrative study through general education courses that meet more than one requirement and through a variety of interdisciplinary majors and concentrations — a blend of traditional and innovative instruction that nurtures a critical, creative, and flexible intelligence.

- The College Mission (p. 4)
- The St. Olaf Curriculum, Graduation Requirements, and Degrees (p. 5)
- Majors, Concentrations, Areas of Emphasis, and Teaching Certifications (p. 14)

The Mission of St. Olaf College

St. Olaf College challenges students to excel in the liberal arts, examine faith and values, and explore meaningful vocation in an inclusive, globally engaged community nourished by Lutheran tradition.

Approved by the St. Olaf College Board of Regents, May 2016

The Mission in Practice

"To excel in the liberal arts." We aim to offer the best possible liberal arts education. We cultivate breadth and depth in the skills, knowledge, and capacities that help students flourish in whatever future emerges. Across the sciences, the humanities, and the arts, we pursue inquiry, imagination, and evidence wherever they lead. We celebrate learning and creativity in classrooms and labs, in concert halls and studios, in community settings and internships, in residence halls and on athletic fields.

"To examine faith and values." The liberal arts involve underlying claims about what is ultimately meaningful and worthwhile. So we undertake explicit examination of faith and values. Our community includes people of many religions and no religion, and we impose no doctrinal filters on our teaching or scholarship. We create opportunities for academic and personal reflection on religious belief, including reasoned consideration of Christian faith and other traditions that engage questions of truth and meaning.

"To explore meaningful vocation." At St. Olaf, *vocation* is who you are called to be and what you are called to do across all the parts of your life – not only in professional work, but also in your family and friendships, community engagements, relationship with the earth, search for meaning, and pursuit of justice. It's living your life on purpose, directed toward both your personal flourishing and the common good.

"To be an inclusive community." Excellence in the liberal arts is possible only when people of diverse backgrounds, experiences, and ideas come together in a spirit of mutual respect and inclusion. So we strive to be a place of welcome to all. This commitment is strengthened by our particular history. The founders of the college were immigrants from Norway who established a co-educational college long before that was commonplace. Their experience impels us to advance the ideal of a community where people of all backgrounds and identities belong.

"To be a globally engaged community." Learning in the liberal arts is intrinsically global and pluralistic. So we emphasize learning in global contexts, and in direct relationships with people around the world. We seek and welcome students and scholars from many countries. We offer rich opportunities for international and domestic off-campus study connected to a curricular emphasis on language, culture, and place.

"To be nourished by Lutheran tradition." All these commitments are reinforced by a Lutheran understanding that God's love calls us to meet the world in generosity and service. We hear in this a summons to use the gifts of reason, creativity, and empathy to their fullest; to live in community with all people; to steward carefully the resources on which we depend; and to respond in good will to the needs of neighbor and planet.

The St. Olaf Curriculum, Graduation Requirements, and Degrees

Curriculum

The St. Olaf College curriculum engages students in a multidisciplinary, multicultural exploration of human knowledge and experience. The curriculum cultivates the basic skills students need to succeed in college and beyond and introduces students to the traditional liberal arts disciplines. The combination of OLE Core curriculum (p. 8), major, (p. 14) and elective courses helps students develop both breadth and depth in their college education.

At the same time, the curriculum provides opportunities for integrative study through OLE Core curriculum courses that meet more than one requirement and through a variety of interdisciplinary majors and concentrations (p. 14). This blend of traditional and innovative instruction nurtures a critical, creative, and flexible intelligence. The St. Olaf curriculum prepares students for the lifelong learning so essential to their continued personal and professional development.

Graduation Requirements

A student admitted to St. Olaf College is considered a degree candidate and registers under the regulations and degree requirements listed in the *St. Olaf Academic Catalog* for the academic year the student first enters St. Olaf as a degree candidate.

The *St. Olaf Academic Catalog* is available only on the college's website and is updated once each year by August 1. Students must meet the graduation requirements outlined in the catalog for the academic year in which they first enter St. Olaf as degree candidates. New majors and programs are updated once each year. Students wishing to declare a major, emphasis, or concentration not available to them under the catalog year under which they entered the college should contact the Registrar's Office for more information. Academic regulations and procedures as they apply to students may change during a student's time at St. Olaf, but graduation requirements remain those in effect at the time of entry.

No candidate for a degree will receive a diploma until all requirements have been fulfilled. While some course requirements may be fulfilled differently, graduation requirements themselves are not subject to waiver for individual students.

A student in doubt about how certain requirements are interpreted should consult the Academic Regulations and Procedures (p. 16) section of this catalog or contact the registrar.

Responsibility for understanding and meeting graduation requirements stated in the *St. Olaf Academic Catalog* rests entirely with the student. Faculty advisors and the registrar assist in every way possible.

Note: For numerical purposes, the term “course” means a full (1.00) course credit, as distinguished from fractional course credits.

Degrees at St. Olaf

Bachelor of Arts (B.A.) Degree

General Graduation Requirements (p. 7)

OLE Core Curriculum Requirements (p. 10)

Bachelor of Music (B.M.) Degree

The Music - B.M. (p. 222) listing describes the graduation requirements for the degree of Bachelor of Music. Questions should be directed to the Music Department in person or by phone at 507-786-3180.

General Graduation Requirements (p. 8)

OLE Core Curriculum Requirements (p. 11)

Bachelor of Arts/Bachelor of Music Double-Degree Option

See Bachelor of Arts/Bachelor of Music Double-Degree Option (p. 12)

General Graduation Requirements

The following graduation requirements are shared by both the B.A. (bachelor of arts) degree and the B.M. (bachelor of music) degree.

Courses

Students must successfully complete the equivalent of 35 St. Olaf credits through a combination of full-credit and fractional-credit courses.

Note: For numerical purposes, the term "course" means a full (1.00) course credit, as distinguished from fractional course credits, unless otherwise noted.

Residency Requirement

Seventeen of the 35 St. Olaf credits required for graduation must be taken through St. Olaf College. This may include St. Olaf-sponsored study abroad and away programs.

January Term

At least three January term courses must be completed through three separate January terms. A January term may be taken on campus, through a St. Olaf study abroad or away January term program, or through an approved January term exchange (p. 34) with another 4-1-4 college. Transfer students admitted with at least sophomore standing must complete two January terms (p. 34). For more information on registering for January term, please see the Registration and Course Enrollment section (p. 32) of the catalog.

Grade Points and Grade Point Average

An average grade of C (2.00 on a 4.00 system) for all courses taken for the usual letter grades is required for graduation. See Grade Point Average (p. 29) for details.

Course Level

See Explanation of Course Levels (p. 24).

Satisfactory completion of 18 credits above level I, courses numbered 200 and higher is required for graduation.

A course can earn only its assigned level. It cannot be raised in level as the result of extra studies, assignments, or performance.

Graded Courses

See Grades (p. 27).

A minimum of 24 credits out of 35 must be taken graded through courses taken from a St. Olaf professor.

A sliding scale is used for transfer students and some Smith Center for Global Engagement programs. Sophomore transfer students need a minimum of 18 graded credits and junior transfer students a minimum of 13 graded credits. Details are available from the registrar.

All students should be aware of the restrictions on S/U and P/N grades (p. 30).

Students studying on St. Olaf study abroad and away programs should refer to Graded and Ungraded Courses (p. 27) in the Academic Regulations and Procedures (p. 16)section of this catalog for details about how this graduation requirement is affected by programs abroad and away.

Completion of Incomplete Grades

A student with an incomplete (p. 30) on their academic record may participate in Commencement if all other requirements for graduation have been met. Only after a final grade has been recorded for the course, however, will a degree be conferred, and a diploma issued.

B.A. Graduation Requirements

The following general graduation requirements apply only to B.A.(bachelor of arts) majors:

Major — 8 or More Credits

One completed major is required for graduation. Depending on the department or interdisciplinary program, the number of courses required for a major ranges from eight to twelve courses, with some departments requiring course work in other departments. Departments and interdisciplinary programs may require comprehensive examinations or special research projects. (See Majors, Concentrations, and Areas of Emphasis. (p. 14)) Consult the department or interdisciplinary program listing (p. 40) in this catalog for specific major requirements. Students must declare one major no later than March 15 of the sophomore year, in advance of spring registration for fall semester courses. Students are allowed to change this declaration or add a second major at a later date. Only this catalog defines the specific requirements for each departmental or interdisciplinary major.

Other regulations are:

- Of the credits counting toward the minimum requirements for a major, a total of six (6.00) must be completed with a grade of C or higher.
- Only one full-course equivalent (1.00-credit course) taken S/U may count toward the minimum requirements for a major. Some departments have more stringent regulations regarding courses taken S/U.
- At least 50 percent of the minimum major must be taken through St. Olaf. Students should consult the registrar and the appropriate department chair or program director about counting toward a major, courses taken at other colleges. In addition to the registrar, the chair must sign the student's transfer of credit form (available from the Registrar's Office) if work from other institutions is accepted in advance. Likewise, courses taken through St. Olaf study abroad and away programs must be approved by the chair or director and the Smith Center's program advisor in advance if credit toward a major is sought. (See Transfer of Credit to St. Olaf (p. 38))
- See below, Credits Outside the Major.

Multiple Majors

Attaining two or three majors within the confines of 35 St. Olaf credits is often difficult. Students should consult frequently with their advisor and the chair or director of the major departments and programs. A graduate may add an additional major to the St. Olaf record if no more than two courses from another institution are subsequently applied to the additional major.

Credits Outside the Major

While the maximum course credits counting toward a major in any one department may vary, 21 total credits must be completed outside of the SIS "department" code of the major. In order for a student to be certified in a second or third major, 21 credits also must be taken outside of the SIS "subject" code of each of those majors as well. If a student has a double major, courses taken in one major count toward the 21 credits outside of the other major. Credits outside the major department or program include full- (1.00) credit courses plus partial- (.25, .50, .75) credit courses. Students who double-major in studio art and art history are required to complete at least 18 full-course credits outside the SIS "ART" department designation.

B.M. Graduation Requirements

The following general graduation requirements apply only to B.M. (bachelor of music) majors:

Major — 8 or More Credits

B.M. candidates must choose from the five majors offered. Please consult the music department listings under the Music - B.A. (p. 210) and Music - B.M. (p. 222) in this catalog for specific major requirements. These constitute the final authority on degree requirements. Entrance to all B.M. majors is by audition and/or application only. Once approved, students should declare their major formally as soon as possible by submitting a completed declaration of major form to the Music Department Office. Subsequent changes are allowed, but students are encouraged to keep their records current, documenting any changes with re-submissions of the same form. Other regulations are:

- Of the credits counting toward the minimum requirements for a major, a total of six (6.00) must be completed with a grade of C or higher.
- No courses explicitly required for a B.M. music major may be taken S/U.
- At least 50 percent of the minimum major must be taken through St. Olaf. Students should consult the registrar and the department chair or program director about counting courses taken at other colleges toward a major. In addition to the registrar, the chair must sign the student's transfer of credit form (available from the Registrar's Office) if work from other institutions is accepted in advance. Likewise, courses taken through St. Olaf study abroad and away programs must be approved by the chair or director and the Smith Center's program advisor in advance if credit toward a major is sought. (See Transfer of Credit to St. Olaf (p. 38)).
- Graduation requirements for majors within the Bachelor of Music degree (p. 222) may vary widely. Students should consult this catalog and the Music Department chair.

Credits Outside the Major

Not applicable to the Bachelor of Music.

Bachelor of Arts/Bachelor of Music Double-Degree Option

See Bachelor of Arts/Bachelor of Music Double Degree Option (p. 12).

OLE Core Curriculum Requirements

The OLE Core requirements were adopted as part of the St. Olaf College Curriculum in 2021 and they constitute the core degree requirements of the curriculum. Courses are described in this catalog; OLE Core curriculum attributes for all courses are indicated in the class and lab schedule.

The OLE Core is based on three OLE (Open Linked and Enduring) Questions:

1. In what ways can I understand the world and my role in it?

2. What skills do I need to live a meaningful and purposeful life in community?

3. How can I live responsibly and prepare for challenges in a dynamic, global society?

OLE Core Curriculum Attributes

First-Year Experience: The First-Year Seminar (1 course: 100-level). This course emphasizes critical thinking, conversation, collaboration, and academic habits for the liberal arts. Students learn key skills like locating and evaluating academic sources, as well as reading, reflecting, and responding to texts. Students will cultivate their own curiosity while also learning how to engage in community, better understanding their responsibilities to each other.

First-Year Experience: Writing and Rhetoric (1 course: 100-level). This course engages students in academic and public discourse (audience, purpose, genre, context) related to a particular topic. Students write in multiple genres and engage in writing as a systematic, interactive process. They understand, evaluate, and use appropriate technologies for different purposes and audiences.

Religion, Faith, and Values (1 course). This course builds religious literacy with a focus on one religious tradition or a set of related religious traditions. Students develop the skills necessary for critically interpreting and understanding religious life as well as a more complex understanding of religion's place in the world. This includes the relationship of religion with community and/or the natural world, and its role in answering fundamental questions about existence, meaning, and ethics.

Christian Theology in Dialogue (1 course). This course focuses on the dialogue between Christian theology and the theology (or its equivalent) of another religious tradition or between Christian theology and another form of inquiry. For example, this course could pair Christian theology with science or with American politics.

Power and Race (1 course). Students gain knowledge of how race and ethnicity can contribute to inequality in contemporary U.S. society, and how these forms of inequality intersect with other social characteristics and institutions such as gender, religion, sexual orientation, social class, and the environment. Students acquire familiarity with cultural differences and their contributions to a diverse society. Courses must discuss the U.S. but need not focus on it exclusively.

Global Histories and Societies (1 course). Students interrogate the ways in which the past is known, constructed, deconstructed, curated and preserved by the present. Courses will focus on analyzing and understanding textual, artistic, environmental and/or oral evidence within the broader historical and cultural contexts in which they were created.

Natural Science (1 course). Using scientific paradigms and methods, students will learn about and develop skills to lead a meaningful and responsible life in the natural world that all inhabit. This course engages students in observation, measurement, experimentation, and the interpretation and analysis of data.

Social Sciences (1 course). Students use social science approaches to better understand the complexity of human systems. The examination of these systems through theories and empirical evidence helps students understand their intersection with specific communities and/or the wider environment, while developing their ability to evaluate social science research.

Writing Across the Curriculum (1 course). Taught at the 200-level, this course bridges the First-Year Experience foundations of critical reading, writing, inquiry, discussion, and information literacy with deeper learning and transfer as students navigate one or more majors or concentrations, engage in academic and co-curricular experiences that invest in vocation and develop a sense of their place and role in community.

Quantitative and Computational Reasoning (1 course). Students gain knowledge of quantitative and computational methods. They learn how to apply quantitative and computational problem-solving and knowledge in specific contexts.

World Languages and Cultures (0-3 courses). This requirement aims to develop language skills and the ability to use those skills to interpret authentic texts and reflect critically on the connections and differences between one's own experience and the diverse experiences and perspectives of users of other languages. Depending on placement, proficiency, or transfer work, most incoming students will complete at least one course and a maximum of three courses at St. Olaf in order to fulfill the requirement.

Creativity (1 course). Students explore "making and doing" – the experience of creation, whether the creation in question takes the form of a studio art project, a film, a poem, a dance or theater performance or a music piece. Students can also fulfill this requirement by study of the creative processes of "making and doing."

Ethical Reasoning in Context (1 course). Students develop an understanding of a range of ethical perspectives and the contrasts among them within a scholarly field (e.g., history, biology, computer science, philosophy) or a domain of inquiry (e.g., politics, human development, the environment, love and friendship). Students will apply those perspectives to relevant questions and controversies and critically examine their assumptions and limitations.

The OLE Experience in Practice (1 course; can be satisfied by a non-credit bearing experience). Students will engage in work that integrates academic and experiential learning by applying classroom theories and ideas in a practical setting and/or drawing upon experiential learning to advance their understanding in an academic setting. All students will have the opportunity to benefit from the mentoring, guided inquiry, and reflection that characterize experiential learning. More information about the OLE Experience in Practice can be found here.

The Active Body: Moving Toward Health and Well-Being (1 course). One course of any credit value in which students engage in a body-based movement practice or activity as the primary mode of learning. Courses with the Active Body attribute expand students' experiences in and understanding of the capacity of movement to develop and promote lifelong health and well-being of the whole person.

Students competing in intercollegiate athletics may use the season of participation in a varsity sport for 0.25 course credit in kinesiology. This 0.25 course can satisfy the Active Body graduation requirement. Only one 0.25 intercollegiate athletics course credit can be applied toward the 35.00 credits required for graduation. Eligibility for intercollegiate athletics is certified by the faculty in accordance with Minnesota Intercollegiate Athletic Conference policy.

REQUIREMENT TO BE FULFILLED THROUGH THE MAJOR

Writing in the Major (1 course or its equivalent). A single course or a set of modules distributed across two or more courses that provide writing instruction and practice relevant to a specific major and build upon knowledge and skills developed in the "First-Year Experience" (especially "Writing and Rhetoric") and "Writing Across the Curriculum". As appropriate, this requirement engages students in multimodal writing, including visual and oral communication. At a minimum, half of this requirement must be at the 300-level.

POLICIES AND PROCEDURES

Depending on the Course and Requirement in Question, Students Can Fulfill One or Two Requirements with a Single Course: In four instances, students will be permitted to fulfill two requirements with a single course. The only instances in which a student can fulfill more than one OLE Core requirement with a single course are those in which (at least) one of the two OLE Core requirements is "Writing Across the Curriculum," "Power and Race," "Ethical Reasoning in Context," or "The OLE Experience in Practice."

In all other cases, students will only be allowed to fulfill a maximum of one requirement with a single course, even if the course carries two requirements. In these instances, students will be able to use the course to meet whichever of their OLE Core requirements they have not yet fulfilled. If a student has not yet fulfilled either requirement, the course will fulfill the first of the two requirements on a provisional basis. This provisional fulfillment will become final if the student completes a course that fulfills the second requirement. If the student subsequently fulfills the first requirement with another course, the original course will then fulfill the second requirement.

First Year Experience Courses Cannot Fulfill Additional OLE Core Requirements: The "First Year Seminar" and "Writing and Rhetoric" courses can fulfill only OLE Core curriculum requirements. They **cannot** also fulfill "Writing Across the Curriculum," "Power and Race," "Ethical Reasoning in Context," or "The OLE Experience in Practice."

B.A. Ole Core Curriculum Requirements

OLE Core Requirements for the Bachelor of Arts Degree

The following table lists all of the OLE Core curriculum requirements that need to be met in order to attain a bachelor of arts degree from St. Olaf College. In most cases there is a one to one correspondence between a course and an OLE Core requirement. For guidelines on courses for which more than one OLE Core requirement might be received, please refer to the overview at the beginning of this section.

Code	Title	Credits
OLE Core Requirements for the Bachelor of Arts Degree		
First-Year Experience: First-Year Seminar		1.00
First-Year Experience: Writing and Rhetoric		1.00
Religion, Faith and Values		1.00
Christian Theology in Dialogue		1.00
Power and Race		1.00
Global Histories and Societies		1.00
Natural Science		1.00
Social Science		1.00
Writing Across the Curriculum [1]		1.00
Quantitative and Computational Reasoning		1.00
World Languages and Cultures [2]		0-3.00
Creativity		1.00
OLE Experience in Practice [3]		0-1.00
Ethical Reasoning in Context		1.00
Active Body: Moving Toward Health & Well-Being [4,5]		1.00
Writing in the Major [6]		1.00

1

Must be 200-level.

2

Depending on placement, proficiency, or transfer work, most incoming students will complete at least one course and a maximum of three courses at St. Olaf in order to fulfill the requirement.

3

Can be satisfied by a non-credit bearing experience.

4

Course must be at least .25 credits.

5

Students competing in intercollegiate athletics - as determined and certified by the faculty in accordance with Minnesota Intercollegiate Athletic Conference policy - may use the season of participation in a varsity sport for 0.25 course credit in kinesiology. This 0.25 course can satisfy the Active Body graduation requirement. Only one 0.25 intercollegiate athletics course credit can be applied toward the 35.00 credits required for graduation.

6

To be fulfilled within the major.

Additional Degree Requirements:

1 major, 2.0 minimum cumulative GPA, 6 credits graded C or above in the major, 35 minimum total credits, 21 credits outside of the major department, 18 upper-level credits (200-level or above), 24 graded credits (not P/F or S/U), 6 credits maximum S/U, 3 January terms (1 must be taken the first year).

B.M. OLE Core Curriculum Requirements

OLE Core Requirements for the Bachelor of Music Degree

The following table lists all of the OLE Core curriculum requirements that need to be met in order to attain a bachelor of music degree from St. Olaf College. In most cases there is a one to one correspondence between a course and an OLE Core requirement. For guidelines on courses for which more than one OLE Core requirement might be received, please refer to the overview at the beginning of this section.

Code	Title	Credits
OLE Core Requirements for the Bachelor of Music Degree		
All of the following:		
First-Year Experience: First-Year Seminar		1.00
First-Year Experience: Writing and Rhetoric		1.00
Power and Race		1.00
Global Histories and Societies		1.00
Social Science		1.00
Writing Across the Curriculum [1]		1.00
Ethical Reasoning in Context		1.00
Active Body: Moving Toward Health & Well-Being [2,3]		1.00
Writing in the Major [4]		1.00
World Languages and Cultures [5]		0-2.00
One of the following:		**1.00**
Religion, Faith and Values		
Christian Theology in Dialogue		
One of the following:		**1.00**
Natural Science		
Quantitative and Computational Reasoning		

1

Must be 200-level.

2

Course must be at least .25 credits.

3

Students competing in intercollegiate athletics - as determined by eligibility and certified by the faculty in accordance with Minnesota Intercollegiate Athletic Conference policy - may use the season of participation in a varsity sport for 0.25 course credit in kinesiology. This 0.25 course can satisfy the Active Body graduation requirement. Only one 0.25 intercollegiate athletics course credit can be applied toward the 35.00 credits required for graduation.

4

To be fulfilled within the major.

5

Depending on placement, proficiency, or transfer work, most incoming students will complete at least one course and a maximum of three courses at St. Olaf in order to fulfill the requirement. Exception: vocal performance majors must complete 112-level course in two languages, one of which is French or German.

Additional Degree Requirements:

1 major, 2.0 minimum cumulative GPA, 6 credits graded C or above in the major, 35 minimum total credits, 18 upper-level credits (200-level or above), 24 graded credits (not P/F or S/U), 6 credits maximum S/U, 3 January terms (1 must be taken the first year)

Bachelor of Arts/Bachelor of Music Double-Degree Option

- Students must meet the application requirements for both the Bachelor of Arts and Bachelor of Music degree programs.
- Students engage in professional study in music and study in the liberal arts, leading to both Bachelor of Music and Bachelor of Arts degrees.
- The duration of the double-degree option may vary among disciplines but will be less than the sum of the durations of both degree programs if undertaken separately. For most students, pursuit of a double-degree option will require five years of study. It should be noted that in a few cases (notably when the Bachelor of Arts graduation major is in the natural sciences) completion of all requirements in five years may not be possible.
- Students pursuing the double-degree option may choose between the five Bachelor of Music graduation majors (church music, composition, elective studies, music education, and performance) and any of the Bachelor of Arts graduation majors except music or music for social impact.
- Students shall meet the requirements for the Bachelor of Arts graduation major and Bachelor of Music graduation major, as well as the OLE Core Curriculum requirements and general graduation requirements for the two degrees. Note that degree requirements completed for one degree also count toward the corresponding requirements in the other degree.
- The final two years of coursework in pursuit of the degrees must be spent in residence. 17 of the last 20 full-course credits must be earned through St. Olaf. Some students may require up to 43 total credits in order to complete all requirements for both degrees.
- Students required to continue study in a fifth year to complete two degrees are eligible for continuing financial aid from St. Olaf College.
- A double-degree student may elect to graduate in two different semesters, one with each degree, but must meet all requirements for the degree and the graduation major within that degree before the diploma for that degree will be awarded.
- Graduating double-degree students receive two diplomas, one for each degree.
- Double-degree students participate in only one graduation ceremony.

B.A./B.M. Comparison: OLE Core Curriculum Requirements

Comparison Chart for Bachelor of Arts and Bachelor of Music Students

1 course = one (1.00) - credit course unless otherwise indicated.

*B.M. students must attain either Religion, Faith and Values or Christian Theology in Dialogue.

**B.M. students must attain either Natural Science or Quantitative and Computational Reasoning.

	Bachelor of Arts	Bachelor of Music
First-Year Experience: First-Year Seminar	1 course	1 course
First-Year Experience: Writing and Rhetoric	1 course	1 course
Religion, Faith and Values	1 course	0-1 course
Christian Theology in Dialogue	1 course	0-1 course
Power and Race	1 course	1 course
Global Histories and Societies	1 course	1 course
Social Science	1 course	1 course
Writing Across the Curriculum	1 course	1 course
Ethical Reasoning in Context	1 course	1 course
Natural Science	1 course	0-1 course
Quantitative and Computational Reasoning	1 course	0-1 course

World Languages and Cultures	0-3 courses (Depending on placement, proficiency, or transfer work, most incoming students will complete at least one course and a maximum of three courses at St. Olaf in order to fulfill the requirement.)	0-3 (Depending on placement, proficiency, or transfer work, most incoming students will complete at least one course and a maximum of three courses at St. Olaf in order to fulfill the requirement. Exception: vocal performance majors must complete 112-level course in two languages, one of which is French or German.)
Creativity	1 course	1 course
OLE Experience in Practice	0-1 (Can be satisfied by a non-credit bearing experience)	0 (Not required)
Active Body: Moving Toward Health & Well-Being	1 course (Course must be at least .25 credits.)	1 course (Course must be at least .25 credits.)
Writing in the Major	1 course (To be fulfilled within the major.)	1 course (To be fulfilled within the major.)

Majors, Concentrations, Areas of Emphasis, and Majors Leading to Teaching Certifications

The OLE Core Curriculum provisions of St. Olaf's liberal arts curriculum are designed to encourage in students a breadth of knowledge. The requirement that a student complete a major in order to graduate fosters the development of knowledge in depth.

Students at St. Olaf have 47 Bachelor of Arts graduation majors from which to select, as well as a number of teaching majors and teaching certification programs. Many students choose to major in one of the traditional liberal arts disciplines, such as art, biology, economics, history, mathematics, philosophy, or a world language. Others choose an interdisciplinary program that brings the perspectives of several disciplines to bear on a specialized area of concern, such as Asian studies, environmental studies, or gender and sexuality studies. Some students choose to double major or to pursue a concentration or certification program in addition to a disciplinary major or to develop an area of emphasis within a major. Students may also propose an individual major through the Center for Integrative Studies (p. 178). Students interested in a professional music degree can pursue one of the five different majors available within a Bachelor of Music (p. 222) degree.

One major is required for graduation. Some students opt to pursue two majors, and others add an area of emphasis (a program of three or more related courses within or beyond certain majors) or a concentration (an approved program of four or more courses that cuts across departmental boundaries).

Students must declare one major no later than March 15 of the sophomore year, in advance of spring registration for fall semester courses. Majors (with areas of emphasis) and concentrations are officially listed, once awarded, on the student's permanent record. Students interested in a major leading to teaching certification must first be admitted to the Teacher Education Program. (p. 115)

Bachelor of Arts Graduation Majors

Bachelor of Arts majors are not available to Bachelor of Music candidates.

- ancient studies (p. 43)
- art, studio (p. 47)
- art history (p. 47)
- Asian studies (p. 56)
- biology (p. 64)
- chemistry (p. 78)
- Chinese (p. 85)
- classics (p. 88)
- computer science (p. 95)
- creative writing (p. 123)
- dance (p. 100)
- economics (p. 106)
- education (p. 115) (a co-major in the teaching content area is required for this major)
- English (p. 122)
- environmental studies (p. 139) (an area of emphasis is required for this major)
- film and media studies (p. 151)
- French (p. 157)
- gender and sexuality studies (p. 161)
- German (p. 164)
- Greek (p. 88)
- history (p. 171)
- individual major (p. 178)
- Japanese (p. 183)
- kinesiology (p. 186)
- Latin (p. 88)
- Latin American studies (p. 192)
- mathematics (p. 197)
- medieval studies (p. 206)
- music (p. 210)
- music for social impact (p. 243)
- Nordic studies (p. 255)
- Norwegian (p. 260)
- nursing (p. 265)
- philosophy (p. 270)
- physics (p. 276)
- political science (p. 281)
- psychology (p. 288)
- quantitative economics (p. 106)
- race and ethnic studies (p. 299)
- religion (p. 305)
- Russian Studies (p. 313)
- social studies education (p. 317)
- social work (p. 319)
- sociology/anthropology (p. 323)
- Spanish (p. 328)
- statistics and data science (p. 332)
- theater (p. 336)

Bachelor of Arts majors leading to Teaching Certification

- **English (communication arts and literature)**
- **mathematics**
- **sciences**: biology, chemistry, physics
- **social studies**

The St. Olaf teacher education program also prepares students for certification in general science.

Areas of Emphasis

Areas of emphasis (three or more related courses within or beyond the basic major) at St. Olaf are:

- B.A. in music with composition, musicology or theory emphasis (p. 211) (emphasis optional)
- B.M. in performance (piano or organ) with a collaborative keyboard emphasis (p. 222) (emphasis optional)
- B.M. in performance with an emphasis in voice, strings, piano, winds/brass/percussion or organ (p. 222) (emphasis required for this major)

- B.M. in church music with emphasis in choral or organ (p. 222) (emphasis required for this major)
- B.M. in music education with an emphasis in vocal or instrumental (p. 222) (emphasis required for this major)
- B.A. in chemistry with an American Chemical Society emphasis (p. 78) (emphasis optional)
- B.A. in economics/quantitative economics with an emphasis in finance (p. 107) (emphasis optional)
- B.A. in economics/quantitative economics with an emphasis in management (p. 107) (emphasis optional)
- B.A. in economics/quantitative economics with an emphasis in international economic analysis and policy (p. 107) (emphasis optional)
- B.A. in economics/quantitative economics with an emphasis in law and public policy (p. 107) (emphasis optional)
- B.A. in environmental studies with an emphasis in arts and humanities (p. 139) (emphasis required for this major)
- B.A. in environmental studies with an emphasis in natural science (p. 139) (emphasis required for this major)
- B.A. in environmental studies with an emphasis in social science (p. 139) (emphasis required for this major)
- B.A. in Norwegian with an emphasis in Sami and critical indigenous studies (p. 260) (emphasis optional)
- B.A. in Nordic studies with an emphasis in Sami and critical indigenous studies (p. 256) (emphasis optional)

Bachelor of Arts Concentrations

A concentration is an approved interdisciplinary program consisting of a minimum of four courses. Bachelor of Arts concentrations are not available to Bachelor of Music candidates. St. Olaf's 21 concentrations are listed below:

- Africa and the African Diaspora (p. 41)
- applied linguistics (p. 45)
- Asian studies (p. 56)
- biomolecular science (p. 72)
- business and management studies (p. 74)
- educational studies (p. 115) (includes option for TEFL certificate track)
- engineering studies (p. 135)
- environmental studies (p. 139)
- family studies (p. 149)
- film and media studies (p. 151)
- gender and sexuality studies (p. 161)
- German studies (p. 164)
- international relations (p. 181)
- Latin American studies (p. 192)
- mathematical biology (p. 196)
- Middle Eastern studies (p. 208)
- musical theater (p. 252)
- neuroscience (p. 253)
- Nordic studies (p. 255)
- public health studies (p. 295)
- race and ethnic studies (p. 299)

Bachelor of Music Graduation Majors

- church music (p. 222): organ or choral
- composition (p. 222)
- elective studies (p. 222)
- music education (p. 222): vocal or instrumental
- performance (p. 222): voice, strings, piano, winds/brass/percussion, organ

Special Programs

Students can customize their education at St. Olaf, thanks to an array of study abroad and away programs (p. 342), innovative offerings such as a Languages Across the Curriculum (p. 190) course, the Asian Conversations (p. 54), Environmental Conversations (p. 137), Enduring Questions (p. 134), Molecular Discovery (p. 209), Public Affairs Conversation (p. 294), Race Matters (p. 303), and opportunities for independent study and research (p. 34), internships (p. 35), pre-professional areas of study preparation (p. 347), or the creation of an individual major (p. 178) through the Center for Integrative Studies.

ACADEMIC REGULATIONS AND PROCEDURES

- The 4-1-4 Academic Calendar **(**p. 17**)**
  - Archived, Current, and Future Academic Calendars (p. 17)

- **Academic Honors**
  - Dean's List
  - Distinction
  - Honors
  - Honors Day
  - Honor Societies
- **Academic Record**
  - Academic Records
  - Catalog
  - Family Educational Rights and Privacy Act (FERPA)
  - Degree Audits (DegreePath)
  - Enrollments and Degree Verifications
  - Transcripts
- **Academic Status**
  - Classification
  - Academic Probation
  - Overview of Satisfactory Academic Progress Policy (SAP)
  - Academic Probation Plan
  - Academic Suspension
- **Changes in Registration, Petitions for Late Changes**
  - Changes in Registration
  - Adding Courses
  - Dropping Courses
  - Honors Code/Plagiarism Exceptions
  - Late Add
  - Late Drop (Withdrawal)
  - Changes in Grading Option (Graded to S/U, S/U to Graded)
  - Petitions for Waivers
  - Appeals to Curriculum Committee
- **Continuing Education, Part-Time, and Non-degree-seeking Students**
  - Continuing Education
  - Non-degree-seeking Students
  - Part-time Students
  - High School Honors
- **Definition of a St. Olaf Credit and Course Load**
  - Course
  - Definition of a St. Olaf Credit
  - Course Levels
  - Course Load and Overload
  - Half-semester Courses
  - Music
  - Performance Studies Courses (Music Lessons) and Music Organization Participation
- **Final Examinations**
  - Conclusion of the Academic Term
  - Time Limits for In-class Exams
  - Student Absence from a Final Examination
  - Student and Family Responsibility
  - Academic Integrity
  - Other Means of Final Evaluation
  - Exceptions to Taking In-class Final Examinations at the Scheduled Block of Time or Place
  - Special Circumstances
  - Special Considerations for Final Examination During January Term and Summer Session
  - Three Final Examinations in a Single Day
- **Grades**
  - Grade Reporting
  - Graded and Ungraded Credits
  - Grade and Marking System
  - Grade Benchmark Achievement Levels
  - Grade Point Average
  - Grade Points by Course Credit
  - Grade Changes
  - P/N Courses (Pass/No Pass)
  - S/U Option (Satisfactory/Unsatisfactory)
  - S/U Provisions for All Students
  - Incompletes
- **Graduation and Commencement**
  - Diploma
  - Degree Completion
  - Degrees
- **Leave of Absence, Withdrawal**
  - Leave of Absence
  - Withdrawal from St. Olaf College
  - Administrative Withdrawal
  - Returning to St. Olaf after an Absence
- **Registration and Course Enrollment**
  - Registration
  - Proxy Registration
  - Auditing Courses
  - Carleton Inter-registration
  - Independent Study/Independent Research
  - January Term
  - January Term Exchange
  - Internships
  - Study Abroad and Away Programs
  - Repeating a Course
  - Summer Session at St. Olaf College
  - Veterans Benefits
- **The Smith Center for Global Engagement**
  - Eligibility
  - Registration
  - Credit
  - Grades
  - OLE Core Attribute Limits by Program Category
  - Non-St. Olaf-sponsored Study Abroad or Away
  - Appeals Procedures
  - St. Olaf School of Record

    - Budapest Semesters in Mathematics (BSM)
    - Budapest Semesters in Mathematics Education (BSME)
- **Transfer of Credit to St. Olaf College**
    - General Policies Guiding Transfer of Credits to St. Olaf College
    - Transfer Policies for New First-Year Students
    - Transfer Policies for New Transfer Students
    - Transfer Policies for Continuing Students
    - Transfer of Credit for Study Abroad or Away

The 4-1-4 Academic Calendar

Academic year calendars are maintained and archived on the Registrar's Office website.

The St. Olaf academic year consists of a 4-1-4 academic calendar plan. This includes a fall semester of four courses, a one-month January term (p. 32) (formerly called Interim) of one course, and a spring semester of four courses.

The 4-1-4 academic year is augmented by two optional summer sessions (p. 32) during which a total of 2.5 credits may be taken in each session.

Academic Honors

Dean's List

Each semester, the Registrar's Office compiles a dean's list for the Provost's Office, which includes the names of all degree-seeking students with a GPA of 3.75 or above for that semester. To be named to the dean’s list, students must have successfully completed three (3.00) or more graded credits in the semester.

Distinction

Departmental distinction is an academic honor conferred by the college according to specific criteria established by some departments and programs responsible for certifying the major or concentration. Distinction would be awarded upon completion of all graduation requirements. Not all departments and programs offer distinction.

Distinction is a recognition of the academic or artistic excellence of a student's work in the major or concentration. Distinction is a selective award: normally, no more than ten percent of a department's or program's majors or concentrators receive distinction. Distinction recognizes consistent excellence in the major field or concentration: normally, candidates for distinction maintain a GPA in the major or concentration of 3.50 or higher. Distinction recognizes excellence in a particular academic undertaking: normally, the recognition is based in part on student work beyond the minimum requirements for the major or concentration, usually in the form of a distinction project or thesis representing a considerable achievement. Distinction is not generally conferred on the basis of service to departments or programs. Faculty members of the department or program determine specific criteria for distinction. Interested students should contact the appropriate department or program for more information. Not every candidate receives distinction.

A student may receive distinction in more than one major or concentration if the student completes separate projects, one for each major or concentration. A single project may suffice if the project or thesis conforms to all relevant departments’ or programs’ guidelines and constraints described for distinction. Students seeking to submit a single project or thesis for distinction in more than one department or program must gain the approval of all relevant departments and/or programs before undertaking work on the project or thesis.

Each department or program submits to the registrar the names of all students who have been awarded distinction. Indication of distinction appears in the commencement program and on the academic transcript.

Honors

Honors are determined by the cumulative grade point average (GPA). They are conferred at commencement and recorded on the final transcript and the diploma. In determining honors, a grade point average is never rounded up or down. Honor designations are not recorded on student transcripts prior to graduation from the college.

3.60	cum laude
3.75	magna cum laude
3.90	summa cum laude

Honors Day

On Honors Day each May, students are recognized in three categories: election to Phi Beta Kappa, special honors, and general honors by class. General honors include all currently enrolled degree-seeking students who have a cumulative grade point average through January term of the current academic year at the level of *cum laude* as shown in the Honors section above.

Honor Societies

Standards for election to Phi Beta Kappa and other honor societies are the prerogative of the honor societies, not the college.

Academic Record

Academic Records

A permanent academic record of courses and grades is prepared for each student who registers in the regular academic programs of St. Olaf College. An unabridged transcript of this record is maintained in the Registrar's Office.

Upon graduation or withdrawal from the college, a student's academic record continues to be stored on a permanent basis at the college.

A copy of the permanent record may be released only upon the written consent of the individual student or in compliance with The Family Educational Rights and Privacy Act (FERPA) of 1974.

Corrections of errors on the academic record must be reported to the registrar. If students believe a grade entry on the academic record is incorrect, they must bring the concern to the registrar's attention within one year of the grade's official posting.

Questions concerning transcripts and academic records should be directed to the Registrar's Office.

Catalog

The *St. Olaf College Academic Catalog* is available only on the college's website and is updated once each year by August 1. Academic regulations and procedures as they apply to students may change during a student's time at St. Olaf. Students must meet the graduation requirements outlined in the catalog for the academic year in which they first enter St. Olaf as degree candidates. Students wishing to declare a major or concentration not available to them under the catalog year under which they entered the college may request to go up in catalog year in order to declare that major or concentration. Contact the Registrar's Office for more information.

Family Educational Rights and Privacy Act (FERPA)

St. Olaf protects student academic records in accordance with the Family Educational Rights and Privacy Act of 1974. Permanent records may be released only upon the written consent of the student. While the college does not send grade reports to parents or guardians, such information can be made available to eligible individuals upon special request. St. Olaf discloses information from a student's education records to parent(s)/guardian(s) if the student has authorized disclosure of education records to the student's parent(s)/guardian(s) or if the student's parent(s)/guardian(s) claim(s) the student as a dependent for federal tax purposes. A student is considered a dependent if they are legitimately claimed as such on the parent's most recent IRS income tax form. Further information concerning St. Olaf College procedures in compliance with FERPA is available on the Registrar's Office website.

Degree Audits (DegreePath)

DegreePath is St. Olaf's degree audit software. It is a review of a student's transcript matched against the college's degree requirements and requirements for each major, emphasis, and/or concentration the student has declared. DegreePath shows students where they stand relative to graduation at any given point in time. Students should immediately report any discrepancy found on DegreePath to the registrar. In addition to the student and the student's advisor, the only people with access to DegreePath are college officials with an educational need to know. The student alone is responsible for understanding and meeting degree requirements.

Enrollments and Degree Verifications

The Registrar's Office certifies many forms, including insurance forms and student loan papers. Certifications requiring the release of a grade point average or rank in class must be accompanied by a written request from the student. Facts of public record are confirmed without written request. These include dates of attendance, graduation, and major.

The National Student Clearinghouse, a repository for enrollment information for most colleges and universities in the United States, is authorized as the college's agent for providing enrollment and degree verifications. Potential employers or background screening firms may request a verification on a student. Students may access enrollment verification or proof of full-time enrollment for health insurance, scholarship, or other purposes. Instructions may be found on the Registrar's Office website.

Transcripts

The transcript is a complete and unabridged course record. In addition to courses and grades, the transcript reports the grade point average. The student's major, honors, or other distinctions are recorded on the transcript once they are awarded.

Unofficial transcripts are available from the Student Information System (SIS), accessible via the Registrar's Office website. Current students may print their own unofficial transcript.

Students may request an official transcript through the National Student Clearinghouse or may submit a written request to the Registrar's Office. There is a fee for official transcripts. See the Registrar's Office website for instructions and current transcript fees. Official transcripts may be received in person, electronically, by mail, or sent to third parties. Telephone requests for transcripts are not accepted under any condition. The release of an official transcript will be denied to students who have delinquent Federal Perkins Loans, Nursing Student Loans, or St. Olaf College Institutional Loans.

Academic Status

Classification

Classification is based on the number of St. Olaf total credits earned/completed:

First-Year: 0-7.75 credits
Sophomore: 8.00-16.75 credits
Junior: 17.00-24.75 credits
Senior: 25.00 or more credits

Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) is the policy set forth by the College to ensure students are making progress toward their degree. To maintain good academic standing and eligibility for all types of financial aid at St. Olaf College, students must make Satisfactory Academic Progress (SAP) toward a degree. SAP standards are based on federal regulations and apply to federal, state and St. Olaf financial aid. SAP standards are cumulative and include all periods of enrollment, whether or not the student received financial aid.

Overview of Satisfactory Academic Progress Policy (SAP)

There are three parts to the Satisfactory Academic Progress Policy. Compliance with each of the following is required to maintain good academic standing and eligibility for financial aid:

- Grade Point Average (GPA) - SAP policy requires that students maintain a minimum cumulative grade point average (GPA) to remain eligible for financial aid. The cumulative GPA is described in the SAP chart below.
- Cumulative Overall Progress - Federal SAP standards require that students make steady progress toward completion of their degree program by completing at least 67% of all their attempted courses. St. Olaf requires students to meet the course completion requirement based on the chart below.
- Timely Program Completion - Undergraduate Students: Maximum Time frame Four years (eight semesters) is the normal time for completing an undergraduate degree. More information can be found under Maximum Time Frame Standard in the Financial Aid Program section (p. 358) of the catalog.
- All students are required to complete the minimum Courses Completed and Cumulative GPA in the time frame outlined in the chart below.

Total Credits Earned	Semester	Pct of Attempted Courses Completed	Cumulative GPA
Credits Earned 0-7.75	Fall/January term/Spring	67%	1.80
Credits Earned 8-16.75	Fall/January term/Spring	67%	1.90
Credits Earned 17-24.75	Fall/January term/Spring	67%	2.00
Credits Earned 25+	Fall/January term/Spring	67%	2.00

To view more on SAP policy, refer to the Financial Aid Program (p. 358) section.

Academic Standing Committee

The Academic Standing Committee will evaluate Satisfactory Academic Progress after each period of enrollment (Fall, January term/Spring). If a student is not meeting the minimum guidelines, they will be notified by a letter sent from the Registrar's office, followed by an email from the Academic Success Center outlining requirements for Success Coaching.

The college notifies the parent(s)/guardian(s) of financially dependent or consenting students when academic probation or suspension occurs (unless the student has specified in SIS that parents and/or guardians should not be notified).

Decisions resulting in academic suspension or the placement of a student on academic probation are made by the Academic Standing Committee, which includes members of the Registrar's Office, one of whom chairs the committee; a member of the Dean of Students Office; a member of the Financial Aid Office; the Director of Academic Success Center or their designee; and the Director of the Taylor Center for Equity and Inclusion or their designee.

Academic Probation

When students do not meet the Satisfactory Academic Progress (SAP) standards, their status will be changed from "good" academic standing to "academic probation." Students are **required** to meet with their assigned Success Coach prior to, or at the start of the next semester to complete an academic success plan.

Initial Success Coach Meeting Goals:

1. Explain both SAP standards and Academic Probation requirements.
2. Discuss previous barriers to success; both academic and personal.
3. Identify improvement areas and relevant campus resources.
4. Create individualized SMART goals.
5. Schedule recurring meetings throughout the semester as a time to check in and adjust plans as needed.

Academic Suspension

A student may be academically suspended if the student is on probationary status and fails to achieve minimal academic progress. Minimal academic progress is defined as that combination of course completions and grade points that suggest the probable completion of graduation requirements in four years with at least a 2.00 cumulative grade point average. Such progress is expected to approximate the following scale:

- Cumulative GPA of 2.00 after the completion of 25 credits
- Cumulative GPA of 1.90 after the completion of 17 credits
- Cumulative GPA of 1.80 after the completion of 8 credits

Normally, a student is not considered for suspension unless they have been on probation for at least one semester. The college reserves the right, under extraordinary circumstances, however, to suspend a student who has not been on probation.

Students placed on suspension status may appeal the suspension decision to an appeals board composed of the Dean of the College, the Vice President of Student Life, the Vice President for Community and Belonging, and the Registrar. The appeal must be made in writing and

sent to the Registrar's Office within seven days of the date of receipt of the suspension letter. The decision of the appeals board is final.

Failure to meet minimum academic progress standards may result in academic suspension for one calendar year (two full semesters). All suspended students must apply to the college for readmission. Students who wish to be readmitted to the college should contact the Dean of Students Office at (507) 786-3615 or readmission@stolaf.edu for permission to return and re-entry information. Decisions to readmit students who have been suspended are made by the Readmission Committee, which includes a member of the Dean of Students Office who chairs the committee; a member of the Registrar's Office; a member of the Student Accounts Office; and a member of the Financial Aid Office. The readmission decision will take into consideration the student's history and actions or circumstances that would justify readmission, for example, successful completion of coursework at another institution. Students readmitted to the College after being placed on academic probation will be required to have an Academic Success Plan on file with the Academic Success Center and the Financial Aid Office prior to reinstatement of their financial aid. These students will be required to meet all SAP requirements moving forward after they return to the College.

Changes in Registration, Petitions for Late Changes

Changes in Registration

Students may drop, add, or make changes to the grading option of their courses until the deadline published on the registrar's calendar posted on the Registrar's Office website. Registration changes are submitted by students via the Student Information System(SIS) or via email to the Registrar's Office in certain cases. An unreported drop or withdrawal results in a grade of F in the course. Being on a closed course waiting list does not negate the deadline for adding a course.

Performance studies (music lessons) must be added and dropped through the Music Department Office. If a student drops a performance studies course after the sixth day of the semester, no refund of music lesson fees is given.

Because most music ensembles require an audition, new memberships can only be requested by the conductor. Registration changes for most music ensembles are processed by the Music Organizations Office. Permission from the ensemble's conductor is required in order to change or drop a music ensemble. For more information regarding music ensemble adds, drops, or changes check the Registrar's website.

Changes to registration after the posted deadline are allowed only by petition. Please use the Petition form found on the Registrar's website under Forms & Requests. The date the Registrar's Office is notified of a change in registration, rather than the date the student received instructor permission, determines if the request meets the deadline. The student may appeal the registrar's decision on a petition to the Planning, Policy and Accessibility subcommittee of the Curriculum Committee, whose decisions are final. Students are notified of the decision by email, usually the day the decision is made.

A petition to add or drop a course or to make a change in the grading option is not considered beyond one year following the end of the relevant term. (This practice is consistent with the statute of limitations on notification of a grade error; see grade changes (p. 29).)

Adding Courses

A student may add a course until the deadline specified on the registrar's calendar. No course addition that creates an overload (p. 24) for the term is permitted unless the student submits a petition to overload in SIS and the petition is approved. Additional tuition charges apply for overloads.

A student who has been placed on an instructor's waiting list, and who subsequently gains entry into a previously closed course, must officially add the course in SIS by the posted add deadline.

Note that first-half and second-half semester courses have posted deadlines different from those for semester-length courses. Consult the registrar's calendar.

Dropping Courses

With the exception of cases involving possible honor code violations (see below), a student may drop (withdraw from) any course for which they are registered until the deadline for dropping a course posted on the registrar's calendar. An unreported drop results in an F in the course.

Note that first-half and second-half semester courses have deadlines different from those deadlines for courses that last the entire semester.

If a student drops a performance studies course after the sixth day of the semester, no refund of music lesson fees is given.

A student must be registered for at least three (3.00) credits in order to retain full-time status and to receive veteran's benefits. Four (4.00) full credits are required to maintain certain forms of State of Minnesota financial aid. Degree seeking students dropping below the three credit (3.00) minimum during a semester may lose housing (residence hall) privileges and financial aid. In this situation, students who are considering dropping a course should consult with the Dean of Students Office before taking final action.

Students dropping a Carleton College course for which they are registered should consult the Carleton Inter-Registration (p. 33) in this catalog.

Honor Code/Plagiarism Exceptions

A student under review for an honor code violation may not drop the course in question unless a withdrawal is authorized by the student honor council. A student who is assessed a penalty of failure in a course as a result of an honor system violation or a plagiarism offense is not permitted to drop the course in question.

For more information about the St. Olaf honor system and its procedures and about academic integrity, see The Book. Questions about the honor system should be directed to the Dean of Students Office.

Late Add

Deadlines for adding a course are designated on the registrar's calendar. A course may be added after the posted deadline only via a petition form. The petition form can be found on the Registrar's website under Forms & Requests. The petition form must be signed by the instructor of the course being added, the advisor, and the student.

A student who mistakenly attends a different section of a course from the section registered must petition for a change in registration. The instructor for both sections must verify the error.

A student may not request an incomplete grade for a course added late because of insufficient time to complete the assigned work.

The final day to submit a completed petition to add a course is due no later than the last day of classes of the term in which the course is being taken. Any petition received after the last day of classes will be denied. The student may appeal to the Planning, Policy and Accessibility subcommittee of the Curriculum Committee by resubmitting the original petition to the registrar. Decisions of the committee are final.

A petition to add a course is not considered beyond one year following the end of the relevant term. (This practice is consistent with the statute of limitations on notification of a grade error; see grade changes (p. 29).)

Late Drop (Withdrawal)

Deadlines for dropping a course are designated on the registrar's calendar. A course may be dropped after the posted deadline via a petition form. The petition form can be found on the Registrar's website under Forms & Requests. The petition form must be signed by the instructor of the dropped course, the advisor, and the student.

If a student is dropping a course they never attended, the instructor must verify the absence from the class.

An unreported late drop (withdrawal) results in a grade of F in the course. A course from which a student successfully petitions to late drop (withdraw) following the last day to drop is not removed from the student's record; rather, a notation of withdrawn (W) will be made on the student's transcript.

The final day to submit a completed petition to late drop (withdrawal) a course is due no later than the last day of classes of the term in which the course is being taken. Any petition received after the last day of classes will be denied. The student may appeal to the Planning, Policy and Accessibility subcommittee of the Curriculum Committee by resubmitting the original petition to the registrar. Decisions of the committee are final.

A petition to late drop (withdrawal) a course is not entertained beyond one year following the end of the relevant term. (This practice is consistent with the statute of limitations on notification of a grade error; see grade changes (p. 29).)

Changes in Grading Option (Graded to S/U, S/U to Graded)

Deadlines for changing courses from Satisfactory/Unsatisfactory (S/U) to graded or from graded to S/U are designated on the registrar's calendar. A course may be changed from S/U to graded or from graded to S/U after the posted deadline via a petition form. Petition forms can be found on the Registrar's website under Forms & Requests. The petition form must be signed by the student and the student's advisor, but a signature from the course instructor is not required. The date the Registrar's Office is notified of a change in grading option determines if the request meets the deadline.

A course completed on an S/U basis may not be assigned another type of grade at a later date.

The final day to submit a completed petition to change a course from graded to S/U or S/U to graded is the last day of classes of the term in which the course is being taken. Any petition received after the last day of classes will be denied. The student may appeal to the Planning, Policy and Accessibility subcommittee of the Curriculum Committee by resubmitting the original petition to the registrar. Decisions of the committee are final.

A petition to make a graded to S/U change is not entertained beyond one year following the end of the term in which a course was taken. (This practice is consistent with the statute of limitations on notification of a grade error; see grade changes (p. 29).)

Petitions for Waivers

Graduation requirements are not subject to petition or waiver. See The St. Olaf Curriculum, Graduation Requirements, and Degrees. **(**p. 5**)**

Students may petition for waivers to academic regulations, fees, and college deadlines at any time during the regular academic year; please see Late Add (p. 22), Late Drop (Withdrawal) (p. 22), S/U Changes (p. 22). Petition forms are available from the Registrar's Office and on the Registrar's website under Forms & Requests. A student will

be notified by email when a petition has been acted on. The petition remains in the student's file in the Registrar's Office.

In cases where a petition is denied, the student may appeal to the Planning, Policy and Accessibility subcommittee of the Curriculum Committee by resubmitting the original petition to the registrar.

Decisions of the committee are final. If the student submits an appeal after the committee has finished business for the semester or year, a decision may be delayed until after a vacation or summer break.

Appeals to Curriculum Committee

The Curriculum Committee is a standing faculty committee. In addition to its curricular policy responsibilities, the Curriculum Committee:

1. Establishes academic regulations, recommends procedures, and sets policy for the academic calendar.
2. Hears and acts upon student petitions for exceptions and adjustments to academic regulations, deadlines, and fees. Students have the right to appeal petitions denied by the registrar to the committee by re-submitting the petition to the registrar. If the committee has completed business for the semester or year, decisions may be delayed over a vacation break or summer. Decisions made by the committee are final.

Continuing Education, Part-time, and Non-degree-seeking Students

Continuing Education

St. Olaf College permits enrollment on a part-time basis in most regular college classes at a reduced rate of tuition.

Continuing education students must:

- Be non-degree-seeking;
- Register on a space-available basis;
- Register after all degree-seeking students have registered, with approval from the instructor of the course.

Persons wishing to take courses as continuing education students must obtain and complete the appropriate forms prior to attending class. Any questions should be directed to the Registrar's Office.

Regular degree-seeking students who are registered full- or part-time in the traditional college program are not permitted to take courses at the reduced rate as continuing education students.

Non-degree-seeking Students

Non-degree-seeking students are defined as short-term (one year or less) students who do not plan to graduate from St. Olaf and are usually part-time. High school honor students are one category of non-degree-seeking students; continuing education students are also considered non-degree-seeking students. Anyone not in the categories mentioned above who wishes to register as a non-degree-seeking student must contact the Registrar's Office for forms.

Non-degree-seeking students register after all degree-seeking students have registered, with approval from the instructors of the courses they wish to take.

Non-degree seeking students (that are degree-seeking elsewhere, other than Carleton College) are not eligible for reduced tuition and pay regular (full) tuition and may enroll full or part-time. Tuition must be paid in full on the first day of classes. Tuition for auditing courses is approximately 20 percent of the normal one-course tuition; this tuition applies to full- or partial-credit courses.

For more information see the Non-degree and Special-degree-seeking student procedures webpage.

Part-time Students

Part-time degree-seeking students who intend to graduate from St. Olaf and who wish to register for fewer than three course credits must have permission from the Dean of Students Office to be enrolled part-time.

High School Honors

High school honors students are part-time students from area high schools who may attend one course per semester of their senior year. Acceptance into the program is required.

Definition of a St. Olaf Credit and Course Load

Course

For numerical purposes, the term “course” means 1.00 credit, as distinguished from fractional credits.

Course descriptions are printed in this catalog.

The fully updated class and lab schedule is posted and maintained on the Registrar's Office website. The schedule lists the titles, credit value, OLE Core curriculum attributes, instructor, and meeting place and time of all courses offered during the next academic term. Should a schedule be found in error with regard to course credit, the registrar maintains a master course file for reference and inspection. “1” designates a first-half semester course and “2” a second-half semester course in the class and lab schedule.

Definition of a St. Olaf Credit

For purposes of definition and transfer of credit, each 1.0-credit St. Olaf course is equivalent to 4.00 semester credits or 5.50 quarter credits.

A St. Olaf semester lasts 14 weeks (13 weeks of classes plus a 5-day final exam period). The St. Olaf calendar also includes one four-week January term (formerly called Interim) and two five-and-a-half week summer terms. Regardless of the term, each 1.00 St. Olaf credit course includes, at a minimum, the equivalent of thirty-eight 55-minute instructional hours. Some courses carry additional lab or discussion sessions. Students are expected to devote a minimum of 3 hours outside of class time for every hour in class. Fractional course credits are determined as a proportion of the thirty-eight instructional hours and out-of-class time.

Thirty-five (35) credits are required to complete the baccalaureate degree. A St. Olaf degree is equivalent to a minimum of 140 semester credits or 192 quarter credits. More specific information regarding transfer of credit may be found under "General Policies Governing All Transfer of Credit to St. Olaf College. (p. 38)"

For purposes of financial aid and billing, full-time status is defined as 3.0 St. Olaf credits (the equivalent of at least 12 semester or 16.5 quarter credits); three-quarter time is defined as at least 2.25 St. Olaf credits; half time is defined as at least 1.5 St. Olaf credits; and less than half-time status is defined as fewer than 1.5 St. Olaf credits. See "Financial Aid Program (p. 358)" for further information relevant to federal and state grants.

After students have graduated with a degree, the college will not accept additional courses transferred from other colleges except two courses to complete an additional major.

Course Levels

St. Olaf courses have levels designated by course numbers in this catalog and in the class and lab schedule as level I, II, and III.

Level I courses, numbered 100 through 199, are for the most part introductory to a field or discipline. They exert a demand for only such depth of study, student responsibility, and independence commensurate with initial work at the college level.

Level II courses, numbered 200 through 299, require student independence in the acquisition of material and mastery of techniques and methods above that demanded in level I courses.

Level III courses, numbered 300 through 399, are usually confined to the major and demand control of methods as well as command of basic factual and theoretical knowledge appropriate to the discipline. A student should have at least one level III course in the major; depending on the department, two level III courses may be required.

Performance studies courses are always level I when counted toward the Bachelor of Arts degree. Credit for performance studies courses is counted as upper level (numbered 200 and above) in the principal performing medium for Bachelor of Music degree students only during the junior and senior years.

Courses numbered at level II and level III are referred to as upper-level courses.

Eighteen of the 35 credits required for graduation must be at level II or III.

A course can earn only one level and one credit value. It cannot be raised in level or credit value as the result of extra studies, assignments, or performance. A course with a lower number or credit value cannot, as the result of extra work, become another course of a higher number or credit value because of scheduling conflicts or closed course status.

Course Load and Overload

To be considered full-time, a student, including students receiving veterans' benefits, must be registered for at least 3.00 credits. Four (4.00) credits are required to maintain certain forms of State of Minnesota financial aid.

4.50 credits is the typical, maximum course load allowed from all sources during a semester, and only one course may be taken during January term. Note that a course must be dropped first if an added course would put the student's course load over the allowed 4.50 credits maximum.

A student taking a full load of 4.50 credits with the .50 being a first-half-semester course cannot register for a second-half-semester course unless the student meets the criteria for an overload, below.

Overload

With the permission of the registrar, a student may exceed 4.50 credits during a semester if:

1. The student is a senior, for whom the maximum load is 5.00 credits. The senior year is defined as the two semesters prior to graduation.
2. The student is a junior or a sophomore and, normally, has a 3.60 grade point average over the two previous semesters. The student may then take up to the maximum of 5.00 credits.
3. First-year students are not eligible for course overloads.

There is an additional tuition charge for each quarter credit taken over 4.5 credits. See Additional Fees and Costs (p. 362). The college refund policy also applies for course overloads.

Half-Semester Courses

Drop/add and satisfactory/unsatisfactory (S/U) deadlines for half-semester courses are different from those of full-semester courses. Consult the registrar's calendar on the Registrar's Office website. A student taking a full load of 4.50 credits with the .50 being a first-half semester course cannot register for a second-half semester course unless the student meets the criteria for an overload stated under "Course Loads (p. 24)" in this catalog.

Note that "1" designates a first-half semester course and "2" designates a second-half course in the class and lab schedule.

Music

Requirements for the Bachelor of Arts music major (p. 210) and the degree requirements for the Bachelor of Music (p. 210) are defined only in this catalog. Students should also consult the Music Handbook. Bachelor of Arts music majors must complete 21 credits outside of the major.

Performance Studies Courses (Music Lessons) and Music Organization Participation

Performance studies courses (music lessons) are always level I courses for Bachelor of Arts students.

Performance studies courses (music lessons) are upper-level courses for Bachelor of Music students only in their principal performing medium and only during the junior and senior years.

Generally, performance studies courses are fractional (.25) courses, not full-credit courses. Registration for performance studies courses must be approved by the Music Department. Lessons may be added to or dropped from a student's registration only with a music lesson drop/add slip available from the Music Office. This drop/add slip must be processed by the Music Department academic administrative assistant.

Registration for performance studies lessons may result in an additional fee; see the Music Office for details. If a student drops a performance studies course (lessons) after the sixth day of class, no refund of music lesson fees is made. For information on fees for the combination of performance studies and overload, consult Additional Fees and Costs. (p. 362)

Student participation in campus musical organizations (choirs, orchestras, bands, ensembles, etc.) is not awarded course credit, but it does appear on the official transcript.

Final Examinations

Conclusion of the Academic Term

Each St. Olaf course officially ends at the conclusion of the course's scheduled final exam period. The Registrar's Office establishes a schedule and posts it at least a year in advance on the Registrar's Office website. The schedule for each term states in writing a specific date and time for each course's final exam period. The final evaluation for Active Body (ACB) courses typically occurs on the last day of the class. All in-class final examinations must be administered at the place and time period scheduled for final exams.

Time Limits for In-class Exams

An instructor must formulate examinations so that students can complete them in the scheduled final examination block of time. Faculty and students need to respect this time limit in the spirit of equality and citizenship that produced this constraint.

Student Absence from a Final Examination

An instructor should report any student's absence from a required final examination or failure to submit final evaluative material by the end of the course's scheduled final exam period to the Dean of Students Office as soon as possible. Absence can constitute grounds for a student failing either the final evaluative item or the entire course. The instructor has the discretion in how to factor the absence and any missing, final evaluative material into the course grade with the exception of granting an incomplete.

Student and Family Responsibility

Because final examination schedules are publicly posted well in advance, students and parents/guardians are expected to consult the schedules before making any travel or family plans for upcoming terms and to plan accordingly.

Academic Integrity

All final examinations of any type are subject to the college's Honor Code; all other forms of final evaluation are subject to the college's academic integrity procedures.

Other Means of Final Evaluation:

Performative Final Evaluative Activity

Certain forms of final individual or small-group evaluation (e.g., performance studies [MUSPF] courses, individual oral examinations as part of the course's final evaluative activity, etc.) typically are scheduled individually during a time span between the end of classes and the final examination period. These are scheduled through mutual agreement of the instructor and student(s) involved, taking into account the special function of Reading Day, students' individual workload as each faces other examinations, and the grades-due deadlines (e.g., 24 hours after the end of each course's scheduled final exam time for seniors in the spring semester).

Other Final Evaluative Activity

Other means of evaluation (e.g., final examinations completed electronically, "take-home" examinations, final papers, final projects) substituting for in-class final examinations and not requiring the students' presence at an organized meeting of the course cannot be required to be due prior to the course's designated final exam period and must be due no later than the end of the course's designated

final exam period. If the alternative form of evaluation also includes a formal, required event for the full class in the same place at the same time, that event must be scheduled during the course's scheduled final examination period.

Time Limits for Other Final Evaluative Activity

Instructors are encouraged to establish time limits for take-home examinations, online examinations, etc. Instructors should assign final papers or projects and stage any specified activities in developing them so that completing them during the final examination period should consume no more time than an average student would take to prepare for and take an in-class final examination.

Exceptions to Taking In-class Final Examinations at the Scheduled Block of Time or Place

Disability Accommodations

Accommodations for students with documented disabilities are determined in consultation with the disability and access specialists in the Academic Success Center and the instructor.

Multilingual Student Accommodations

Accommodations for students with certified, special English-language needs are determined in consultation with the Academic Success Center and the instructor.

Special Circumstances

A student is required to take in-class final examinations on the scheduled days unless the department chairs or program directors, in consultation with the course instructors, give the student written permission to reschedule any final examination to other days or times. Student requests for any alternative final examination dates, times, or accommodations for special circumstances must be made in writing on the Special Circumstances form and submitted to the instructor, who passes it on to the appropriate chair or program director. The Special Circumstances form can be found on the Registrar's website under Forms & Requests.

Special Considerations for Final Examination During January Term and Summer Session

Due to time constraints, some academic calendars for January term and Summer Session may include the two-hour final exam period when calculating seat time. During such terms, faculty should require students to take part in an in-class meeting during the scheduled final exam period. The Registrar's Office will indicate the relationship between seat time and final exams on the official final exam schedule for each January term and Summer session term.

Three Final Examinations in a Single Day

Three final examination periods are scheduled per day during the fall and spring semesters' five-day final exam period, but rarely does an individual student have more than two examinations in a day. In the rare instance where a student has three in-class examinations scheduled for the same day, they may request an alternative for one of them by filling out the Petition to Move an Exam to a Different Date and Time form and following the procedure outlined above. The form can be found on the Registrar's website under Forms & Requests.

Since some examination formats require that all students be present in the same room at the same time, faculty members are not obligated to make such an alternative arrangement.

Grades

Grade Reporting

Students have access to their academic records via the Student Information System (SIS).

See St. Olaf College Guidelines for the Release of Student Information under the Family Education Rights and Privacy Act (FERPA) for St. Olaf's policy on release of students' academic information to third parties, including parents.

In compliance with the Family Educational Rights and Privacy Act (FERPA), under no condition can grades be reported by telephone or to third parties, including parents, without specific written and signed authorization by the student.

Graded and Ungraded Credits

A minimum of 24 graded credits out of 35 credits is required for graduation. Graded credits are credits awarded via courses taught by St. Olaf faculty. In most cases, these courses are taught on campus or through approved St. Olaf study abroad and away programs. A course taught at another institution by a St. Olaf faculty member also counts as a graded credit.

Credits transferred from PSEO, CIS, AP, IB, and Cambridge A Level do not reduce the number of graded credits required.

The graded credit requirement is reduced by scale in the following instances:

1. A student is admitted and matriculates at St. Olaf as a transfer student; see scale below.
2. Credits are transferred into St. Olaf from another institution following matriculation at St Olaf. Exception: credits taken on a study abroad or away program through another institution (not a St. Olaf approved program) will not reduce the number of graded course credits required for graduation.
3. Credits transferred from PSEO, CIS, AP, IB, and Cambridge A Level do not reduce the number of graded credits required.
4. St. Olaf approved study abroad and away programs totaling one semester (or less) will not reduce the number of graded credits required. When a student studies abroad or away through a St. Olaf approved program, the graded credit requirement is not reduced for January Term Exchange, summer, or one-semester length programs. A course taught by a St. Olaf instructor on a study abroad or away program is considered a graded course and counts toward the 24 required if taken for a letter grade.
5. St. Olaf approved study abroad and away programs totaling two semesters (or more) in length will reduce the number of graded credits required. The 24-graded-course requirement is reduced as follows:
   Nine equivalent course credits earned abroad or away—four graded course credits reduced (24 to 20)
   Eight equivalent course credits earned abroad or away—four graded course credits reduced (24 to 20)
   Seven equivalent course credits earned abroad or away—three graded course credits reduced (24 to 21)
   Six equivalent course credits earned abroad or away—three graded course credits reduced (24 to 21)

The following reduction scale by course quantity is used if not all course work is taken at St. Olaf (including non-approved study abroad or away programs):

St. Olaf Courses Taken	St. Olaf Graded Required
34	23
33	22
32	22
31	21
30	20
29	20
28	19
27	18
26	18
25	17
24	16
23	16
22	15
21	14
20	14
19	13
18	12
17	12

Grade and Marking System

Final letter grades and their corresponding grade point values are listed below along with short descriptions at each grade level. The descriptions give students, faculty, graduate schools, and employers of St. Olaf graduates a general sense of the gradation of academic expectations at a glance.

The benchmarks below are meant only as a guideline for St. Olaf faculty and students. Individual faculty members are free to grade according to their own systems; students should consult with their professors for accurate information about course requirements and expectations.

Grade and marking systems vary on St. Olaf approved study and away programs. See The Smith Center for Global Engagement for more information.

Benchmarks	Description	Grade	Grade Point
Superior Achievement	Outstanding	A/A+	4.0
	Excellent	A-	3.7
Good Achievement	Very Good	B+	3.3
	Good	B	3.0
	Generally Good	B-	2.7
Adequate Achievement	Satisfactory	C+	2.3
	Sufficient	C	2.0
	Marginal	C-	1.7
Limited Achievement	Poor	D+	1.3
	Very Poor	D	1.0
	Extremely Poor	D-	0.7

Inadequate Achievement	Failure	F	0.0
For P/N courses	Meets course expectations	P	no grade points
	Fails to meet course expectations	N	no credit
For S/U courses	C- or higher	S	no grade points
	D+ or lower	U	no credit
Withdrawals		W	no credit
Incomplete		I	no credit
Audits	Successful Audit	AU	no credit
	Unsuccessful Audit	UA	no credit

Grade Benchmark Achievement Levels

Superior achievement (A level)

The grade of A recognizes exceptional performance and achievement that exceeds course expectations and consistently demonstrates, where applicable, many of the following characteristics:

- Thorough, deep, and mature understanding.
- Genuine comprehension, insight, and synthesis.
- Significant mastery of challenging topics and issues.
- Extensive familiarity with relevant literature and previous work.
- Highly developed communication skills.
- Thorough preparation and extensive, thoughtful class participation.
- Integration of knowledge, concepts, and principles across disciplines.
- Originality of analysis and interpretation.
- Technical competence in skills and procedures.
- Precision of ideas and clarity of expression.
- Thinking that is independent, creative, and focused.
- Understanding of nuance and subtlety.
- Consistent coherence in argument and discussion.

Students who receive the grade of A consistently demonstrate, where applicable, the ability to:

- Analyze arguments using specific examples and original sources.
- Think logically, draw inferences, and make predictions in complicated situations.
- Communicate reasoning clearly and concisely.
- Think abstractly.
- Identify strengths and weaknesses in arguments, policies, and practices.
- Integrate information to draw well-founded conclusions.
- Connect course content to issues of other courses and world affairs.
- Use models appropriately; recognize their strengths and accommodate their inherent limitations.
- Foresee and evaluate consequences of proposed policies and actions.
- Use technology creatively and effectively.

Good Achievement (B level)

The grade of B recognizes work that meets course expectations and typically demonstrates, where applicable, many of the following characteristics:

- Clear understanding without much originality.
- Competent grasp of course materials and subject matter.
- Familiarity with relevant literature.
- Competence in communication skills.
- Regular preparation for and participation in class.
- Integration of course knowledge, concepts, and procedures.
- Some evidence of critical and creative thought.
- Clear connections between inferences and evidence.
- Care in the use of evidence and quotations with only occasional thinness in argument, detail, or precision.

Students who receive the grade of B typically demonstrate, where applicable, the ability to:

- Extend ideas by connecting with personal experiences, reading, or world events.
- Analyze data in various forms and from varied sources.
- Utilize information to explain events, draw conclusions, and apply results.
- Present comprehensive answers in a clear and logically correct style.
- Understand and compare various models.
- Distinguish inputs from outputs and causes from effects.
- Recognize consequences of complex interactions.
- Use technology effectively.

Adequate Achievement (C level)

The grade of C recognizes work that is sufficient to prepare for continued study in the field and generally demonstrates, where applicable, some of the following characteristics:

- Adequate grasp of course concepts.
- Partial mastery of knowledge and skills required for understanding.

- Incomplete familiarity with relevant readings or references.
- Writing that lists facts rather than develops well-reasoned arguments.
- Frequent neglect of important information.
- Partial appreciation of the meaning or implications of a question.
- Answers that are insufficiently developed.
- Minimally complete assignments with many areas for improvement.

Students who receive the grade of C generally demonstrate, where applicable, some ability to:

- Assimilate and communicate simple knowledge and procedures.
- Extend ideas by making simple inferences.
- Make connections among and draw conclusions from course concepts.
- Interpret simple information provided in various formats.
- Organize and display data in tables and graphs.
- Use technology competently.

Limited Achievement (D level)
The grade of D indicates a lack of readiness to continue in the field. Students' work usually demonstrates, where applicable, some of the following characteristics:

- Minimal understanding of the subject matter.
- Poorly developed communication skills.
- Inability to apply subject matter understanding in other contexts.
- Little evidence of critical or creative thinking.
- Lack of apparent seriousness.
- Frequent carelessness in fulfilling assignments.

Inadequate Achievement (F)
The grade of F indicates that course work is insufficient to merit academic credit. Students who receive an F usually demonstrate some of the following characteristics:

- Inadequate understanding of subject matter.
- Inadequate or inconsistent preparation.
- Frequent failure to complete assignments in a timely manner.
- Little evidence of critical thought.
- Very poor communication skills.
- Frequent misunderstanding of facts or references.
- Little or no analysis.
- Confused or incomprehensible writing.
- Little or no work offering evidence that course objectives have been met.

Grade Point Average

A grade point average of C (2.00) is required for graduation.

The grade point average (GPA) is based upon final grades for all course work taken at St. Olaf as well as for grades earned through inter-registration at Carleton College.

Grades and grade points for courses transferred from other institutions are not computed in the St. Olaf grade point average. Graded courses from St. Olaf approved study abroad and away programs are not computed in the grade point average unless the course is taught by a St. Olaf instructor.

S/U or P/N grades and credits earned through Advanced Placement (AP), Cambridge A Level Exams, International Baccalaureate (IB), College in the Schools (CIS), Post-Secondary Education Option (PSEO), or other pre-college credit are not computed in the grade point average.

The grade point average shows two decimal places (3.15, 2.36, etc.) and is never rounded up or down. It is determined by dividing the total number of St. Olaf and Carleton graded courses into the total grade points.

A course taken prior to graduation but repeated following graduation does not change the student's final GPA.

Grade Points by Course Credit

Grade/ Credit	1.00	0.75	0.50	0.25
A	4.00	3.00	2.00	1.00
A-	3.70	2.77	1.85	.92
B+	3.30	2.47	1.65	.82
B	3.00	2.25	1.50	.75
B-	2.70	2.02	1.35	.67
C+	2.30	1.72	1.15	.57
C	2.00	1.50	1.00	.50
C-	1.70	1.27	.85	.42
D+	1.30	.97	.65	.32
D	1.00	.75	.50	.25
D-	.70	.52	.35	.17

Grade Changes

Grade changes must be initiated within one year by the instructor issuing the original grade, either because the instructor notices the error or following a student inquiry. The intended purpose of the grade change procedure is to correct an instructor's computational or other error in reporting a grade, not to represent additional work on the part of the student. The only allowable grade changes based on additional student work require formal approval of an incomplete (p. 30).
The instructor (both instructors of a team-taught course) submits a grade change request to the registrar for consideration. If the request is approved, the Registrar's Office informs both the student and the instructor.

Students wishing to appeal a grade must write a letter of appeal to the chair or director of the instructor's department or program. Students

wishing to appeal a grade for an approved study abroad or away program/course not taught by a St. Olaf instructor must contact The Smith Center for Global Engagement for appeal procedures.

P/N Courses (Pass/No-Pass)

P/N credits are earned in courses that are offered only P/N. In other words, every student taking the course is doing so on an ungraded basis. This differs from S/U grades (see below) where each student in a course may elect to take the course graded or ungraded. Courses offered only on the P/N basis, if so designated, may fulfill OLE Core curriculum requirements. P/N courses are indicated in the class and lab schedule.

Courses taken on study abroad and away programs that do not offer students the option of taking the course for a grade will be added to the St. Olaf transcript as P or N upon receipt of the transcript.

S/U Option (Satisfactory/ Unsatisfactory)

The intent of the S/U option is to allow students to explore areas in which they have an interest, without the grade counting in their grade point average. Students participating in approved study abroad and away programs must consult The Smith Center for Global Engagement if they wish to take a course on an S/U basis. All formal requests for a change in grade basis must be made in writing.

All graded courses are open to the S/U option as distinguished from P/N (pass/no-pass) courses where the ungraded option is mandatory. Neither an S nor a U grade figures into the grade point average. An S is awarded for a grade of C- or higher; a U is awarded for any grade of D+ or lower. A student awarded a U grade receives no credit for the course. A U grade cannot be assigned another type of grade at a later date.

Students should exercise caution in choosing to take courses on an S/U basis. Some graduate schools, for example, assume that a grade of S replaces a C or C-.

S/U Provisions for All Students:

Students may take up to 6 credits on an S/U basis as long as the 24-graded-course graduation requirement is met.

Of credits taken to meet OLE Core curriculum requirements, only .25-credit courses may be taken on an S/U basis. 1.00- or .50-credit courses taken S/U **do not fulfill** OLE Core curriculum requirements.

A maximum of one 1.00-credit course taken S/U may count toward the minimum requirements for a major or an interdisciplinary concentration. Individual departments/programs may have stricter rules.

Students may elect to change the grading option from graded to S/U or from S/U to graded through the deadlines designated at the Registrar's Office as posted on the registrar’s calendar.

Credits taken S/U on St. Olaf study abroad and away programs count toward the 6 S/U credits allowed. This use of S/U is distinguished from study abroad and away courses offered P/N only.

Students transferring to St. Olaf or transferring work taken at other institutions after entering St. Olaf may be subject to additional S/U restrictions and should consult with the registrar in advance.

A course credit completed on an S/U basis may not be assigned another type of grade at a later date. If a student receives an S grade in a course, that course may **not** be repeated regardless of the actual reported grade.

No indication of S/U registration is made on an instructor’s class list.

Incompletes

A student initiates a request for an incomplete to their faculty member. If the faculty approves the request, the faculty member submits the request to the Dean of Students Office for approval. Incompletes are granted primarily for documented medical reasons and may not be issued by an instructor without prior approval from the Dean of Students Office.

The Dean of Students Office grants an incomplete only if there is a distinct possibility of and commitment to finishing the course no later than four weeks after the last day of class in the term in which the incomplete was granted. The deadline may be extended due to extenuating circumstances with approval from the instructor issuing the incomplete and the Dean of Students Office.

The official grade for an incomplete should be submitted to the Registrar’s Office in SIS no later than one week after the due date or the incomplete automatically becomes an F. A student cannot drop an incomplete course from the record at a later date to avoid a failing grade. A student who adds a course after the posted deadline may not apply for an incomplete because of insufficient time to complete the assigned work. A student who has been granted an incomplete in a course cannot subsequently finish the course with similar course credit transferred from another college.

A student with an incomplete on their academic record may participate in commencement if they have met all other requirements for graduation.

Only in the most extraordinary circumstances are incompletes allowed on St. Olaf approved study abroad and away programs not led by a St. Olaf faculty member. Many non-U.S. colleges and universities are not familiar with the practice of giving incompletes, and constraints having to do with distance and time make it very difficult to follow up on incompletes. Consequently, students studying on approved study abroad and away programs should not anticipate being able to avail themselves of this option.

Graduation and Commencement

Degrees and Degree Completion

See The St. Olaf Curriculum, Graduate Requirements, and Degrees (p. 5).

Senior Audit

Every fall, the Registrar's Office conducts a degree audit review for each senior in order to track progress toward graduation. Students are notified of any outstanding degree requirements at that time.

Graduation Application

In January, students who anticipate completing all degree requirements during that calendar year must submit a graduation application to the Registrar's Office through SIS.

Participation in Commencement

St. Olaf holds its annual Commencement ceremony each May. Only seniors may walk in Commencement, and only one time. Those students who have completed all degree requirements will receive their diploma at Commencement. Those students who walk at Commencement but have not yet completed all degree requirements will receive their diploma upon completion. Honor designation and graduating grade point average will be finalized on the date of official graduation.

Diploma

A diploma is issued to each member of the graduating class at Commencement under the following conditions:

1. All requirements for the Baccalaureate degree have been successfully completed.
2. The recipient has no outstanding financial obligations to the college.

There is a fee for replacing a diploma. Contact the Registrar's Office (registrar@stolaf.edu) to order a replacement diploma.

Posthumous Degrees

Posthumous degrees provide St. Olaf College with an established avenue for recognizing the academic achievement of students who have completed all or nearly all of their degree requirements but died before graduating. The College may award a posthumous degree to students with senior classification, who are enrolled, or on an approved leave, and who have completed a significant amount of their coursework to warrant the academic award at the time of death. Requests must be approved by the Department Chair, the Associate Dean, the Provost and Vice President for Academic Affairs, and the College President.

Leave of Absence, Withdrawal

Leave of Absence

A student in good academic standing may apply to the Dean of Students Office for a leave of absence. An approved leave provides the student with the right to return to St. Olaf without re-applying to the Office of Admissions. For students who are granted a leave of absence for medical reasons, the Dean of Students Office may require documentation from a healthcare provider indicating the student is prepared to return to St. Olaf.

The leave of absence provides the student with the opportunity to register for future St. Olaf courses at the normal time of registration in a given semester. In addition, a student planning to return after a leave of absence may participate in room draw at its regular time either through a proxy or in person.

The leave of absence agreement requires that returning students make the minimum tuition deposit at least four weeks prior to registration or room draw and to notify the Registrar's Office (in cases of registration) and the Dean of Students Office (in the case of room draw) of their intention to return to St. Olaf.

The college reserves the right to deny re-admission when intervening circumstances warrant such denial.

Please consult the Dean of Student's Readmission webpage for more information.

Withdrawal from St. Olaf

A student's request to withdraw from St. Olaf must be processed through the Dean of Students Office.

- If the withdrawal occurs prior to the last day to drop a course for the term, all courses are removed from the student's SIS record and official transcript;
- If the withdrawal occurs after the last day to add a course, consistent with current practice for drops, all courses are removed from the student's SIS records and official transcript and the following notation is added to the transcript: Registered mm/dd/yyyy Withdrew mm/dd/yyyy
- If the withdrawal occurs following the last day to drop a course for the term, the student receives a grade of W (Withdrew) for all courses.

Administrative Withdrawal

Students are expected to be properly registered for courses and to abide by drop/add and late registration changes according to all existing procedures in the *St. Olaf Academic Catalog* and all officially posted deadlines and to attend all courses in which they are enrolled.

In certain circumstances, a student may be administratively withdrawn from their courses. While the college reserves the right in each instance to determine when administrative withdrawal appears appropriate, normally this process can be initiated after the following conditions have occurred:

- The student is not attending courses for which they are registered, or attendance and work for the courses are erratic;

- The student does not respond appropriately or at all to reasonable requests from faculty, Dean of Students, and/or other college personnel for explanation of non-attendance.

The process of administrative withdrawal normally proceeds as follows:

- Based on the above considerations, the Dean of Students Office, in consultation with faculty and other relevant college personnel, identifies the student for consideration for administrative withdrawal.
- The Dean of Students Office attempts to make written contact with the student, giving the student a one-week warning of impending administrative withdrawal, including its reasons and consequences.
- If the student is classified as a dependent student on the tax returns for their parent(s) or if the student has otherwise authorized disclosure of educational records to their parent(s)/guardian(s) under FERPA, the college notifies the student's parent(s)/guardian(s).
- If the student responds on or before the end of the week's warning, the Dean of Students Office meets with the student to determine whether the student desires to withdraw from enrollment with the college, and if not, any conditions for the student's continued enrollment with the college.
- If the student does not respond on or before the end of the week's warning, the provost, the registrar, and the dean of students, or their designee, will meet to determine the conditions of withdrawal and the actions the student must take in order to be readmitted to the college. These conditions are spelled out in a letter sent to the student. If deemed authorized under FERPA, the letter will also be provided to the student's parent(s)/guardian(s).

If a student is administratively withdrawn from courses, the normal rules (p. 31) apply to the transcription of the term in question.

The letter detailing the student's administrative withdrawal is placed in the student's academic file in the Registrar's Office and in the Dean of Students Office.

Returning to St. Olaf after an Absence

Many students decide to return to St. Olaf after an absence or leave. Contact the Dean of Students Office, (507) 786-3615 or readmission@stolaf.edu, for permission to return and re-entry information.

Please consult the Resident Life Closing Procedures webpage for more information.

Registration and Course Enrollment

Registration

A student must be officially registered through the Registrar's Office in order to earn credit(s) for their St. Olaf courses. Informal arrangements, including section changes, between a student and an instructor do not constitute official registration. The presence of a student's name on a class list in Moodle (the college's course management tool) does not constitute official registration in the course. Registration does not go into effect until the student has made arrangements for financial charges with the Business Office.

Specific registration dates are posted on the academic calendar and on the Registrar's Office website. Advisors electronically authorize students to register. Students participating in study abroad and away programs are registered for the program by The Smith Center for Global Engagement (p. 36). If the program includes a January term registration is made at both the semester and the January term registrations. Note that students must have settled their tuition bills with the Business Office to be able to register for a term.

Students register via the Student Information System (SIS). Semester registration order is based on anticipated graduation date. Priority for January term registration is given to first-year students, who are required to register for a January term course. For registration purposes, and to ensure equity for all students, first-year students will remain in the first-year student registration pool throughout their first year at St. Olaf. Failure to register during the registration period may result in a limited selection of courses. Continuing education students, high school honors students, and other "special admit" students register with the Registrar's Office after all degree-seeking students have registered.

Students should consult the Student Information System (SIS) to verify the courses for which they are registered and to review their degree audits. Schedule errors and/or corrections to the record should be made immediately at the Registrar's Office window. Students are also responsible for reading and understanding the academic regulations in this catalog and are urged to consult the catalog regularly.

During registration, courses may be closed to additional enrollment by the department chair or program director. Thereafter a student may only add the course with the permission of the instructor.

A wait list to enroll in a course closed at registration is an informal arrangement between a student and the instructor of the course. The arrangement does not constitute enrollment in the course, nor does it negate the college-wide deadline for adding a course. It does not constitute a promise on the part of the college that a closed course will be open at a later date. Departments/programs or individual instructors, not the Registrar's Office, maintain wait lists for their courses following registration.

The fully updated class and lab schedule is posted and maintained on the Registrar's Office website. The schedule lists the titles, credit value, OLE Core curriculum attributes, instructor, and meeting place and time of all courses offered during the next academic term. Should a schedule be found in error with regard to course credit, the registrar maintains a master course file for reference and inspection.

Proxy Registration

Students who are unable to access the Student Information System (SIS) during registration should contact the Registrar's Office.

Auditing Courses

All persons attending, auditing, or participating in a program of instruction must officially register with the college. Permission of the instructor and the registrar is required to audit a course. A student auditing a course participates in the class activities only at the invitation of the instructor. Students are discouraged from seeking to audit courses that involve performance, lab work, discussion sessions, or extensive use of equipment such as studios, gymnasia, and computers. In the case of science courses with attached labs, students may audit the course but not the lab. Students auditing a course take exams or hand in written work only at the direction of the instructor.

Students may

- Take a course for credit after auditing it.
- Audit a course after taking the course once for credit.
- Audit a course more than one time.
- Audit a maximum of one full credit beyond a full 4.50 course load.
- Audit a January term course if not registered for a different January term course, provided they meet the graduation requirement of three completed January term courses in addition to the audited course.

Students may not

- Subsequently earn credit for a course by special examination after auditing the same course.
- Register for credit through petition for courses where tests and evaluations are used to establish an early grade pattern after the add deadline has passed.
- Audit a January term course if concurrently registered for a different January term course.
- Audit an IS/IR, internship, or music lesson.
- Audit summer school courses.

A person wishing to audit a course must have the permission of the instructor at the time of entering the course and should negotiate the conditions necessary for completion of the audit with the instructor at that time. A Course Audit Application form, available from the Registrar's Office and on the website, is to be completed by the student and the instructor together and returned by the student to the Registrar's Office no later than the last day to add a class for the semester in which the course is being offered. Changing a course from graded to audit requires completion of the Course Audit form and must be submitted by the last day to drop a class or make a change in the grading option. A properly documented audit is entered on the auditor's transcript with a notation of AU. Audits are not awarded course or graded credit nor do audits fulfill graduation requirements in whole or in part. An unsuccessful audit occurs when the student does not complete the plan set forth on the audit form. An unsuccessful audit appears on the transcript with a notation of UA. Students who choose to audit a course other than registered full-time St. Olaf students or staff will be required to pay 20 percent of the current tuition charge per course.

Carleton Inter-registration

Full-time, degree-seeking St. Olaf and Carleton College students may enroll in courses on either campus. Neither part-time students nor non- degree-seeking students may participate in the inter-registration arrangement. Inter-registration is limited to one course per term. A Carleton course must be approved by the Carleton instructor, St. Olaf Registrar, and Carleton Registrar for the St. Olaf student to be registered and for credit to be awarded (see procedure below). Carleton course grades are computed in the St. Olaf grade point average.

For a student to receive 1.00 St. Olaf credit for a Carleton course, the Carleton course must carry at least six Carleton credits (Carleton/St. Olaf credit equivalencies: 1 Carleton credit = 0 St. Olaf credits; 2 Carleton credits = .25 St. Olaf credit; 3 or 4 Carleton credits = .50 St. Olaf credit; 5 Carleton credits = .75 St. Olaf credit; and 6 Carleton credits = 1.00 St. Olaf credit).

Registration for a Carleton winter term course is considered a full St. Olaf January term load (1.0 St. Olaf credit). A student must register for a 6.00-Carleton-credit course to be eligible. A St. Olaf student may not simultaneously register for a St. Olaf January term course.

A student wishing to apply a Carleton course to their major should consult with the appropriate St. Olaf department chair or program director before completing the inter-registration procedure. A student wishing to apply a Carleton course toward their OLE Core curriculum requirements should include the specific OLE Core curriculum attribute on the inter-registration form along with the course description and syllabus. To fulfill an Active Body requirement with a Carleton physical education course, the student must be inter-registered. While the course will count toward the Active Body OLE Core curriculum requirement, no credit will be awarded toward the total number of credits required for graduation.

Note that St. Olaf students may not register for an independent study or independent research with a Carleton faculty member. St. Olaf students may not audit Carleton courses. As a general rule, Carleton will not inter-register St. Olaf students for Carleton courses which are routinely taught at St. Olaf.

Seniors must be aware that Carleton grades from spring term courses are not reported until after St. Olaf's commencement ceremonies. Taking a Carleton course during the spring semester of the senior year will affect the student's graduation status.

Inter-registration procedures:

To add a Carleton course:

1. Contact the Carleton instructor to inquire about registering for the course. A form is required for each Carleton term.
2. Submit the completed St. Olaf/Carleton Inter-Registration form to the St. Olaf Registrar's Office by the Carleton add deadline. The form can be found on the Registrar's website under Forms & Requests.
3. The St. Olaf Inter-Registration coordinator will contact the Carleton Registrar's Office indicating approval or denial. The student will be notified via email.

To drop a Carleton course:

1. Obtain written permission from the Carleton instructor and submit it to the St. Olaf Registrar's Office by the Carleton drop/late drop deadline.
2. The St. Olaf Inter-Registration coordinator will contact the Carleton Registrar's Office.

Independent Study/Independent Research

Independent work is a privilege to be extended only if those involved agree the student is prepared to benefit, that the proposal is well-planned, and that there is previous course work in the area to give credence to independent study. The following regulations apply:

1. Proposals for 1.0, 0.5 and 0.25 course credits will be considered.
2. The total work done for a 1.0 independent study or independent research course shall approximate that expected for a regular 1.0 credit course. For 0.5 or 0.25 credit IS or IR, the amount of work should be reduced proportionally.
3. A student may not substitute an independent study/independent research course for a course regularly offered in a department or program. Ordinarily, prerequisite coursework will have been completed in the area of the independent study/research.
4. Independent study/independent research may fulfill an elective credit.
5. Independent study/independent research may count toward a major with departmental approval but may not fulfill OLE Core curriculum requirements, except for OLE Experience in Practice if approved.
6. First-year students may not take an independent study/independent research course.
7. A student may take up to a total of three independent study courses. A student may also take two independent research courses in each field in which they have completed five courses. Independent study is registered by department or program as 298, level II. Independent research is registered as 398, level III.
8. Independent study/independent research courses must be supervised by a St. Olaf faculty member. The exception is already-established independent courses or study service through approved St. Olaf study abroad/away programs. Normally, a faculty member may not supervise more than two independent study, independent research, or internship courses per term.
9. Applications for independent study/independent research are available at the Registrar's Office window or on the Registrar's website under Forms & Requests. Completed forms must be received in the Registrar's Office by the last day to add a class. Several signatures are required. Students must complete and return the form before they will be registered for the independent study/independent research. Once it is approved by the registrar, the registration appears on the SIS.
10. Students on non-St. Olaf study abroad/away programs do not receive credit for independent study/independent research.

Questions about independent study/independent research should be directed to the registrar.

January Term

The January term (formerly Interim) is a four-week period of intensive study in one area. January term provides an opportunity for instructors and students to focus their entire attention on one course for a full month and offers a time for single-minded study in depth. It is a time when unique teaching and learning styles may be utilized in traditional courses or when unique subjects may be studied in study abroad or away locations. Upper-class students may pursue, with guidance of a faculty member, independent study projects or internships on- or off-campus during January term. St. Olaf upper-class students may participate in the January term exchange program through certain other 4-1-4 colleges that agree to the terms of the exchange agreement. See the section below entitled January Term Exchange.

Specific regulations as they apply to January term include:

1. Three completed January terms are required for graduation. Transfer students admitted with at least sophomore standing must complete two January terms (p. 34).
2. First-year students must register for a January term course unless they have prior approval from their class dean.
3. Students may take only one course or program of instruction during January term. For example, St. Olaf students enrolled in a winter term course at Carleton are not permitted to enroll in the St. Olaf January term. The Carleton course equals a full January term load. Students enrolled in a January term course or program cannot audit another course for the purpose of having a second transcript entry, e.g., "successful audit."
4. Departments and interdisciplinary programs have varying requirements concerning the use of January term courses in the major or to fulfill graduation requirements. Students should consult the department or program, this catalog, and the online January term Class and Lab Schedule.
5. Students may complete one of the three January term requirements through participation in a St. Olaf-approved study abroad or away program if the dates of the abroad or away program preclude successful completion of a separate January term course.
6. If a student cannot complete the three January term requirement, they should petition the registrar for alternative ways to satisfy this requirement.

January Term Exchange

St. Olaf accepts January term exchanges only from 4-1-4 colleges with which it has an exchange agreement and only if the January term is at least 3.5 weeks in length. January term exchange courses earn elective credit, may earn OLE Core curriculum credit if approved, and may qualify for certain majors. Applications, available at the Registrar's Office window, must be approved by the registrar. The student/applicant may check the college's website for information about courses.

First-year students may not participate in a January term exchange.

A January term exchange course must be taken for a letter grade, but grades earned at other colleges through January term exchange are not computed in the St. Olaf grade point average.

Students who participate in a January term exchange are not entitled to a refund of January term tuition or room. A student must apply for a board credit through the Business Office before leaving campus. No credit will be given once January term begins.

Questions regarding a specific exchange and about course credit from a January term exchange should be directed to the registrar.

Internships

An academic internship is a planned, supervised, experiential learning project integrating study and practical work. As a credit-bearing experience it allows students to acquire and apply knowledge through direct experience in a field related to their academic program. The academic internship is intended to integrate on-site learning with the knowledge base of a related discipline. Academic integrity is assured through established department/program criteria, faculty supervision, an academic internship learning plan, and guidance from The Piper Center for Vocation and Career.

The following regulations govern academic internships:

1. To assure that a proposed academic internship is credit-worthy, a student must complete a learning plan in advance of the internship. A form for a learning plan is available online at The Piper Center for Vocation and Career website.
2. Credit for an academic internship will be granted only when the academic internship is completed in conjunction with a St. Olaf academic program.
3. Each academic internship must have a St. Olaf faculty supervisor and an on-site supervisor. There must be ongoing communication among the college, the student, and the on-site supervisor during the academic internship to assure fulfillment of the learning plan.
4. An academic internship as outlined in a learning plan must be approved by The Piper Center for Vocation and Career and by the faculty supervisor. Approval by the department chair or program director is needed for the academic internship to be counted toward a major.
5. A student may register for an academic internship only after The Piper Center for Vocation and Career approves the learning plan.
6. Each academic internship must include both practical work experience assigned by the on-site supervisor and complementary academic work assigned by the St. Olaf faculty supervisor as outlined by the learning plan. The faculty supervisor and site supervisor may not be the same person. Any exceptions must be approved by the registrar in consultation with The Piper Center for Vocation and Career. Normally, a faculty member may not supervise more than two independent study, independent research, or internship courses per term.
7. A student may enroll for an academic internship as either a level II (294) or level III (394) course, using criteria established by individual departments or programs. At the discretion of an individual department, a student may take a second internship with the same number in that department, provided it has a different focus.
8. A student may be paid for work done during the academic internship.
9. The academic internship experience must be evaluated by the St. Olaf faculty supervisor, with input from the on-site supervisor.
10. Proposals for internships bearing a full (1.00), one-half (0.5), or one-quarter (0.25) course credit will be considered.
11. Academic internships are offered P/N only.
12. Academic internships can only fulfill the OLE Experience in Practice attribute. Other OLE Core attributes cannot be fulfilled through internships.
13. Consideration of transfer of academic internship credit from another institution will follow the transfer credit policy for matriculated students. (p. 38)
14. No more than three (3.00) academic internship credits may apply to a St. Olaf degree.
15. A student must register for an academic internship prior to or during the term for which the student receives credit.
16. The academic internship experience (on-site work in addition to academic work) must total 160 hours, with a minimum of 120 hours on site for a one-credit internship; 100 hours, with a minimum of 80 hours on site for the one-half-credit internship; and 65, hours with a minimum of 55 hours on site for the one-quarter-credit internship.

Credit	Total Hours	Hours Devoted to Academic Activities Assigned by Faculty Supervisor	Hours Devoted to Internship
1.0	160	40	120
0.5	100	20	80
0.25	65	10	55

17. Each department or program sets guidelines for approved experiential learning activities and may therefore choose to offer either full-credit (1.00), half-credit (0.5), or quarter-credit (0.25) internships as part of its curriculum.
18. The registration process for internships during summer sessions must be completed by June 1.
19. First-year students may not register for an academic internship.
20. Academic internship credit is not awarded retroactively.

Study Abroad and Away Programs

See The Smith Center for Global Engagement's Study Abroad and Away (p. 36) Programs.

Repeating a Course

A course may be repeated only once, and only under certain circumstances:

- The grade earned from the first attempt must be C- or below, U (unsatisfactory), or N (no credit).
- A course that served as a prerequisite for a subsequent course that the student has successfully completed may not be repeated.
- A course completed at St. Olaf may be repeated only at St. Olaf; a course cannot be transferred to St. Olaf from another institution and count as a repeated course.
- If a course receives an S credit, it may not be repeated regardless of the actual reported grade. If a course receives a U credit, it may be repeated on either an S/U or graded basis.
- **A course earns only one credit once completed with a passing grade of S or D- or higher. While each course attempt remains part of the permanent record, only the last grade is computed into the grade point average.**
- Only the most recent course (credit and grade) is used in determining whether or not a prerequisite has been met. Courses with grades of F or U do not qualify as having met a prerequisite.

There are a few courses that are considered “allowable repeats.” See individual department/program course listings. If a course may be

repeated, the course description indicates so. Topics courses may be repeated if the topic is different each time.

For other special repeat permissions, contact the department chair.

Summer Session at St. Olaf

The St. Olaf College summer session consists of two five-and-one-half-week terms. A student may take a maximum of 2.50 credits, for a total of 5.00 credits during the two terms of summer session.

Course descriptions, costs, and other details are available online. Questions about summer session programs, credits, and registration should be directed to the Registrar's Office.

A non-refundable deposit must be paid before a student is permitted to register for summer courses.

See "Financial Aid Program (p. 358)" for further information relative to federal and state grants during summer sessions.

Veterans Benefits

The Veterans Benefits and Transition Act of 2018 added a provision to 38 USC 3679 that requires schools to allow eligible beneficiaries to attend class without penalties while awaiting payments from the VA. Contact the Registrar's Office at registrar@stolaf.edu or 507-786-3015 with any questions.

The Smith Center for Global Engagement

St. Olaf offers a rich variety of study abroad (international) and study away (U.S.) programs in the United States and abroad in Africa & the Middle East, Asia, Australia & New Zealand, Europe, North America, and Central & South America. Program options are listed in this catalog (p. 342) and on the Smith Center for Global Engagement application website. Specific questions should be directed to Smith Center staff or to the faculty advisor of each study abroad/away program.

Eligibility

Study abroad and away opportunities are available to students who meet the requirements of the host institution and/or any St. Olaf prerequisites. Certain programs have limitations based on a student's class year; others are open to all sophomores, juniors, and seniors. Study abroad and away programs are closed to first-year students with the exception of certain January Term programs. A first-year student may apply during the first year for participation in the sophomore year (including the summer following the first year). Students must be in good academic and disciplinary standing to participate in study abroad and away; students on academic probation may apply to participate but must be declared off probation by the end of the semester prior to planned study abroad or away.

Registration

Students participating in study abroad and away programs will be registered by Smith Center staff after each student has applied and been admitted. In order for a student to receive academic credit for study abroad or away sponsored by an institution with which St. Olaf has a program relationship, approval and registration must be completed in advance through St. Olaf College. While abroad or away, students who are unable to access the Student Information System (SIS) during registration should contact the Registrar's Office. St. Olaf's satisfactory/unsatisfactory (S/U) policy (p. 30) applies to courses taken on study abroad or away programs. Students must notify The Smith Center in writing to change a course credit from graded to S/U or S/U to graded where these options exist. All requests must conform to deadlines posted on the registrar's calendar.

Credit

Students considering a study abroad or away program should have their proposed courses reviewed for major and OLE Core curriculum requirements to ensure normal progress toward graduation.

Students may earn as much credit on an study abroad or away program as would be earned on campus in a given semester (up to a maximum of 4.5 credits).

All credits earned on St. Olaf-approved programs are viewed as resident credit and fall under the guidelines for ungraded credit. St. Olaf-approved study abroad or away courses do not count against the maximum number of transfer credits allowed after a student matriculates.

Certain study abroad and away courses count toward OLE Core curriculum requirements, as indicated in the St. Olaf catalog and The Smith Center website or with the approval of the St. Olaf Registrar's office. As with on-campus courses, OLE Core curriculum attributes are not awarded when the course is taken S/U, unless the course

is a .25 credit course. Courses offered P/N only may fulfill OLE core requirements.

Study abroad and away courses may, with the approval of the department chair/program director, count toward a student's major or concentration.

A St. Olaf independent study/research or internship credit cannot be registered independently of the program while a student is on a St. Olaf-approved study abroad or away program.

Grades

Students studying on St. Olaf-approved study abroad and away programs should be aware of the "24 graded courses (p. 27)" graduation requirement. Grades from St. Olaf-sponsored study abroad and away programs are recorded on the student's official transcript, but do not count in the St. Olaf grade point average or toward the 24-graded-course requirement, unless the course is taught and graded by a St. Olaf faculty member.

OLE Core Attribute Limits by Program Category

See St. Olaf College's general policy on OLE Core Curriculum Accreditation of St. Olaf-Approved Transfer Courses and Study Abroad or Away Coursework. (p. 38)

Faculty-led January term and summer courses

These courses are reviewed by the Curriculum Committee in the same way as are on-campus courses. As a result, faculty-led January term and summer courses are not subject to OLE Core credit limits.

Faculty-led semester programs

The credit students receive through participation in *Religion, Politics, and Society in Jerusalem and Athens*, *Environmental Studies in Australia and New Zealand* and the *Global Semester* derives from two types of instruction:

The St. Olaf faculty leaders' course

Like faculty-led January term or summer courses, such courses are reviewed by the Curriculum Committee in the same way as are on-campus courses.

Courses offered by non-St. Olaf instructors affiliated with the programs

The number of OLE Core attributes students may earn through such work depends on the content of the courses and the duration of the course.

Courses taught by non-St. Olaf instructors on semester-length programs

May meet up to four (4.00) OLE Core curriculum attributes, distributed as appropriate and within the parameters specified at this link.

Other St. Olaf-approved study abroad and away programs unaccompanied by St. Olaf faculty

These include a variety of academic and field-based programs offered within the United States and abroad under the auspices of sponsoring consortia, providers, or institutions with which St. Olaf has a formal affiliation. Such programs are listed on The Smith Center's website. The number of OLE Core curriculum attributes students may earn on such programs depends on the content of their courses and the duration of each program.

Semester-length programs

May meet up to four (5.00) OLE Core curriculum attributes, distributed as appropriate and within the parameters specified at this link.

Semester-plus-January term-length programs

May meet up to five (6.00) OLE Core curriculum attributes, distributed as appropriate and within the parameters specified at this link.

Year-long programs

May meet up to seven (7.00) OLE Core curriculum attributes, distributed as appropriate and within the parameters specified at this link.

The Registrar's Office may authorize OLE Core curriculum attributes for such work within the parameters of the above policies.

Whenever possible, such authorization is made prior to the student's participation in the program; however, in many cases students do not know what their study abroad or away academic program entails until after their arrival on site. In these cases, OLE Core curriculum accreditation takes place after the student has received written approval for such credit from the Registrar's Office while on the program, or has completed the program and returned to St. Olaf. Students who require approval for OLE Core curriculum attributes upon their return should keep syllabi and written work from their study abroad and away experience for review by the Registrar's Office.

Credit earned through inter-registered course work

Courses completed through inter-registration provisions with Carleton or a January term exchange program may receive OLE Core credit within the parameters of the above policies but are not subject to credit limits described at the above link.

Non-St. Olaf-sponsored Study Abroad or Away

Students wishing to study on non-St. Olaf-sponsored study abroad and away programs (through another college, institution, or consortium unaffiliated with St. Olaf) should take a leave of absence from the college and must negotiate in advance with the registrar in order to be sure that credits will transfer. The student/applicant is responsible for providing the registrar in advance with detailed program descriptions, outlines, and course syllabi. See the **Policy for Allowing Non-St. Olaf Study Abroad or Away Programs** for complete details.

Students should consult with Smith Center staff about programs offered by St. Olaf before asking to attend a non-St. Olaf program. No transfer credit is awarded if students make their own arrangements to enroll in an institution or program with which St. Olaf has already developed a program relationship. If a student is to receive academic credit for such a program, registration must be through St. Olaf.

Students may earn elective credit and credit toward a major (if approved in advance by the registrar and a department chair or interdisciplinary program director), but may not receive OLE Core curriculum attributes through non-St. Olaf-sponsored U.S. or international programs.

Grades from non-St. Olaf-sponsored study abroad and away programs are recorded on the student's official transcript but do not count in the St. Olaf grade point average or toward the 24-graded-course requirement. Grades earned in courses taught by a current St. Olaf

College faculty member but through another accredited institution, organization or consortium are computed in the student's St. Olaf grade point average and count toward the 24-graded-course requirement.

The following do not transfer as St. Olaf credit: independent study, research, internship, or practicum courses taken on non-St. Olaf study abroad or away programs; non-St. Olaf study abroad or away programs that are essentially "travel" programs, work experience, visits to museums, or other programs that do not have a solid liberal arts, student-instructor component.

Appeals Procedures

In cases where students believe they should be awarded a different type or amount of credit than what has been authorized through the above procedures, they may appeal the decision to the Curriculum Committee. An appeal should include documentation of the work the student completed (syllabi, examinations, papers, letters from course instructors, and/or any other relevant supporting materials), and a written explanation of how such work meets the guidelines for the requirement(s) the student claims that the work fulfills. See Appeals to the Curriculum Committee (p. 23).

St. Olaf-School of Record

Budapest Semesters in Mathematics (BSM)

The Budapest Semesters in Mathematics is a St. Olaf-sponsored program that is also accredited by St. Olaf for participants from other colleges and universities. St. Olaf has had a long association with BSM, has sent more students to BSM than any other institution, and currently houses the North American administrative office for the program. BSM is well-respected and known as one of the top-rated study abroad programs in mathematics. St. Olaf issues official transcripts for all participants from other colleges and universities to facilitate transfer credit to the student's home institution.

Budapest Semesters in Mathematics Education (BSME)

The Budapest Semesters in Mathematics Education, a companion program to Budapest Semesters in Mathematics, is accredited by St. Olaf for participants from other colleges and universities. St. Olaf houses the North American administrative office for the program. Conceived by the founders of Budapest Semesters in Mathematics, Budapest Semesters in Mathematics Education is designed for undergraduates interested in teaching secondary education mathematics. Participants study the Hungarian approach to learning and teaching, which emphasizes problem solving, mathematical creativity, and communication. St. Olaf issues official transcripts for all participants from other colleges and universities to facilitate transfer credit to the student's home institution.

Transfer of Credit to St. Olaf College

General Policies Guiding Transfer of Credit to St. Olaf College

Credit for coursework completed through other regionally accredited colleges or universities is allowed to count toward a bachelor's degree at St. Olaf, subject to the parameters below. One St. Olaf credit is equivalent to 4 semester or 5.5 quarter credits. St. Olaf credit will not be awarded more than once in the case of two or more similar transfer courses.

The Registrar will divide the total number of earned semester or quarter credits by 4 or 5.5 accordingly to equal the number of St. Olaf credits that will be awarded. In order to receive credit, the student must request a final, official transcript to be sent to St. Olaf directly from the awarding institution. An official transcript is one in a sealed envelope or accessible via a secure electronic transfer.

- Up to two courses of 3 semester credits or 4 quarter credits may be awarded as 1.00 St. Olaf credit with appropriate OLE Core (St. Olaf's general education) attributes.
- Courses must be graded C or higher at the awarding institution in order to transfer to St. Olaf.
- The grades earned are entered on the student's St. Olaf record but are not included in the St. Olaf GPA.
- Courses with grades of pass (P) or satisfactory (S) are not accepted.

The following are not transferable as St. Olaf credit:

- Workshops, camps, summer theater, guides, summer jobs, assistantships, and travel programs
- Music ensemble participation credits (band, choir, orchestra, etc.)
- Intercollegiate athletic participation
- St. Olaf credit will not be awarded more than once in the case of two or more similar transfer courses.

Transfer Policies for New First-Year Students

St. Olaf awards a maximum of 6.00 St. Olaf credits from all pre-college credits presented by new incoming first-year students. Pre-college credit includes the following types of courses and exams taken by high school students:

- AP (Advanced Placement) Exams (official score report required)
- IB (International Baccalaureate) Higher-Level Exams (official score report required)
- Cambridge A Level International Examinations (official score report required)
- PSEO (Post-Secondary Education Option) / CIS (College in the Schools) / Other Dual-Enrollment Programs

Credit for qualifying AP/IB/Cambridge A Level exam scores is awarded first up to a maximum of 6.00 St. Olaf credits. Secondly, credit for PSEO courses is awarded up to a maximum of 4.00 St. Olaf credits. The maximum St. Olaf credits awarded for all pre-college transfer work cannot exceed 6.00 St. Olaf credits.

A student may fulfill a maximum of six OLE Core attributes (general education requirements) via pre-college credit, based on the parameters stated above.

St. Olaf credit will not be awarded more than once in the case of two or more similar transfer courses.

Transfer Policies for New Transfer Students

Transfer students are students who are entering St. Olaf college for the first time and have earned college credit after graduation from high school.

- During the admissions process, the registrar provides the applicant with an evaluation of transfer credit.
- New transfer students entering the college with 18.00 St. Olaf credits must complete a minimum of 17.00 credits at St. Olaf or through St. Olaf programs.
- Transfer students who enter with 8-16 credits will be allowed to take up to 5 S/U courses at St. Olaf. Transfer students who enter St. Olaf with 17-18 credits will be allowed to take up to 4 S/U courses.
- Transfer courses will count toward a student's requirement of 24-graded-courses by scale.

Consult the Registrar's Office in cases where students believe they should receive a different type of OLE Core curriculum attribute (general education credit) than what has been authorized through the above procedures. An appeal should include course syllabi and a written explanation of how such work meets the guidelines for the requirement(s) the student wishes the work to fulfill.

In all cases, final judgment on the awarding of credit is made by the registrar.

Transfer Policies for Continuing Students

After matriculation at St. Olaf, a student may transfer a maximum of 4.00 St. Olaf credits.* Only two OLE Core attributes (general education requirements) may be awarded from those 4.00 credits. This also applies to students who take a leave of absence from St. Olaf. A transfer student may be allowed fewer than 4.00 credits after matriculation, depending upon the total credits initially transferred. The number of future transfer credits allowed can be found on the student's degree audit.

After matriculation at St. Olaf, students are strongly encouraged to have potential transfer courses evaluated and approved by the Registrar prior to registering for any course outside of St. Olaf. This ensures the transfer credit will fulfill the degree requirements the student intends.*

*The course must be completed with a grade of C or higher and a final official transcript is required.

*Course credits earned on St. Olaf-sponsored study abroad or away programs or through inter-registration with Carleton College or an approved January term exchange program are excluded from these restrictions.

The Transfer Credit Approval Form for Current Students can be found on the Registrar's website under Forms & Requests.

Contact the Registrar's Office for details.

Transfer of Credit for Study Abroad or Away

- OLE Core attributes (general education requirements) will only be awarded for study abroad and away programs on the approved list maintained by the Smith Center for Global Engagement.

ACADEMIC DEPARTMENTS AND PROGRAMS

How to Use This Catalog Section

This section contains information about the academic departments and programs at St. Olaf College. For further information about an academic department or program, use the search function on the St. Olaf website.

In addition to information about faculty specialties, intended learning outcomes, department and program (major and concentration) requirements, special resources, and recommendations for graduate study, this catalog includes descriptions of the courses offered by each department and program. The course description contains:

- a brief summary of course content,
- the frequency with which the course is offered, and
- any prerequisites for the course.

The OLE Core curriculum attributes satisfied by each course are not included, because they are subject to change. They may be found instead in the class and lab schedule for the appropriate year and term.

Planning the Academic Program

New students should begin planning their academic program by consulting The St. Olaf Curriculum, Graduation Requirements, and Degrees (p. 5), First-Year Registration guides, Plan of Study Grids for each major, and Academic Regulations (p. 16) sections of this catalog. Returning students should examine their degree audits in DegreePath on the Student Information System (SIS) and familiarize themselves with the description of majors, concentrations, and emphases of interest. Students should also work closely with their advisor(s).

OLE Core Curriculum

Students should note the overview of St. Olaf's OLE Core curriculum and consult the curricular advice of the Academic Regulations (p. 16) section.

Africa and the African Diaspora

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Throughout history, African and African American peoples have played a central role on the world's stage, and they continue to offer perspectives critical to understanding the post-modern world. The Africa/African diaspora experience has been most commonly expressed and understood through its history, arts, religion, and politics, and the program draws expertise from an array of disciplines. As students explore the values and lifestyles deriving from communities of African heritage, they gain a fuller understanding of the significance of these global communities' contributions to the larger world.

Overview of the Concentration

The Africa and the African Diaspora concentration integrates studies of African history and culture, the forced movement of African peoples to the New World, and the consequences of slavery and post-slavery relations in the United States. The concentration in Africa and the African Diaspora provides students with the opportunity to study the ways in which Africans and peoples of African descent understand and interpret their interactions with global cultures and traditions.

Intended Learning Outcomes for the Program

Requirements

Requirements for the Concentration

The concentration requires a minimum of five courses. Students are strongly advised to enroll in the interdisciplinary seminar, AFAD 231 Africa and the Americas: The Diaspora Experience, during their first or sophomore year. One independent study may be counted toward the concentration.

Students are also encouraged to include study abroad or away in their concentration planning. See the program director for information on the programs available in Namibia, South Africa, Ghana, and Tanzania, as well as in the British and French Caribbean.

Code	Title	Credits
Foundational course		
AFAD 231	Africa and the Americas: The Diaspora Experience	1.00
Four other courses related to Africa and the African Diaspora [1]		**4.00**
AFAD 294	Academic Internship	
AFAD 298	Independent Study	
AFAD 394	Academic Internship	
AFAD 396	Directed Undergraduate Research	
AFAD 398	Independent Research	
ENGL 108	The Hero and the Trickster in Post-Colonial Literature	
ENGL 205	American Racial and Multicultural Literatures	
ENGL 207	Women of the African Diaspora	
ENGL 399	The Major Seminar	
FREN 271	The Francophone World	
FREN 372	Topics in Francophone Studies	
FREN 373	Genre Studies	
HIST 151	Slavery in African History	
HIST 165	Slavery in the Americas	
HIST 181	Civil Rights and Revolution	
HIST 256	Slavery in West Africa: Ghana (study abroad)	
HIST 277	African American History	
HIST 288	America in the Civil War and Reconstruction Era	
HIST 291	Introduction to African History	
HIST 292	Sem: Muslim Societies in Sub-Saharan Africa	
HIST 370	Research Seminar: American History	
SOAN 128	Introduction to Cultural Anthropology	
SOAN 261	Gender in Cross-Cultural Perspective	
SOAN 264	Race and Class in American Culture	
Total Credits		**5**

1

Elective courses must be relevant to the focus of the concentration. For some electives, students may be required to negotiate specific assignments with the instructor and the director of the concentration. Other courses not identified in this list may also be acceptable, depending on the relevance of their content to the concentration.

Courses

Required Seminar

AFAD 231: ***Africa and the Americas: The Diaspora Experience***
The seminar examines Africans in dispersion/Diaspora as students interrogate the African background of African Americans and links between Africans and African Americans. The course examines the dynamics of precolonial West African societies; the nature of the interaction between Africa and the New World; and the role Africans, African culture, and African institutions played in the political, economic, cultural, and religious life of the New World. Students examine the ties that bind Africans and African Americans and explore questions such as: To what extent was the iconography of Africa used to mobilize Africans in dispersion? How effectively was the consciousness of Africa sustained in the New World? What are the contributions of African Americans to Africa? Also counts toward history, race and ethnic studies, and social studies education majors, and race and ethnic studies concentration.

AFAD 294: *Academic Internship*

AFAD 298: *Independent Study*

AFAD 394: *Academic Internship*

AFAD 396: *Directed Undergraduate Research*
This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.
Prerequisite: Determined by individual instructor.

AFAD 398: *Independent Research*

Elective Courses

Elective courses must be relevant to the focus of the concentration. For some electives, students may be required to negotiate specific assignments with the instructor and the director of the concentration. Other courses not identified in this list may also be acceptable, depending on the relevance of their content to the concentration.

ENGL 108 The Hero and the Trickster in Post-Colonial Literature

ENGL 205 American Racial and Multicultural Literatures

ENGL 207 Women of the African Diaspora

ENGL 399 The Major Seminar (when the topic pertains to Africa and the African diaspora)

FREN 271 The Francophone World

FREN 372 Topics in Francophone Studies

FREN 373 Genre Studies

HIST 151 Slavery in African History

HIST 165 Slavery in the Americas

HIST 181 Civil Rights and Revolution

HIST 256 Slavery in West Africa: Ghana (study abroad)

HIST 277 African American History

HIST 288 America in the Civil War and Reconstruction Era

HIST 291 Introduction to African History

HIST 292 Sem: Muslim Societies in Sub-Saharan Africa

HIST 370 Research Seminar: American History (when the topic pertains to Africa & the Africa diaspora)

SOAN 128 Introduction to Cultural Anthropology (with a focus on Africa)

SOAN 261 Gender in Cross-Cultural Perspective

SOAN 264 Race and Class in American Culture

Faculty

Program Director , 2025-2026
David C. Schalliol
Associate Professor of Sociology/Anthropology
social stratification; urban sociology; visual sociology; criminology; education

Abdulai Iddrisu
Professor of History
African history; Islam in Africa

Joseph L. Mbele (on sabbatical calendar year 2026 (January-December))
Professor of English
folklore; English post-colonial and third world literature

Ancient Studies

Laurel Brook, Tomson 368
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wp.stolaf.edu/classics

Founded by the Department of Classics in 1971, ancient studies is one of St. Olaf's oldest interdisciplinary programs. In scope it spans the more than two millennia between Greece's Bronze Age and the fall of the Roman Empire. Combining art, history, language, literature, philosophy, religion, and theater, it encourages students to take a broad look at ancient Western culture, examining it from multiple perspectives.

The ancient studies program has no courses of its own; instead, it relies on courses offered by individual departments. Students who major in ancient studies choose electives from the various departmental courses that deal primarily or entirely with the world of ancient Greece and Rome. Many of these courses also satisfy OLE Core curriculum requirements. The required courses in Greek or Latin can simultaneously fulfill the OLE Core curriculum's World Languages and Cultures requirement.

It is common for St. Olaf students to combine an ancient studies major with a B.A. major like art history, English, history, philosophy, political science, or religion. Even mathematics or natural science majors often complete a second major in ancient studies. The major provides a useful background in the humanities for students interested in virtually any career.

Overview of the Major

The objectives of the major are competence in ancient Greek or Latin at the intermediate level, familiarity with ancient Greek and Roman civilization, and in-depth knowledge of one subject area within the major.

Any student interested in an ancient studies major should draw up a contract with the program's director. The contract may be changed at any time up to second semester of the senior year.

Intended Learning Outcomes for the Major

Distinction

To attain distinction in ancient studies, a student must demonstrate talent with ancient Greek or Latin, skill in conducting research on an ancient topic, and broad knowledge of ancient Western civilization. Specific guidelines are available from the director of ancient studies. Ancient studies majors who wish to pursue distinction should notify the director of the program no later than January 1 of their senior year.

Requirements

Requirements for the Major

Code	Title	Credits
Fourth semester (or higher) of ancient Greek or Latin		1.00
One ancient history course		1.00
One classics course		1.00
Four electives chosen from various departments		4.00
CLASS 370	Topics in Classical Studies	1.00
or ANCST 398	Independent Research	
Total Credits		**8**

Courses

The following courses have been approved for the major (seminars and topics courses are acceptable only when they focus on the ancient world):

ARTH 275 Topics in Art History

CLASS 239 Classics and Race: From Antiquity to America

CLASS 240 Gender and Sexuality in the Ancient World

CLASS 243 The World of the Ancient Greeks

CLASS 244 The World of the Ancient Romans

CLASS 260 Sports and Recreation in the Ancient World

CLASS 370 Topics in Classical Studies

GREEK 253 New Testament Greek (or any other Greek course beyond 231)

HIST 101 Ancient Warfare

HIST 190 The Roots of Our Modern World: Middle East and Europe to 1500

HIST 201 Methods Seminar: Ancient History

HIST 203 Ancient Greek History

HIST 204 Ancient: Rome

HIST 299 Topics in History

HIST 303 Research Sem: Roman History

LATIN 252 Vergil and Latin Epic (or any other Latin course beyond 231)

LATIN 370 Topics in Latin Literature

LATIN 373 Lucretius and Latin Poetry

PHIL 117 Confucius, Buddha, and Socrates

PHIL 140 Myth, Reason, and the Death of the Gods

PHIL 235 Ancient Greek Philosophy

PHIL 374 Seminar in the History of Philosophy

PSCI 299 Topics in Political Science

QUEST 113 Heroes, Gods, and Monsters

REL 122 The Hebrew Bible: A Historical and Literary Approach

REL 125 Ancient Texts, Modern Challenges: Engaging the Bible Today

REL 127 The Bible and Ecological Desire

REL 220 Reading Our Origins: Genesis, God, and Human Nature

REL 221 Jesus in Scripture and Tradition

REL 227 Moses and Jesus: Jews and Christians in Dialogue

REL 276 The Ethics of Jesus

REL 302 History of Christian Thought I

REL 320 Interpreting Sacred Texts

REL 390 History of Religions Seminar

THEAT 270 History of Theater up to 1700

ANCST 298: Independent Study

ANCST 398: Independent Research

Students who fulfill the major's language requirement with Latin may use one Greek course as an elective; students who fulfill the major's language requirement with Greek may use one Latin course as an elective.

January term or summer term courses such as the following:

CLASS 120 Greek and Roman Myth

CLASS 124 The Many Faces of Homer

CLASS 125 Dawn of Democracy

CLASS 126 Ancient Comedy: A Funny Thing Happened

CLASS 251 Classical Studies in Greece (study abroad)

CLASS 253 Classical Studies in Italy (study abroad)

QUEST 115 Emperors, Orators, Disciples

REL 271 Bible in Context:Hist/Geography/Culture in Israel & Palestine (abroad)

REL 275 Religion and Empire in Greece and Turkey (study abroad)

and other courses offered occasionally or only once (including courses at Carleton College) may also be used as electives.

See the director for information on courses offered in a particular year.

Plan of Study

Ancient Studies Major - Plan of Study

This is a sample plan that meets the prescribed requirements for this major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Any student interested in an ancient studies major should draw up a contract with the program's director. The contract may be changed at any time up to second semester of the senior year.

Please click here for an up-to-date list with courses that can be used as electives for Ancient Studies and Medieval Studies.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
GREEK 111 or LATIN 111	Beginning Greek I or Beginning Latin I	1.00
	Credits	**2**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
GREEK 112 or LATIN 112	Beginning Greek II or Beginning Latin II	1.00
	Credits	**2**
Sophomore Year		
Fall Semester		
Classics Elective Course		1.00
Ancient Studies Elective Course (from list)		1.00
	Credits	**2**
Spring Semester		
Ancient Studies Elective Course (from list)		1.00
	Credits	**1**
Junior Year		
Fall Semester		
Ancient History Elective Course		1.00
	Credits	**1**
Spring Semester		
CLASS 370	Topics in Classical Studies	1.00
	Credits	**1**
Senior Year		
Fall Semester		
Ancient Studies Elective Course (from list)		1.00
	Credits	**1**
Spring Semester		
CLASS 370	Topics in Classical Studies (if not already taken in junior year)	1.00
Ancient Studies Elective Course (from list)		1.00
	Credits	**2**
	Total Credits	**12**

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the Ancient Studies webpage for more information.

Faculty

Director, 2025-2026
Anne H. Groton
Professor of Classics
Greek and Roman drama; classical languages and literature
A list of the Ancient and Medieval Studies Steering Committee members can be found here.

Applied Linguistics

Laurel Brook, Tomson Hall 368
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Because language is so fundamental to everything that we do, an understanding of linguistics is part of a well-rounded liberal arts education. In addition, the study of linguistics prepares students for careers and advanced work in fields such as anthropology, business, communications, computer science, education, English as a second language (ESL), world languages, journalism, neuroscience, speech and hearing sciences, philosophy, psychology, and other fields requiring analytical, communication, and research skills. Studying linguistics enhances a student's understanding of how language is organized and how it functions. The applied linguistics program offers a concentration that encompasses a wide variety of disciplines and perspectives on language. With a concentration in applied linguistics, students have the opportunity to explore the interdisciplinary nature of the study of language and linguistics as well as interact with and learn from others with similar interests.

Overview of the Concentration

Applied linguistics encompasses all areas related to the scientific study of the nature, structure, and function of language. Applied linguistics treats language both as a fundamental human faculty and as a changing social institution. The field of linguistics includes the relationship between language and logic, the underlying structures of the brain, social implications of language, language acquisition (including bilingualism and second-language acquisition), psychology of language, philosophy of language, dialects and dialectology, language and literature, the history and development of specific language families, human-machine interaction, artificial intelligence, and global communication and understanding.

Intended Learning Outcomes for the Concentration

Special Programs

In addition to taking courses, students can gain experience in the field and pursue special areas of interest in several ways. Full-time internships may be arranged during January term. Internship possibilities include working in bilingual education, language immersion, or ESL programs in schools; assisting in language research laboratories; and exploring the world of publishing. Internships are valuable for confirming one's academic interest in applied linguistics, learning new skills, and gaining paraprofessional field experience.

Independent study and research projects, usually completed during the junior or senior year, allow students to explore topics in greater depth than is possible in a regular course. In recent years, topics have included the study of American sign language, Spanish language immersion programs at the elementary school level, and the translation of psychological tests.

Students may also pursue their study of linguistics through off-campus coursework in conjunction with St. Olaf's study abroad and away programs in locations as diverse as England, France, Germany, Norway, the People's Republic of China, Russia, Scotland, Spain, and Tanzania.

Requirements

Requirements for the Concentration

Code	Title	Credits
LNGST 250	English Language and Linguistics	1
Four approved departmental offerings (with the requirements that students take no more than two of these four courses within the same department and that two of these four courses must be at the 200 or 300 level).		4
Total Credits		**5**

Students wishing to receive credit toward the concentration through independent study, independent research, or internships should consult with the director of applied linguistics.

Courses

LNGST 250: *English Language and Linguistics*
Students learn about and analyze the English language, beginning with the building blocks of language: morphology, syntax, semantics, and phonetics/phonology. Students also explore the ways humans acquire language, social and geographical influences on English, and major changes during the history of the English language. The course serves as an introduction to the applied linguistics concentration and fulfills the linguistics requirement of the Communication Arts and Literature license.
Prerequisite: WRIT 120 or equivalent.

LNGST 294: *Academic Internship*

LNGST 298: *Independent Study*

LNGST 301: *Germanic Multiethnolects-A Story of Birth*
"Multiethnolects" is a collective term for urban contact languages that develop in multiethnic neighborhoods. Students learn to analyze the language structure of multiethnolects, the role of language in social groups, and how people express their identities through language. They also investigate perspectives on multiethnolects from outside the speech community, e.g., how attitudes towards "non-standard" languages influence public debates, and how those debates on language are used as a battleground for resistance against societal change. Offered periodically in the spring semester.
Prerequisite: LNGST 250 or equivalent.

LNGST 394: *Academic Internship*

LNGST 396: *Directed Undergraduate Research*
This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.
Prerequisite: determined by individual instructor.

LNGST 398: *Independent Research*
Independent research is offered for students dedicated to an in-depth research experience. In conjunction with a faculty supervisor, a student conceives and performs a research project leading to the production of a major piece of work such as a research paper or poster presentation. Independent research requires permission of a supervisor and completion of an independent research form available at the Registrar's Office or its Web site.

Other Approved Courses

ASIAN 126 Language in Japanese Society

ASIAN 244 Language and Race in Japan and USA

ASIAN 282 Second Language Acquisition and Pedagogy in an Asian Context

CSCI 121 Principles of Computer Science and PHYS 130 Analytical Physics I, or CSCI 251 Software Design and Implementation (only one of these *CSC121/PHYS130, or CSCI251 will apply to the concentration*)

CSCI 276 Programming Languages

CSCI 333 Theory of Computation

CSCI 379 Foundations of Artificial Intelligence

EDUC 245 Teaching and Learning English Grammar (0.50)

EDUC 250 Second Language Acquisition

EDUC 321 Teaching of Reading, 5-12 (0.50)

EDUC 345 Teaching of Communication Arts/Literature, 5-12

EDUC 348 Assessment of ESL, K-12

GERM 245 Shifting Borders: Mapping Linguistic Landscapes in N Germany (study ab

GERM 272 Turning Points in German History (only when topic is "History of German Migration")

GERM 273 German Media History and Media Literacy

GREEK 231 Intermediate Greek

GREEK 253 New Testament Greek

GREEK 275 Homer and Greek Epic

LATIN 231 Intermediate Latin

LATIN 235 Medieval Latin

LNGST 396 Directed Undergraduate Research

MUSIC 263 Lyric Diction I (0.25) and MUSIC 264 Lyric Diction II (0.25) (must complete both to count as one)

NORW 244 The Sámi: Traditions in Transition (Taught in English)

NORW 260 Introduction to Germanic Linguistics (Taught in English)

NORW 372 Topics in Norwegian Literature/Culture (only when topic is "TV & Språk")

NORW 396 Directed Undergraduate Research (only when topic is "CAT Tools for Norwegian")

NORST 396 Directed Undergraduate Research (only when topic is "No Compromise")

PHIL 231 Philosophy of Mind

PHIL 240 Formal Logic

PHYS 252 Musical Acoustics

PSYCH 222 Psychology of Hearing

PSYCH 237 Cognitive Psychology

PSYCH 339 Cognitive Neuroscience

PSYCH 341 Infant Behavior and Development

PSYCH 393 Advanced Research Collaborations (when topic is Linguistic in nature and in consultation with director)

PSYCH 396 Directed Undergraduate Research (when topic is "Research in Auditory Cognition")

SPAN 270 Spain's Cultural and Linguistic Legacy (study abroad) (when taught by Maggie Broner)

SPAN 274 Contemporary Issues in the Spanish-Speaking World (when taught by Maggie Broner)

SPAN 276 Spanish as a First and Second Language

SPAN 311 Language in Society

Other courses may be approved in consultation with the director of applied linguistics.

Faculty

Program Director, 2025-2026
Rika Ito
Professor of Asian Studies
sociolinguistics; language ideology, language in media; Japanese

Anne G. Berry
Instructor of Writing; Assistant Director of Multilingual Student Language Support
linguistics; English as a second language

Maggie A. Broner (on sabbatical 2025-26)
National Endowment for the Humanities Professor of Romance Language
Hispanic linguistics; culture; second language acquisition

Florencia Foxley
Visiting Assistant Professor of Classics
Greek drama and social history; classical languages and literature

Jamison García Ramírez
Instructor of Romance Languages - Spanish
Hispanic sociolinguistics; sociophonetics; Caribbean Spanish; queer linguistics

Anne H. Groton
Professor of Classics
Greek and Roman drama; classical languages and literature

Kari Lie Dorer
Professor of Norwegian and Race, Ethnic, Gender and Sexuality Studies, King Olav V Chair of Scandinavian-American Studies
Norwegian language and culture; applied linguistics; Sami studies; Nordic film

Jeremy L. Loebach
Associate Professor of Psychology

cognitive neuroscience; speech and hearing sciences; psycholinguistics

Karen E.S. Marsalek (on sabbatical 2025-26)
Professor of English
medieval and early modern literature, especially drama; history of the English language

Américo Mendoza-Mori
Assistant Professor of Romance Languages - Spanish
bridging of literary, linguistic, and cultural studies with a focus on Latin America, U.S. Latinidad, and Indigenous communities, particularly Quechua

Peter Moench
Visiting Assistant Professor of Classics
Greek lyric; Greek and Roman epic; classical languages and literature

Nora Vosburg
Assistant Professor of German
Germanic linguistics, language contact, heritage languages

Ying Zhou
Associate Professor of Asian Studies
second language acquisition and language pedagogy

Art and Art History

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The Department of Art and Art History at St. Olaf approaches the study of art as an intellectual and creative endeavor. The department's curriculum provides students with the research, interpretive, and technical skills to make and study meaningful works of art and to sustain them as artists and critical thinkers throughout their lives. In keeping with the larger mission of St. Olaf, art and art history faculty strive to teach students to make connections between cultures and across academic disciplines, and to work creatively with a broad range of media and critical models. The Flaten Art Museum is integral to the curriculum with its on-going exhibition program and its permanent collection. Through the resources provided by the studio, classroom, and museum, art and art history students learn to question, investigate, and explore art in order to gain an understanding of its transformative power in the world and in their own lives.

St. Olaf's Visual Arts Education program has been discontinued. Students interested in obtaining a K-12 Visual Arts teaching license are encouraged to complete an undergraduate major in Studio Art and then apply to a graduate program that offers a Master's degree combined with teaching certification in Visual Arts.

Intended Learning Outcomes for the Studio Art Major

Intended Learning Outcomes for the Art History Major

Study Abroad or Away

Many students arrange for part of the coursework for their major to be completed in London, Florence, Rome, New York City, Washington, D.C., Chicago, or Minneapolis, among other locations. Internship opportunities are possible in specialized fields of study that involve students in the workaday professional art world. Both art history and studio students can take advantage of the Minneapolis Institute of Arts, the Walker Art Center, and other Minneapolis-St. Paul art institutions. Studio majors also can gain professional experience in the Twin Cities in graphic design, illustration, architecture, and other areas.

Recommendations for Graduate or Professional Study

Studio Art

Students interested in studio-related careers or study are strongly encouraged to complete extensive coursework in the medium or discipline of their choice and to develop a strong portfolio. Also recommended is participation in special programs incorporating advanced work, such as internships or one-semester study at cooperating art schools. An Emerging Artist program offered by the Department of Art and Art History provides studio space to a limited number of exceptional art student applicants who wish to spend the

year after graduation concentrating on building a strong portfolio in preparation for graduate studies.

Art History

The prospective graduate student, following the completion of ARTH 153 Introduction to Art History, should take a variety of 200-level courses. The student should also take a second course in a specific area of interest and language and culture courses related to that area. Those interested in the museum professions should take ARTH 282 Topics in Museum Studies and relevant courses taught in other programs (e.g., business and management studies, sociology/anthropology, etc.). ARTH 350 The Methods of Art History is taught as a seminar with student presentations and discussions patterned on typical graduate school offerings.

Requirements

Requirements for a Studio Art Major

Students majoring in studio art must earn a minimum of ten credits.

Code	Title	Credits
ARTS 102	Foundation Two-Dimensional Media (Art 106: Drawing from Nature in the Bahamas can be taken instead of Art 102) [1]	1.00
ARTS 103	Foundation Three-Dimensional Media [1]	1.00
ARTS 104	Foundation New Media [1]	1.00
ARTS 343	Senior Studies in Studio Art	1.00
Select an elective		1.00
Select two art history courses [2]		2.00
Select one level II course from each of three different areas. (See course listings by areas below.)		3.00

1

Foundation courses may be taken in any order.

2

The department strongly recommends ARTH 253 as one of the art history courses taken.

Level II Course Areas

Two-Dimensional Media [1]

Code	Title	Credits
Drawing		
ARTS 225	Architectural Design I	1.00
ARTS 232	Figure Drawing	1.00
Painting		
ARTS 221	Oil/Acrylic Painting	1.00
Printmaking		
ARTS 226	Printmaking: Relief and Lithography	1.00
ARTS 227	Printmaking: Intaglio and Monoprints	1.00
Graphic Design		
ARTS 236	Graphic Design	1.00

Three-Dimensional Media [1]

Code	Title	Credits
Ceramics		
ARTS 207	Ceramics	1.00
ARTS 234	Intermediate Ceramics	1.00
Sculpture		
ARTS 223	Sculpture/Metal Casting	1.00
ARTS 224	Sculpture/Direct Metal	1.00

New Media

Code	Title	Credits
Photography		
ARTS 205	Photography	1.00
ARTS 238	Intermediate Photography	1.00
Interactive Image		
ARTS 228	Animated Art	1.00
Digital Video		
ARTS 229	Digital Filmmaking	1.00
ARTS 240	Topics in the Fine Arts (depending on topic)	1.00
Performance		
ARTS 240	Topics in the Fine Arts (depending on topic)	1.00
Graphic Design		
ARTS 236	Graphic Design	1.00

1

Depending on the topic, ARTS 240 Topics in the Fine Arts may count toward Two-Dimensional Media or Three-Dimension Media requirement.

2

2D or 4D, depending on instructor

Majors must participate in two juried shows. To fulfill the requirements of the studio art major each student must either enter our student juried show in spring semester twice or enter our student juried show once and enter one other non-class related exhibition on or off campus. Students unable to meet this requirement must speak with their advisor or the department chair.

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Requirements for an Art History Major

Code	Title	Credits
ARTH 153	Introduction to Art History	1.00
ARTH 161	History of World Architecture	1.00
ARTH 350	The Methods of Art History	1.00
Select one course in studio art		1.00
Five elective courses, of which:		5.00
Two must be Survey courses:		
ARTH 253	Art Since 1945	
ARTH 254	Italian Renaissance Art	
ARTH 259	The Arts of China	

ARTH 260	The Arts of Japan
ARTH 274	Sacred Sites of Asia
Two must be Topics courses:	
ARTH 255	Italian Art in Context (study abroad)
ARTH 256	A History of Photography
ARTH 261	O'Keeffe and Arts of New Mexico (study away)
ARTH 264	Race and Difference in Medieval Art
ARTH 265	African American Art
ARTH 268	Early Medieval Art and Identity
ARTH 275	Topics in Art History
ARTH 280	Art Now: Critical Issues in Contemporary Art
ARTH 282	Topics in Museum Studies
ARTH 396	Research
ARTH 398	Independent Research
ARTS 246	New York Art January Term (study away)
Total Credits	**9**

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Requirements for a double major in Studio Art and Art History

Because Studio Art courses have the subject code ARTS and Art History courses have the subject code ARTH, double majors in Studio Art and Art History are held to the standard degree requirement that requires 21 courses be taken outside of each major subject code.

Courses

Foundation Courses

Most advanced courses require the completion of one or more foundation courses.

ARTS 102: *Foundation Two-Dimensional Media*
This foundation-level studio course introduces the aesthetic, conceptual, and technical foundations of two-dimensional art-making and the ways drawing informs the creation and understanding of art in cultural contexts. Students explore color, value, form, and space through a wide variety of materials. The course emphasizes strategies for idea generation and visual problem solving. Students engage in spirited investigation, critiques, and thoughtful creative expression. Materials fee. Offered each semester.

ARTS 103: *Foundation Three-Dimensional Media*
This foundation-level studio course introduces the aesthetic, conceptual, and technical foundations of three-dimensional art-making and the ways three-dimensional media inform the creation and understanding of art in many contexts. Students explore sculpture and its intersection with other media and art forms through a variety of materials and experiments. The course emphasizes idea generation. Students engage in spirited investigation, creative expression, and play. Materials fee. Offered each semester.

ARTS 104: *Foundation New Media*
This foundation-level studio course introduces the aesthetic, conceptual, and technical foundations of new media art making. New media is a broad category that includes a variety of art practices. Areas of focus may include video art, filmmaking, sound art, animation, performance and other digital, time-based, and/or interactive processes. Idea generation and creative development is central to the course, with an emphasis on experimentation and divergent thinking. Students engage in demonstrations, exercises, group work, reflection, and creative projects. Offered each semester.

Level II Studio Courses

ARTS 205: *Photography*
This course introduces students to digital photographic processes as a means for creating works of art. Students learn terminology and critical approaches to photography. The course includes presentations on concepts and photographers' works, discussions of articles, and regular critiques. Students are introduced to the history of the medium through presentations and readings. Students develop critical skills and the ability to analyze and interpret photographic work. Materials fee. Offered each semester.

ARTS 207: *Ceramics*
This course introduces students to the ceramic processes of wheel throwing and hand building as means for creating works of art. Students learn terminology and critical approaches to ceramics. Students develop critical skills and the ability to analyze and interpret ceramic artwork. The course emphasizes creative approaches to solving visual problems through ceramic work. Slide presentations on contemporary and historical ceramics provide background for assignments and highlight the role of ceramics in various cultural contexts. Materials fee. Offered each semester.

ARTS 221: *Oil/Acrylic Painting*
This course develops and stimulates research into the emotional/expressive properties of painting. By investigating thematic, compositional, and technical problems, students develop a personalized approach to ideas and content. Students learn the importance of process, flexibility, alternatives, and the recognition that a painting has a life of its own. Materials fee. Offered annually.
Prerequisite: ARTS 102.

ARTS 223: *Sculpture/Metal Casting*
This sculpture course introduces lost wax bronze casting, an art and industrial process that changed the course of human civilization. Students learn to cast, finish, and present cast metal work. The course makes use of hands-on instruction, readings, slide talks, and discussion. Materials fee. Offered annually in the fall semester.

ARTS 224: *Sculpture/Direct Metal*
This sculpture course introduces students to metal forming, shaping, fastening and brazing, and welding. Both majors and non-majors discover an art and industrial process that has great artistic and practical application. The course makes use of hands-on instruction, readings, slide talks, and discussion. Course does not cover metal casting. Materials fee. Offered annually.
Prerequisite: ARTS 103.

ARTS 225: ***Architectural Design I***
Through a sequence of architectural design projects, students learn drawing (hand drafting and computer-aided drawing and design) and architectural design processes that require the integration of social, artistic, technical, and environmental issues typical of real projects. Visiting architects are involved. Field trips to experience spaces/places augment the studio work. Materials fee. Offered alternate years.
Prerequisite: ARTS 102 or ARTS 103 or ARTS 104 or permission of instructor.

ARTS 226: ***Printmaking: Relief and Lithography***
Emphasizing individual concepts, personal expression and strong composition, this course explores relief and lithography. Using large-scale, multicolor moveable block, collagraph, wood, or lino block techniques and lithography stones or aluminum plates in both black and white and color. Students produce multiple images on one of the department's three presses. Students become familiar with the heritage of old masters as well as contemporary artists in printmaking. Materials fee. Offered annually.
Prerequisite: ARTS 102.

ARTS 227: ***Printmaking: Intaglio and Monoprints***
This course provides a strong foundation in the array of copper plate processes of etching, aquatint, lift ground, soft ground, and polymer plate printmaking processes as well as in painterly monoprinting techniques. Students address personal sources of ideas, experimentation, drawing skills, and compositional concerns and draw upon examples of master printmakers to discuss how images reflect culture. Critical thinking skills are necessary in discussion and critiques. Materials fee. Offered annually.
Prerequisite: ARTS 102.

ARTS 228: ***Animated Art***
This course focuses on the creative use of animation techniques. Students study the principles of animation and produce projects utilizing a variety of techniques including flipbooks, stop motion photography, animated GIFs, and 2D and 3D computer-generated animation software. Students regularly screen, analyze, and discuss contemporary and historic animations. Materials fee. Offered alternate years.
Prerequisite: ARTS 104 or permission of the instructor.

ARTS 229: ***Digital Filmmaking***
This course focuses on the creative use of digital video as a tool to generate experimental films and video art. Students study all aspects of production from concept to screening, including idea generation, pre-production planning, storyboarding, lighting, shooting, editing, and sound design. Students regularly screen, analyze, and discuss contemporary and historic examples of time-based media. During the semester students produce a variety of short videos and films, exploring experimental, narrative, and documentary approaches. Materials fee. Offered alternate years.
Prerequisite: ARTS 104 or permission of instructor.

ARTS 232: ***Figure Drawing***
Drawing the human form from life has been a mainstay in the training of artists since the Renaissance because of its unparalleled discipline in the training of the eye. Along with becoming better observers, students reach a personal understanding of the figure and an appreciation of its art-historical uses. Various media and techniques are explored as a means to understand the expressive possibilities of the figure. Materials fee. Offered alternate years.
Prerequisite: ARTS 102.

ARTS 234: ***Intermediate Ceramics***
This intermediate-level course assumes students have a substantial understanding of ceramic processes, plus a good awareness of their own interests in the realm of ceramic expression. The instructor helps students focus their efforts by proposing specific areas of investigation. Materials fee. Offered annually.
Prerequisite: ARTS 207 or permission of instructor.

ARTS 236: ***Graphic Design***
This course introduces students to the medium of graphic design as a method of enhanced communication. The course explores the design communication process including conceptualization, creative processes, terminology, and technology. Assignments introduce computer applications used in the graphic design profession as well as graphic design elements of typography, production, color theory, digital printing processes, and basic web design. Offered periodically.
Prerequisite: ARTS 104 or permission of the instructor.

ARTS 238: ***Intermediate Photography***
In this intermediate photography course, students explore a variety of techniques and topics. Techniques include historic processes such as cyanotype and salted paper printing, digital photography, large-scale color printing, and traditional black and white photography. Students investigate experimental approaches and non-traditional forms for presentation, and they investigate photography from broad historical, aesthetic, and social perspectives. This course includes field trips, readings, discussion, and visual presentations. Materials fee. Offered annually.
Prerequisite: ARTS 205 or permission of instructor.

ARTS 240: ***Topics in the Fine Arts***
The department periodically offers special topics courses. The specific title of the course is listed in the class and lab schedule when it is offered.

ARTS 246: ***New York Art January Term (study away)***
This course provides intensive exposure to career opportunities in architecture, painting, sculpture, printmaking, ceramics, photography, illustration, video, digital media, and design of all kinds (from toys to exhibitions at the Metropolitan Museum of Art). Working five to seven hours a day, students interview over 25 artist professionals during the month, visit more than 100 galleries and museums, and write extensively about artists and artwork. Offered during January Term in alternate years. Apply through Smith Center for Global Engagement.
Prerequisite: none but completion of both ARTH 253 (preferred) and ARTH 280 are highly recommended.

ARTS 294: ***Academic Internship***

ARTS 298: ***Independent Study***
Prerequisites: (for studio art) four foundation courses and two upper-division courses in area of study.
Prerequisites: (for art history) two upper-division courses in area of study.

Level III: Advanced Studio Courses

ARTS 343: ***Senior Studies in Studio Art***
This capstone course in the studio art program consists of advanced studio work, a visiting artist series, weekly critiques, and discussions with faculty and peers. Each student's independent work with a faculty advisor culminates in a senior exhibition at Flaten Art Museum. Weekly sessions also cover such topics as preparing a resume, documenting one's work, framing, and producing exhibition announcements and posters. Offered annually.
Prerequisites: (for non-studio majors) ARTS 102, ARTS 103, ARTS 104, two upper-level (200-300) courses, one art history course, and permission of chair.

ARTS 394: ***Academic Internship***

ARTS 398: ***Independent Research***
Prerequisites: (for studio art) four foundation courses and three courses in area of study.
Prerequisites: (for art history) three courses in area of study.

Art History Courses

All art history courses except ARTH 275, 280, 298, 350, 370 and 398 have no prerequisites and may be taken in any order.

ARTH 153: ***Introduction to Art History***
This course introduces students to the working methods of Art History. Students learn to analyze works of art visually, to understand the relationships between works of art and their cultural contexts, to consider the practices and politics of museum display, and to think critically about the role of art in their own lives and in society. Offered each semester.

ARTH 161: ***History of World Architecture***
This course examines architectural monuments and their symbolic forms combined with evidence of earthly and divine concepts. From cave dwellings to geodesic domes, from Eastern to Western systems, students review sacred and profane structures from a variety of cultures. Each student investigates a living reality of space, function, and form found in human-built environments. Offered alternate years.

ARTH 253: ***Art Since 1945***
This course is an introduction to modern and postmodern art and thought after World War II through a survey of painting, sculpture, and new-media arts. Students learn about celebrated art and artists, major values such as issues of identity informing their work, and ways of analyzing and making sense of newer art. Offered annually.
Prerequisite: none, but at least one college art history or studio art course is recommended.

ARTH 254: ***Italian Renaissance Art***
This course explores painting, sculpture, architecture, and urban development in Italy from c. 1300 to c. 1600. The course focuses on the major urban centers of the period: Florence, Rome, and Venice. Students address the ways in which art functioned in its original Renaissance context and explore issues of artistic identity and the importance of patronage in the period. Offered periodically.

ARTH 255: ***Italian Art in Context (study abroad)***
What kinds of stories do historians, writers, and artists tell about the cities in which they live? How are these stories reflected in the architecture and urban fabric of the cities themselves? And how do the geography and environment of Italy shape both the lore about a city and its actual built environment? To answer these questions, students explore the representations of Italian cities in literature and visual arts and the documented and architectural realities of urban development. The majority of the course focuses on a study of the city of Florence; students make shorter visits to other Italian cities and study the facts and fictions about each city's urban history.
Prerequisite: At least one Art or Art History course at St Olaf College.

ARTH 256: ***A History of Photography***
Since its invention, photography has shaped our ways of seeing, our social history, and our identities. Photography is also a compelling form of artistic expression. This course is an introduction to the history of photography from its origins to the present, including the role of photography in society and in the fine arts. Students learn the skills of formal visual analysis and critical thinking about the power of the photographic image in our lives. Offered periodically.

ARTH 257: ***The Expanding Renaissance***
This course examines visual art created in Europe between 1300 and 1650, a time when Europe's colonial and economic power in the world was growing. The course considers how Europeans visualized the people and geographies of their world, how religious belief and conflict shaped visual traditions, and how works of art reflect conceptions of sex and gender. Offered alternate years in fall semester.

ARTH 259: ***The Arts of China***
This course is intended as an introduction to the history of Chinese art, offering a survey of major artistic developments from neolithic times to the present. Among the topics considered: ritual bronzes, funerary remains of the Qin and Han, Buddhist sculpture, and the evolution of landscape painting. Important issues discussed include production and patronage, function, and borrowing and influence in the evolution of artistic works across time and space. Offered annually.

ARTH 260: ***The Arts of Japan***
This course introduces the history of Japanese art, offering a survey of major artistic developments from neolithic times to the present. Among the topics considered: funerary remains of the neolithic through Kofun eras; Indigenous as well as imported religious traditions and their imagery, and the secular arts. Issues discussed include production and patronage, function, and borrowing and influence in the evolution of artistic works. Offered annually.

ARTH 261: ***O'Keeffe and Arts of New Mexico (study away)***
Inspired by revered painter Georgia O'Keeffe's love of the New Mexican landscape, our group will explore the arts, nature, and culture of "The Land of Enchantment." Beginning in Albuquerque, we will journey to Ghost Ranch for a week in O'Keeffe's meditative and artistic space, then head to Taos, a longstanding artists' colony in the Southernmost Rocky Mountains, and the Taos Pueblo, one of the oldest continuously inhabited communities in the United States. Our trip culminates in the thriving arts hub of Santa Fe, visiting its galleries and museums. Offered alternate years during January term.

ARTH 264: ***Race and Difference in Medieval Art***
Were the Middle Ages white? This seminar is an introduction to the ways that conceptions of race and difference were active in the visual culture of the later Middle Ages (ca. 1000-1500) in Europe, a period that is often mistakenly racialized as white in popular culture. The course also examines how European colonialism shapes our ideas about medieval art and how medieval art has been used to support racist and white supremacist ideologies. Offered alternate years.

ARTH 265: ***African American Art***
This course is a survey of African American art, from folk and decorative arts of the 19th century, to Modernist painting and sculpture in the 20th, to the multi-media productions of today. Issues of race and identity are explored through examinations of the visual productions of African American artists. The course is discussion-based. Working in groups, students learn to closely examine artworks and related texts. Individual research and writing projects deepen students' engagement with the material. Offered periodically.

ARTH 268: ***Early Medieval Art and Identity***
In this seminar, students explore the early medieval period, a time of dynamic transformation. Migrating and conquering cultures brought new approaches to art and architecture that forever changed the visual landscape of the early medieval world. Students examine the art of the Christian empires of the Mediterranean, the monastic traditions of Egypt and Nubia, Germanic cultures (the barbarians), the Islamic caliphate in Spain, and the Carolingians and Ottonians in northern Europe.

ARTH 274: ***Sacred Sites of Asia***
Students will encounter and interpret a variety of religious sites in Asia past and present. By considering the sacred from a variety of theoretical perspectives, students come to understand how the sacred reflects religious and cultural beliefs and can serve as a marker of identity. Offered periodically during the fall semester.

ARTH 275: ***Topics in Art History***
This seminar-style course focuses on a specific art-historical topic, and students learn how to pursue art-historical practice beyond the introductory level. Topics change with each offering. Offered periodically.

ARTH 278: ***Topics:***
This seminar-style course focuses on a specific art-historical topic, and students learn how to pursue art-historical practice beyond the introductory level. Topics change with each offering. Offered periodically.

ARTH 280: ***Art Now: Critical Issues in Contemporary Art***
This course explores in depth the issues most crucial to artists working today in an increasingly globalized art scene. Students investigate the complexities of new media, new methods of production and exhibition, and theoretical models through readings and a required field trip to a contemporary art museum. Students analyze both journalistic criticism and theoretical texts, encompassing a wide variety of perspectives, and respond through short writing assignments and classroom discussion. Fee for field trip may be required. Offered periodically.

ARTH 282: ***Topics in Museum Studies***
What is a museum? Is it an impartial space to display and store valued objects that objectively reflect culture, or is it a more complicated organization that evolves and responds to the emerging needs and challenges of individuals and communities? In this course, students explore these questions, consider how museums can be understood as systems of power, and become acquainted with the various roles people play within them. Specific topic varies by instructor. May be repeated if topics differ. Offered alternate years.

ARTH 294: ***Academic Internship***

ARTH 298: ***Independent Study***
Prerequisites: (for studio art) four foundation courses and two upper-division courses in area of study. (for art history) two upper-division courses in area of study.

ARTH 350: ***The Methods of Art History***
This seminar explores methods by which art historians and curators analyze works of art. Students develop an advanced understanding of these methods by application of various methods to works of art, by examining historical factors surrounding principle movements in the study of art history and by engaging in lively class debates about them. Readings, discussions, and presentations culminate in an independent research project that allows each student to find their own place in the discipline. Offered annually.
Prerequisite: art history major or permission of the instructor.

ARTH 394: ***Academic Internship***

ARTH 396: ***Research***
This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.
Prerequisite: determined by individual instructor.

ARTH 398: ***Independent Research***
Prerequisites: (for studio art) four foundation courses and three courses in area of study. (for art history) three courses in area of study.

Courses in Other Departments Approved for Art History Credit

ENGL 269 Art, Design, and Literature in Britain Since 1950

PHIL 243 Aesthetics

Plan of Study - Studio Art
Studio Art Major - Plan of Study

This is a sample plan that meets the prescribed requirements for this major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
ARTS 102	Foundation Two-Dimensional Media	1.00
World Language		1.00
	Credits	**3**

Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
ARTS 103	Foundation Three-Dimensional Media	1.00
World Language		1.00
	Credits	**3**
Sophomore Year		
Fall Semester		
ARTS 104	Foundation New Media	1.00
ARTS Two-Dimensional Media Elective Course		1.00
	Credits	**2**
Spring Semester		
ARTS Three-Dimensional Media Elective Course		1.00
	Credits	**1**
Junior Year		
Fall Semester		
ARTH Elective Course		1.00
	Credits	**1**
Spring Semester		
ARTS New Media Elective Course		1.00
	Credits	**1**
Senior Year		
Fall Semester		
ARTS 343	Senior Studies in Studio Art	1.00
ARTS 200-Level Elective Course		1.00
	Credits	**2**
Spring Semester		
ARTH Elective Course		1.00
	Credits	**1**
	Total Credits	**14**

Majors must participate in two juried shows. To fulfill the requirements of the studio art major each student must either enter our student juried show in spring semester twice or enter our student juried show once and enter one other non-class related exhibition on or off campus. Students unable to meet this requirement must speak with their advisor or the department chair.

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the studio art webpage for more information.

Plan of Study - Art History
Art History Major - Plan of Study

This is a sample plan that meets the prescribed requirements for this major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
ARTH 153	Introduction to Art History	1.00
World Language		1.00
	Credits	**3**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
ARTS 102	Foundation Two-Dimensional Media	1.00
World Language		1.00
	Credits	**3**
Sophomore Year		
Fall Semester		
ARTH 161	History of World Architecture	1.00
	Credits	**1**
Spring Semester		
ARTH Elective Survey Course		1.00
	Credits	**1**
Junior Year		
Fall Semester		
ARTH Elective Seminar Course		1.00
	Credits	**1**
Spring Semester		
ARTH 350	The Methods of Art History	1.00
ARTH Elective Survey Course		1.00
	Credits	**2**
Senior Year		
Fall Semester		
ARTH Elective Seminar Course		1.00
ARTH Elective Course		1.00
	Credits	**2**
Spring Semester		
ARTH 398	Independent Research	1.00
Internship (optional)		
	Credits	**1**
	Total Credits	**14**

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the art history webpage for more information.

Faculty

Chair, 2025-2026
Peter B.B. Nelson
Professor of Art and Art History
new media; photography

Kelsey Bosch
Visiting Assistant Professor of Art and Art History

Karil J. Kucera
Professor of Art and Art History, Asian Studies, and Russian Language and Area Studies
Asian art history; text/image; sacred sites

Courtney M. Leonard
Assistant Professor of Art and Art History

Ziba Rajabi
Visiting Assistant Professor of Art and Art History

Vanessa Reubendale
Visiting Assistant Professor of Art and Art History

Hannah Ryan (on sabbatical 2025-26)
Associate Professor of Art and Art History

Sarah Sampedro
Visiting Assistant Professor of Art and Art History

Christina Spiker
Assistant Professor of Art and Art History

Anda Tanaka
Visiting Assistant Professor of Art and Art History

Nancy M. Thompson
Professor of Art and Art History and Race, Ethnic, Gender and Sexuality Studies
medieval art in Europe; medieval and early modern art in Italy; women's and gender studies

Michon J. Weeks
Associate Professor of Practice in Art and Art History
drawing; painting; design

Peng Wu
Assistant Professor of Art and Art History

Asian Conversations

Ka Wong, Tomson Hall 351
507-786-3567
wongk@stolaf.edu
wp.stolaf.edu/asian-studies/asian-conversations

Asian Conversations ("Asian Con") is a high impact learning community about Asia, along with a sequence of Chinese or Japanese language study for participants' first two years of college. The program is dedicated to providing students with a comprehensive global perspective with disciplinary and interdisciplinary approaches to Asia (such as art, history, linguistics, literature, political science, and religion) as well as a faculty-led experiential January term to Asia during the sophomore year. Students from all academic backgrounds and pathways are welcome, as long as they are committed to the study of Asia. Asian Conversations highlights critical thinking, inclusive conversation, and cross-disciplinary collaboration for not only a better understanding of Asian languages and societies, but also the development of students to become skillful, thoughtful, and impactful global citizens.

Asian Conversations is open to incoming students who are interested in studying Asia and enrolled concurrently in level-appropriate Chinese or Japanese classes. Entering students enrolled in the Asian Conversations' First-Year Seminar and Writing and Rhetoric sections will be eligible for the second-year Asian Conversations sequence: January term abroad in Asia and ASCON 220 the following year. Whether students plan to major in natural sciences, social sciences, humanities, or anything else, Asian Con offers an integrated, international, and innovative curriculum to complete required study in world languages and cultures as well as the liberal arts.

Intended Learning Outcomes for the Program

See Asian Studies (p. 56) for information about Chinese language courses, Japanese language courses, and Asian Studies curriculum.

Program Overview

Program Overview

Year 1

Code	Title	Credits
Fall Semester		
ASCON 110	Asian Conversations: Global Flows	1.00
One of the following:		**1.00**
CHIN 111	Beginning Chinese I	
CHIN 231	Intermediate Chinese I	
JAPAN 111	Beginning Japanese I	
JAPAN 231	Intermediate Japanese I	
Spring Semester		
ASCON 120	Asian Conversations: Imagine Asia	1.00
One of the following:		**1.00**
CHIN 112	Beginning Chinese II	
CHIN 232	Intermediate Chinese II	

JAPAN 112	Beginning Japanese II	
JAPAN 232	Intermediate Japanese II	
Total Credits		**4**

Year 2

Code	Title	Credits
Fall Semester		
One of the following:		**1.00**
CHIN 231	Intermediate Chinese I	
CHIN 301	Third-Year Chinese I	
JAPAN 231	Intermediate Japanese I	
JAPAN 301	Advanced Japanese I	
January Term		
ASCON 215	Asian Conversations III (study abroad)	1.00
or ASCON 216	Asian Conversations III (on campus)	
ASIAN 217	Encountering China (study abroad)	1.00
or ASIAN 218	Encountering Japan: Tokyo (study abroad)	
Spring Semester		
ASCON 220	Asian Conversations: Engaging Asia with Voice and Representation	1.00
One of the following:		**1.00**
CHIN 232	Intermediate Chinese II	
CHIN 302	Third-Year Chinese II	
JAPAN 232	Intermediate Japanese II	
JAPAN 302	Advanced Japanese II	
Total Credits		**5**

Course Equivalents for OLE Core Curriculum Requirements

By successfully completing ASCON 215 or ASCON 216 a student fulfills the following OLE Core requirements:

- ***Global Histories and Societies (GHS)***
- ***OLE Experience in Practice (OEP)***

By successfully completing ASCON 220, a student fulfills the following OLE Core requirement:

- ***Writing Across the Curriculum (WAC)***

Courses

ASCON 110: ***Asian Conversations: Global Flows***
"Global Flows" engages students in academic and public discourses that emphasize inclusivity, cross-cultural understanding, and global citizenship. We will examine the movement of objects, ideas, and people across history and within and outside of Asia, helping students develop a historical foundation for their future study of Asia. As a first-year seminar, students will also focus on building community as well as skills for succeeding at college. This is the first course in a four-course Conversation Program.

ASCON 120: ***Asian Conversations: Imagine Asia***
"Imagine Asia" explores the concepts of "self" and "other" in both Asian and American contexts, taking them as entry points for engaging with the histories, cultures, and communities of the region. We will examine how Asia has been integrated into the global circuits of meaning, imagination, and (mis)representations and what popular media can reveal about power, race, gender, sexuality, and national identities. As a writing and rhetoric course, students will write in multiple genres and engage in writing as a systematic, interactive process for different purposes and audiences. This is the second course in a four-course Conversation Program.
Prerequisite: ASCON 110.

ASCON 215: ***Asian Conversations III (study abroad)***
Students pursue guided fieldwork experience in Taiwan and Japan (Okinawa). Activities and readings in this course build on the topics from the first year ASCON sequence and language study. Students continue to explore their understanding of Asia through language activities, site visits, and ethnographic observations. Students develop projects and follow a process of inquiry that will help them understand how ordinary people construct "Asian" culture and society today. Offered periodically during January term.
Prerequisite: JAPAN 112 or CHIN 112.

ASCON 216: ***Asian Conversations III (on campus)***
Building upon the knowledge and language skills acquired throughout the previous year and a half, students will pursue guided fieldwork experience in the United States. Students reflect on the experiences of Asians in America through readings, site visits, ethnographic observations, and interviews. Students develop projects and follow a process of inquiry that will help them understand how ordinary people construct "Asian" culture and society in the United States today. Offered periodically during January term.
Prerequisite: ASCON 120.

ASCON 220: ***Asian Conversations: Engaging Asia with Voice and Representation***
The final course in the Asian Conversations program will provide critical reflections on the students' academic and personal journey in the Asian Conversations program in particular, and in the college as a whole. Students examine diverse interpretations of Asia, engage with various primary and secondary texts through written and oral presentations, including materials collected during January Term, and conclude their overall experiences from their past two years in the learning community and beyond. Offered annually in the spring semester.
Prerequisite: CHIN 231 or JAPAN 231, and ASCON 215 or ASCON 216.

ASIAN 217: ***Encountering China (study abroad)***
In this course, students travel to China. They consider how direct experience provides them with their own narratives about people, places, and culture of China. Through attention to their own structured and unstructured experiences during the course, students better understand how ordinary people construct "Chinese" and "Asian" culture and society today. Through multifaceted engagement with multiple sites in China students may visit during their stay, they analyze the role representation and narrative play in both their encounter with and study of Asia. Offered periodically during January Term. Apply through Smith Center for Global Engagement.
Prerequisites: at least one Chinese language course or equivalent.

ASIAN 218: ***Encountering Japan: Tokyo (study abroad)***
Students pursue guided fieldwork experience and language study in Japan. Activities and readings in this course build on the topics from ASCON 110 and ASCON 120 and language study. Students continue to explore their understanding of Asia through language activities, site visits, and ethnographic observations. Students complete language-based tasks and follow a process of inquiry that will help them understand how ordinary people construct "Asian" culture and society today. Offered periodically during January term. Priority will be given to ASCON students.
Prerequisite: at least one semester of Japanese language study at St Olaf or equivalent.

Faculty

Director, 2025-26
Ka F. Wong
Professor of Asian Studies - Chinese
language pedagogy; cultural studies; Asian American studies; visual culture

First-Year Experience Faculty

Rika Ito
Professor of Asian Studies - Japanese
sociolinguistics and language ideologies

January Term Faculty

Ying Zhou
Associate Professor of Asian Studies - Chinese
language pedagogy; second language acquisition and linguistics

Joanne Quimby
Associate Professor of Asian Studies - Japanese
Japanese literature; cultural studies and gender studies

Reflection Seminar Faculty

Eric R. Becklin
Visiting Instructor of Asian Studies
history; cultural studies; geography

Asian Studies

Laurel Brook, Tomson 368
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The Asian Studies Department provides students with the opportunity to study East Asia, Southeast Asia, and South Asia. The department offers majors in Asian studies, Chinese, and Japanese as well as a concentration in Asian studies. The concentration in Asian studies combines well with majors in economics, environmental studies, history, religion, sociology/anthropology, art, political science, or other areas. St. Olaf offers many international programs in Asia. Incoming students with an interest in pursuing more in-depth study of China and Japan are encouraged to consider a Chinese or Japanese major.

See also Asian Conversations (p. 54), ASCON 215, ASCON 220

Overview of the Major

The Asian studies major allows students to gain competence in either Chinese or Japanese language and the understanding of Asian societies through a selection of courses in language, linguistics, literature, film, history, religion, art history, political science, sociology/anthropology, philosophy, and psychology as well as special interdisciplinary courses on Asia. Courses that count toward the major are listed under Asian Studies, Chinese, Japanese, Asian Conversations, and other departments (listed on the courses tab of this catalog section). Many Asian studies courses also fulfill one or more OLE Core curriculum requirements. Asian studies majors are encouraged to use their language skills to experience an Asian culture firsthand through study in Asia. Level I courses provide introductions to the languages and the fields of Asian studies. Level II courses provide students a breadth of knowledge about Asia or intermediate study of language. Level III courses offer students the opportunity to do advanced study on a topic about Asia.

Please see the Chinese major (p. 85) or Japanese major (p. 183) pages for requirements specific to those majors.

Intended Learning Outcomes for the Major

Distinction

See Academic Honors (p. 18)

Distinction is a formal academic honor that the Asian Studies Department may vote to bestow upon senior majors who have demonstrated high academic achievement and an ability to independently produce a work of the highest standard. The Asian Studies Department invites senior majors who seek a significant and satisfying experience as a capstone of their work in Asian studies to apply for distinction. See the Asian Studies Department website for full details.

Intended Learning Outcomes for the Concentration

Special Programs

Asian Conversations is an interdisciplinary program integrating study of the Chinese and Japanese languages with investigations into the culture, history, language and societies of Asia (China, Korea, Japan, Vietnam, and more). See Asian Conversations (p. 54).

Students are strongly encouraged to take advantage of the many opportunities to study in Asia through St. Olaf programs. Courses taken abroad may be certified by the chair of the Asian Studies Department as fulfilling the appropriate course requirements. Language study is offered through the Term in China (Shanghai); Term in Taiwan; Japan Studies, Waseda University (Tokyo); and Nagoya University (Nagoya). There are also programs in Asia that do not require previous language study: Global Semester; Yonsei University in Seoul, Korea; Term in Taiwan; and several January term programs. See The Smith Center for Global Engagement for more information.

Asian studies courses taken on St. Olaf study abroad and away programs can often be counted toward a major in Asian studies, Chinese, or Japanese as well as the concentration in Asian studies. Students who wish to count study abroad and away courses toward a major or concentration should seek approval from the chair of the Asian Studies Department before beginning their programs. Some restrictions apply.

Recommendations for Graduate Study

Students planning to pursue graduate work in an area of Asian studies are strongly advised to develop competence in one of the disciplines (such as history, literature, economics, sociology/anthropology, religion, art and art history, or political science) by taking additional courses that teach the methods of the discipline.

Requirements

Requirements for the Major

For the Asian studies major, a student must complete 9 courses (9 credits):

Code	Title	Credits
Two courses in Chinese or Japanese above 112 or its equivalent		2.00
Senior Seminar:		
ASIAN 399	Seminar for Asian Studies Majors	1.00
or ASIAN 397	Seminar: Human Rights/Asian Context	
Six electives, with the following stipulations:		6.00
At least two at level II or level III, taken on campus;		
Not more than two at level I;		
No more than four elective courses about any one country;		
No level I or level II language courses may count.		
Completion of both ASCON 110 and ASCON 120 fulfills one elective course requirement		
Total Credits		**9**

Students who fulfill the language requirement through proficiency testing in an Asian language must take 8 courses (8 credits):

Code	Title	Credits
Senior Seminar:		
ASIAN 399	Seminar for Asian Studies Majors	1.00
or ASIAN 397	Seminar: Human Rights/Asian Context	
Seven electives, with these stipulations:		7.00
At least two at level II or level III, taken on campus;		
No more than two at level I;		
No more than four elective courses about any one country;		
No level I or level II language courses may count.		
Completion of both ASCON 110 and ASCON 120 fulfill one elective course requirement		
Total Credits		**8**

Students interested in a major focused on a region of Asia other than China and Japan should contact the chair of the Asian Studies Department about the possibility of doing a contract major.

For students double-majoring in Asian Studies and Chinese or Japanese, the following rules apply: 231 and 232 can count for both the language and area studies majors; one 300-level course can count for both the language and area studies major; two level three language courses can count for both the language and area studies major.

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Requirements for the Concentration

Students with a major in Chinese, Japanese or another department may choose a concentration in Asian studies.

An Asian studies concentration consists of six courses focused on Asia:

1. At least two of the six courses must be taken at level II or level III on campus
2. Only one Asian language course may count toward this concentration
3. Completion of both ASCON 110 and ASCON 120 fulfills one elective course requirement

Courses

ARTH 259: *The Arts of China*
This course is intended as an introduction to the history of Chinese art, offering a survey of major artistic developments from neolithic times to the present. Among the topics considered: ritual bronzes, funerary remains of the Qin and Han, Buddhist sculpture, and the evolution of landscape painting. Important issues discussed include production and patronage, function, and borrowing and influence in the evolution of artistic works across time and space. Offered annually.

ARTH 260: *The Arts of Japan*
This course introduces the history of Japanese art, offering a survey of major artistic developments from neolithic times to the present. Among the topics considered: funerary remains of the neolithic through Kofun eras; Indigenous as well as imported religious traditions and their imagery, and the secular arts. Issues discussed include production and patronage, function, and borrowing and influence in the evolution of artistic works. Offered annually.

ASCON 110: *Asian Conversations: Global Flows*
"Global Flows" engages students in academic and public discourses that emphasize inclusivity, cross-cultural understanding, and global citizenship. We will examine the movement of objects, ideas, and people across history and within and outside of Asia, helping students develop a historical foundation for their future study of Asia. As a first-year seminar, students will also focus on building community as well as skills for succeeding at college. This is the first course in a four-course Conversation Program.

ASCON 120: *Asian Conversations: Imagine Asia*
"Imagine Asia" explores the concepts of "self" and "other" in both Asian and American contexts, taking them as entry points for engaging with the histories, cultures, and communities of the region. We will examine how Asia has been integrated into the global circuits of meaning, imagination, and (mis)representations and what popular media can reveal about power, race, gender, sexuality, and national identities. As a writing and rhetoric course, students will write in multiple genres and engage in writing as a systematic, interactive process for different purposes and audiences. This is the second course in a four-course Conversation Program.
Prerequisite: ASCON 110.

ASCON 215: *Asian Conversations III (study abroad)*
Students pursue guided fieldwork experience in Taiwan and Japan (Okinawa). Activities and readings in this course build on the topics from the first year ASCON sequence and language study. Students continue to explore their understanding of Asia through language activities, site visits, and ethnographic observations. Students develop projects and follow a process of inquiry that will help them understand how ordinary people construct "Asian" culture and society today. Offered periodically during January term.
Prerequisite: JAPAN 112 or CHIN 112.

ASCON 216: *Asian Conversations III (on campus)*
Building upon the knowledge and language skills acquired throughout the previous year and a half, students will pursue guided fieldwork experience in the United States. Students reflect on the experiences of Asians in America through readings, site visits, ethnographic observations, and interviews. Students develop projects and follow a process of inquiry that will help them understand how ordinary people construct "Asian" culture and society in the United States today. Offered periodically during January term.
Prerequisite: ASCON 120.

ASCON 220: *Asian Conversations: Engaging Asia with Voice and Representation*
The final course in the Asian Conversations program will provide critical reflections on the students' academic and personal journey in the Asian Conversations program in particular, and in the college as a whole. Students examine diverse interpretations of Asia, engage with various primary and secondary texts through written and oral presentations, including materials collected during January Term, and conclude their overall experiences from their past two years in the learning community and beyond. Offered annually in the spring semester.
Prerequisite: CHIN 231 or JAPAN 231, and ASCON 215 or ASCON 216.

ASIAN 121: *Asian Cultures in Comparative Perspectives*
This course examines major cultures of Asia from interdisciplinary and comparative perspectives. Themes vary from year to year, but may include urban and rural life, heroic ideals, gender and sexuality, medicine and healing traditions, and nation-building and empire.

ASIAN 123: *Asia in America*
This interdisciplinary course introduces the field of Asian American Studies and the multiple cultural and historical productions of Asia and America, from art and film to food and lifestyles. Critical analysis of topics such as ethnic/cultural identities, stereotypes, citizenships, media/pop cultures, body images, sexuality, practices of different Asian communities, and various contemporary issues are explored through interactive in-class activities, films, presentations, and field trips. Offered periodically.

ASIAN 126: *Language in Japanese Society*
This course explores major aspects of language use that reflect Japanese culture and society. Issues covered include the characteristics of the Japanese language, loan words, regional differences, politeness, gender differences, and communication styles. The course is taught in a combination of lectures, class discussions, subtitled Japanese films, anime (Japanese animation), and student presentations. Knowledge of Japanese helpful but not necessary. Readings, lectures, and discussions are all in English. Offered alternate years.

ASIAN 130: *Asian Science Fiction in Global Perspective (English translation)*
This course explores the evolution of and the imagined possible worlds in Asian science fiction, which has proven to be a media-hopping genre, from the early 20th-century to the present. The quest thus will traverse short stories, novels, manga, anime, and films. Emphasis is placed on close readings of primary sources, the historical moments that prompt the texts' science fictional musings, and their cross-cultural appeals. All readings and viewings will be available in English translations. Offered alternate years.

ASIAN 156: *Contemporary China Through Film (Taught in English)*
This course examines contemporary China through Chinese-language cinema across different eras, genres, filmmakers, and geographic regions. Students explore the art of film and how visual narratives represent, reinterpret, and redefine Chinese society and culture both at home and abroad. Discussion topics include modernity and tradition, nationalism and globalization, class and race, gender and sexuality, and independent and commercial films. All readings are in English. LAC component available. Offered periodically.

ASIAN 200: *Topics in Asian Studies*
The department periodically offers courses on special topics. The specific title will be listed in the class and lab schedule when it is offered. Depending on course content, can also count toward Chinese and/or Japanese majors.
Prerequisite: determined by instructor.

ASIAN 201: *Topics:*
The department periodically offers courses on special topics. The specific title will be listed in the class and lab schedule when it is offered. Depending on course content, can also count toward Chinese and/or Japanese majors.
Prerequisite: determined by instructor.

ASIAN 217: *Encountering China (study abroad)*
In this course, students travel to China. They consider how direct experience provides them with their own narratives about people, places, and culture of China. Through attention to their own structured and unstructured experiences during the course, students better understand how ordinary people construct "Chinese" and "Asian" culture and society today. Through multifaceted engagement with multiple sites in China students may visit during their stay, they analyze the role representation and narrative play in both their encounter with and study of Asia. Offered periodically during January Term. Apply through Smith Center for Global Engagement.
Prerequisites: at least one Chinese language course or equivalent.

ASIAN 218: *Encountering Japan: Tokyo (study abroad)*
Students pursue guided fieldwork experience and language study in Japan. Activities and readings in this course build on the topics from ASCON 110 and ASCON 120 and language study. Students continue to explore their understanding of Asia through language activities, site visits, and ethnographic observations. Students complete language-based tasks and follow a process of inquiry that will help them understand how ordinary people construct "Asian" culture and society today. Offered periodically during January term. Priority will be given to ASCON students.
Prerequisite: at least one semester of Japanese language study at St Olaf or equivalent.

ASIAN 224: *Page to Screen: Modern Japanese Literature in Film*
In this course students read and analyze a selection of 20th- and 21st-century Japanese novels and short stories in English translation, and then watch film adaptations of the same works. Students analyze the literary and cinematic works in terms of cultural themes, artistic expression, and specific socio-historical contexts. Students learn and apply introductory approaches to adaptation theory, and consider the creative process of adapting literary works to film. Taught in English. No knowledge of Japanese required. Evening film screenings are required in addition to class meetings. Offered periodically during January term.

ASIAN 230: *The Philosophy of Anime*
This course considers works of anime from the post-World War II period to the present. The course begins with an introduction to the language and theory of Anime Studies. In subsequent weeks, students watch and analyze a variety of anime genres. This course employs a comparative approach to the study of anime; each anime is paired with excerpts from germane works of philosophy or literature. All anime viewed for this course includes English subtitling. Language Across the Curriculum (LAC) component course available. Offered periodically.

ASIAN 234: *The Body in Japanese Women's Literature (Taught in English)*
Students read a selection of 20th & 21st century Japanese literary works written by women. Close readings and class discussions focus on representations of the (female) body and bodily/embodied experiences in the assigned texts. What do these representations reveal about specific social contexts and gendered roles/expectations in Japanese society? Gender is a primary analytical concern, and students must feel comfortable reading about and discussing gender, sexuality, and the body. All course materials are read in English translation. No knowledge of Japanese is required. Offered periodically during January term.

ASIAN 236: *Traditional Chinese Literature (Taught in English)*
Students explore the major genres of traditional Chinese literature -- poetry, short story, novel and drama -- in English translation. A small number of major works are singled out for close attention. Offered periodically.

ASIAN 237: *Modern Chinese Literature and Society*
This core course of Asian studies introduces students to modern Chinese literature and society. It examines canonical and popular works of Chinese writings including fiction, drama, autobiography, correspondences, and poetry from the early 20th century to the 21st century. Films and songs also serve as supplementary material when appropriate. Students read texts in translation and approach them in the context of modern Chinese society. They also study the literature as it reflects diverse Chinese communities across political boundaries. Offered annually.

ASIAN 238: *Diasporic Literature of the Pacific*
A rich array of diasporic literature is set amongst the Pacific waves, tracing not only life journeys between homelands and islands, but also racial and ethnic tensions compounded by nuclear weapons and wastes. This course introduces novels, poems, plays, and memoirs that tell Asian, Oceanic, and Austronesian experiences of displacement. Students explore how literary writing carves out spaces for and lends voices to diasporic communities in the Pacific world. Offered alternate years in spring semester.
Prerequisite: WRIT 120 or equivalent.

ASIAN 244: *Language and Race in Japan and USA*
While explicit racism is not tolerated, implicit language-related racism is usually invisible and pervasive. Why? This course examines the relationship between language, race, and power. Through exploring materials from different times (from the nineteenth century to contemporary), spaces (Japan and USA), and texts (language policies, popular media), students examine the role of language in constructing racial Other and how speakers "negotiate" race with language. Offered periodically. Also counts toward the Japanese and race and ethnic studies majors and the applied linguistics and race and ethnic studies concentrations.

ASIAN 255: ***Engaging Asia: San Francisco (study away)***
Engaging the diverse cultures and Asian American communities in San Francisco, students learn about the intersection of power, race, class, gender, sexuality, language, and multiculturalism. Students examine the past through immigration history, museums, and Angel Island; experience the present in Chinatown, Nihonmachi (Japantown), and the Castro District; and explore the future by connecting with alumni, academics, and Silicon Valley professionals. Through guest lectures, readings, discussions, field trips, and digital projects, students gain unique perspective and knowledge in one of the historical, political, and cultural centers of Asian America. Offered periodically during January term. Apply through Smith Center for Global Engagement.
Prerequisite: Sophomore standing or above.

ASIAN 268: ***The Art of Calligraphy: Techniques and Appreciation***
From classical form to *avant garde*, this course introduces students to the various artistic representations of Asian calligraphy. Students explore the aesthetic concepts, evolution of different styles, and practical techniques of brush-written writings. Class lectures complement hands-on practice in which students master the basic strokes, structures, compositions, and movements that are involved in producing calligraphic work. Asian language knowledge is not required. All readings and demonstrations will be in English. Materials fee. Offered periodically.

ASIAN 282: ***Second Language Acquisition and Pedagogy in an Asian Context***
This interdisciplinary course explores principles and approaches in second language learning and teaching with the focus on Asian languages. Through debunking myths in second language learning, students will learn key factors affecting second language learning and effective language learning strategies. Skills in teaching a second language in Asian context are also discussed. However, this course focuses on the research and theoretical understanding of language acquisition rather than on pedagogical methods of language teaching. Offered periodically.

ASIAN 294: ***Academic Internship***

ASIAN 298: ***Independent Study***

ASIAN 333: ***What is a Hero?***
This interdisciplinary course explores the timeless concept of the hero from both Asian and Western traditions. Classical heroes will be analyzed along with those featured in contemporary films, fictions, comics, and pop culture. The main goal is to compare and examine how heroes have informed intellectual, artistic, and moral traditions in various cultures and how heroic ideas were spread, transformed, and re-imagined to suit the needs of their times. Offered periodically.

ASIAN 394: ***Academic Internship***

ASIAN 396: ***Directed Undergraduate Research***
This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.
Prerequisite: determined by individual instructor.

ASIAN 397: ***Seminar: Human Rights/Asian Context***
The Universal Declaration of Human Rights proclaims that "the inherent dignity and ... the equal and inalienable rights of all members of the human family [are] the foundation of freedom, justice and peace in the world." Who speaks to human rights in East Asia? What ethical perspectives are voiced? Case studies presented through memoirs, films, reports, and multidisciplinary analyses provide the material for exploring diverse normative claims about individual rights in East Asia. Offered annually. This course is designed as a capstone experience for Asian Studies, Chinese and Japanese majors and Asian Studies concentrators. Other students need permission of instructor to enroll.

ASIAN 398: ***Independent Research***

ASIAN 399: ***Seminar for Asian Studies Majors***
A capstone experience offering an opportunity to pursue a research project and to discuss issues of general interest to students of Asia. This seminar proceeds along two tracks: one focusing on discussion of readings of general interest to Asian Studies students, the other devoted to research, writing, and presenting findings to the class. Offered annually.
Prerequisites: junior or senior Asian Studies, Chinese, or Japanese major.

AS/ES 277: ***Environmental Sustainability in Japan (study abroad)***
Students investigate community-based approaches to environmental sustainability during this January Term course taught in Tokyo, smaller towns in the Kansai region, and at the Asian Rural Institute (ARI) in northern Japan. Students explore how ARI builds on local Japanese resources to support its mission of training rural leaders from developing countries in organic agricultural practices. Activities include field trips, discussions, and field outings, as well as hands-on participation in the daily food life at ARI. Offered periodically during January Term. Apply through Smith Center for Global Engagement.
Prerequisites: preference given to students with prior coursework in either Asian studies or environmental studies.

AS/PS 255: ***Politics in Asia***
How do people in Asia understand citizenship? Students learn how membership in cultural, social, and political communities shapes rights, responsibilities, and identities in Asian countries. Reading historical and social science research, students consider and compare citizenship in Asian countries, including China, Japan, Korea, Taiwan, and Vietnam. Offered periodically.
Prerequisite: one previous course in Asian studies or political science is recommended.

AS/RE 254: ***Jesus on the Indian Road: A Perspective on Christianity***
The Indian Church, which claims the apostle Thomas as its founder, is the "home base" for this historical exploration of Christianity from the apostolic age to the present. The course considers Christian teachings about God and Jesus, biblical interpretation, worship, response to social, political, and cultural practices through encounters between Indian Christians and other churches. The multiple religions of India, its colonial experience, and its contemporary society are essential context. Offered periodically.

AS/RE 256: ***Religions of China, Korea, and Japan***
This course introduces the religious and philosophical traditions of China, Korea, and Japan: Confucianism, Chinese Taoism, Buddhism, Japanese Shinto, and the folk traditions. Students read classical texts such as Confucius' Analects, Zhuangzi, Taodejing, and Chan Buddhist texts, and analyze fundamental values and concepts such as Tao, yin/yang, and humaneness. Offered periodically.

AS/RE 257: *Buddhism*
This course studies the Buddhist view of the human predicament and its solution. Students examine the life of the Buddha, Buddhist scriptures, and the historical and philosophical development of Theravada and Mahayana Buddhism in East and Southeast Asia. Offered periodically.

AS/RE 289: *Buddhism, Peace and Justice*
Students examine contemporary Buddhist moral teachings on social issues such as violence and peacemaking, human rights and social justice, and humanity and the environment. Coursework focuses on the writings of Vietnamese monk and peace activist Thich Nhat Hanh, Tibetan leader-in-exile Tenzin Gyatso (Fourteenth Dalai Lama), American ecologist Joanna Macy, and others. Students consider the moral paradigms of Christianity and Buddhism: Christ and the Bodhisattva. Offered annually.

HIST 250: *China: Past and Present*
This course introduces the history of ancient and imperial China beginning with the earliest historical records through the 19th century. In this broad sweep of history, students engage with works of literature, philosophy, religion, medicine, the arts, and political statecraft in English translation. Rather than focusing solely on political history and dynastic change, this course also explores the cultural and social lives of ordinary people as a central theme. Offered annually during fall semester.

HIST 251: *Revolutionary China*
This course explores China across the tumultuous 20th century. Beginning from Qing late imperial China (mid-1800s-1911) through the reform period of the 1980s, students discuss the schools of thought that changed daily life in revolutionary China: fascism, nationalism, anarchism, feminism, socialism, and communism. Through close readings of primary sources in English translation, students investigate what constitutes revolution as a theory and practice in modern China, and how a revolution begins, continues, declines, and rekindles. Offered annually.

HIST 253: *Modern Japan*
This survey of modern Japan from 1800 to the present examines the political transformation of the Meiji Restoration, the industrial revolution and social and cultural change, the rise and fall of party government, militarism and Japanese expansionism in World War II, the American occupation, and postwar social, political, economic, and cultural developments. Offered alternate years.

HIST 345: *East Asia Seminar*
This seminar covers varying topics in East Asian history. Recent topics have included "World War II in East Asia and the Pacific," "Nationalism and Communism in Southeast Asia," and "Engendering Modern East Asia." May be repeated if topic is different. Offered periodically.

PHIL 249: *Asian Philosophy*
This course surveys the influential philosophical traditions of India and China. Students explore the major traditions including Hinduism, Buddhism, Jainism, Confucianism, and Taoism and consider other traditions with which they have interacted. Where appropriate, comparisons are drawn to Western philosophical traditions. Offered annually.
Prerequisite: One course in Philosophy or permission of instructor.

PSCI 245: *Asian Regionalism*
Currents of nationalism, regionalism, and globalization organize political life around the world. What trends and policies promote regional integration? What forces frustrate integration? To answer these questions this course investigates security, economic, and cultural relations at the beginning of the 21st century within Asia and between Asia and Russia and the U.S. This course looks at the historical interaction of national, regional, and global forces for additional answers. Offered periodically.
Prerequisite: previous course in Asian studies or political science, or permission of instructor.

REL 133: *Buddhist Meditation Traditions*
Meditative practice lies at the heart of the Buddhist tradition. Students explore the theories and practices of meditation in the Buddhist traditions historically developed and practiced in India, China, Korea, and Japan. Through this course, students develop an in-depth understanding of the Buddha's teachings in association with the principles behind those meditative practices, the modern adaptations of these practices, as well as the relationship with the Buddhist teachings on well-being and spiritual happiness. Offered annually in the spring semester.

Chinese Language Courses

CHIN 111: *Beginning Chinese I*
First of two elementary courses that helps students with no prior background to develop basic Mandarin skills, such as pronunciation, pinyin, grammar, and handwriting along with knowledge of Chinese culture and society. Students should achieve the Novice Mid level on the ACTFL proficiency scale and identify about 150 characters in areas of daily life and immediate needs upon completion of this course. Students attend three classes and one laboratory weekly. Offered annually in the fall semester.

CHIN 112: *Beginning Chinese II*
Second semester of the two elementary courses, designed for those who have completed CHIN 111 or with equivalent backgrounds. It aims to further develop basic Mandarin skills, such as speaking, listening, reading, writing, and knowledge of Chinese culture and society. Students should achieve the Novice High to Intermediate Low level on the ACTFL proficiency scale, identifying about 300 characters upon completion of this course. Students attend three classes and one laboratory weekly. Offered annually in the spring semester.
Prerequisite: CHIN 111 or placement.

CHIN 231: *Intermediate Chinese I*
This course is for students who have successfully completed CHIN 112 or students who have had at least one year of Chinese learning experience. It aims to enhance students' proficiency in all four language skills (speaking, listening, reading, and writing) as well as knowledge of various Chinese communities and cross-cultural communications. Students should achieve the Intermediate Low/ Medium level on the ACTFL proficiency scale. Students attend three classes and one laboratory weekly. Offered annually in the fall semester.
Prerequisite: CHIN 112 or placement.

CHIN 232: *Intermediate Chinese II*
This course is for students who have successfully completed CHIN 231 or students with equivalent previous Chinese learning experiences. It aims to further enhance students' proficiency in all four language skills (speaking, listening, reading, and writing) as well as knowledge of various Chinese communities and cross-cultural communications. Students should achieve the Intermediate Medium/High level on the ACTFL proficiency scale. Students attend three classes and one laboratory weekly. Offered annually in the spring semester.
Prerequisite: CHIN 231 or placement.

CHIN 294: *Academic Internship*

CHIN 298: *Independent Study*

CHIN 301: *Third-Year Chinese I*
This course provides continued practice in speaking, reading, and writing at the third-year level. Our text introduces students to Chinese geography and history and modern written style. Conducted entirely in Chinese. Offered annually in the fall semester.
Prerequisite: CHIN 232 or placement.

CHIN 302: *Third-Year Chinese II*
This course provides continued practice in speaking, reading, and writing at the third year-level. Our text introduces students to Chinese geography and history and modern written style. Conducted entirely in Chinese. Offered annually in the spring semester.
Prerequisite: CHIN 301 or placement.

CHIN 320: *Special Topics in Chinese*
In this fourth-year-level Chinese course, students explore a specified topic or theme in language, in various text/media (literature, newspaper, television, and film), in culture/civilization, or in a combination of these, through close examination of texts (written or visual), discussion, analysis, and interpretation of selected materials. Specific topics vary by instructor and semester. May be repeated if topic is different. Taught in Chinese. Offered annually.
Prerequisite: CHIN 302 or placement.

CHIN 351: *Chinese Language and Society through the Media*
This advanced Chinese language course aims to develop students' language proficiency and introduce students to various aspects of contemporary Chinese social life and culture. Course materials include films with excerpts of written scripts, newspapers, television, and essays related to the unit topics. Classroom activities include lectures, language drills, discussions, debates, presentations, and performances. Taught in Chinese. Offered annually.
Prerequisite: CHIN 302 or placement.

CHIN 360: *Professional Chinese*
This advanced Chinese language course assists students in acquiring content knowledge and language skills in professional and business settings. Course materials include profession-related conversations, news articles, website blogs, and radio and TV news. Class activities include lectures, language drills, discussions, presentations, and group projects. Specialized knowledge in business and economics is not required to take this course. Taught in Chinese. Offered periodically.
Prerequisite: CHIN 302 or placement.

CHIN 394: *Academic Internship*

CHIN 398: *Independent Research*

Japanese Language Courses

JAPAN 111: *Beginning Japanese I*
This course is an introduction to speaking, reading, and writing Japanese; writing includes the learning of all syllabic letters (Hiragana and Katakana) and basic Kanji (Chinese characters). Class meets four times weekly. Individual language laboratory visits are also required. Offered annually in the fall semester. Does not count toward Japanese major.

JAPAN 112: *Beginning Japanese II*
This course is an introduction to speaking, reading, and writing Japanese; writing includes the learning of all syllabic letters (Hiragana and Katakana) and basic Kanji (Chinese characters). Class meets four times weekly. Individual language laboratory visits are also required. Offered annually in the spring semester. Does not count toward Japanese major.
Prerequisite: JAPAN 111 or equivalent.

JAPAN 231: *Intermediate Japanese I*
Students continue to develop the listening, speaking, reading and writing skills that enable them to deal not only with topics of daily life, but also cultural themes and authentic materials. Class meets four times weekly. Individual language laboratory visits are also required. Offered annually in the fall semester.
Prerequisite: JAPAN 112 or equivalent.

JAPAN 232: *Intermediate Japanese II*
Students continue to develop the listening, speaking, reading and writing skills that enable them to deal not only with topics of daily life, but also cultural themes and authentic materials. Class meets four times weekly. Individual language laboratory visits are also required. Offered annually in the spring semester.
Prerequisite: JAPAN 231 or equivalent.

JAPAN 294: *Academic Internship*

JAPAN 298: *Independent Study*

JAPAN 301: *Advanced Japanese I*
This third year-level course aims to increase the knowledge of Japanese people, language, and society by comparing with students' own cultures in their target language. Various authentic "texts" (images, video clips, written texts, etc.) support student learning. Offered annually in the fall semester.
Prerequisite: JAPAN 232 or equivalent.

JAPAN 302: *Advanced Japanese II*
This course builds on Japanese 301 and aims to increase the knowledge of Japanese people, language, and society by comparing with students' own cultures in their target language. Authentic "texts" (images, video clips, written texts, etc.) support student learning. Offered annually in the spring semester.
Prerequisite: JAPAN 301 or equivalent.

JAPAN 320: *Special Topics in Japanese*
In this fourth-year-level Japanese course, students explore a specified topic or theme in language, in various text/media (literature, newspaper, manga, and films), in culture/civilization, or in a combination of these, through close examination of texts (written or visual), discussion, analysis, and interpretation of selected materials. Sample topics include" Best Sellers and Film Adaptations" and "Haiku and the Concept of Nature." May be repeated if topic is different. Taught in Japanese. Also counts toward Asian studies major and concentration.
Prerequisite: JAPAN 302 or equivalent.

JAPAN 394: *Academic Internship*

JAPAN 398: *Independent Research*

Courses in Other Departments Approved for Asian Studies Credit

In addition to the following courses, Carleton courses and other courses may be submitted to the chair of the Asian Studies department for approval.

HIST 240 Methods Seminar: Histories of Africa, Asia, and Latin America (depending on content)

MUSIC 239 Javanese Gamelan

PHIL 127 Zen and the Art of Judo

Plan of Study

Asian Studies Major - Plan of Study

This is a sample plan that meets the prescribed requirements for the Asian Studies major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Please see the Chinese major (p. 85) or Japanese major (p. 183) pages for requirements specific to those majors.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program - ASCON) or Writing and Rhetoric	1
CHIN 111 or JAPAN 111	Beginning Chinese I (based on placement) or Beginning Japanese I	1
	Credits	**2**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program - ASCON) or First-Year Seminar	1.00
CHIN 112 or JAPAN 112	Beginning Chinese II (based on placement) or Beginning Japanese II	1.00
	Credits	**2**
Sophomore Year		
Fall Semester		
CHIN 231 or JAPAN 231	Intermediate Chinese I (based on placement) or Intermediate Japanese I	1.00
Non-language Asia Elective Course		1.00
	Credits	**2**
Spring Semester		
CHIN 232 or JAPAN 232	Intermediate Chinese II (based on placement) or Intermediate Japanese II	1.00
Non-language Asia Elective Course		1.00
	Credits	**2**
Junior Year		
Fall Semester		
Non-language Asia Elective Course		1.00
	Credits	**1**
January Term		
Study Abroad (if possible)		1.00
	Credits	**1**
Spring Semester		
Non-language Asia Elective Course		1.00
	Credits	**1**
Senior Year		
Fall Semester		
ASIAN 397 or ASIAN 399	Seminar: Human Rights/Asian Context or Seminar for Asian Studies Majors	1.00
Non-language Asia Elective Course		1.00
	Credits	**2**
Spring Semester		
ASIAN 397 or ASIAN 399	Seminar: Human Rights/Asian Context (if not taken previously) or Seminar for Asian Studies Majors	1.00
Non-language Asia Elective Course		1.00
	Credits	**2**
	Total Credits	**15**

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the Asian Studies department webpage for more information.

Faculty

Department Chair, 2025-2026
Ying Zhou
Associate Professor of Asian Studies
second language acquisition and language pedagogy

Hiroe Akimoto
Instructor of Asian Studies
Japanese language instruction

Eric Becklin
Instructor of Asian Studies
Chinese Christianity; republican China; religion and place

Hui Bi
Assistant Professor of Asian Studies
Chinese language instruction

Rika Ito
Professor of Asian Studies
sociolinguistics; language ideology, language in media; Japanese

Karil J. Kucera
Professor of Art and Art History, Asian Studies, and Russian Language and Area Studies
Asian art history; text/image; sacred sites

Magara Maeda
Adjunct Instructor of Asian Studies

Joanne Quimby
Associate Professor of Asian Studies
modern Japanese literature, feminist literary theory, gender and sexuality studies, Japanese film cultural studies, Japanese language

Hsiang-Lin Shih
Associate Professor of Asian Studies
Chinese literature; classical and modern eras

Christina Spiker
Assistant Professor of Art and Art History

Katherine Tegtmeyer Pak
Professor of Political Science and Asian Studies
Asian politics; comparative democracy; immigration; citizenship; human rights

Ka F. Wong
Professor of Asian Studies
language pedagogy; cultural studies; Asian American studies; visual culture

Sungha Yun
Assistant Professor of Religion and Asian Studies

Biology

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From the molecules that are the building blocks of life to the complex interactions between living organisms and their environments, biology continues to fascinate the human mind. The Biology Department offers a diverse array of courses and experiences that present fundamental biological principles and processes within the context of being informed, responsible, and compassionate citizens. It provides a broad range of learning opportunities through its course offerings, laboratories, independent study/research, internships, and study abroad and away programs at sites including The Bahamas, Central and South America, and Australia. Woven into all learning opportunities are hands-on experiences with modern equipment that stimulate critical and independent thinking.

For science majors, the Biology Department offers an exciting slate of challenging and rewarding courses. For the less science-oriented student, it seeks to stimulate natural curiosity about how our bodies work and how humans interact with their surroundings by providing several courses designed primarily for non-science majors. These courses, which satisfy the Natural Science requirement of the OLE Core curriculum, focus on current biological issues and general interest topics in biology.

Overview of the Major

The ever-broadening nature of biology requires diversely trained and inquisitive biologists. The biology major has the dual mission of introducing students to the information and technological tools of various disciplines of biology while instilling the confidence to critically assess a biological phenomenon and to design and carry out an appropriate research program. To that end, the biology major provides the necessary content and instrument training while students practice the art of scientific inquiry. Opportunities for interdisciplinary work abound. Biology majors are encouraged to participate in research with faculty, study abroad and away programs in biology, departmental seminars, and social activities.

Intended Learning Outcomes for the Major

Special Programs

Research opportunities and other independent study are central to the teaching mission of the Biology Department. Full-credit course opportunities include independent study (BIO 298), independent research (BIO 297 or BIO 398), and directed undergraduate research (BIO 396). BIO 291 is a 0.25 credit opportunity for a journal club or other exploratory course offered at student request and the professor's discretion. BIO 375 is a 0.25 credit course option for students completing a research project or piloting a new project. BIO 297 is independent research that can be taken for 0.25, 0.5 or 1 credit. Each summer, many biology faculty participate in CURI summer research in which paid positions offer excellent opportunities for students in lab, field, and computer-based research.

The Biology Department offers many opportunities for study abroad and away. The semester-long program, Environmental Science in Australia (usually offered alternating spring semesters), is of particular

interest to biology students. Other semester/summer programs are available through affiliated institutions or programs (e.g., ACM Oak Ridge Science Semester, ACM Tropical Field Research, Coe College Wilderness Field Station, Denmark's International Studies Program). In addition, each January term several study abroad or away biology courses are offered; see courses marked "study away" or "study abroad" in the course list below. Students interested in study abroad or away biology courses should consult biology faculty or the Smith Center for Global Engagement.

Several concentrations are offered that closely relate to the Biology Department: biomolecular science, environmental studies, mathematical biology, neuroscience, and statistics. Students interested in these concentrations should consult the descriptions in this catalog or the program director.

Requirements

Requirements for the Major

All students majoring in biology complete eight biology courses and a year of chemistry: either CHEM 122 and CHEM 126; or CHEM 125 and CHEM 126. Note that CHEM 126 has a prerequisite of completion of one calculus course.

Code	Title	Credits
Biology courses (explained in more detail below this table)		
Foundation course		1.00
At least one course from each of four core categories		4.00
At least one level III biology course		1.00
Two elective courses		2.00
Chemistry		
Select one of the following sequences (CHEM 126 requires completion of a calculus course):		2.00
CHEM 122 & CHEM 126	Introductory Chemistry and Energies and Rates of Chemical Reactions	
CHEM 125 & CHEM 126	Structural Chemistry and Equilibrium and Energies and Rates of Chemical Reactions	
Total Credits		**10**

Foundation Course

The biology major begins with BIO 150. This course explores the evolutionary and genetic foundations of life's biodiversity, and establishes the laboratory and scientific communication skills upon which subsequent courses build. AP or IB credit does not provide the equivalent of this foundation course; students with AP or IB credit instead receive one 100-level elective credit in the major. Students planning to major in biology should take this foundation course first; students who decide to switch to a biology major should take this foundation course at the time of deciding their major.

Core Categories

Students must take one course from each of the four core categories listed below. While the categories below are listed in order of biological level of organization, students may take their upper-level biology courses in any order providing that prerequisites are met. Please consult the course descriptions to see the prerequisites for each course.

1. **Genetics.** Genetics examines relationships between genotype and phenotype in prokaryotic and eukaryotic organisms from classical and molecular perspectives. Through a course in this category, students will explore gene structure, inheritance, and expression. Through genetics, students discover the ways in which the field of genetics is interdisciplinary, research-based, and relevant to the world today. Course: BIO 233

2. **Cell Biology.** Cells are the basic units of life, and understanding the structure and function of cells, and how they are studied, is central to understanding modern biology. Through a course in this category, students will obtain a comprehensive overview of cellular structure and function, for example cellular compartments, macromolecular structures, and life processes such as energy and material flux, cell division, and control mechanisms. Course: BIO 227

3. **Comparative Organismal Biology.** Courses in this category study life at the tissue, organ system, and individual levels of organization. Students will broaden their knowledge of a group of organisms (e.g., plants) or of a universal biological phenomenon (e.g., reproduction). Courses in this category approach the content through comparisons across multiple taxa. Courses: BIO 242, BIO 247, BIO 248, BIO 251, BIO 252, BIO 266, BIO 275, or participation in the Environmental Science in Australia semester (but this program cannot count for both the Comparative Organismal and the Ecology core requirements)

4. **Ecology.** Ecology is the study of the interactions between organisms and their environments. These interactions are studied at levels of biological organization from individuals to populations, communities, ecosystems, landscapes, and the entire biosphere. Through ecology, students can better understand interconnections in the natural world, and become more aware of their role in sustaining the biodiversity and ecosystem services that benefit all life on earth. Courses: BIO 261 or participation in the Environmental Science in Australia semester (but this program cannot count for both the Comparative Organismal and the Ecology core requirements)

Level III Biology Course

Every biology major takes at least one level III course in the department. Our level III course offerings vary greatly in topic and in type of student work, yet they all share aspects such that each student has an opportunity to experience sophisticated, independent, iterative work in biology. Students in a directed research course will practice sophistication in experimental design and practice, independence in their investigation, and iterative troubleshooting. Students in a non-laboratory investigative course will practice sophistication in evaluating the primary literature, as well as independence in assembling and synthesizing ideas from that literature. Not all level III biology courses meet this requirement. Specifically, courses numbered above BIO 393 and any BIO 300-level courses worth less than a full credit cannot fulfill the Level III requirement. Sometimes Level III topics courses in other departments like Environmental Studies can count as the Level III biology course. Students should consult catalog descriptions for each level III course to learn about the topic, type of student work, and prerequisites.

Elective Courses

Students complete their biology major with two elective courses. Any full credit (1.00) biology course can count as an elective with the following exceptions:

- Only one independent study (BIO 298) and one independent research (BIO 396 or BIO 398) can count toward the major.
- Internships (BIO 294 or BIO 394) do not count toward the major. BIO 294 and BIO 394 can only be taken P/N.
- Independent Research taken as BIO 297 does not count toward the major and can only be taken P/N.

In addition to courses designated as biology, the St. Olaf courses in the table below can count as biology electives:

Code	Title	Credits
CHEM 379	Biochemistry I	1.00
NEURO 239	Cellular and Molecular Neuroscience	1.00
PSYCH 238	Biopsychology	1.00
ENVST 281	Topics in Environmental Studies (when topic includes appropriate biology content)	1.00

General Considerations for the Major

- No more than two level I biology courses, including BIO 150, and AP or IB credit may count toward the major.
- Of the six courses counting toward the major that must be graded C or above, at least four must be at level II or III.
- Students wishing to count for the major a course taken abroad or at another institution must consult with the chair for approval before taking the course.
- While programs leading to graduate work are planned on an individual basis, many programs require students to have completed two or more quantitative courses (mathematics, statistics, or computer science), two courses in physics, and at least four courses in chemistry. Students intending to enter graduate or professional school are encouraged to consult with the biology faculty to plan a course of study appropriate for the postgraduate program.
- Students pursuing a secondary school science education teaching license with a life science specialty should consider completing the biology major including BIO 123 or BIO 243 as one of their electives. Additional courses are required as specified by the Education Department. Interested students should consult Emily Mohl (mohl@stolaf.edu).
- All of the level II and III courses in biology have prerequisites. Please consult the course descriptions for this information.

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Courses

BIO 121: *Biological Science: Issues in Biology*
This course explores contemporary biological issues related to health and the environment, with the goal of fostering informed citizens prepared for current biological debates. Students learn the relevant biological principles in lecture and lab followed by appropriate lab or field research. Specific topics vary from year to year and may include emerging diseases, cardiovascular health, genetics, specific groups of organisms, behavior, and environmental dynamics. Students attend lectures plus one two-hour laboratory per week. Offered periodically.

BIO 123: *Human Biology*
This course focuses on the wonderous actions of the human body. Students learn how several vital body functions occur subconsciously, such as the rhythmic beating of the heart or the digestion of nutrients after a meal. Topics include how the brain works, how muscles contract, and how kidneys produce urine, and the remarkable biology associated with reproduction. Students use this understanding to elucidate diseases such as diabetes and hypertension. Students attend lectures plus one two-hour laboratory per week. Offered annually.

BIO 124: *The Biology of Women*
Issues of women's biology including views of the evolving female and biological determinism are examined. Core material covers anatomy, development, the biological basis of gender, reproduction, sexual response, the menstrual cycle and aging, and aspects of women's health such as eating disorders, cancers, and hormonal treatments. Students participate in significant amounts of group work and oral presentation. The course is open to both men and women. Offered during January term.

BIO 131: *Field Paleontology in Florida (study away)*
This course explores the natural history of our planet through the fossil record. Students learn from professional paleontologists and museum curators about how fossils are used in scientific research prior to embarking on a 10-day vertebrate fossil expedition in central Florida. The students then curate, catalog, and interpret their data, using a large museum reference collection. Open only to sophomores, juniors, and seniors. Offered periodically in January Term. Apply through Smith Center for Global Engagement.

BIO 135: *Thinking and Doing Biology*
Why do biologists do what they do? How is biology actually done? Students investigate the reasons biological science is done the way it is today. Includes laboratory component. Students have the opportunity to design and perform their own experiments while learning the process of scientific investigation. Designed primarily for non-majors. Offered during January Term.

BIO 140: *Explorations in Microbiology*
This course explores the science of microbiology and the impact of microorganisms (bacteria, viruses, fungi, protozoa, and prions) on human affairs and daily life. Topics include microbial diversity, cell structure and function, growth and metabolism, genetics, control of microbial growth, host-pathogen interactions, immunology, infectious disease, and applied microbiology. Each topic provides a basis for discussion of current issues where microorganisms play a role. Students attend lectures plus one two-hour laboratory per week. Offered annually during Spring semester.

BIO 143: *Human Anatomy and Physiology: Cells and Tissues*
The study of the anatomy and physiology of the human body is founded on a thorough understanding of the structure and function of cells and tissues. Students attend lectures plus one three-hour laboratory per week. This course may not be taken after completion of CH/BI 227 or BIO 227. Offered in the fall semester.

BIO 150: *Evolutionary Foundations of Biodiversity*
This course is the gateway for the biology major, guiding students as they develop the context, skills, and modern framework on which to continue their study of biology. Students explore the history, evolution, and diversity of life in the context of genetics and comparative genomics. The laboratory emphasizes question-asking, problem-solving, and exploring biodiversity, and students have multiple opportunities to practice and communicate their science. Students attend lectures plus one 3-hour laboratory/discussion per week. Offered each semester.

BIO 227: *Cell Biology*
This course provides a comprehensive overview of cellular structure and function including cellular compartments, macromolecular structures, and life processes such as energy and material flux, cell division, and control mechanisms. Students learn current and/or historical evidence and methodology (e.g., microscopy, isolation procedures, and probes). Students attend lectures plus one three-hour laboratory per week. Laboratory experiences provide opportunities for qualitative and quantitative observations of cellular structure and function. Students place their work in the context of current research through examination of relevant literature and formal presentations. Offered each semester. Counts toward "cell biology" core category.
Prerequisites: CHEM 122, or CHEM 125, or CH/BI 125; BIO 150 is strongly preferred.

BIO 231: *Microbiology*
Microbiology examines the morphology, composition, metabolism, and genetics of microorganisms with emphasis on bacteria and viruses. Students examine the dynamic impact of microbes on humans, the immune response, and the role of microbes in the environment. Students attend lectures plus one three-hour laboratory per week. Offered annually during Fall semester.
Prerequisites: BIO 143 or BIO 150, and one chemistry course.

BIO 233: *Intermediate Genetics*
Genetics examines relationships between genotype and phenotype in prokaryotic and eukaryotic organisms from classical and molecular perspectives. Lectures in this core course cover ideas and technologies contributing to understanding mechanisms of gene transmission and regulation. Laboratories utilize model organisms to investigate classical and molecular modes of inheritance. Students attend lectures plus one three-hour laboratory per week. Offered each semester. Counts as "genetics" core category.
Prerequisites: BIO 150; and CHEM 125 or CHEM 122 or CH/BI 125.

BIO 242: *Vertebrate Biology*
Students focus on the natural history of Upper Midwest vertebrates and phylogenetic, morphological, and functional relationships of these animals. Laboratories include identification, and morphology. During field trips, students document bird migrations, amphibian chorusing, and other animal activities. Independent projects explore topics ranging from blue bird nesting behavior to thermal conductivity and insulation in animals. Students attend lectures plus one three-hour laboratory per week. Offered annually. Counts as "comparative organismal biology" core category.
Prerequisites: BIO 150.

BIO 243: *Human Anatomy and Physiology: Organs and Organ Systems*
Students journey toward greater understanding of the human body through an integrated study of the structure of the body (anatomy) and how organs such as the brain, heart, and kidney perform their remarkable functions (physiology). The course is designed primarily for students intending careers in the health sciences. Students attend lectures plus one three-hour laboratory per week. Offered each semester.
Prerequisite: BIO 143, or BIO 150 and BIO 227 or CH/BI 227.

BIO 247: *Animal Physiology*
How do animals do what they need to do to survive in all sorts of environments? Why are others able to exist in only very particular conditions? These are the sorts of questions students explore as they navigate the basic systems that provide circulation, ventilation, movement, digestion, and waste removal. Students look at how these processes are coordinated by the nervous and endocrine systems and how they vary across the animal kingdom to help organisms survive in dry, hot deserts, in dark, deep oceans, and places in between. Students attend lectures plus one three-hour laboratory per week. In laboratory, they conduct quantitative physiological measurements to assess functions such as temperature control, respiration rates, and salt and water balance. Counts as "comparative organismal biology" core category. Offered periodically.
Prerequisites: BIO 150; BIO 227 or CH/BI 227 recommended.

BIO 248: *Invertebrate Biology*
This course traces the path of invertebrate evolution from single-celled protozoans to the most primitive chordates. Emphasis is placed upon major breakthroughs in design that enable organisms to exploit new ecological habitats. Laboratories are designed to introduce students to the major invertebrate groups via observation of living animals and through dissection. Students attend lectures plus one three-hour laboratory per week. Counts as "comparative organismal biology" core category. Also counts toward neuroscience concentration.
Prerequisites: BIO 150.

BIO 251: *Plant Physiology*
This course begins with an in-depth look at a plant cell and its physiology, followed by a discussion of whole plant physiology as it relates to cellular functions. Students attend lectures plus one three-hour laboratory per week. Counts as "comparative organismal biology" core category.
Prerequisites: BIO 150; and CHEM 122 or CHEM 125; and CHEM 126; BIO 227 or CH/BI 227 recommended.

BIO 252: *Plant Evolution and Systematics*
Plants are a diverse and important group of organisms. This course considers their evolution, emphasizing the morphology and anatomy of flowering plants. Students learn about basic techniques of data collection and analysis to investigate plant evolution: identifying plants, dissecting and staining plant structures, and using computer-based taxonomic statistics programs. Students attend lectures plus one three-hour laboratory per week. Offered periodically. Counts as "comparative organismal biology" core category.
Prerequisites: BIO 150.

BIO 253: ***Water in Morocco: Precious, Precarious, and Problematic (study abroad)***
Students examine water from a scientific perspective -- chemical, physiological, ecological -- and delve into the historical, political, economic, and social implications in Morocco -- a country of diverse cultures and biotic zones from two oceans, mountain ranges, and the driest of dry deserts. Students learn through readings, lectures, student presentations, and field trips. This class is suitable for any student with sophomore standing. Bio 150 OR ENVST 137 highly recommended. Offered periodically during January term. Apply through Smith Center for Global Engagement.

BIO 261: ***Ecological Principles***
Ecology focuses on the study of the interrelationships that determine the distribution and abundance of organisms. This core course examines organism-environment interactions and the study of populations, communities and ecosystems. Consideration is given to use of ecological studies in ecosystem management. Students attend lectures plus one three-hour laboratory per week. Offered each semester. Counts as "ecology" core category.
Prerequisite: BIO 150.

BIO 272: ***Evolutionary Medicine***
The field of evolutionary medicine represents the intersection of evolution and medicine. Students use evolutionary biology to understand, prevent, and treat disease; in turn, they use biomedical data to advance evolutionary biology understanding. Some topics in this field are a mismatch between our evolved bodies and modern environments, evolutionary perspectives on cancer, and individual vs. public health. Students explore the material through large and small group discussions of readings, and short lectures interspersed with activities. Offered periodically.
Prerequisites: BIO 150 and at least one 200-level BIO or CH/BI course.

BIO 275: ***Biology of Reproduction***
The ability to reproduce is one of the key features of a living organism. Studying the biology of reproduction requires a synthesis of information and concepts from a wide range of fields within biology. This course addresses reproduction at the genetic, organismal, and population levels. Laboratory work adds a valuable investigative component to the course, and social/psychological issues are addressed throughout. Students attend lectures plus one three-hour laboratory per week. Offered periodically. Counts as "comparative organismal biology" core category. Also counts toward gender and sexuality studies major and concentration if approved by petition.
Prerequisites: BIO 150 or permission of instructor.

BIO 287: ***Island Biology in the Bahamas (study abroad)***
Intensive study of the biology that created the Bahamas and that now constitutes the living structure of these islands. Staying at the Gerace Research Center on San Salvador Island provides access to a diversity of marine and terrestrial habitats including coral reefs, seagrass beds, mangrove forests, hypersaline ponds, limestone caverns, and the "blue-holes" that connect inland waterways to the sea. Offered periodically during January term. Apply through Smith Center for Global Engagement.
Prerequisite: BIO 150 or permission of instructor.

BIO 288: ***Equatorial Biology (study abroad)***
This course offers intensive field-biology experiences within three equatorial New World environments: the Amazon rainforest, the Andes cloud forests, and the Galapagos Islands. Students compare the rich biodiversity, the adaptations and natural history of species, and the influence of human impact on these areas. Preparation for class requires readings from texts and primary literature concerning ecological and environmental issues specific to each of these regions. Based in Quito, the three field expeditions alternate with home-based rest days allowing for reflective writing in journals, assimilation, and discussion. Offered periodically during January term. Apply through Smith Center for Global Engagement.
Prerequisite: BIO 150 or permission of instructor.

BIO 289: ***Marine Ecology Research in Jamaica (study abroad)***
Students gain meaningful research experience studying aquatic ecosystems. The course begins on campus as students develop field and analytical skills that they will apply to their research. Staying at the Discovery Bay Marine Lab in Jamaica provides access to unique coral reef, intertidal, freshwater, and waterfall habitats where students conduct independent research projects. The course concludes on campus for data analysis and interpretation. Offered periodically during January term.
Prerequisite: BIO 150 or permission of instructor.

BIO 290: ***Medical Terminology (0.25 credit)***
This course provides the framework for understanding medical language and terminology used by healthcare professionals, and helps students learn common medical terms essential for safe patient care and effective communication between interprofessional healthcare teams. This course is intended for students preparing for graduate studies in nursing, physician assistant, occupational therapy, physical therapy and other allied health areas, and is not recommended for nursing majors or for students preparing to apply for admission into a school of medicine, dentistry or podiatry. Offered annually in the spring semester. Does not count toward biology major.
Prerequisites: BIO 143 and BIO 243.

BIO 291: ***Topics in Biological Research (0.25)***
For science majors, learning to read the primary literature and other professional sources is an important transition from classroom learning to post-graduate endeavors. Students read, present, and discuss scientific literature in a field selected by participating faculty. The goal is to garner sufficient expertise to allow critical analysis of the particular field. May be repeated if topic is different. Does not count toward biology major.
Prerequisite: permission of the instructor.

BIO 292: ***Topics in Biology***
Students study topics in biology. Topics vary from year to year at the discretion of the department. Class work depends on the topics and instructor, but is consistent with the amount and level of work in other 200-level biology courses. May be repeated if topics are different. Counts as an elective toward biology major. May count toward other majors or concentrations if approved by the chair of that major/concentration. Offered periodically each term.
Prerequisites: vary.

BIO 294: ***Academic Internship***
Internships are designed to provide career-testing opportunities. Students interested in an internship should consult with the Piper Center for Vocation and Career, enlist a faculty supervisor, and complete an internship application. Internships do not count toward the biology major requirements.

BIO 297: *Independent Research (0.25, 0.50, 1.00)*
Independent research is offered for students dedicated to an independent research experience. Emphasis is placed on the iterative process of experimentation and analysis. Students interested in independent research may enroll in BIO 297 or BIO 398. Each course requires a faculty supervisor, who makes the decision as to which course is appropriate. Pass/No Pass. Offered each semester and during January Term. Does not count toward biology major requirements.
Prerequisite: approval of instructor.

BIO 298: *Independent Study*
Independent study allows students to study in an area not covered in the regular biology course offerings. The student undertakes substantial independent study in a defined biological field, meets regularly with faculty supervisor, and prepares some form of presentation of the material learned. The student must obtain permission of supervisor and complete an independent study form available from the Registrar's Office or its website.

BIO 299: *Human Gross Anatomy (0.25)*
Human gross anatomy students participate in the dissection of both a female and a male cadaver, preparing cadavers for use in the Human Anatomy and Physiology course, BIO 243. In addition, students serve as TAs for one lab section of BIO 243, conduct guided showings of the cadavers for approved courses such as Biology of Women and Human Biology, and participate in the annual Human Anatomy Chapel service. Does not count toward biology major. Application required. P/N only. Offered annually during the fall semester.
Prerequisite: BIO 243.

BIO 306: *Directed Undergraduate Research with Writing*
This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, data collection and analysis, and writing. The topic is determined by the faculty member in charge of the course and may relate to their research interests. This course meets the Writing in the Major requirements for Biology majors. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.
Prerequisite: determined by instructor.

BIO 308: *Independent Research with Writing*
Independent research is offered for students dedicated to an in-depth research experience. In conjunction with a faculty supervisor, a student conceives and performs a research project leading to the production of a major piece of work such as a research paper or poster presentation. This course meets the Writing in the Major requirements for Biology majors. Independent research requires permission of a supervisor and completion of an independent research form available at the Registrar's Office or its website.
Prerequisite: determined by instructor.

BIO 315: *Principles of Bioinformatics*
This course introduces computer programming to biologists and allows for the creative application of this skill to an array of biological questions, with an emphasis on advanced genetics topics. From mining large genetic sequence databases to simulating population dynamics, we explore how computational tools are becoming essential to the study of a broad range of biological systems. Students participate in a semester-long project that allows them to sequence and publish their own DNA and analyze their evolutionary history. Students attend lectures plus one three-hour laboratory per week. Also counts toward biomolecular science and mathematical biology concentrations.
Prerequisite: BIO 233.

BIO 324: *Evolutionary Genetics*
In this seminar course, students explore new advances and applications at the intersection of evolution and genetics. Short lectures and in-class activities provide students with the necessary background to analyze primary scientific articles, and small group discussions provide a forum for student-led discourse and critique of these articles. Each student undertakes a literature research project on a topic of their choice; this semester-long project includes regular faculty consultation and peer review. Also counts toward biomolecular science concentration.
Prerequisite: BIO 233 or permission of the instructor.

BIO 364: *Molecular Biology*
In this seminar course, students explore molecular biology topics or techniques and their applications. Short lectures and in-class activities provide students with the necessary background to analyze primary scientific articles, and small group discussions provide a forum for student-led discourse and critique of these articles. Each student undertakes a literature research project on a topic of their choice; this semester-long project includes regular faculty consultation and peer review.
Prerequisite: BIO 233.

BIO 365: *Molecular Cloning*
In this research-based lab course, students learn molecular cloning technique theory and methods. With a faculty member, students design and conduct a cloning project relevant to the faculty member's ongoing research. Students interpret their data and make connections to relevant scientific literature and present their findings in lab meetings and a final poster presentation. Students also consider and articulate how the skills developed through this course impact their future careers as scientists.
Prerequisite: BIO 233.

BIO 371: *Field Ecology*
This course focuses on learning modern field and laboratory methods to test ecological hypotheses. Students work on group and individual projects to collect and analyze data and give oral and written presentations on projects. Class periods focus on discussion of primary literature and project results. Class trips include visits to local natural areas. Students attend lecture/discussion plus one four-hour laboratory per week. Also counts toward environmental studies major (natural science emphasis) and mathematical biology concentration.
Prerequisite: BIO 261.

BIO 372: *Developmental Biology*
The last decade has unveiled the mechanism by which a single cell gives rise to an embryo rich in pattern and cellular diversity. This course traces the use of surgical, genetic, and molecular techniques as they have uncovered the developmental blueprints encoding the universal body plan fundamental to all metazoan life. Students attend lectures plus one three-hour laboratory per week. Offered periodically during Spring semester.
Prerequisite: BIO 233.

BIO 375: *Advanced Supplemental Research (0.25)*
Students work on special projects during one afternoon of laboratory per week. Each student must have the sponsorship of a faculty member. This course does not count toward the biology major. P/N only. Offered each semester. May be repeated if topic is different.

BIO 382: *Immunology*
Immunology focuses on the structure, development, and function of the immune system. The course explores the molecular and cellular basis of the immune responses. The application of immunological principles to allergy, autoimmunity, AIDS, transplantation, and cancer are included. Students attend lectures plus one three-hour laboratory per week. Offered annually during fall semester.
Prerequisites: BIO 227 and BIO 233.

BIO 383: *Evolutionary Biology*
The idea of evolution forms the foundation for all modern biological thought. This course examines the processes of evolution in detail (selection, genetic drift, mutation, migration) and studies the methods by which biologists reconstruct the history of life on the planet. Advanced topics are explored through reading and discussion of journal articles. The social and historical context of evolutionary theory is discussed. Students attend lectures plus one three-hour laboratory per week. Also counts toward biomolecular science and mathematical biology concentrations.
Prerequisite: BIO 233.

BIO 385: *The Neuron*
From tiny ion channels to the basis for learning, neuroscience is a rapidly developing area. Using texts, reviews, and current literature, students examine in depth the fundamental unit of the nervous system, the neuron. The goals are to understand how neurons accomplish their unique functions: electrical signaling, synaptic transmission, and directed growth and remodeling. Also counts toward neuroscience concentration.
Prerequisites: BIO 227 or CH/BI 227 and progress toward a major in any of the natural sciences.

BIO 386: *Animal Behavior*
This course approaches the study of animal behavior from the blended viewpoints of evolutionary behavioral ecology and comparative psychology. Mechanisms of learning, cognition and development, as well as aggression, territoriality, and mating are examined at the organismic and cellular level. A deeper understanding of the neural and environmental determinants of behavior in a wide variety of species helps students better understand themselves and their place in nature. Laboratory work reinforces class material. Students attend lectures plus one three-hour laboratory per week. Also counts toward neuroscience concentration.
Prerequisite: BIO 150.

BIO 387: *Neuroethology*
Neuroethology is the study of how nervous systems generate natural behaviors in animals. The nervous system connects an animal with its environment, determining how an animal perceives, learns, and reacts to stimuli. This course explores the neural mechanisms underlying diverse behaviors - such as escape reflexes, locomotion, and communication - in a wide range of invertebrate and vertebrate species and based on an evolutionary framework. Lecture concepts are explored through laboratory experimentation and different forms of scientific communication. Students attend lectures plus one three-hour laboratory per week. Offered in alternate years with BIO 386 (Animal Behavior).
Prerequisite: MATH 120 or equivalent and one of the following: BIO 233, BIO 247, BIO 266, NEURO 239, or PSYCH 238 or permission of instructor.

BIO 391: *Selected Topics*
Specific topics announced prior to each term are based on student interests and available staff. Class work includes comprehensive review of literature on the specific topic. Class meetings present topics in discussion format. May be repeated if topic is different. Also counts toward environmental studies major (all emphases) and concentration when taught with environmental science focus and approved by chair.
Prerequisites: vary.

BIO 392: *Laboratory Topics*
Specific topics announced prior to each term are based on student interests and available staff. Class meetings focus on laboratory and/or field methods and student work involves analysis and interpretation of data that reflects on the relevant literature. May be repeated if topic is different. May count toward environmental studies major (all emphases) and concentration when taught with environmental science focus and approved by chair.

BIO 394: *Academic Internship*
Biology 394 is for students who have completed one internship (BIO 294) and wish to complete a second internship. Students interested in an internship should consult with the Piper Center for Vocation and Career, locate a faculty supervisor, and complete an internship form. Internships do not count toward the biology major requirements.

BIO 395: *Biomedical Innovation Scholars Program*
Teams of science, engineering, nursing, and economics students research the potential for commercialization of a novel medical technology. Students gain experience with medical procedures, market research, the FDA approval process, financial analysis, the health insurance industry, business ethics, intellectual property law, and human subjects research ethics. At the end of this practicum, students write a business plan and deliver a professional presentation of their recommendations to staff at the partner company, investment group, or medical organization. Offered annually during January Term. Does not count toward biology major.
Prerequisite: permission of instructor.

BIO 396: *Directed Undergraduate Research*
This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection and analysis. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. This course does NOT meet the level III biology requirement for the biology major because it does not fulfill the Writing in the Major requirement. However, it can count as an elective for the biology major. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.
Prerequisite: determined by individual instructor.

BIO 398: *Independent Research*
Independent research is offered for students dedicated to an in-depth research experience. In conjunction with a faculty supervisor, a student conceives and performs a research project. Students develop skills reading, evaluating, and synthesizing scientific literature, making decisions about experimental design and implementation, and collecting and analyzing data. This course does not meet the level III biology requirement for the biology major because it does not fulfill the Writing in the Major requirement. However, it can count as an elective for the biology major. Independent research requires permission of a supervisor and completion of an independent research form available at the Registrar's Office or its website.

BI/ES 226: *Conservation Biology*
Conservation biology focuses on the study of biological diversity. Students examine why people should be concerned about the number and types of species on earth, what factors threaten the survival of species, and how people can conserve them. Using principles of ecology and evolution, with input from other disciplines, students gain a better understanding of the impact of humans on biodiversity and the importance of responsible environmental decision-making. Offered annually.
Prerequisite: One natural science course.

BI/ES 228: *Environmental Health*
Human health is affected by the biological environment, a teeming world of parasites and diseases, and the physical environment -- the water, air, and landscapes that we inhabit. Human interactions with the environment have changed rapidly, as human populations grow, travel increases, and ecosystems are altered. This course touches upon traditional environmental topics such as air and water quality and integrates newer public health challenges such as emerging diseases and food-borne illnesses. Offered periodically.
Prerequisite: an introductory science course.

BI/ES 286: *Tropical Ecology and Sustainable Land Use in Costa Rica (study abroad)*
This course offers students the opportunity to study first-hand the most diverse ecosystems on earth. In this intensive field-oriented course students explore lowland rainforest, montane forest, dry forest, and coastal and agricultural ecosystems through projects and field trips. Students read and discuss texts and primary literature specific to ecology, evolution, conservation, and agricultural practices of each area, and keep reflective journals. Offered during January Term in alternate years. Apply through Smith Center for Global Engagement.
Prerequisite: one science course.

Plan of Study
Biology Major - Plan of Study

This is a sample plan that meets the prescribed requirements for the biology major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

An overview of general options for planning the biology major may be found here.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
BIO 150	Evolutionary Foundations of Biodiversity	1.00
CHEM 122 or CHEM 125	Introductory Chemistry (depending on placement) or Structural Chemistry and Equilibrium	1.00
World Language		1.00
	Credits	**4**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
CHEM 126	Energies and Rates of Chemical Reactions	1.00
MATH 119 or MATH 120	Introduction to Calculus or Calculus I	1.00
World Language		1.00
	Credits	**4**
Sophomore Year		
Fall Semester		
BIO 150	Evolutionary Foundations of Biodiversity (if not previously taken in first year)	1.00
	Credits	**1**
Spring Semester		
BIO 233	Intermediate Genetics (genetics core category course)	1.00
	Credits	**1**
Junior Year		
Fall Semester		
BIO 227	Cell Biology (cell biology core course)	1.00
	Credits	**1**
Spring Semester		
Comparative Organismal Biology Elective Course (see the Requirements tab for approved courses)		1.00
Biology Elective Course		1.00
	Credits	**2**
Senior Year		
Fall Semester		
BIO 261	Ecological Principles (ecology core category course)	1.00
BIO 300-Level Elective Course		1.00
	Credits	**2**
Spring Semester		
Biology Elective Course		1.00
	Credits	**1**
	Total Credits	**16**

Note - Junior Year/Senior Year: Students should consider pursuing research opportunities within the biology department and consider studying off campus as some biology requirements can be satisfied in study abroad or study away programs.

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the Biology department webpage for more information.

Faculty

Chair, 2025-2026
Steven A. Freedberg
Professor of Biology
evolutionary biology; computer simulation modeling; bioinformatics

Diane K. Angell
Associate Professor of Practice in Biology
conservation biology; ecology; evolutionary biology

Lisa M. Bowers
Associate Professor of Biology
microbiology; genetics; molecular biology; synthetic biology

Eric Cole
Professor of Biology
developmental biology; invertebrate zoology; cell biology

Steven Cole
Instructor of Biology

Kevin M. Crisp (on sabbatical 2025-26)
Professor of Biology; Health Professions Committee Chair

electrophysiology; computational neuroscience; microglia

Jay A. Demas
Associate Professor of Physics and Biology
neuronal biophysics; sensory circuits; retinal neurophysiology

Sara E. Fruehling
Associate Professor of Practice in Biology
microbiology; virology; genetics

Jacob Grossman
Assistant Professor of Biology and Environmental Studies

Kim A. Kandl
Paul and Mildred Hardy Distinguished Professor of Biology
cell biology; molecular biology; genetics

Norman Lee
Associate Professor of Biology

Laura L. Listenberger
Professor of Biology and Chemistry
lipid biochemistry; cell and molecular biology

Takashi Maie
Assistant Professor of Biology

William (Will) Matchett
Visiting Assistant Professor of Biology

Emily K. Mohl
Associate Professor of Biology and Education
evolutionary ecology; plant-insect interactions; science education

Ranjan Muthukrishnan
Assistant Professor of Biology

Darin Oenning
Adjunct Instructor of Biology

Sean Peterson
Visiting Assistant Professor of Biology

Beth Pettitt
Associate Professor of Practice in Biology
behavioral ecology; animal communication; wildlife field research

Jean C. Porterfield
Associate Professor of Biology
evolutionary biology; molecular ecology; gene expression analysis

Claire Riggs
Assistant Professor of Biology

Lynn Schofield
Visiting Instructor of Biology

Charles E. Umbanhowar (on sabbatical 2025-26)
Professor of Biology and Environmental Studies; Director of Natural Lands
prairie ecology; botany; paleoecology; fire ecology; biogeochemistry

Biomolecular Science

Kathie Towler, Regents Science 260
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wp.stolaf.edu/bmols/biomolecular-science

Biomolecular science explores the interface between the traditional disciplines of biology and chemistry. Students who meet the requirements of the concentration have the opportunity to have their degree accredited by the American Society for Biochemistry and Molecular Biology.

Overview of the Concentration

The concentration in biomolecular science will appeal to any student who is seeking an understanding of the core sciences of biology and chemistry but wishes to pursue an integrated selection of upper-level courses or to apply the study of biology and chemistry to a different major. An experiential learning component takes biomolecular science out of the traditional classroom and enables students to explore its applications in the laboratory.

Intended Learning Outcomes for the Concentration

Requirements

Requirements for the Concentration

Code	Title	Credits
The following core courses must be completed:		
BIO 150	Evolutionary Foundations of Biodiversity	1.00
BIO 227	Cell Biology	1.00
BIO 233	Intermediate Genetics	1.00
CHEM 122	Introductory Chemistry	1.00
or CHEM 125	Structural Chemistry and Equilibrium	
CHEM 126	Energies and Rates of Chemical Reactions	1.00
CHEM 247 & CHEM 253	Organic Chemistry I and Synthesis Laboratory I (0.25)	1.25
CHEM 248 & CHEM 254	Organic Chemistry II and Synthesis Laboratory II (0.25)	1.25
CHEM 379 & CHEM 373	Biochemistry I and Laboratory Research in Biochemistry (0.25)	1.25
Experiential Learning Component		
Participation in an experiential learning component (see below)		
Electives		
Select at least two level III electives from the following:		2.00
BIO 315	Principles of Bioinformatics	
BIO 324	Evolutionary Genetics	
BIO 364	Molecular Biology	
BIO 372	Developmental Biology	

BIO 382	Immunology
BIO 383	Evolutionary Biology
BIO 391	Selected Topics (when appropriate, by petition)
CHEM 384	Bioanalytical Chemistry
CHEM 385	Biochemistry II
CHEM 391	Selected Topics in Chemistry (when taught as Biophysical Chemistry)

Students are encouraged to consult with their advisor and the program director about the appropriate physics and mathematical sequences for their interests as well as appropriate complementary courses.

Experiential Learning Component

Participation in an experimentally based research experience or employment that takes biomolecular sciences beyond the traditional classroom is required of each concentrator. This can occur either on- or off-campus. This activity must be approved by the Biomolecular Science Director and presented to the biomolecular science community.

Courses

BMOLS 111: *Molecular Discovery II*
In this second course of the Molecular Discovery Learning Community, students build on the content and research skills introduced in the first course (FYS120: Molecular Discovery I) while engaging in a laboratory-based research project. This course emphasizes experimental design, molecular techniques, and data analysis. Offered annually during January term.
Prerequisite: FYS 120, section entitled Molecular Discovery I.

BMOLS 201: *Explorations in Biomolecular Science (0.25)*
A quarter-credit course devoted to a broad study of the field of biomolecular science through the reading and discussion of primary and secondary literature across the field. While required of all biomolecular science concentrators, this course is open to all interested students. P/N only. Offered annually in the spring semester.
Prerequisite: BIO 150; CHEM 121 and CHEM 123, or CHEM 122, or CHEM 125, or CH/BI 125, or the equivalent.

BMOLS 294: *Academic Internship*

BMOLS 298: *Independent Study*

BMOLS 394: *Academic Internship*

BMOLS 396: *Directed Undergraduate Research*
This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.
Prerequisite: determined by individual instructor.

BMOLS 398: *Independent Research*

Faculty

Program Director, 2025-2026
Kim A. Kandl
Paul and Mildred Hardy Distinguished Professor of Biology
cell biology; molecular biology; genetics

Douglas J. Beussman
Professor of Chemistry
analytical area - mass spectrometry; chemical instrumentation; proteomics; forensic science; bioanalytical

Lisa M. Bowers
Associate Professor of Biology
microbiology; genetics; molecular biology; synthetic biology

Eric Cole
Professor of Biology
developmental biology; invertebrate zoology; cell biology

Jay A. Demas
Associate Professor of Physics and Biology
neuronal biophysics; sensory circuits; retinal neurophysiology

Steven A. Freedberg
Professor of Biology
evolutionary biology; computer simulation modeling; bioinformatics

Sara E. Fruehling
Associate Professor of Practice in Biology
microbiology; virology; genetics

Cassandra Joiner
Assistant Professor of Chemistry
chemical biology and protein biochemistry

Laura L. Listenberger
Professor of Biology and Chemistry
lipid biochemistry; cell and molecular biology

William (Will) Matchett
Visiting Assistant Professor of Biology

Greg W. Muth
Associate Professor of Chemistry
biochemistry

Jean C. Porterfield
Associate Professor of Biology
evolutionary biology; molecular ecology; gene expression analysis

Jeff J. Schwinefus
Professor of Chemistry; Edolph A. Larson and Truman E. Anderson, Sr. Chair of Chemistry
physical and biophysical chemistry

Business and Management Studies

Catherine Engle, Holland Hall 317
507-786-3149
engle2@stolaf.edu
wp.stolaf.edu/management-studies/

The study of business and management prepares students to meet the challenges of an ever-changing, global marketplace by providing an interdisciplinary approach to developing skills and knowledge in ethical decision making, effective communication, problem solving, teamwork, and leadership. Business and management studies connects theory and practice to prepare students for careers in domestic and international business, not-for-profit and governmental organizations, and entrepreneurial ventures.

Overview of the Concentration

Business and Management Studies is a multidisciplinary program offering a contract concentration that can be earned in conjunction with any B.A. academic major. Students are encouraged to consider personal goals as they design a program of courses in business and management studies, economics, and other disciplines. For example, a student who hopes to start a business can elect to take BUS 268 Design Thinking & Entrepreneurship and apply for an entrepreneurial grant to pursue a business idea. The Business and Management Studies Program also supports the management and finance areas of emphasis within the economics major (see Department of Economics (p. 106)).

Intended Learning Outcomes for the Concentration

Requirements

Requirements for the Concentration

The business and management studies concentration includes:

1. a five-course program of study
2. experiential learning
3. a final capstone project

Course Requirements

Students develop a five-course program of study that includes three core and two elective courses. Core courses for the business and management studies concentration include BUS 110, BUS 225 and BUS 251. Electives include an additional business and management studies course and an approved course from another department on campus (see Courses tab for list of approved electives) or a study abroad program. Students must earn a letter grade of C or better in all five courses.

Code	Title	Credits
Core Courses		
BUS 110	Fundamentals of Business	1.00
BUS 225	Principles of Accounting	1.00
BUS 251	Management	1.00
Business and Management Studies Electives (Choose one of the following)		**1.00**
ID 229	Arts Management	
BUS 201	Organizational Storytelling	
BUS 237	Managerial Accounting	
BUS 250	Marketing	
BUS 252	Legal Aspects of Business	
BUS 260	Innovation in New Zealand (study abroad)	
BUS 266	Business Modeling in Excel	
BUS 268	Design Thinking & Entrepreneurship	
BUS 281	Corporate Finance	
BUS 383	Management Policy and Strategy	
One approved course outside of Economics, and Business and Management Studies (see Courses tab link)		**1.00**

Experiential Learning

This requirement is satisfied by completing two experiences in which the student applies management or financial principles to real world problems. One of the activities must be an academic internship or an approved work experience. These experiences are approved through completing the capstone (see below) in the fall of the students' senior year. The other activity can be a volunteer, leadership, entrepreneurial, or related work experience. The Piper Center for Vocation and Career and other organizations help students with this requirement.

The Business and Management Studies Capstone

The capstone project introduces students to the career planning process, helping them to identify career options and assess opportunities. This project includes career exploration activities, a description of future goals, and an academic and experiential action plan, as well as project, papers, and other work that demonstrates specific skill development. The student will enter their materials using Moodle and developing a LinkedIn site. By interconnecting important facets of their education and experiential learning, students can demonstrate the relationships between their varied learning experiences.

Courses

BUS 110: *Fundamentals of Business*
This introductory course focuses on managerial decision making and problem solving. Students gain a foundation on which to build deeper understanding across the different business disciplines, including accounting and finance, marketing, and entrepreneurship. This course includes case studies and practical assignments to understand the key management skills, tools, and frameworks involved in starting, running, growing and adapting a successful business in the context of a rapidly changing technological, competitive, and consumer environment. Offered each semester.

BUS 201: *Organizational Storytelling*
In an age of information overload, stories can rise above the noise. Effective organizational storytelling helps to engage an intended community on a meaningful and emotional level. Students will explore the craft of storytelling and study a variety of media (analogue and digital) on which the story can be delivered. The course will include case study analysis, group work and client-based projects. Offered annually.
Prerequisite: sophomore standing or above.

BUS 225: *Principles of Accounting*
This course focuses on four basic financial statements: the income statement, statement of retained earnings, balance sheet, and statement of cash flows. Students learn how business events are recorded and represented on the financial statements and how to use the information to make sound economic judgments. Cases and current articles supplement traditional textbook readings and problems. Offered each semester.
Prerequisite: sophomore standing or above.

BUS 231: *Personal Finance*
This practical course provides information needed for informed decision making in major areas of personal finance, including budgeting, basic tax planning, insurance, investments, major purchases and retirement planning. Offered during January Term. Does not count toward the finance or management area of emphasis within economics major, or the management studies concentration.
Prerequisite: sophomore standing or above.

BUS 237: *Managerial Accounting*
This course emphasizes the use of financial and operating information to make internal management decisions. Topics include cost measurement and allocation, budgeting and control, performance evaluation, relevant costs for decision-making and capital budgeting decisions. Students are introduced to the modern production environment. Excel spreadsheets are used for many homework assignments. Offered each semester.
Prerequisite: BUS 225.

BUS 250: *Marketing*
This course introduces the key elements of marketing principles. Topics include evaluating market opportunities; buyer behavior; market segmentation, targeting, and positioning; market strategy and planning; development of marketing mix; and marketing organization and control. Students are challenged to apply the principles learned in class to current and real world marketing issues. The course includes readings, case study analysis, in-class exercises and group projects. Offered each semester.
Prerequisite: sophomore standing or above, or permission of instructor.

BUS 251: *Management*
This course familiarizes the student with the major management functions of planning, organizing, leading, and controlling. The study of management theory is linked with application exercises. Students begin to develop the management skills necessary in any organization, whether it be a for-profit or not-for-profit venture, a small business, or a large corporation. Offered each semester.
Prerequisite: sophomore standing or above, or permission of instructor.

BUS 252: *Legal Aspects of Business*
This course investigates the legal framework in which business enterprise is conducted, including personal rights and duties, contracts, sales, agency, negotiable personal rights and duties, negotiable instruments, bailments, personal property and corporate obligations, and equities. Offered annually in the spring semester.
Prerequisite: one of ECON 110-121 and sophomore standing or above, or permission of instructor.

BUS 253: *Business Career Compass*
This intensive January term course empowers students to design a career path rooted in self-awareness and adaptability. Through a blend of introspective exercises, hands-on workshops, and real-world simulations, participants uncover their core values, strengths, and passions while learning to articulate their unique value in the evolving business and professional landscapes. Not open to first year students.
Prerequisite: sophomore standing or above.

BUS 255: *Leadership*
The study of leadership requires a broad understanding of the many critical contemporary issues emerging in today's environment. This course is designed to provide students with a comprehensive understanding of leadership principles, theories, and practices. The course explores various aspects of leadership, from personal development to organizational dynamics, preparing students to become effective leaders in diverse settings. This course combines insights from business strategy, political science, cognitive psychology, and environmental studies. Not open to first year students.
Prerequisite: sophomore standing or above.

BUS 260: *Innovation in New Zealand (study abroad)*
New Zealand is recognized as one of the world's most entrepreneurial countries. This course explores the unique innovation eco-systems that have developed to support entrepreneurship and economic development in New Zealand. Students will have site visits to both incubators and start-up organizations to meet with entrepreneurs while traveling from Auckland to Dunedin. Assignments will focus on idea generation and implementation. Offered alternate years during January Term. Apply through Smith Center for Global Engagement.
Prerequisite: sophomore standing or above.

BUS 266: *Business Modeling in Excel*
Students develop the skills to translate business concepts into practical financial models using Microsoft Excel. They gain a strong foundation in fundamental Excel functions, formulas, and techniques, and learn how to apply them to real-world business scenarios. The course provides aptitudes that are important for upper-level business courses, as well as internships. Offered annually.
Prerequisite: BUS 225 and sophomore standing or above, or permission of instructor.

BUS 268: *Design Thinking & Entrepreneurship*
Students develop a business or not-for-profit venture concept using the Design Thinking Process. Students acquire an understanding of the entrepreneurial process: opportunity recognition, resource marshaling, and team building, driven by communication, creativity, and leadership. The course concentrates on the entrepreneurial process from idea creation to ultimate business or other organizational activity. A variety of instructional techniques are used, including group projects and guest presenters. Offered annually.
Prerequisite: sophomore standing or above.

BUS 281: *Corporate Finance*
This course is an introduction to financial decision-making in a business environment. Topics include asset acquisition, issuance of stock vs. debt, dividend policy, planning and analysis, and working capital policy. Case discussions, combined with lectures and readings, enable students to apply finance principles in actual business situations. Computer spreadsheets are used. Offered annually.
Prerequisite: BUS 225.

BUS 294: ***Academic Internship***

BUS 295: ***Internship and Reflection Seminar***
This seminar integrates the liberal arts with the experience of work and the search for a vocation or career. Course content will include both an off-campus internship and on- campus class sessions that connect academic theories/analyses of work with their particular internship experience. Students will also consider and articulate the value of the liberal arts for their pursuit of a creative, productive, and satisfying professional life.

BUS 298: ***Independent Study***

BUS 380: ***Investments***
This introduction to making personal investment decisions provides a foundation for students seeking a career in the investment field. Although stocks are the primary focus, bonds, options, futures and mutual funds are also introduced. Topics include risk and return, security analysis, valuation theory, stock investment systems, and portfolio management. Students analyze historical data using a computer database and spreadsheet. Offered annually.
Prerequisites: BUS 281 and a statistics course, or permission of instructor.

BUS 383: ***Management Policy and Strategy***
This is a capstone course for students with a management studies concentration or management area of emphasis in the economics major. Students have the opportunity to further develop their planning and decision-making skills through focused study of the management literature and case analysis exercises. Emphasis is given to identifying, analyzing, and solving organizational problems, which are strategic in nature and cut across all functional areas of the organization. Offered annually in the spring semester.
Prerequisite: BUS 250 or BUS 251 or permission of the instructor.

BUS 394: ***Academic Internship***

BUS 396: ***Directed Undergraduate Research***
This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.
Prerequisite: determined by individual instructor.

BUS 398: ***Independent Research***

Approved Elective Courses

ART 205 Photography

ART 207 Ceramics

ART 225 Architectural Design I

ART 226 Printmaking: Relief and Lithography

ART 227 Printmaking: Intaglio and Monoprints

ART 229 Digital Filmmaking

ART 236 Graphic Design

ART 246 New York Art January Term (study away)

ART 248 Los Angeles January Term (study away)

BI/ES 228 Environmental Health

CHEM 255 Analytical Chemistry and CHEM 256 Analytical Laboratory (0.25)

CHIN 232 Intermediate Chinese II

CHIN 301 Third-Year Chinese I

CHIN 302 Third-Year Chinese II

CSCI 241 Hardware Design

CSCI 251 Software Design and Implementation

CSCI 263 Ethical Issues in Software Design

EDUC 290 Educational Psychology

ENGL 286 Topics in Rhetoric and Composition

ENGL 287 Professional and Business Writing

ENGL 289 Journalistic Writing

ENVST 232 Environmental Policy and Regulation

ES/PS 276 Environmental Politics

FAMST 132 Introduction to Family Studies

FMS 260 Media and Screen Cultures

FREN 250 Speaking (of) French

FREN 251 Writing French

FREN 271 The Francophone World

FREN 272 Contemporary France

FREN 275 Interdisciplinary French Studies in Paris (study abroad)

GERM 252 Contemporary Germany in Global Context

GERM 273 Contemporary Germany as Seen Through the Media

GERM 276 Green Germany

HIST 222 Modern Scandinavia

HIST 231 People and Power in Soviet Russia

HIST 240 Methods Seminar: Histories of Africa, Asia, and Latin America

HIST 251 Revolutionary China

HIST 253 Modern Japan

ID 242 The Arts and Democracy: An ID Fine Arts January Term in Washington, D.C.

JAPAN 232 Intermediate Japanese II

JAPAN 301 Advanced Japanese I

JAPAN 302 Advanced Japanese II

KINES 376 Fitness Assessment and Exercise Prescription

MATH 220 Elementary Linear Algebra

MATH 230 Differential Equations I

MATH 234 Discrete Mathematical Reasoning

MATH 262 Probability Theory

MATH 266 Operations Research

MUSIC 291 Vocal Development and Pedagogy

MUSIC 354 Advanced Conducting (0.50) (plus prerequisite)

NORW 253 Social Debates in Historical Context

NURS 316 Public Health Nursing

NURS 318 Nursing Leadership (1.50)

PHIL 252 Ethics and the Good Life

PHIL 254 Law, Politics, and Morality

PHIL 257 Environmental Ethics

PHIL 258 Ethics, Economics, and the Marketplace

PSCI 220 Analyzing Politics and Policies

PSCI 252 Politics and Development

PSCI 258 World Politics

PSCI 264 Latin American Politics

PSCI 282 Russian and Eurasian Politics

PSYCH 236 Conditioning and Learning

PSYCH 249 Social Psychology

PSYCH 250 Industrial/Organizational Psychology

PSYCH 342 Positive Psychology: The Science of Optimal Human Experience

PSYCH 375 Clinical and Counseling Psychology

RUSSN 232 Intermediate Russian II

RUSSN 251 Conversation and Composition

RUSSN 302 Russian Culture and Civilization

RUSSN 372 Topics in Contemporary Russian Society

SOAN 237 Forging a Latin American Culture

SOAN 260 Families, Marriage, & Relationships

SOAN 261 Gender in Cross-Cultural Perspective

SOAN 262 Global Interdependence

SOAN 264 Race and Class in American Culture

SOAN 371 Foundations of Social Science Research: Quantitative Methods

SOAN 373 Ethnographic Research Methods

SPAN 274 Contemporary Issues in the Spanish-Speaking World

SDS 172 Statistics 1

SDS 272 Statistics 2

SWRK 246 Human Behavior in the Social Environment

SWRK 258 Social Policy

SWRK 274 Research Methods in Social Work

SWRK 381 Social Worker as Professional

THEAT 232 Stage Direction

THEAT 338 Directing and Producing Theater

THEAT 380 Top: Who Owns the Arts: Censorship, Sponsorship, and Artistic Freedom

Faculty

Program Director, 2025-2026
Sian E. Christie (on sabbatical Fall Semester 2025)
Entrepreneur in Residence; Husby-Johnson Endowed Chair of Business and Economics
marketing; entrepreneurship; strategy; organizational storytelling

Interim Director, 2025-2026
Naafey Sardar (Interim Director Fall 2025)
Assistant Professor of Economics

Kelsey Baumann
Visiting Instructor of Economics

Chemistry

Stacey Argabright, Regents Science 336
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St. Olaf traditionally ranks among the top three four-year colleges in the United States for the number of chemistry majors graduating each year. The college also ranks in the top five as a source of students who obtain the Ph.D. in chemistry and related fields. Chemistry faculty members have a fine record of achievement in teaching and research. Students enjoy hands-on use of state-of-the-art instrumentation in lab courses and independent research.

The Chemistry Department offers an array of courses in the traditional areas of chemistry (organic, analytical, physical, inorganic) as well as interdisciplinary areas such as biochemistry, organometallic chemistry and environmental chemistry.

The department has an active research program in which faculty and students work together to investigate problems of current interest. Students graduating with chemistry majors have had excellent success in gaining admission to graduate and professional schools and in obtaining employment opportunities. Chemistry majors have also been employed in industry. A chemistry major also provides an excellent background for continued education in professional schools in medicine, dentistry, pharmacy, and related fields.

An overview of general options for the chemistry major, including the major and the American Chemical Society (ACS) approved emphasis may be found here.

Overview of the Major

Code	Title	Credits
First-Year Options		
Select one of the following options:		
Option A:		
CHEM 122 & CHEM 126	Introductory Chemistry and Energies and Rates of Chemical Reactions	2.00
Option B:		
CHEM 125 & CHEM 126	Structural Chemistry and Equilibrium and Energies and Rates of Chemical Reactions	2.00
Upper-Level Core Courses		
CHEM 247 & CHEM 253	Organic Chemistry I and Synthesis Laboratory I (0.25)	1.25
CHEM 248 & CHEM 254	Organic Chemistry II and Synthesis Laboratory II (0.25)	1.25
CHEM 255 & CHEM 256	Analytical Chemistry and Analytical Laboratory (0.25)	1.25
CHEM 371 & CHEM 357	Physical Chemistry and Physical Laboratory (0.25)	1.25
Department Seminars		
Attendance at 12 departmental seminars after declaration of major		

After the first year, the order of courses is not prescribed, but CHEM 248 Organic Chemistry II does serve as prerequisite to some upper-level courses. Upper-level courses in addition to this core set are also required, as described under requirements for the major. Gaining experience in the laboratory is an important aspect of the major, and students are encouraged to participate in research either on-campus with St. Olaf faculty or at other institutions.

Intended Learning Outcomes for the Major

Distinction

See Academic Honors (p. 18)

The Chemistry Department seeks to encourage and recognize students who give evidence of creative and independent scholarship. A variety of opportunities are available for students to take a much greater responsibility for setting their goals and realizing the achievements of their education. Going beyond the regular course work, which introduces the theory and practice of chemistry, distinction challenges students to raise questions worthy of scientific investigation. Opportunities for distinction projects include, for example, summer research either on or off campus, CHEM 297 Independent Research (0.25, 0.50, 1.00) , CHEM 298 Independent Study, CHEM 396 Directed Undergraduate Research, CHEM 398 Independent Research, and faculty-approved literature research projects. All projects for distinction will be considered on a case-by-case basis.

A full description of the distinction process is available at http://wp.stolaf.edu/chemistry/information-for-current-chemistry-majors/earning-distinction-in-chemistry/.

Recommendations for Graduate and Professional Study

Students planning graduate work in chemistry should expect to take additional optional courses above and beyond the single elective course required for the general major. In particular, students interested in graduate school should take CHEM 386 Advanced Inorganic Chemistry.

American Chemical Society Emphasis

The St. Olaf College Chemistry Department is approved by the Committee on Professional Training of the American Chemical Society (ACS); this enables the Department to award ACS-certified degrees in chemistry. Students can earn an ACS-certified degree if they complete the chemistry major and the American Chemical Society emphasis. This optional ACS emphasis provides a path for students to complete a more rigorous and encompassing chemistry degree. This is especially important for students entering the job market after graduation as it signifies to employers that these students have additional background above the standard major. It should be noted that chemistry courses taken for the ACS emphasis will count toward the elective course for the chemistry major.

Special Programs

St. Olaf chemistry majors have a number of options for special study, both on-campus and elsewhere. On-campus programs that may include chemistry topics include concentrations in biomolecular science, engineering studies, environmental studies, and neuroscience. Study abroad and away programs include the cooperative B.A.-B.S.E. engineering program at Washington University in St. Louis, where students may earn a degree in engineering; biochemistry at Lancaster University (Lancaster, England); and chemistry at University of Dundee (Dundee, Scotland). Internships in local industrial settings are also possible. Consult the Smith Center for Global Engagement or the Piper Center for Vocation and Career for more information on these programs.

Requirements

Requirements for the Major

Code	Title	Credits
Chemistry Department Seminars		
Attendance at 12 departmental seminars after declaration of major		
Introductory Sequence		
Select one of the following options:		
Option A:		
CHEM 122 & CHEM 126	Introductory Chemistry and Energies and Rates of Chemical Reactions	2.00
Option B:		
CHEM 125 & CHEM 126	Structural Chemistry and Equilibrium and Energies and Rates of Chemical Reactions	2.00
Upper-Level Core Courses		
CHEM 247 & CHEM 253	Organic Chemistry I and Synthesis Laboratory I (0.25)	1.25
CHEM 248 & CHEM 254	Organic Chemistry II and Synthesis Laboratory II (0.25)	1.25
CHEM 255 & CHEM 256	Analytical Chemistry and Analytical Laboratory (0.25)	1.25
CHEM 371 & CHEM 357	Physical Chemistry and Physical Laboratory (0.25)	1.25
Select at least one additional course from the following:		**1.00**
CHEM 252	Organometallic Chemistry	
CHEM 298	Independent Study [1]	
CHEM 363	Environmental Chemistry	
CHEM 379	Biochemistry I	
CHEM 381	Biophysical Chemistry	
CHEM 382	Instrumental Analysis	
CHEM 384	Bioanalytical Chemistry	
CHEM 386	Advanced Inorganic Chemistry	
CHEM 388	Advanced Organic Chemistry	
CHEM 391	Selected Topics in Chemistry	
CHEM 396	Directed Undergraduate Research (1.00 credit)	
CHEM 398	Independent Research [1]	
Physics - select one of the following:		**1.00**
PHYS 125	Principles of Physics II	
PHYS 232	Analytical Physics III	
Mathematics - select one of the following:		**1.00**
MATH 126	Calculus II	
MATH 128	Honors Calculus II	

1 Projects for CHEM 298 Independent Study or CHEM 398 Independent Research must have departmental approval.

Students must earn a grade of C or above in at least six Chemistry Department courses that count for the major, at least four of which must be numbered 240 or above. CHEM 298 (Independent Study), CHEM 396 (Directed Undergraduate Research), and CHEM 398 (Independent Research) may not be used to satisfy this requirement. Completion of at least one course credit in independent research (or completion of a summer research experience) is strongly recommended for students planning careers in chemistry. For more information, see http://wp.stolaf.edu/chemistry/.

Requirements for the Chemistry Major with Grades 9-12 Teaching Licensure

A chemistry major who wishes to teach chemistry in grades 9-12 in Minnesota must hold a valid Minnesota teaching license (p. 116) in chemistry. In addition to the chemistry major, additional science courses and the professional education sequence (p. 115) are required. A license to teach grades 5-8 in science is also available with additional course requirements. Interested students should consult with a faculty advisor in the Education Department for details of requirements and available options.

For a full listing of requirements, see http://wp.stolaf.edu/chemistry/planning-a-st-olaf-college-chemistry-major/

Requirements for the American Chemical Society (ACS) Emphasis

The St. Olaf College Chemistry Department also offers a degree emphasis approved by the American Chemical Society (ACS) through its Committee on Professional Training. Prospective majors in chemistry who desire the American Chemical Society emphasis will complete the following courses:

Code	Title	Credits
Required Courses:		
CHEM 379	Biochemistry I	1.00
CHEM 378	Instrumental Analysis Laboratory (0.25)	0.25
CHEM 382	Instrumental Analysis	1.00
CHEM 386	Advanced Inorganic Chemistry	1.00
Select one of the following elective courses:		**1.00**
CHEM 252	Organometallic Chemistry	
CHEM 298	Independent Study [1]	
CHEM 363	Environmental Chemistry	
CHEM 381	Biophysical Chemistry	

CHEM 384	Bioanalytical Chemistry	
CHEM 385	Biochemistry II	
CHEM 388	Advanced Organic Chemistry	
CHEM 391	Selected Topics in Chemistry	
Additional laboratory hours must be obtained by completing at least 1.25 lab credits. Summer research can substitute for 1.0 credit worth of lab experiences. In order for more than 0.25 credit of research to be used to fulfill this requirement, a comprehensive written report must be submitted. One laboratory experience must include either biochemistry or inorganic topics. Research can be used to fulfill this biochemistry or inorganic topic requirement, pending approval from the chair of the chemistry department. Choose 1.25 lab credits from the following:		**1.25**
CHEM 297	Independent Research (0.25, 0.50, 1.00)	
CHEM 373	Laboratory Research in Biochemistry (0.25)	
CHEM 375	Advanced Laboratory (0.25)	
CHEM 381	Biophysical Chemistry	
CHEM 384	Bioanalytical Chemistry	
CHEM 396	Directed Undergraduate Research	
CHEM 398	Independent Research	
Choose two courses from the following:		**2.00**
MATH 220	Elementary Linear Algebra	
MATH 226	Multivariable Calculus	
MATH 230	Differential Equations I	
SDS 172	Statistics 1	
Total credits above the major: [2]		**5.5-6.5**

[1]

Project for CHEM 298 must have departmental approval.

[2]

Some courses listed above can double or triple count toward various requirements. For instance, bioanalytical chemistry counts as the additional elective course, the 1.0 credit toward the laboratory requirement and satisfies the laboratory experience on a biochemistry or inorganic topic for the ACS emphasis. A summer research on a biochemistry or inorganic project counts for 1.0 out of the 1.25 credits for the additional laboratory hours and satisfies the laboratory experience on a biochemistry or inorganic topic for the ACS emphasis.

Courses

CHEM 107: *Forensic Science with Lab*
This course introduces the fundamentals of forensic science. Class periods may focus on the historic development of forensic science, proper collection and storage of evidence, background in scientific concepts, scientific techniques used to analyze evidence, the types of information that can be obtained, and the statistical methods for making a case in a court of law. Some topics that may be covered include hair, drug, paint, fiber, fingerprint, accelerant, or DNA analysis. The laboratory component features the use of forensic techniques to collect and analyze evidence including fingerprinting, drug analysis, alcohol investigation, DNA fingerprinting, and fiber analysis. Students attend three classes and one three-hour laboratory per week. Does not count toward the chemistry major. Offered alternate years during January term (next time 2026).

CHEM 122: *Introductory Chemistry*
This study of chemical stoichiometry, equilibrium, acid-base chemistry, coordination chemistry, and atomic and molecular structure supplies the fundamental background on which all later chemistry courses depend. It includes applications of equilibrium principles to acid-base chemistry. Students attend four classes and one three-hour laboratory each week. Students planning to continue in chemistry should consider concurrent registration in MATH 119 or MATH 120. Offered annually during Fall semester.
Prerequisites: placement via online placement survey.

CHEM 124: *A Matter of the Environment with Lab*
Students study contemporary questions concerning the environment from the fundamental properties of matter to human impact on natural processes, including damage to and protection of the environment. Students discover how chemistry intersects with everyday living, especially the abilities and limitations of science to address environmental issues. Laboratory work explores the characteristics and analysis of hazardous and beneficial materials. Counts toward environmental studies major (arts and humanities and social science emphases) and concentration; does not count toward chemistry major. Offered alternate years during January term (next time 2027).

CHEM 125: *Structural Chemistry and Equilibrium*
This study of chemical stoichiometry, equilibrium, acid-base chemistry, coordination chemistry, and atomic and molecular structure supplies the fundamental background on which all later chemistry courses depend. It includes applications of equilibrium principles to acid-base chemistry. Students attend three classes and one three-hour laboratory per week. Students planning to continue in chemistry should consider concurrent registration in MATH 119 or MATH 120. The course cannot be taken in conjunction with or after credit in CHEM 122. Offered annually during Fall semester.
Prerequisite: placement via online placement survey.

CHEM 126: *Energies and Rates of Chemical Reactions*
This course provides a sequential introduction to physical chemistry. Beginning with an introduction to statistical aspects of chemical equilibria, it explores the relationships between energy, entropy and equilibria (thermodynamics); oxidation-reduction reactions and electrochemistry; transitions between phases; and rates of reactions. Students attend three classes and one three-hour laboratory per week. Offered annually during spring semester.
Prerequisite: CHEM 125, or CHEM 122, and concurrent or previous enrollment in MATH 119 or MATH 120, or permission of instructor.

CHEM 247: *Organic Chemistry I*
Organic chemistry is the study of compounds containing carbon, emphasizing the structures and mechanisms of reaction of these molecules. This course focuses on structure, nomenclature, and reactions of aliphatic and alicyclic compounds, including aspects of stereochemistry and spectroscopic identification of organic compounds. A full treatment of introductory organic chemistry requires subsequent enrollment in CHEM 248. Offered annually during Fall semester.
Prerequisite: CHEM 126 or permission of instructor.

CHEM 248: *Organic Chemistry II*
This course is a continuation of CHEM 247 topics. Chemistry 248 delves into the chemistry of functional groups, especially those that play a role in the reactivity of biomolecules such as carbohydrates, lipids, proteins ,and nucleic acids. Together, CHEM 247 and CHEM 248 provide a full treatment of introductory organic chemistry. Offered annually during Spring semester.
Prerequisite: CHEM 247 or permission of instructor.

CHEM 252: *Organometallic Chemistry*
Students study the structure, bonding, and reactions of compounds containing metal-carbon bonds. Special topics include applications of organometallic chemistry to the synthesis of organic compounds, homogeneous catalysis, and biochemistry. Examples illustrate organometallic chemistry as a bridge between organic and inorganic chemistry. Students use bibliographic and electronic searching software to prepare research papers based on the current literature. Offered alternate years during January term (next time 2025).
Prerequisite: CHEM 247.

CHEM 253: *Synthesis Laboratory I (0.25)*
This laboratory course introduces students to the synthesis and characterization of organic, organometallic and inorganic compounds and serves as a general introduction to green chemistry. Students purify the materials they produce by techniques such as chromatography and characterize them using optical rotation measurements, infrared spectroscopy, and nuclear magnetic resonance spectroscopy. Students attend one three-hour laboratory each week. P/N only. Offered annually during Fall semester.
Prerequisite: previous or concurrent registration in CHEM 247.

CHEM 254: *Synthesis Laboratory II (0.25)*
This course is a continuation of CHEM 253. Students gain more experience with techniques used in CHEM 253 and in addition use gas chromatographic/mass spectrometric analyses. Students attend one three-hour laboratory each week. P/N only. Offered annually during Spring semester.
Prerequisites: CHEM 253 and previous or concurrent registration in CHEM 248.

CHEM 255: *Analytical Chemistry*
Students not only investigate the theory of modern analytical chemistry, but also examine the statistical treatment of errors, equilibrium, activities, acid/base chemistry, spectroscopy, electrochemistry, and separations. The accompanying lab course, CHEM 256, illustrates the topics discussed in CHEM 255. Students taking this course use computers for solving problems. Offered each semester.
Prerequisites: CHEM 126 or permission of the instructor, and concurrent registration in CHEM 256.

CHEM 256: *Analytical Laboratory (0.25)*
Students enrolled in this lab course practice techniques of modern analytical chemistry using state-of-the-art instrumentation, including pH meters, liquid chromatographs, and a variety of spectrophotometers. Data acquisition via computer-interfaced instrumentation and electronic record-keeping is emphasized. Students practice and develop group skills by working in "companies" throughout the semester. Students attend one four-hour laboratory per week. P/N only. Offered each semester.
Prerequisite: concurrent registration in CHEM 255.

CHEM 294: *Academic Internship*

CHEM 297: *Independent Research (0.25, 0.50, 1.00)*
Independent research is offered for students dedicated to an in-depth research experience. Emphasis is placed on the iterative process of experimentation and analysis. Students interested in independent research may enroll in CHEM 297 or CHEM 398. Each course requires a faculty supervisor, who will make the decision as to which course is appropriate. May be taken more than once. Pass or No Pass (P/N) only (may not be taken for a grade). Offered each term.
Prerequisite: permission of the instructor.

CHEM 298: *Independent Study*

CHEM 357: *Physical Laboratory (0.25)*
Students perform experiments that illustrate the principles of physical chemistry and utilize modern instrumentation. Students characterize the thermodynamic properties of a biopolymer, perform spectroscopic measurements of molecular energy levels, calculate quantum mechanical quantities using computer workstations, and investigate the thermodynamics and kinetics of chemical reactions. Students also develop their scientific writing skills by preparing reports in the style of scientific publications. Students attend one four-hour laboratory per week. P/N only. Offered each semester.
Prerequisite: concurrent registration in CHEM 371.

CHEM 363: *Environmental Chemistry*
Human demands place immense pressure on finite energy and material resources. This course focuses on concepts and tools employed by environmental chemists to understand the chemical processes and phenomena associated with earth's compartments, chemical fate and transport, toxicity, chemical ecology, energy resources, and life cycle assessments. Through use and discussion of the primary literature students generate a research proposal that attends to the interplay of chemical cycles and systems while considering solutions to contemporary challenges. Offered alternate years during Spring semester (next time 2025).
Prerequisite: Any level II course in biology, chemistry, and physics, or a level II or level III natural science course in environmental studies.

CHEM 371: *Physical Chemistry*
Students delve further into the topics of kinetics, thermodynamics and atomic and molecular structure that were introduced in the first-year courses, with an emphasis on the mathematical aspects of chemistry. Specific topics include reaction mechanisms, the laws of thermodynamics, statistical thermodynamics, equilibrium, quantum mechanics, spectroscopy, and molecular orbital theory. Offered each semester.
Prerequisites: CHEM 126 or permission of instructor and concurrent registration in CHEM 357; MATH 126 or MATH 128; previous completion of PHYS 124 or PHYS 130 is recommended.

CHEM 373: ***Laboratory Research in Biochemistry (0.25)***
This lab course is highly recommended to enhance the study of biochemistry and offers an opportunity to explore research in biochemistry and related fields. In this course, students will learn and use several standard biochemical techniques to address novel research questions. Emphasis is placed on experimental design and the collection, interpretation, and presentation of data. P/N only. Offered each semester. Requires previous or concurrent enrollment in Chem 379: Biochemistry I.
Prerequisite: previous or concurrent registration in CHEM 379.

CHEM 375: ***Advanced Laboratory (0.25)***
Students work on special projects during one afternoon of laboratory per week. Each student must have the sponsorship of a staff member. P/N only. Offered each semester. May be repeated if topic is different.

CHEM 378: ***Instrumental Analysis Laboratory (0.25)***
Students explore how instrumentation is used to study analytical applications, problem solving, and how people and instruments operate together to investigate chemical questions. Specific lab experiences include interfacing chemical instruments with computers and subsequent signal processing, mass spectrometry, electrochemistry, and various spectroscopic (AA, ICP, UV) and separation techniques. Students attend one four-hour laboratory per week. A laboratory robot is used for sample preparation and analysis. P/N only. Offered annually.
Prerequisite: concurrent registration in CHEM 382.

CHEM 379: ***Biochemistry I***
This course presents fundamental biological processes at the molecular level and serves as a general introduction to biochemistry. Topics include the structure and function of proteins, carbohydrates, lipids and nucleic acids, enzyme catalysis and regulation, bioenergetics and an introduction to carbohydrate metabolism. Subsequent enrollment in CHEM 385 is recommended for students desiring greater breadth and depth in the subject. Offered each semester.
Prerequisite: CHEM 248.

CHEM 381: ***Biophysical Chemistry***
This course introduces fundamental topics in biophysical chemistry with an emphasis on the structure, stability, and dynamics of nucleic acids and proteins. Students develop an independent research project agreed upon by the instructor. Possible research topics include enzyme kinetics, protein-ligand binding, biopolymer unfolding or structural change, particle sizing, and computation. Students give oral and poster presentations throughout the semester. Offered alternate years during Spring semester (next time 2025).
Prerequisite: CHEM 371 or concurrent registration in CHEM 371.

CHEM 382: ***Instrumental Analysis***
Students study how an instrument functions mechanically, mathematically, optically, and electronically, and then how its parts are linked together. Topics covered include basic electronics and computer interfacing, spectrophotometric instruments, mass spectrometers, electrochemical instrumentation, and various separation methods. Offered annually during fall semester.
Prerequisites: CHEM 255 and CHEM 256; previous or concurrent enrollment in PHYS 125 or PHYS 131 is recommended; concurrent registration in CHEM 378 is required.

CHEM 384: ***Bioanalytical Chemistry***
This course introduces the fundamentals of bioanalytical chemistry and the application of modern analysis techniques to biological samples. Current clinical applications and examples of biological problems supplement lecture material. Daily lectures are closely integrated with laboratory experiences. Topics include different types of chromatography used to separate biological mixtures in various ways, 1D- and 2D-gel electrophoresis, capillary electrophoresis, radiochemical and immunological assays, centrifugation techniques, and biological mass spectrometry. Offered during January Term in alternate years.
Prerequisites: CHEM 255 or CHEM 379 or permission of instructor.

CHEM 385: ***Biochemistry II***
This course builds depth of biochemical understanding upon the foundation laid in CHEM 379. Contents may include selected topics in catabolic and anabolic metabolism, integration and regulation of metabolism, photosynthesis and biochemical genetics. In addition, students will gain experience with the primary literature. Offered annually during Spring semester.
Prerequisite: CHEM 379.

CHEM 386: ***Advanced Inorganic Chemistry***
This course examines how modern theories of chemical bonding are applied to an understanding of the chemistry of the elements of the periodic table. Students explore chemical structures and spectra on the basis of molecular symmetry and group theory. Topics covered include inorganic reactions, chemical periodicity, acid-base systems, coordination compounds, organometallic compounds, nonmetal chemistry, and cluster compounds. Offered annually.
Prerequisite: CHEM 248.

CHEM 388: ***Advanced Organic Chemistry***
This course explores the subject of organic chemistry at a greater depth and breadth than in CHEM 247 and CHEM 248. Topics may include analysis of reaction mechanisms, reaction kinetics, and reaction thermodynamics. Particular attention is paid to the interdependent relationship between experimental and theoretical results. Textbook subjects are augmented by readings from the primary research literature. Offered alternate years during January term (next time 2026).
Prerequisite: CHEM 248.

CHEM 391: ***Selected Topics in Chemistry***
The field of chemistry is constantly expanding into new frontiers. This course provides an in-depth study of advanced topics that are chosen with attention to student interest and available staff. Topics are announced prior to registration for the term; see the current class and lab schedule. May be repeated if topic is different. Offered periodically.
Prerequisite: permission of instructor.

CHEM 394: ***Academic Internship***

CHEM 396: ***Directed Undergraduate Research***
This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered at the discretion of the department. May be offered as a 1.00 credit course or .50 credit course.
Prerequisite: determined by individual instructor.

CHEM 398: ***Independent Research***

Chemistry Plan of Study
Chemistry Major - Plan of Study

This is a sample plan that meets the prescribed requirements for this major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

An overview of general options for planning the chemistry major, including the major and the American Chemical Society (ACS) approved emphasis may be found here.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
CHEM 122 or CHEM 125	Introductory Chemistry or Structural Chemistry and Equilibrium	1.00
MATH 119 or MATH 120 or MATH 126 or MATH 128	Introduction to Calculus or Calculus I or Calculus II or Honors Calculus II	1.00
World Language		1.00
	Credits	**4**
January Term		
MATH 120	Calculus I (if not taken in Fall)	1.00
	Credits	**1**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
CHEM 126	Energies and Rates of Chemical Reactions	1.00
MATH 120	Calculus I (if not taken in Fall or J-Term)	1.00
World Language		
	Credits	**3**
	Total Credits	**8**

Sophomore Year/Junior Year/Senior Year*

* These courses are required for the chemistry major, but most are offered both fall and spring semesters. Students generally progress through the courses in the order listed, but they can be taken in a different order.

Code	Title	Credits
FALL SEMESTER		
CHEM 247	Organic Chemistry I (concurrent with CHEM 253)	1.00
CHEM 253	Synthesis Laboratory I (0.25)	0.25
PHYS 124 or PHYS 130	Principles of Physics I Analytical Physics I	1.00
MATH 126	Calculus II	1.00
CHEM 255	Analytical Chemistry (concurrent with CHEM 256)	1.00
CHEM 256	Analytical Laboratory (0.25)	0.25
CHEM 371	Physical Chemistry (concurrent with CHEM 357)	1.00
CHEM 357	Physical Laboratory (0.25)	0.25
CHEM Elective		1.00
JANUARY TERM		
CHEM Elective		1.00
SPRING SEMESTER		
CHEM 248	Organic Chemistry II (concurrent with CHEM 254)	1.00
CHEM 254	Synthesis Laboratory II (0.25)	0.25
PHYS 125	Principles of Physics II	1.00
MATH 126	Calculus II (if not taken in fall semester)	1.00
CHEM 255	Analytical Chemistry (concurrent with CHEM 256)	1.00
CHEM 256	Analytical Laboratory (0.25)	0.25
CHEM 371	Physical Chemistry (concurrent with CHEM 357)	1.00
CHEM 357	Physical Laboratory (0.25)	0.25
CHEM Elective		1.00

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the Chemistry department webpage for more information.

Chemistry with ACS Emphasis Plan of Study
Chemistry Major with ACS Emphasis-Plan of Study

This is a sample plan that meets the prescribed requirements for this major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Please see the Requirements tab for information specific to the American Chemical Society emphasis. Additional laboratory hours for the American Chemical Society emphasis must be obtained by completing at least 1.25 lab credits. Summer research can substitute for 1.0 credit worth of lab experiences. In order for more than 0.25 credit of research to be used to fulfill this requirement, a comprehensive written report must be submitted. One laboratory experience must include either biochemistry or inorganic topics. Research can be used to fulfill this biochemistry or inorganic topic requirement, pending approval from the chair of the chemistry department.

An overview of general options for planning the chemistry major, including the major and the American Chemical Society (ACS) approved emphasis may be found here.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
CHEM 122 or CHEM 125	Introductory Chemistry or Structural Chemistry and Equilibrium	1.00
MATH 119 or MATH 120 or MATH 126 or MATH 128	Introduction to Calculus or Calculus I or Calculus II or Honors Calculus II	1.00
World Language		1.00
	Credits	**4**

January Term		
MATH 120	Calculus I (if not taken in Fall)	1.00
	Credits	**1**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
CHEM 126	Energies and Rates of Chemical Reactions	1.00
MATH 120	Calculus I (if not taken in Fall or J-Term)	1.00
World Language		1.00
	Credits	**4**
	Total Credits	**9**

Sophomore Year/Junior Year/Senior Year*

* These courses are required for the chemistry with ACS emphasis major, but most are offered both fall and spring semesters. Students generally progress through the courses in the order listed, but they can be taken in a different order.

Course	Title	Credits
Fall Semester		
CHEM 247	Organic Chemistry I (concurrent with CHEM 253)	1.00
CHEM 253	Synthesis Laboratory I (0.25)	0.25
PHYS 124 or PHYS 130	Principles of Physics I or Analytical Physics I	1.00
MATH 126	Calculus II	1.00
MATH Elective Course (MATH 220, MATH 226, MATH 230 or SDS 172)		1.00
CHEM 255	Analytical Chemistry (concurrent with CHEM 256)	1.00
CHEM 256	Analytical Laboratory (0.25)	0.25
CHEM 371	Physical Chemistry (concurrent with CHEM 357)	1.00
CHEM 357	Physical Laboratory (0.25)	0.25
CHEM 379	Biochemistry I	1.00
CHEM 386	Advanced Inorganic Chemistry	1.00
CHEM Elective Course		1.00
	Credits	**9.75**
January Term		
CHEM Elective Course		1.00
	Credits	**1**
Spring Semester		
CHEM 248	Organic Chemistry II (concurrent with CHEM 254)	1.00
CHEM 254	Synthesis Laboratory II (0.25)	0.25
PHYS 125	Principles of Physics II	1.00
MATH 126	Calculus II (if not taken in Fall)	1.00
MATH Elective Course (MATH 220, MATH 226, MATH 230, or SDS 172)		1.00
CHEM 255	Analytical Chemistry (concurrent with CHEM 256)	1.00
CHEM 256	Analytical Laboratory (0.25) (if not previously taken in the fall)	0.25
CHEM 371	Physical Chemistry (concurrent with CHEM 357)	1.00
CHEM 357	Physical Laboratory (0.25) (if not previously taken in Fall)	0.25
CHEM 382	Instrumental Analysis (concurrent with CHEM 378)	1.00
CHEM 378	Instrumental Analysis Laboratory (0.25)	0.25
CHEM 379	Biochemistry I	1.00
CHEM Elective Course		1.00
	Credits	**10**
	Total Credits	**20.75**

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the Chemistry department webpage for more information.

Faculty

Chair, 2025-2026
Laura L. Listenberger
Professor of Biology and Chemistry
lipid biochemistry; cell and molecular biology

Douglas J. Beussman
Professor of Chemistry
analytical area - mass spectrometry; chemical instrumentation; proteomics; forensic science; bioanalytical

Anna Brezny
Assistant Professor of Chemistry
organic chemistry

Nancy Carpenter
Adjunct Professor of Chemistry

Maetzin Cruz Reyes
Visiting Assistant Professor of Chemistry
materials chemistry

Maraia Ener-Goetz
Adjunct Assistant Professor of Chemistry

Brice Erickson
Adjunct Assistant Professor of Chemistry
analytical chemistry

Peter J. Gittins
Chemist in Residence
organic chemistry

Paul T. Jackson
Professor of Chemistry and Environmental Studies
green chemistry; environmental chemistry; water quality; sustainability

Cassandra Joiner
Assistant Professor of Chemistry
chemical biology and protein biochemistry

Evan Kerr
Visiting Assistant Professor of Chemistry

Elodie Marlier
Associate Professor of Chemistry
inorganic chemistry

Greg W. Muth
Associate Professor of Chemistry
biochemistry

Patrick Riley
Adjunct Assistant Professor of Chemistry

William P. Roberts
Assistant Professor of Chemistry
organic chemistry

Jeff J. Schwinefus
Professor of Chemistry; Edolph A. Larson and Truman E. Anderson, Sr. Chair of Chemistry
physical and biophysical chemistry

Rebecca Thompson
Associate Professor of Chemistry
physical chemistry

Mary Walczak (on sabbatical 2025-26)
Professor of Chemistry
chemistry education; analytical and physical chemistry; surface science

Chinese

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(Offered within the Department of Asian Studies)

Chinese puts you in touch with 1.3 billion people and with a culture still vital after more than 3,000 years. Already the second-largest economy in the world, with an annual economic growth rate more than double that of the U.S., China is also playing an increasingly large role in Asia. Our country critically needs proficient speakers of Chinese, not only in government service, but also in business, law, journalism, and technology. But with few exceptions, Americans visit China unable to speak the language. St. Olaf has taught Chinese since 1973 and is one of only a few colleges in the Midwest that offers four years of language study, multiple study abroad programs, and a broad selection of related courses in art, economics, history, literature, philosophy, politics and religion.

The Chinese Major

To fulfill a Chinese major, students will demonstrate both linguistic and cultural competence.

For linguistic and language skills, the Chinese language major students will possess proficiency in listening, speaking, reading, and writing at the American Council of Teaching Foreign Languages (ACTFL) Intermediate-High level or above as well as metalinguistic and intercultural awareness of the use of Chinese language in different social milieus.

Regarding cultural knowledge, students will have the ability to analyze, interpret, and critique various discourses and cultural productions such as literature, art, history, religion, philosophy, and politics in both social-cultural and global-contemporary contexts.

Intended Learning Outcomes of the Major

Special Programs

Since 1984, St. Olaf has had a sister-school relationship with East China Normal University (ECNU) in Shanghai, China, a city that has been the focus of China's trade and cultural exchange with the West for 150 years. Students with two years of study of Chinese language are encouraged to spend a fall semester on our Term in China program in Shanghai. Since 2018, furthermore, St. Olaf has been working with Fulbright Taiwan to diversify our study abroad programs. Students with or without prior Chinese language studies are encouraged to spend either a fall or a spring semester at one of the institutions affiliated with our Term in Taiwan program.

Requirements

Requirements for the Major

Code	Title	Credits
Core language courses [1]		
CHIN 231	Intermediate Chinese I	1.00
CHIN 232	Intermediate Chinese II	1.00

CHIN 301	Third-Year Chinese I	1.00
CHIN 302	Third-Year Chinese II	1.00
One language course above CHIN 302 [2]		**1.00**
Four courses, taught in English, focused on China/Chinese language and culture [3]		**4.00**
Recommended		
LAC course(s), study abroad, internships, or other immersion experiences in Chinese-speaking regions. [4]		
Total Credits		**9**

1

If a student places in a Chinese language course above CHIN 231 Intermediate Chinese I (e.g., CHIN 232 Intermediate Chinese II or CHIN 301 Third-Year Chinese I), the student will fulfill the total 9 credits requirement by taking additional upper-level language courses (above CHIN 302) and/or courses in English that focus on China/Chinese language and culture.
If a student begins language study in CHIN 111 Beginning Chinese I or CHIN 112 Beginning Chinese II, the student can fulfill the total 9 credits requirement by counting CHIN 111 and/or CHIN 112 toward the major and completing one or two fewer courses in English.

2

The following courses currently fulfill this requirement: CHIN 320 Special Topics in Chinese, CHIN 351 Chinese Language and Society through the Media, CHIN 360 Professional Chinese, or the equivalent of a CHIN 320 or above course taken during *Term in China* at ECNU, Term in Taiwan through Fulbright Taiwan, and/or other approved study abroad language programs.

3

At least one course must examine transnationalism/regionalism/global perspectives or compare China/Chinese with other countries/cultures through specific disciplines (e.g. art, religion, literature, history, philosophy, economics, and political science). At least one of these four courses must be 300-level, and no more than one at 100-level. One of these courses can be an Independent Study (capstone project) or the Asian Studies senior seminars (ASIAN 397 and ASIAN 399). ASCON 110 and ASCON 120 do not count towards the Chinese major.

4

Students are awarded certification of applied foreign language competence (AFLC) on their transcripts after successful completion of two LAC courses. LAC courses carry 0.25 credits each (unless offered during January term, when they hold zero credit). Please refer to the Classes and Labs for LAC courses.

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

For students double-majoring in Asian Studies and Chinese or Japanese, the following rules apply: CHIN 231 and CHIN 232 can count for both the language and area studies majors; one 300-level course can count for both the language and area studies major; two level three language courses can count for both the language and area studies major.

Courses

For information about the Chinese major and the Asian studies major, see Asian Studies (p. 56).

CHIN 111: *Beginning Chinese I*
First of two elementary courses that helps students with no prior background to develop basic Mandarin skills, such as pronunciation, pinyin, grammar, and handwriting along with knowledge of Chinese culture and society. Students should achieve the Novice Mid level on the ACTFL proficiency scale and identify about 150 characters in areas of daily life and immediate needs upon completion of this course. Students attend three classes and one laboratory weekly. Offered annually in the fall semester.

CHIN 112: *Beginning Chinese II*
Second semester of the two elementary courses, designed for those who have completed CHIN 111 or with equivalent backgrounds. It aims to further develop basic Mandarin skills, such as speaking, listening, reading, writing, and knowledge of Chinese culture and society. Students should achieve the Novice High to Intermediate Low level on the ACTFL proficiency scale, identifying about 300 characters upon completion of this course. Students attend three classes and one laboratory weekly. Offered annually in the spring semester.
Prerequisite: CHIN 111 or placement.

CHIN 231: *Intermediate Chinese I*
This course is for students who have successfully completed CHIN 112 or students who have had at least one year of Chinese learning experience. It aims to enhance students' proficiency in all four language skills (speaking, listening, reading, and writing) as well as knowledge of various Chinese communities and cross-cultural communications. Students should achieve the Intermediate Low/Medium level on the ACTFL proficiency scale. Students attend three classes and one laboratory weekly. Offered annually in the fall semester.
Prerequisite: CHIN 112 or placement.

CHIN 232: *Intermediate Chinese II*
This course is for students who have successfully completed CHIN 231 or students with equivalent previous Chinese learning experiences. It aims to further enhance students' proficiency in all four language skills (speaking, listening, reading, and writing) as well as knowledge of various Chinese communities and cross-cultural communications. Students should achieve the Intermediate Medium/High level on the ACTFL proficiency scale. Students attend three classes and one laboratory weekly. Offered annually in the spring semester.
Prerequisite: CHIN 231 or placement.

CHIN 294: *Academic Internship*

CHIN 298: *Independent Study*

CHIN 301: *Third-Year Chinese I*
This course provides continued practice in speaking, reading, and writing at the third-year level. Our text introduces students to Chinese geography and history and modern written style. Conducted entirely in Chinese. Offered annually in the fall semester.
Prerequisite: CHIN 232 or placement.

CHIN 302: *Third-Year Chinese II*
This course provides continued practice in speaking, reading, and writing at the third year-level. Our text introduces students to Chinese geography and history and modern written style. Conducted entirely in Chinese. Offered annually in the spring semester.
Prerequisite: CHIN 301 or placement.

CHIN 320: *Special Topics in Chinese*
In this fourth-year-level Chinese course, students explore a specified topic or theme in language, in various text/media (literature, newspaper, television, and film), in culture/civilization, or in a combination of these, through close examination of texts (written or visual), discussion, analysis, and interpretation of selected materials. Specific topics vary by instructor and semester. May be repeated if topic is different. Taught in Chinese. Offered annually.
Prerequisite: CHIN 302 or placement.

CHIN 351: *Chinese Language and Society through the Media*
This advanced Chinese language course aims to develop students' language proficiency and introduce students to various aspects of contemporary Chinese social life and culture. Course materials include films with excerpts of written scripts, newspapers, television, and essays related to the unit topics. Classroom activities include lectures, language drills, discussions, debates, presentations, and performances. Taught in Chinese. Offered annually.
Prerequisite: CHIN 302 or placement.

CHIN 360: *Professional Chinese*
This advanced Chinese language course assists students in acquiring content knowledge and language skills in professional and business settings. Course materials include profession-related conversations, news articles, website blogs, and radio and TV news. Class activities include lectures, language drills, discussions, presentations, and group projects. Specialized knowledge in business and economics is not required to take this course. Taught in Chinese. Offered periodically.
Prerequisite: CHIN 302 or placement.

CHIN 394: *Academic Internship*

CHIN 398: *Independent Research*

Courses focused on China/Chinese

ARTH 259 The Arts of China

ASIAN 156 Contemporary China Through Film (Taught in English)

ASIAN 217 Encountering China (study abroad) ASIAN 217 Encountering China (study abroad)

ASIAN 236 Traditional Chinese Literature (Taught in English)

ASIAN 237 Modern Chinese Literature and Society

HIST 250 China: Past and Present

HIST 251 Revolutionary China

Courses Focused on China/Chinese with Cross-Cultural/Regional/Global Comparative Perspectives

ASCON 215 Asian Conversations III (study abroad)

ASCON 216 Asian Conversations III (on campus)

ASCON 220 Asian Conversations: Engaging Asia with Voice and Representation

ASIAN 121 Asian Cultures in Comparative Perspectives

ASIAN 123 Asia in America

ASIAN 130 Asian Science Fiction in Global Perspective (English translation)

ASIAN 200 Topics in Asian Studies

ASIAN 230 The Philosophy of Anime

ASIAN 255 Engaging Asia: San Francisco (study away)

ASIAN 268 The Art of Calligraphy: Techniques and Appreciation

ASIAN 282 Second Language Acquisition and Pedagogy in an Asian Context

ASIAN 333 What is a Hero?

ASIAN 397 Seminar: Human Rights/Asian Context

ASIAN 399 Seminar for Asian Studies Majors

AS/RE 256 Religions of China, Korea, and Japan

AS/RE 257 Buddhism

AS/RE 289 Buddhism, Peace and Justice

HIST 240 Methods Seminar: Histories of Africa, Asia, and Latin America (depending on content and instructor)

HIST 345 East Asia Seminar

PHIL 117 Confucius, Buddha, and Socrates

PHIL 249 Asian Philosophy

PSCI 245 Asian Regionalism

REL 390 History of Religions Seminar (depending on content and instructor)

Plan of Study
Chinese Major - Plan of Study

This is a sample plan that meets the prescribed requirements for this major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

This plan is for a student who places into Chinese at St. Olaf at the CHIN 111 (first semester) level. Students can major in Chinese whether they start at the beginner level (CHIN 111) or have prior experience in the language.

All students with prior experience in Chinese should complete the **placement exam** in early Summer before their first year.

Please see the Asian Studies major (p. 56) or Japanese major (p. 183) pages for requirements specific to those majors.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program - ASCON) or Writing and Rhetoric	1.00
CHIN 111	Beginning Chinese I	1.00
	Credits	**2**

Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program - ASCON) or First-Year Seminar	1.00
CHIN 112	Beginning Chinese II	1.00
Non-language Elective Course (China or Asia related)		1.00
	Credits	**3**
Sophomore Year		
Fall Semester		
CHIN 231	Intermediate Chinese I	1.00
Non-language Elective Course (China or Asia related)		1.00
	Credits	**2**
Spring Semester		
CHIN 232	Intermediate Chinese II	1.00
	Credits	**1**
Junior Year		
Fall Semester		
CHIN 301	Third-Year Chinese I	1.00
Non-language course (China or Asia related)		1.00
	Credits	**2**
Spring Semester		
CHIN 302	Third-Year Chinese II	1.00
	Credits	**1**
Senior Year		
Fall Semester		
Language course above CHIN 302		1.00
300-Level Non-language Elective Course (China or Asia related)		1.00
	Credits	**2**
Spring Semester		
300-Level Non-language Elective Course (China or Asia related)		1.00
	Credits	**1**
	Total Credits	**14**

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the Chinese program webpage for more information.

Faculty

Program Director, 2025-2026
Ying Zhou
Associate Professor of Asian Studies
second language acquisition and language pedagogy

Hui Bi
Assistant Professor of Asian Studies
Chinese language instruction

Hsiang-Lin Shih
Associate Professor of Asian Studies
Chinese literature; classical and modern eras

Ka F. Wong
Professor of Asian Studies
language pedagogy; cultural studies; Asian American studies; visual culture

Classics

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Long ago the Greeks and Romans conceived the idea of the liberal arts and made them the basis of higher education. Today the Department of Classics keeps that classical tradition alive at St. Olaf by offering courses in the languages, literature, and culture of Greece and Rome. The study of Graeco-Roman civilization in its ancient Mediterranean context gives students perspective on their own place in history while increasing their understanding of the world into which Christianity was born.

Many students satisfy the world language requirement with three semesters of ancient Greek or Latin. (Modern Greek is not offered at St. Olaf.) Greek is especially helpful for pre-seminary and pre-medicine students, Latin for pre-law students. Either language makes a good match with the Enduring Questions program.

In addition to Greek and Latin courses, the department offers a variety of Level I and Level II classics courses that require no knowledge of Greek or Latin and fulfill OLE Core curriculum requirements.

Students often combine a major in Greek, Latin, or classics with another major in the humanities, mathematics, sciences, or fine arts. A classical background enriches one's experiences in college and in later life, while the verbal and analytical skills acquired by learning classical languages are of lasting benefit in whatever career one chooses.

Three different majors in classical language are available to St. Olaf students: Greek, Latin, and classics. The classics major combines Greek and Latin and is the most rigorous. All three majors have as their objectives competence in classical language at an advanced level, skill in translating and analyzing classical literature of different genres, and familiarity with classical civilization. Ancient studies (p. 43) and medieval studies (p. 206), two interdisciplinary majors administered by the Department of Classics, are described elsewhere in this catalog.

Overview of the Majors

Intended Learning Outcomes for the Classics Major

Intended Learning Outcomes for the Greek Major

Intended Learning Outcomes for the Latin Major

Distinction

See Academic Honors (p. 18)

To attain distinction in classics, a student must demonstrate talent with classical languages and literature, skill in conducting research on a classical topic, and broad knowledge of classical civilization. Specific guidelines are available from the Department of Classics. Classics

majors who wish to pursue distinction should notify the department chair no later than January 1 of their senior year.

Special Programs

For more than forty-five years the Department of Classics has offered students the opportunity to study in Greece and/or Italy during January. CLASS 251 Classical Studies in Greece (study abroad) now alternates with CLASS 253 Classical Studies in Italy (study abroad). Both courses focus on ancient history and art. Students who have taken Greek, Latin, or other courses in ancient studies receive priority in the selection process.

Students may choose to use their classical language courses as the foundation for a Latin, Greek, or classics major or as the core of an interdisciplinary major in ancient studies or medieval studies.

St. Olaf's Latin Education program has been discontinued. Students interested in obtaining a K-12 Latin teaching license are encouraged to complete an undergraduate major in Latin or classics and then apply to a graduate program that offers a Master's degree combined with teaching certification in Latin.

Recommendations for Graduate Study

A doctorate in classics requires a reading knowledge of German and French (or Italian) as well as advanced proficiency in both Latin and ancient Greek. Students who do not reach the advanced level in Latin and Greek before they graduate from St. Olaf have the option of applying to a post-baccalaureate program that will help prepare them for further graduate study.

Recent St. Olaf graduates have been accepted into post-baccaulaureate, M.A., and Ph.D. programs in classics at Bryn Mawr College, Indiana University, Penn State, the University of Arizona, UCLA, the University of Colorado, the University of Florida, the University of Georgia, the University of Illinois, the University of Massachusetts-Amherst, the University of Minnesota, the University of Missouri, the University of North Carolina at Chapel Hill, the University of Oxford, the University of Texas, the University of Virginia, the University of Washington, the University of Wisconsin-Madison, Washington University in St. Louis, and William & Mary. Others have been accepted into graduate programs in classical archeology at Cornell University, the University of British Columbia, the University of Bristol, and the University of Vienna, and into medieval studies programs at the University of Limerick, the University of Minnesota, the University of Notre Dame, the University of Oslo, the University of Southampton, the University of St Andrews, and the University of Toronto.

Requirements

Requirements for the Classics Major

Code	Title	Credits
Six Latin or Greek courses [1]		6.00
Three courses in the other language		3.00
One classics or ancient history course		1.00
CLASS 370	Topics in Classical Studies	1.00
Total Credits		**11**

[1]

Students who begin one of the languages at the 231 level or higher have the option of taking five courses in that language

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Requirements for the Greek Major

Code	Title	Credits
Seven Greek courses [1]		7.00
One classics or ancient Greek history course		1.00
CLASS 370	Topics in Classical Studies	1.00
Total Credits		**9**

[1]

Students who begin Greek at GREEK 231 or higher have the option of taking six courses in Greek

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Requirements for the Latin Major

Code	Title	Credits
Seven Latin courses [1]		7.00
One classics or ancient Roman history course		1.00
CLASS 370	Topics in Classical Studies	1.00
Total Credits		**9**

[1]

Students who begin Latin at LATIN 231 or higher have the option of taking six courses in Latin

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Courses

Greek Courses

GREEK 111: *Beginning Greek I*
In this two-course sequence students learn the basics of ancient Greek. By studying the language's vocabulary, grammar, and syntax, they not only gain appreciation for its intricacies and nuances but also learn more about their own language and about language in general. Completion of both GREEK 111 and GREEK 112 equips students to translate almost any ancient Greek text with the aid of a dictionary. Offered annually in the fall semester.

GREEK 112: *Beginning Greek II*
In this two-course sequence students learn the basics of ancient Greek. By studying the language's vocabulary, grammar, and syntax, they not only gain appreciation for its intricacies and nuances but also learn more about their own language and about language in general. Completion of both GREEK 111 and GREEK 112 equips students to translate almost any ancient Greek text with the aid of a dictionary. Offered annually in the spring semester.
Prerequisite: GREEK 111 or equivalent.

GREEK 231: *Intermediate Greek*
Third-semester Greek students translate selections from Plato's dialogues (*Apology, Crito, Phaedo*) while reviewing vocabulary, grammar, and syntax. Topics for class discussion include the life and death of Socrates and the significance of the dialogues as works of literature. Offered annually in the fall semester.
Prerequisite: GREEK 112 or equivalent.

GREEK 253: *New Testament Greek*
The New Testament is the most famous and most widely translated Greek text from antiquity. Students have the opportunity to read one or more of the Gospels, the Acts of the Apostles, or selected Pauline letters in the original language. Questions about the transmission of the text and about its theological implications provoke lively discussions. Offered annually in the spring semester.
Prerequisite: GREEK 231 or equivalent.

GREEK 275: *Homer and Greek Epic*
Pope described Homer's poetry as "a wild paradise"; Borges heard his verses "echoing forever in mankind's hollow memory." Students explore that poetic Eden and listen for echoes when they translate selections from one or both of Homer's poems, the Iliad and the Odyssey. Through discussion and readings, students learn about the characteristics of ancient epic and investigate topics in Homeric scholarship. Students engage in at least one significant writing project, such as a literary translation. Offered alternate years in the spring semester.
Prerequisite: GREEK 231 or equivalent.

GREEK 294: *Academic Internship*

GREEK 298: *Independent Study*

GREEK 370: *Topics in Greek Literature*
Students translate selections from one or more genres of ancient Greek literature while exploring a specific topic or theme chosen by the instructor. Close study of the text is combined with discussion of broader literary, historical, and cultural questions. Sample topics: "Tales of Odysseus," "Hellenistic Greek," "Famous Speeches in Ancient Greek Texts." Offered periodically.
Prerequisite: GREEK 231 or equivalent.

GREEK 372: *Greek Philosophers*
It has been said that all philosophy is a mere footnote to Plato and Aristotle. In this course students translate selected works by the two renowned philosophers and their predecessors, examining the forces that influenced them and the impact that Greek philosophy had on subsequent ages. Offered alternate years.
Prerequisite: GREEK 231 or equivalent.

GREEK 374: *Greek Drama*
Like the genre that it describes, the word *drama* is itself of Greek origin. From the treasure-trove left to us by Aeschylus, Sophocles, Euripides, Aristophanes, and Menander, students translate one or two complete plays and discuss the evolution of the Greek theater, staging, and modern interpretations.
Prerequisite: GREEK 231 or equivalent.

GREEK 394: *Academic Internship*

GREEK 396: *Directed Undergraduate Research*
This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.
Prerequisite: determined by individual instructor.

GREEK 398: *Independent Research*

Latin Courses

LATIN 111: *Beginning Latin I*
In this two-course sequence students learn the basics of classical Latin. By studying the language's vocabulary, grammar, and syntax, they not only gain appreciation for its intricacies and nuances but also learn more about their own language and about language in general. Completion of both LATIN 111 and LATIN 112 equips students to translate almost any classical Latin text with the aid of a dictionary. Offered annually in the fall semester.

LATIN 112: *Beginning Latin II*
In this two-course sequence students learn the basics of classical Latin. By studying the language's vocabulary, grammar, and syntax, they not only gain appreciation for its intricacies and nuances but also learn more about their own language and about language in general. Completion of both LATIN 111 and LATIN 112 equips students to translate almost any classical Latin text with the aid of a dictionary. Offered annually in the spring semester.
Prerequisite: LATIN 111 or equivalent.

LATIN 231: *Intermediate Latin*
Third-semester Latin students translate large portions of two orations (*First Catilinarian, Pro Caelio*) by Cicero and selections from Catullus' poetry while reviewing vocabulary, grammar, and syntax. Topics for class discussion include life in late Republican Rome and the stylistic features of the literature. Offered annually in the fall semester.
Prerequisite: LATIN 112 or equivalent.

LATIN 235: *Medieval Latin*
Students expand their knowledge of Latin by exploring the diverse and creative literature of the Middle Ages, ca. 300-1500 CE. This course emphasizes the role of Latin as the language of religious life in Medieval Europe. Topics encountered typically include scripture, pilgrims, relics, miracles, saints, crusaders, monastics, and the black death. Offered annually in the spring semester.
Prerequisite: LATIN 231 or equivalent.

LATIN 252: *Vergil and Latin Epic*
Lord Tennyson called Vergil the "wielder of the stateliest measure ever moulded by the lips of man." Students encounter that stately measure when they translate selections from Vergil's three major poems (Eclogues, Georgics, Aeneid). Through discussion and readings, students also explore the development of Latin epic and Vergil's reception in later literature, art, and music. Depending on the instructor, students engage in at least one significant writing project, e.g., on poetic interpretation or literary translation. Offered alternate years in the spring semester.
Prerequisite: LATIN 231 or equivalent.

LATIN 294: ***Academic Internship***

LATIN 298: ***Independent Study***

LATIN 370: ***Topics in Latin Literature***
Students translate selections from one or more genres of ancient Latin literature while exploring a specific topic or theme chosen by the instructor. Close study of the text is combined with discussion of broader literary, historical, and cultural questions. Sample topics: "Ovid," "Latin Epistolography," "Augustan Elegy." Offered periodically.
Prerequisite: LATIN 231 or equivalent.

LATIN 371: ***Latin Lyric***
Lyric poems -- short, occasional pieces composed in various meters, often concerned with love and longing -- are the focus of this Latin course. Students translate the vivacious verse of Catullus, Horace, Tibullus, and Ovid and learn to recognize the features that make lyric a distinctive genre of Latin poetry. Offered periodically.
Prerequisite: LATIN 231 or equivalent.

LATIN 372: ***Latin Historians***
The writings of Sallust, Livy, and Tacitus provide breathtaking views of ancient Rome and memorable vignettes from the city's colorful history. Extended passages from the historians' works, read in Latin, form the basis for a survey of Roman historiography and of historical writing in general. Offered periodically.
Prerequisite: LATIN 231 or equivalent.

LATIN 373: ***Lucretius and Latin Poetry***
Lucretius might best be described as a philosophical poet. His *De Rerum Natura* ("On the Nature of the Universe") presents the theories and teachings of Greek philosophers like Democritus and Epicurus, but with a Roman flavor. Students translate substantial sections of this fascinating poem. Offered periodically.
Prerequisite: LATIN 231 or equivalent.

LATIN 375: ***Latin Drama***
Strange things happened on the ancient Roman stage; this course gives students firsthand proof of that. The comedies of Plautus and Terence and the tragedies of Seneca make entertaining reading. Students translate selected plays and discuss the evolution of the Roman theater, staging, and modern interpretations. Offered periodically.
Prerequisite: LATIN 231 or equivalent.

LATIN 377: ***Latin Satire***
The Romans claimed that satire was a literary genre of their own creation. Students are able to weigh the merits of that claim as they translate selections from the wry and witty texts of prominent Roman satirists such as Horace, Petronius, Martial, and Juvenal. Offered periodically.
Prerequisite: LATIN 231 or equivalent.

LATIN 394: ***Academic Internship***

LATIN 396: ***Directed Undergraduate Research***
This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.
Prerequisite: determined by individual instructor.

LATIN 398: ***Independent Research***

Classics Courses Requiring No Knowledge of Greek or Latin

CLASS 120: ***Greek and Roman Myth***
With their tales of shape-shifting, vengeance, heroic quests, and tragic turns of fortune, the myths of the ancient Greeks and Romans have long inspired artists, poets, and philosophers. Even today, they continue to influence how human beings view the world and interact with one another. In this course students read thought-provoking stories about gods, heroes, and mortals, explore them in their original contexts, and investigate their connections with modern times and with students' own experiences. Offered annually.

CLASS 124: ***The Many Faces of Homer***
This course entails a careful reading of the Iliad and Odyssey - two of the earliest and most influential epics of human history - with attention to their Greek historical and cultural contexts. The course then explores some of the many reincarnations of Homer's epics in later generations, from Monteverdi's opera Return of Ulysses to David's painting Anger of Achilles to the Coen brothers' film O Brother, Where Art Thou? Offered periodically during January term.

CLASS 125: ***Dawn of Democracy***
Today, countries from Uruguay to South Korea to the United States all proudly claim to be "democracies." In this class, students investigate the dawn of democracy in ancient Athens to understand democracy's origins and what "rule of the people" meant to the Greeks--something radically different from modern political systems that claim the same title. Students read and discuss ancient sources (in English translation) and experience Athenian democracy for themselves through a historical role-immersion game. Offered periodically during January term.

CLASS 126: ***Ancient Comedy: A Funny Thing Happened***
This course introduces students to the wild and wacky world of ancient Greek and Roman comedy. It traces the development of the genre with discussion of how the plays were produced in antiquity and what influence they wielded on the drama of later centuries. Students read works by Aristophanes, Menander, Plautus, and Terence and stage selected scenes. Offered periodically during January term.

CLASS 239: ***Classics and Race: From Antiquity to America***
Students in this course develop critical, historically informed, cross-cultural perspectives on race in the United States by investigating the roots of racial thought in the world of the Greeks and Romans over two millennia ago. Topics include comparative racial formation; ancient theories of race and their impacts on the modern world; racist structures across time and space; and the contingency of cultural responses to ethnic difference and "otherness." Readings range from antiquity to 21st-century America. Offered periodically in fall and spring semesters.

CLASS 240: ***Gender and Sexuality in the Ancient World***
This course explores the social construction and function of sex and gender in ancient Greece and Rome. It uses both literature and visual art to analyze the role of sexuality in everyday society and in the lives of several of the more famous figures from antiquity. Readings also include modern histories and theories of sexuality, especially those that investigate the influence of the Greeks and Romans on modern conceptions of sexuality. Offered in alternate years.

CLASS 243: *The World of the Ancient Greeks*
This course takes students on an exciting journey back to the world of the ancient Greeks, a land of democracy and tyranny, comedy and tragedy, myth and mystery - and much more. Students explore ancient Greek society from an interdisciplinary perspective, analyzing its literature, art, and ideas in the light of their historical and cultural contexts. The course ranges far, both chronologically and geographically, from the palaces of the Bronze Age to the Library of Alexandria. Offered every other year.

CLASS 244: *The World of the Ancient Romans*
This course takes students on an exciting journey back to the world of the ancient Romans, a land of republic and empire, oratory and elegy, brick and marble--and much more. Students explore ancient Roman society from an interdisciplinary perspective, analyzing its literature, art, and ideas in the light of their historical and cultural contexts. The course ranges far, both chronologically and geographically, from the Tiber River to the shores of Carthage to Hadrian's Wall. Offered alternate years. Also counts toward ancient studies, Greek, and Latin majors.

CLASS 251: *Classical Studies in Greece (study abroad)*
This course introduces students to the history and art of ancient Greece. It covers more than 2000 years of Greek civilization, from the Bronze Age through the archaic, classical, and Hellenistic periods. The itinerary takes students all over Greece, with extended stays in Athens and Attica, Crete, the Peloponnese, and Thessaloniki. When not visiting museums and archaeological sites, students have the opportunity to experience modern Greek culture as well. Offered during January term in alternate years. Apply through Smith Center for Global Engagement.

CLASS 253: *Classical Studies in Italy (study abroad)*
This course introduces students to the history and art of ancient Italy, focusing on the city of Rome and the Bay of Naples (Pompeii) area. It covers more than 1000 years of civilization, beginning with the Etruscans and ending with the fall of the Western Roman Empire. When not visiting museums and archaeological sites, students have the opportunity to experience modern Italian culture as well. Offered during January term in alternate years. Apply through Smith Center for Global Engagement.

CLASS 260: *Sports and Recreation in the Ancient World*
This course explores life, death, and entertainment in the ancient world, particularly Rome. Students focus especially on how and why people take part in sporting events and on how sport intersected with gender, social class, and economics. Topics include the history of sport, enslavement and marginal groups, demography, gladiatorial events, and entertainment and politics. The primary focus of the course is the interpretation of ancient sources, but students also evaluate modern views of ancient entertainment. Also counts toward ancient studies major.

CLASS 294: *Academic Internship*

CLASS 298: *Independent Study*

CLASS 370: *Topics in Classical Studies*
This course combines close study of ancient texts (in English translation) with wide-ranging discussions of literary, historical, and cultural questions. Students have the opportunity to read selections from one or more genres of Greek and/or Latin literature while exploring a topic chosen by the instructor. Analytical writing assignments lead to a deeper understanding of the creative process and encourage thoughtful reflection on the re-creating and repurposing of the original texts by later authors and artists. Offered annually. Counts as an elective and satisfies WIM for Classics, Greek, Latin, and ancient studies majors.
Prerequisite: WAC (any course satisfying Writing Across the Curriculum) or permission of instructor.

CLASS 394: *Academic Internship*

CLASS 396: *Directed Undergraduate Research*
This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.
Prerequisite: determined by individual instructor.

CLASS 398: *Independent Research*

Classics Plan of Study
Classics Major - Plan of Study

This is a sample plan that meets the prescribed requirements for this major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Any student interested in a classics major should draw up a contract with the program's director. The contract may be changed at any time up to second semester of the senior year.

Please click here for an up-to-date list with courses that can be used as electives for the Classics major.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
GREEK 111 or LATIN 111	Beginning Greek I or Beginning Latin I	1.00
	Credits	**2**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
GREEK 112 or LATIN 112	Beginning Greek II or Beginning Latin II	1.00
	Credits	**2**
Sophomore Year		
Fall Semester		
GREEK 231 or LATIN 231	Intermediate Greek or Intermediate Latin	1.00
	Credits	**1**
Spring Semester		
One Greek or Latin Elective Course (opposite of the language course chosen)		1.00

One additional course in the same subject code as the chosen language (GREEK or LATIN)		1.00
	Credits	**2**
Junior Year		
Fall Semester		
One classics or ancient history course		1.00
One additional course in the same subject code as the chosen language (GREEK or LATIN)		1.00
	Credits	**2**
Spring Semester		
CLASS 370	Topics in Classical Studies	1.00
One additional course in the same subject code as the chosen language (GREEK or LATIN)		1.00
	Credits	**2**
Senior Year		
Fall Semester		
CLASS 370	Topics in Classical Studies (if not previously taken)	1.00
One Greek or Latin Elective Course (opposite of the language course chosen)		1.00
	Credits	**2**
Spring Semester		
One Greek or Latin Elective Course (opposite of the language course chosen)		1.00
	Credits	**1**
	Total Credits	**14**

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the classics webpage for more information.

Greek Plan of Study
Greek Major - Plan of Study

This is a sample plan that meets the prescribed requirements for this major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Any student interested in a Greek major should draw up a contract with the program's director. The contract may be changed at any time up to second semester of the senior year.

Please click here for an up-to-date list with courses that can be used as electives for the Greek major.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
GREEK 111	Beginning Greek I	1.00
	Credits	**2**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
GREEK 112	Beginning Greek II	1.00
	Credits	**2**
Sophomore Year		
Fall Semester		
GREEK 231	Intermediate Greek	1.00
	Credits	**1**
Spring Semester		
Greek Elective Course		1.00
	Credits	**1**
Junior Year		
Fall Semester		
Greek Elective Course		1.00
One Classics or Ancient Greek History Course		1.00
	Credits	**2**
Spring Semester		
CLASS 370	Topics in Classical Studies	1.00
Greek Elective Course		1.00
	Credits	**2**
Senior Year		
Fall Semester		
Greek Elective Course		1.00
	Credits	**1**
	Total Credits	**11**

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the Greek major department webpage for more information.

Latin Plan of Study
Latin Major - Plan of Study

This is a sample plan that meets the prescribed requirements for this major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

This plan is for a student who places into Latin at St. Olaf at the LATIN 111 (first semester) level. Students can major in Latin whether they start at the beginner level (LATIN 111) or have prior experience in the language.

Any student interested in a Latin major should draw up a contract with the program's director. The contract may be changed at any time up to second semester of the senior year.

Please click here for an up-to-date list with courses that can be used as electives for the Latin major.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
LATIN 111	Beginning Latin I	1.00
	Credits	**2**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
LATIN 112	Beginning Latin II	1.00
	Credits	**2**
Sophomore Year		
Fall Semester		
LATIN 231	Intermediate Latin	1.00
	Credits	**1**
Spring Semester		
Latin Elective Course		1.00

One classics or ancient Roman history course		1.00
	Credits	**2**
Junior Year		
Fall Semester		
Latin Elective Course		1.00
	Credits	**1**
Spring Semester		
CLASS 370	Topics in Classical Studies (may be taken in either Junior or Senior Year)	1.00
	Credits	**1**
Senior Year		
Fall Semester		
Latin Elective Course		1.00
	Credits	**1**
Spring Semester		
Latin Elective Course		1.00
	Credits	**1**
	Total Credits	**11**

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the Latin major department webpage for more information.

Faculty

Department Chair, 2025-2026
Anne H. Groton
Professor of Classics
Greek and Roman drama; classical languages and literature

Florencia Foxley
Visiting Assistant Professor of Classics
Greek drama and social history; classical languages and literature

Kyle Helms
Associate Professor of Classics
Latin prose; classical languages and literature

Peter Moench
Visiting Assistant Professor of Classics
Greek lyric; Greek and Roman epic; classical languages and literature

Kathryn Steed
Adjunct Assistant Professor of Classics

Collaborative Undergraduate Research and Inquiry

Jill Dietz, Regents Hall (Math) 500
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The St. Olaf Collaborative Undergraduate Research and Inquiry (CURI) program provides paid opportunities for St. Olaf students of all academic disciplines to gain an in-depth understanding of a particular subject through working closely with a St. Olaf faculty member in a research setting. Announcements inviting students to apply for summer research, academic year research, Steen Fellowships, and Magnus the Good Collaborative Fellowships are sent to all students by email and included in student newsletters.

CURI promotes collaborations between students and faculty during the academic year and summer through four different programs:

1. Our summer program supports mentored undergraduate research across all departments and majors, with variation in availability depending on professors' participation. Most projects are full-time (roughly 400 hours of work in 10 weeks), but some are part-time. Throughout the experience, students learn how research is conducted in a specific field. The program offers students opportunities to reflect and further evaluate where their skills, interests, and values best fit with their future professional endeavors. A student interested in applying for the summer research must be enrolled as a St. Olaf student and be a rising sophomore, junior, or senior. There is no GPA requirement that must be met in order to apply for the program, but a student's academic record will be considered during the selection process.
2. Academic year CURI research has many of the same benefits as our summer program, but students are limited to working 10 hours per week on projects designed and mentored by St. Olaf faculty members.
3. Steen Fellowships support students engaged in independent research projects conducted during the summer.
4. Magnus the Good Collaborative Fellowships support small teams of faculty and students on projects they design together and then conduct at various times throughout the year.

The CURI office also supports students who travel to present research findings at regional and national conferences. Supported presentations can be based on classroom projects, independent research, or summer research on or off campus.

Learning about Research Opportunities at St. Olaf

Research opportunities can be discovered in a variety of settings: talk to faculty members about which classes support original research as well as about how to be involved in a faculty member's current research projects. St. Olaf's digital database (https://digital.stolaf.edu/curi/) displays information about recent projects and helps students identify a professor's area of study. You can also find research posters hanging in hallways throughout the academic buildings. Besides these informal exchanges, students have several options to explore opportunities during the academic year and in the summer.

Course Credit for CURI programs and OLE CORE

Students do not earn course credit for summer research because they are paid employees of the college. The remuneration also includes housing on campus for students working full-time. Steen Fellows and Magnus Fellows earn stipends instead of wages. These opportunities do not allow students to earn course credit. Students participating in summer research, academic year research, and Magnus the Good collaborations may be able to complete their OLE Experience in Practice general education credit.

Research Opportunities Outside of CURI

There are several ways in which students can participate in undergraduate research during the academic year outside of the CURI program. Many majors require students to conduct original research in structured seminars. Students may take an Independent Research course and work on a project under the supervision of a faculty member. Another option is a Directed Undergraduate Research (DUR) course. In this course, which may be taught in any department or program, a small group of students work with a faculty member on research. These courses are listed in the class and lab schedule in the Student Information System (SIS) under the "396" code. Students are encouraged to discuss these opportunities with associated faculty and department chairs.

Finally, each spring students in applied mathematics, statistics, and computer science are invited to apply to be Fellows in the Center for Interdisciplinary Research (CIR) for the following academic year. Eligible statistics students will have completed at least SDS 272, while criteria for students in applied math or computer science will depend on the nature of proposed projects. More information on the CIR is available at wp.stolaf.edu/cir.

Computer Science

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The Department of Mathematics, Statistics, and Computer Science offers majors in all three disciplines, including mathematics, computer science, and statistics and data science.

Computer science is the academic discipline that focuses on creative computing-related problem solving. St. Olaf's Computer Science program employs "hands-on" personal experience to build up invaluable technical and analytical skills while learning powerful computing concepts in a liberal arts context. Beginning with the introductory courses, the program's curriculum draws connections with applications in other disciplines ranging from the natural sciences to the humanities. The program offers an authentic and satisfying education in the concepts and practices of computer science; the courses below represent national expectations for an undergraduate computer science curriculum. Undergraduate research appears throughout the program, from foundation courses that develop valuable project skills to advanced courses such as the senior capstone seminar. St. Olaf is a national leader in incorporating instruction in parallel and distributed computing throughout the Computer Science curriculum. The program also incorporates a distinct liberal arts perspective, including emphasis on teamwork and communication skills, examination of ethical and social issues in computing, and collaboration in upper-level interdisciplinary projects.

Although Computer Science differs from other areas of computing, such as Information Systems (IS), the study of computer science serves as excellent preparation for careers in any computing-related field, because the concepts of computer science provide insights into all types of computation. While specific computing systems come and go, the principles of Computer Science endure for the long term, and people with awareness of those principles can perceive them in all forms of computing. The increasing effectiveness of computing in nearly all endeavors makes Computer Science concepts relevant in almost every setting. The Computer Science program emphasizes development of creative problem-solving and analytical thinking abilities, interpersonal skills, ethical analysis and awareness, and realistic applications. Development of these skills enhance any career, whether one becomes a computing professional or an occasional user.

Overview of the Major

The Computer Science program emphasizes the concepts and practices of computer science, as well as applications to other disciplines. The major begins with foundation courses that present the nature of Computer Science through hands-on experience. The foundation and subsequent core courses together span the national expectations for an undergraduate computer science major curriculum, and advanced courses and electives provide options for depth. Several themes appear throughout the major: breadth-first introductory courses; team collaboration (often interdisciplinary) and project-based learning; development of communication skills; thoughtful, structured analysis of ethical and social issues in computing; and undergraduate research, beginning with project-building skills in early courses and continuing through advanced experiences.

Intended Learning Outcomes for the Major

Distinction

See Academic Honors (p. 18)

Other Fields

Certain courses in computer science (as shown below) can count toward other majors and concentrations.

Majors

Code	Title	Credits
Mathematics		
CSCI 333	Theory of Computation	1.00
CSCI 353	Analysis of Algorithms	1.00
Statistics and Data Science		
CSCI 379	Foundations of Artificial Intelligence	1.00

Concentrations

Code	Title	Credits
Linguistics		
CSCI 121	Principles of Computer Science	1.00
CSCI 251	Software Design and Implementation	1.00
CSCI 276	Programming Languages	1.00
CSCI 333	Theory of Computation	1.00
CSCI 379	Foundations of Artificial Intelligence	1.00
Mathematical Biology		
CSCI 251	Software Design and Implementation	1.00
Neuroscience		
CSCI 121	Principles of Computer Science	1.00
CSCI 353	Analysis of Algorithms	1.00

Check with the relevant programs for limitations and details.

Also, certain courses in other programs/departments are required or can count toward a computer science major:

Code	Title	Credits
MATH 220	Elementary Linear Algebra	1.00
MATH 234	Discrete Mathematical Reasoning	1.00
MATH 261	Computational Geometry	1.00
PHYS 130	Analytical Physics I	1.00
PHYS 246	Electronics	1.00
SDS 333	High-Dimensional Data Analysis	1.00
SDS 341	Algorithms for Decision Making	1.00

Check with the computer science program for limitations and details.

The computer science program offers many opportunities to participate in undergraduate research, often integrated within courses, or through extracurricular activities such as summer research. Ongoing efforts in high-performance cluster and parallel computing, graphics, 3D computer vision, interdisciplinary web applications, and declarative approaches to language design provide a foundation for many student projects.

Collaborative interdisciplinary projects apply computer science to many fields across campus, including environmental studies, archaeology, business and management studies, music, physics, applied linguistics, and history.

Recommendations for Graduate Study

Students considering graduate study in computer science should pursue opportunities that add both breadth and depth in their majors. Graduate-school-bound students are strongly encouraged to pursue undergraduate research involving computer science, and to take courses beyond the minimal major requirements.

Requirements

Requirements for the Major

A student arranges for a computer science major by individual contract (called a CSMaP) with a computer science faculty member. This provides some latitude for choice according to individual interests and background and allows the computer science faculty to update the curriculum easily as the field of computer science evolves. Most contracts adhere to the guidelines below, which derive from prominent national recommendations for undergraduate computer science majors. Students are strongly advised to complete at least one of CSCI 241 or 251 no later than the spring of their sophomore year.

Code	Title	Credits
Required Computer Science courses:		
CSCI 121	Principles of Computer Science	1.00
or PHYS 130	Analytical Physics I	
or prior experience approved by the program director		
CSCI 221	Introduction to Data Structures in C++	1.00
CSCI 241	Hardware Design	1.00
CSCI 251	Software Design and Implementation	1.00
CSCI 263	Ethical Issues in Software Design	1.00
CSCI 353	Analysis of Algorithms	1.00
Required Mathematics courses:		
MATH 220	Elementary Linear Algebra	1.00
MATH 234	Discrete Mathematical Reasoning	1.00
Three elective upper-level courses [1]		**3**
Select at least two of the following designated courses		
CSCI 273	Operating Systems	
CSCI 276	Programming Languages	
CSCI 333	Theory of Computation	
CSCI 379	Foundations of Artificial Intelligence	
Other electives include		

CSCI 200	Topics in Computer Science	
CSCI 284	Mobile Computing Applications	
CSCI 300	Topics in Computer Science	
CSCI 356	Parallel and Distributed Computing	
CSCI 390	Senior Capstone Seminar	
or CSCI 391	Ghana International Capstone (study abroad)	
MATH 261	Computational Geometry	
PHYS 246	Electronics	
SDS 333	High-Dimensional Data Analysis	
SDS 341	Algorithms for Decision Making	
Total Credits		**11**

[1]

At least one elective must be at level 300.

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Courses

Courses in computer science satisfy the following OLE Core curriculum requirements: Quantitative and Computational Reasoning and Ethical Reasoning in Context. See the Class and Lab Schedule for details.

No more than one of the two introductory courses, CSCI 121 and the previously offered CSCI 125 may be taken for credit toward the major.

CSCI 121: *Principles of Computer Science*
This course introduces students to computer science (CS), a field devoted to creative problem solving with computers, and its applications to other disciplines. Students explore fundamental concepts, including iteration, recursion, object-oriented software design, algorithm efficiency, levels of naming, and computing ethics. Students apply these concepts daily in hands-on homework exercises relevant to fields in the arts, humanities (including digital humanities computations), social sciences, and natural sciences. Includes a team project applying CS to a chosen discipline. No prior experience with programming is expected or required. Offered each semester. One of CSCI 121, CSCI 125, or CSCI 251 counts toward applied linguistics concentration.

CSCI 200: *Topics in Computer Science*
Students explore special topics in computer science. Topics may vary from year-to-year. May be repeated if topics are different. Offered periodically.
Prerequisite: permission of instructor.

CSCI 201: *Topics in Computer Science (0.50)*
Students explore special topics in computer science. Topics may vary from year-to-year. The workload in this course is commensurate with a 0.50-credit course. May be repeated if topics are different. Offered periodically.
Prerequisite: permission of instructor.

CSCI 202: *Topics in Computer Science (0.25)*
Students explore special topics in computer science. Topics may vary from year-to-year. The workload in this course is commensurate with a 0.25-credit course. May be repeated if topics are different. Offered periodically.
Prerequisite: permission of instructor.

CSCI 221: *Introduction to Data Structures in C++*
This course introduces students to the C++ programming language and common data structures. Students develop their understanding of how machines store and operate on data, down to the individual bits. Students learn about storage space and run-time requirements of common data structures, including stacks, queues, linked lists, and trees. Combined with their deeper understanding of how the computer processes data, students analyze programs for efficiency and to apply the right data structure for specific scenarios. Offered each semester.
Prerequisite: CSCI 121 or CSCI 125 or PHYS 130 or permission of instructor.

CSCI 241: *Hardware Design*
This course explores computer hardware and how the code we write uses it, taught through in-class labs and daily assignments. Topics include an introduction to computer systems, computer organization and architecture, the component-level design of computer hardware, forms of parallelism, machine-level implementation of programming language features, memory organization, logic circuits, data representation, assembly programming, and a brief introduction to networking and cloud computing. Offered each semester.
Prerequisite: CSCI 221 or permission of instructor.

CSCI 251: *Software Design and Implementation*
This course provides an introduction to the structure and creation of computer software, using the C++ programming language and emphasizing object-oriented programming and structured collaborative software-development methodology. Concepts and skills are applied in a substantial multi-week team project. Topics include object-oriented programming, specification, programmed memory management, indirect addressing, tools including team software process, software design strategies, and elementary ethical analysis of software systems. Offered each semester.
Prerequisite: CSCI 221 or permission of instructor.

CSCI 263: *Ethical Issues in Software Design*
The software we design has real effects in people's lives. This course explores the ethical and social considerations inherent in computer-based systems, develops skills in thinking about those considerations and in collecting data to determine their effects, and expands students' abilities to integrate these issues and skills into software development procedures. Coursework uses case studies and surveys topics such as professional and ethical responsibilities, risk, liability, intellectual property, privacy, computer crime, and AI ethics. Offered each semester.
Prerequisite: CSCI 251 or permission of instructor.

CSCI 273: *Operating Systems*
This course examines the features of modern operating systems, including detailed consideration of Linux and other example systems. Projects range from system-level programming and multithreaded network programming to kernel modifications. Topics include operating system principles, implementation as system calls, process scheduling and dispatch, concurrency, inter-process communication, programming with threads and sockets, low-level memory management, device management, file systems, security and protection mechanisms, virtual machines, and kernel programming. Offered periodically.
Prerequisites: completion of or concurrent enrollment in CSCI 241 and CSCI 251, or permission of instructor.

CSCI 276: *Programming Languages*
The course begins with a survey of several popular programming languages, learning to write some code in each of them. We then consider important language features that have been used to describe entire categories of languages. Topics include programming language semantics, programming language translation, parsing, memory structures, abstraction mechanisms, and language translation systems and types. Also counts toward applied linguistics concentration.
Prerequisites: CSCI 251 or permission of instructor.

CSCI 284: *Mobile Computing Applications*
Mobile devices are actually sophisticated and powerful computers. This course explores mobile computing technology by creating applications for the Android platform, including a final team project. The course introduces Java language and provides exposure to graphics user interfaces (GUIs), event-driven programming, APIs, databases, SQL query language, and agile team programming methodologies. Offered periodically.
Prerequisite: CSCI 251 or permission of instructor.

CSCI 294: *Academic Internship*
This is an intermediate-level version of CSCI 394.

CSCI 298: *Independent Study*

CSCI 300: *Topics in Computer Science*
Recent and planned topics include parallel and distributed computing, mobile computer graphics, and relational database systems. May be repeated if topic is different. Offered periodically.

CSCI 301: *Advanced Topics in Computer Science (0.50)*
Students explore special topics in computer science at a level commensurate with other Level III courses in Computer Science, and with appropriate prior experience in Computer Science topics. The workload in this course is commensurate with a 0.50-credit course. Topics may vary from year-to-year. May be repeated if topics are different. Offered periodically.
Prerequisite: permission of instructor.

CSCI 333: *Theory of Computation*
Students learn about formal languages, automata, and other topics concerned with the theoretical basis and limitations of computation. The course covers automata theory including regular languages and context-free languages, computability theory, complexity theory including classes P and NP, and cryptographic algorithms. Offered periodically.
Prerequisite: a proof writing course (such as MATH 234, MATH 244, or MATH 252) and computer science major or permission of instructor.

CSCI 353: *Analysis of Algorithms*
This course surveys standard topics in the study of algorithms, with an emphasis on complexity analysis and implementation experience. Topics include asymptotic analysis, searching and sorting, divide and conquer, basic graph algorithms, greedy algorithms, dynamic programming, and NP-complete problems. Offered each semester.
Prerequisites: MATH 234 and CSCI 251, or consent of the instructor.

CSCI 356: *Parallel and Distributed Computing*
Parallel and Distributed Computing (PDC) is all around us. Virtually all computers, from cell phones to powerful servers, feature multicore Parallel Computing; and clouds of networked remote Distributed Computing systems provide familiar services from web search to email to online shopping. This course presents PDC concepts and applications through hands-on experiences with widely used PDC technologies including OpenMP, C++-11 threads, MPI, and Hadoop, and develops effective PDC problem-solving skills through industry-proven parallel programming patterns. Offered periodically.
Prerequisite: CSCI 241 and CSCI 251.

CSCI 379: *Foundations of Artificial Intelligence*
Artificial intelligence is an extremely broad field in which the overarching goal is the creation of an autonomous agent with human-level capabilities. Students study the fundamental algorithms and techniques used to create agents with varying degrees of autonomy and function, including search algorithms, first-order logic, Bayesian networks and simple neural networks. Students learn how to represent problems for specific techniques, and how to select the best technique for a given problem. Offered annually.
Prerequisites: CSCI 251 and MATH 234, or permission of instructor.

CSCI 390: *Senior Capstone Seminar*
Class members participate in undergraduate research, including readings from the research literature, team development of project software, ethical analysis of their project applying CSCI 263 principles, documentation practices, and writing a research paper for public presentation. Offered annually.
Prerequisites: major in computer science with senior standing, and completion of or concurrent enrollment in computer science core courses, ordinarily including CSCI 353 and CSCI 263, or permission of instructor.

CSCI 391: *Ghana International Capstone (study abroad)*
Class members participate in a team research project abroad. The central activity of the project teams is to implement an applied research project in collaboration with a host community in West Africa. This research project drives the other elements of the course, which include readings from the research literature, ethical analysis of their project applying CSCI 263 principles, documentation practices, and writing a research paper for public presentation. Offered periodically during January Term. Apply through the Smith Center for Global Engagement.
Prerequisites: computer science major with senior standing and completion of or concurrent enrollment in computer science core courses, ordinarily including CSCI 353 and CSCI 263, or permission of instructor.

CSCI 394: *Academic Internship*
Students gain experience in computer-industry positions. Recent projects have included contributions to team programming, documentation, business applications of computing, modifications of large proprietary code bases using industry-standard software frameworks, test-driven development, creating mobile-computing interfaces for existing software systems, and improving security of company websites. Internship experiences (whether for credit or not) are strongly encouraged for anyone considering a career in computing.

CSCI 396: *Directed Undergraduate Research*
This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to their research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.
Prerequisite: determined by individual instructor.

CSCI 398: *Independent Research*
Recent projects, usually executed by individuals, but occasionally in small groups, and coordinated with ongoing undergraduate research projects, include cluster-assisted computer vision for robots, parallel computing in computer science education, and middleware for interdisciplinary web applications.

SDS 333: *High-Dimensional Data Analysis*
Data with thousands of dimensions or columns is commonplace across multiple disciplines, including image analysis, natural language processing, genomics, time series, and recommendation systems. In this class students learn, understand, and apply principles and techniques to gain insights from high-dimensional data. Topics include clustering, principal component analysis, multidimensional scaling, non-negative matrix factorization, missing-value imputation for recommendation systems, topic modeling, word embeddings, object recognition using "eigenfaces", non-linear embedding techniques, multiple hypothesis testing, and false discovery rate adjustments. Offered periodically during fall and spring semesters.
Prerequisites: MATH 220 and SDS 164.

SDS 341: *Algorithms for Decision Making*
This course introduces students to the subject of machine learning. The primary focus is the development and application of powerful machine learning algorithms applied to complex, real-world data. Topics covered include linear regression, nearest neighbor models, k-means clustering, shrinkage methods, decision trees and forests, boosting, bagging, support vector machines, and hierarchical clustering. Applications are taken from a wide variety of disciplines, including biology, economics, public policy, public health, and sports. Offered annually during fall and spring semester.
Prerequisite: SDS 164 or SDS 264 or permission of the instructor.

Plan of Study

Computer Science Major - Plan of Study

This is a sample plan that meets the prescribed requirements for the Computer Science major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
CSCI 121 or PHYS 130	Principles of Computer Science or Analytical Physics I	1.00
MATH 220	Elementary Linear Algebra (if credit already given for Calculus I)	1.00
World Language		1.00
	Credits	**4**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
CSCI 221	Introduction to Data Structures in C++	1.00
World Language		1.00
	Credits	**3**
Sophomore Year		
Fall Semester		
CSCI 251	Software Design and Implementation	1.00
MATH 220	Elementary Linear Algebra (if not already taken in first year)	1.00
	Credits	**2**
Spring Semester		
CSCI 241	Hardware Design	1.00
MATH 234	Discrete Mathematical Reasoning	1.00
	Credits	**2**
Junior Year		
Fall Semester		
CSCI 263	Ethical Issues in Software Design	1.00
	Credits	**1**
Spring Semester		
CSCI 353	Analysis of Algorithms	1.00
	Credits	**1**
Senior Year		
Fall Semester		
CSCI 273 or CSCI 276 or CSCI 333 or CSCI 379	Operating Systems (take two of the following if possible in the fall semester) or Programming Languages or Theory of Computation or Foundations of Artificial Intelligence	1.00
	Credits	**1**
Spring Semester		
CSCI 273 or CSCI 276 or CSCI 333 or CSCI 379	Operating Systems or Programming Languages or Theory of Computation or Foundations of Artificial Intelligence	1.00
CSCI 300-Level Elective Course		1.00
	Credits	**2**
	Total Credits	**16**

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the Computer Science program webpage for more information.

Faculty

Program Director, 2025-2026
Ryota Matsuura
Professor of Mathematics, Statistics, and Computer Science
mathematics education; algebraic number theory

Jaime I. Davila
Associate Professor of Mathematics, Statistics, and Computer Science

Charles Fyfe
Adjunct Assistant Professor of Mathematics, Statistics and Computer Science

Olaf A. Hall-Holt
Associate Professor of Mathematics, Statistics, and Computer Science
computational geometry; computer vision/graphics

Michael Haydock
Adjunct Professor of Mathematics, Statistics, and Computer Science.

Barbara Johnson
Visiting Assistant Professor of Mathematics, Statistics and Computer Science

William (Will) Leeson
Assistant Professor of Mathematics, Statistics, and Computer Science

Melissa Lynn
Assistant Professor of Mathematics, Statistics, and Computer Science

Kimberly (Kim) Mandery
Computer Scientist in Residence

Matthew Wright
Associate Professor of Mathematics, Statistics, and Computer Science; Assistant Director of External Fellowships
applied and computational topology

Dance

Alison Flannery, Center for Art and Dance 200
507-786-3248
dance@stolaf.edu
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The St. Olaf College Dance Department engages students in the study of dance as a vital community and artistic practice. Partnering with the College's liberal arts curriculum and building interdisciplinary relationships, the dance program encourages the exploration of complex ideas through investigation, knowledge, and expression of the body.

Our program combines embodied practice with critical thinking to root dance forms from around the world in their culturally, socially, and politically informed values. This combination is a fundamental means of self-discovery, understanding other dancing bodies, and advancing an anti-racist, equitable, and just community. Whether students in our program become dance artists, choreographers, scholars, or teachers or integrate their skills and knowledge into other fields, they grow into movers, makers, and thinkers who responsibly engage in, serve, and shape the community around them.

St. Olaf College is a charter member and an accredited institutional member of the National Association of Schools of Dance.

Overview of the Major

Movement-intensive and language-intensive classes present dance as a vital community and artistic practice. The St. Olaf College B.A. in dance guides students toward becoming dance artists, choreographers, scholars, teachers or integrating their skills and knowledge into other fields. Students grow into movers, makers, and thinkers who responsibly engage in, serve, and shape the community around them.

Intended Learning Outcomes for the Major

Performance and Creative Opportunities

Companydance© is a student dance company comprised of a range of separate projects and pieces offering a wide variety of performing opportunities. Modeled to provide students with a pre-professional repertory dance company experience, Companydance also serves as an extension of the dance faculty's teaching and creative practices. It is open by audition to **ALL** students. Companydance strives to be inclusive and accommodating to the evolving interests, needs, and abilities of a broad spectrum of students (dance majors and non-majors), while encouraging student responsibility, creative collaboration, community building, and of course great dancing. To provide for the optimum growth and safety for the students in Companydance, each member is required to be concurrently enrolled in a dance movement-intensive class at an appropriate level. Auditions for Companydance are held during the first week of the fall term and sometimes during the spring term. Students selected to be a part of Companydance will be registered for Dance 180 every semester they are involved.

Veselica International Dance Ensemble is open by audition to **ALL** students. The company exemplifies a global perspective that strives to

spread awareness of dance forms from around the world. Veselica™ (pronounced veh-SELL-eet-sah) translates as "celebration." Former dance faculty Anne von Bibra founded the international dance ensemble in the late 1980s. Auditions for Veselica are held during the first week of the fall term and sometimes during the spring term. Students selected to be a part of Veselica will registered for DANCE 170 every semester they are involved.

Distinction

See Academic Honors (p. 18)

Details about the distinction process can be found on the Dance Department web page.

Requirements

Requirements for the Major

Code	Title	Credits
Language-Intensive Courses (Theory)		
DANCE 100	Introduction to Dance	1.00
DANCE 124	World Dance Traditions	1.00
DANCE 150	Movement, the Camera, and the Creative Process	1.00
DANCE 231	Fundamentals of Choreography and Improvisation	1.00
DANCE 246	Dance in the United States	1.00
DANCE 270	Dance Anatomy and Kinesiology	1.00
Movement-Intensive Courses (Technique)		
Select movement-intensive courses in at least two different genres (West African and the African Diaspora, ballet, modern, international, etc.) from the following list of classes to total 1.50 credits. Technical proficiency in a primary genre of dance at the 200 level (expected) or 300 level (preferred) and proficiency in a secondary genre of dance at the 100 level must be met. We highly recommend that students take a West African movement intensive course in their first three semesters. [1]		1.50
West African and the African Diaspora		
DANCE 107	Topics in Rhythm in Dance (0.25)	
Recent topics have included Beginning West African Dance, Beginning Jazz Dance, and Beginning Tap.		
DANCE 113	Hip Hop I (0.25)	
DANCE 141	Topics in Movement Studies in Dance (0.25)	
Recent topics have included Intermediate West African Dance and Intermediate Jazz Dance.		
DANCE 260	Hip Hop II (0.50)	
or DANCE 261	Hip Hop II (0.25)	
Ballet		
DANCE 121	Ballet I (0.25)	
DANCE 220	Ballet II (0.50)	
or DANCE 221	Ballet II (0.25)	
DANCE 320	Ballet III (0.50)	
or DANCE 321	Ballet III (0.25)	
International and Social		
DANCE 106	Ballroom I (0.25)	
DANCE 108	American Dance: Native and Immigrant Traditions (0.25)	
DANCE 109	International Dance I: A Survey (0.25)	
DANCE 206	Ballroom II (0.25)	
DANCE 207	The Art of Couple Dancing (0.25)	
DANCE 209	International Dance II: Selected Dance Cultures (0.25)	
Modern		
DANCE 111	Modern Dance I (0.25)	
DANCE 210	Modern Dance II (0.50)	
or DANCE 211	Modern Dance II (0.25)	
DANCE 310	Modern III (0.50)	
or DANCE 311	Modern III (0.25)	
Other Topics		
DANCE 107	Topics in Rhythm in Dance (0.25)	
Recent topics have included Beginning West African Dance, Beginning Jazz Dance, and Beginning Tap.		
DANCE 141	Topics in Movement Studies in Dance (0.25)	
Recent topics have included Intermediate West African Dance and Intermediate Jazz Dance.		
DANCE 160	Conditioning: Practice and Principles (0.25)	
DANCE 280	Community Dance (0.50)	
DANCE 281	Community Dance (0.25)	
Senior Dance Capstone Project		
DANCE 399	Senior Dance Seminar [2]	1.00
Area of Specialty		2.00-3.00
Each student designs an individualized area of specialty which involves the student's selection of: 1) a Content Area or Theme (which a student has engaged with and chooses to further explore via their Senior Dance Capstone Project) AND 2) a Presentation Option in which the student chooses a means to demonstrate their chosen content area or theme in the form of a Senior Dance Capstone Project (presentation options include group choreography, solo performance, written, or blended). Students select at least two credits of classes from within or outside the dance department which support their Area of Specialty. These classes aren't necessarily additional classes. If the Area of Specialty presentation option includes group choreography or solo performance, DANCE 374: Advanced Choreography is required during the 2nd or 3rd year; prerequisite is DANCE 231.		
Dance Companies and Productions		

Dance company participation		
Majors are required to participate in one of the dance companies for a minimum of three semesters.		
DANCE 170	Veselica International Dance Ensemble (0 Cr)	
DANCE 180	Companydance© (0 Cr)	
Dance production management		
Majors are required to contribute in managing a dance production for a minimum of one semester.		
Total Credits		**10.50-11.50**

1

These will be selected in consultation with dance faculty.

2

Must be taken fall of senior year. Final projects may take the form of a research paper, performance, choreography, or blended project.

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

The dance major curriculum is compatible with other majors. Recent and current double majors include kinesiology, psychology, biology, Race and Ethnic Studies, environmental studies, economics, theater, English and more.

Courses

Movement-Intensive Courses

Courses in which moving is the primary mode of learning. These courses might resemble a traditional dance technique class or a class in which movement exploration and invention is emphasized. All movement-intensive courses taken for 0.25 credit in the Dance Department are repeatable. Students receive credit but not OLE Core credit for a repeated course. OLE Core credit is granted only once. (0.50) movement-intensive courses can only be taken once and include additional outside of class course work. Students ready to take an intermediate-level movement-intensive course MUST have instructor approval.

DANCE 106: *Ballroom I (0.25)*
Ballroom classes are taught from a social and aesthetic perspective. In this course, students learn fundamental steps, rhythms, and styling in foxtrot, slow waltz, east coast swing, and cha cha. May be repeated with permission of instructor. P/N only. Offered each semester.

DANCE 107: *Topics in Rhythm in Dance (0.25)*
Students explore dance genres that embody a strong rhythmic foundation. They experience rhythmic pattern as an organizing principle for the human body, an expressive capacity, and a social connector. Students investigate the cultural and social milieu from which dance genres emerge. Dance genres could include, hip hop, West African, Asian, and Caribbean dance forms, tap dance, or jazz dance. May be repeated. P/N only. Offered each semester.

DANCE 108: *American Dance: Native and Immigrant Traditions (0.25)*
This course presents dances derived from immigrant and native traditions and includes Cajun, Bon odori, contras, hula, squares, and vintage dance forms such as Charleston, among others. May be repeated. P/N only. Ticket/transportation fee required. Offered periodically.

DANCE 109: *International Dance I: A Survey (0.25)*
International dance classes emphasize dance in its varied cultural contexts. This course surveys vernacular/community dance from around the world with emphasis on European and Near Eastern forms. May be repeated. P/N only. Ticket/transportation fee required. Offered annually.

DANCE 111: *Modern Dance I (0.25)*
This course introduces modern dance as a style of dance and a dance aesthetic. It explores at a beginning level a range of movement vocabulary, body awareness, and creative process. Teaching faculty bring their individual movement backgrounds to the class content. May be repeated. P/N only. Offered each semester.

DANCE 113: *Hip Hop I (0.25)*
This course explores the dance techniques of Party Dances, which began being termed "Hip Hop" dance in the 1980s. As a transformation of styles with Africanist parentage, this course focuses on the rhythm and groove embedded by the New York beginnings of proper Hip Hop. The course exposes students to the influence of Hip Hop on various cultures through the study of Party Dances and urban styles from New York to California, 1980s to now. May be repeated. P/N only. Offered each semester.

DANCE 121: *Ballet I (0.25)*
This course provides students with an introduction to ballet technique, vocabulary, proper body alignment, and body awareness. Outside work includes practicing, reading, writing, and concert attendance. May be repeated. P/N only. Offered annually.

DANCE 141: *Topics in Movement Studies in Dance (0.25)*
Students learn special topics in dance in a movement intensive environment. Students study the historical, social, and cultural context in which the dance topic emerged and currently functions and the physical and expressive capacities that distinguish it from other forms. Dance topics could include somatics, Gaga, contact improvisation, yoga, partnering, or aerial dance. Topics may vary from year to year. May be repeated. P/N only. Offered each semester. No prerequisite.

DANCE 160: *Conditioning: Practice and Principles (0.25)*
Students engage in the physical practice and theory of the Pilates mat conditioning system. Students increase strength, flexibility, stamina, coordination and body/mind awareness through mindful practice of dynamic alignment, correct body usage, breath control, and anatomical study. The course utilizes rhythmic repetition and flowing movement. Additional exercise props will be used. This course includes repertoire developed to help improve key dance specified areas and is appropriate for all populations and levels of fitness. May be repeated. P/N only. Offered annually.

DANCE 170: *Veselica International Dance Ensemble (0 Cr)*
Veselica International Dance Ensemble introduces student performers and audiences to dance as a global art, expanding their awareness of the spectrum of dance forms and contexts in the world. Student performers develop skills by performing a variety of dance forms and experience the process of working together in an ensemble to create quality performances. Interested students can choreograph or stage international dance works, and members of the ensemble may also work with guest choreographers. The ensemble is open by audition to all students. P/N only. May be repeated.

DANCE 180: *Companydance© (0 Cr)*
Companydance© is a student dance company offering a wide variety of performing opportunities. Companydance© strives to be inclusive and to accommodate the evolving interests, needs, and abilities of a broad spectrum of students (dance majors and non-majors), while encouraging student responsibility, creative collaboration, community building, and, of course, great dancing. To provide for the optimum growth and safety, each member is required to be concurrently enrolled in a dance movement-intensive class at an appropriate level. P/N only. May be repeated. Offered every semester.

DANCE 206: *Ballroom II (0.25)*
This course provides instruction in basic steps, rhythms, and styling for quickstep, samba, tango, and west coast swing. Students also learn advanced patterns in slow waltz, building on material learned in DANCE 106. Ticket/transportation fee required. May be repeated. P/N only. Offered alternate years, usually in the spring semester.
Prerequisite: DANCE 106 or permission of instructor.

DANCE 207: *The Art of Couple Dancing (0.25)*
This course focuses on social dance forms performed in pairs. Students work on developing the skills necessary for success with such forms, including communicating non-verbally with a partner, particularly in lead/follow situations; giving weight and counter-balancing with a partner; rotating as a pair while progressing around the floor, etc. Repertoire for the class includes a range of social/vernacular dance forms such as Viennese waltz, salsa rueda, rumba, schottische, and hambo, among others. May be repeated. Offered alternate years, usually in the spring semester.
Prerequisite: DANCE 106 or DANCE 108 or DANCE 109 or DANCE 206 or permission of instructor.

DANCE 209: *International Dance II: Selected Dance Cultures (0.25)*
Students focus intensively on the dance forms and styles of selected cultures chosen by the instructor in consultation with the students. Ticket/transportation fee required. May be repeated. P/N only. Offered periodically.
Prerequisite: DANCE 108 or DANCE 109 or DANCE 124 or permission of instructor.

The following movement-intensive courses are offered at both 0.50 credit (DANCE 210, DANCE 220, DANCE 260, DANCE 280, DANCE 310, DANCE 320) and 0.25 credit (DANCE 211,
DANCE 221, DANCE 261, DANCE 281, DANCE 311, DANCE 321). Movement-intensive courses taken for 0.50 credit entail additional outside work and may be taken only once. It is recommended that students take movement-intensive courses for 0.50 credit first. Movement-intensive courses taken for 0.25 credit may be repeated up to a total of eight times.

DANCE 210: *Modern Dance II (0.50)*
Students expand their understanding of modern dance by building on the components of DANCE 111, adding attention to movement qualities, elements of space, dance vocabulary, and of technique with an emphasis on phrasing and sequencing movement. Some sections may also include a focus on performing skills. Open to majors and other students with instructor's permission. May require ticket/transportation fee. Offered each semester.
Prerequisites: DANCE 111 and permission of instructor.

DANCE 211: *Modern Dance II (0.25)*
Students expand their understanding of modern dance by building on the components of DANCE 111, adding attention to movement qualities, elements of space, dance vocabulary, and of technique with an emphasis on phrasing and sequencing movement. Some sections may also include a focus on performing skills. Open to majors and other students with instructor's permission. May require ticket/transportation fee. May be repeated. Offered each semester.
Prerequisites: DANCE 111 and permission of instructor.

DANCE 220: *Ballet II (0.50)*
This course offers an expansion of ballet vocabulary and technique with an emphasis on movement quality, clarity, and efficiency. Outside work includes practicing, reading, writing, and concert attendance. Open to majors and other students with instructor's permission. Offered each semester.
Prerequisite: two terms of DANCE 121 or DANCE 130 or DANCE 131 or permission of the instructor.

DANCE 221: *Ballet II (0.25)*
This course offers an expansion of ballet vocabulary and technique with an emphasis on movement quality, clarity, and efficiency. Outside work includes practicing, reading, writing, and concert attendance. Open to majors and other students with instructor's permission. May be repeated. Offered each semester.
Prerequisite: two terms of DANCE 121 or DANCE 130 or DANCE 131 or permission of the instructor.

DANCE 260: *Hip Hop II (0.50)*
This course explores the Hip Hop dance canon through Party Dance technique, and styles under the umbrella of Hip Hop. Beginning where DANCE 113 Hip Hop I ends, it focuses on rhythm, groove, and extends into complex footwork. As an intermediate-level course, these foci are explored intricately and in-depth, with expectations that students work toward intellectual and clear kinesthetic comprehension exhibited in the body through performance. Students investigate the influence of Hip Hop as a genre on various cultures through the study of street dance technique.
Prerequisite: DANCE 113 or permission of instructor.

DANCE 261: *Hip Hop II (0.25)*
This course explores the Hip Hop dance canon through Party Dance technique, and styles under the umbrella of Hip Hop. Beginning where DANCE 113 Hip Hop I ends, it focuses on rhythm, groove, and extends into complex footwork. As an intermediate-level course, these foci are explored intricately and in-depth, with expectations that students work toward intellectual and clear kinesthetic comprehension exhibited in the body through performance. Students investigate the influence of Hip Hop as a genre on various cultures through the study of street dance technique. May be repeated.
Prerequisite: DANCE 113 or permission of instructor.

DANCE 280: *Community Dance (0.50)*
For some "community dance" encompasses the dances that are part of a community's social life. For others it refers specifically to a movement with the motto "dance is for everyone" that has sought to bring participation in dance to all, particularly underserved communities. This class addresses both. The class is open to all, both students with no experience and those with who are interested in potentially using community dance in future endeavors.

DANCE 281: *Community Dance (0.25)*
For some "community dance" encompasses the dances that are part of a community's social life. For others it refers specifically to a movement with the motto "dance is for everyone" that has sought to bring participation in dance to all, particularly underserved communities. This class addresses both. The class is open to all, both students with no experience and those with who are interested in potentially using community dance in future endeavors.

DANCE 310: *Modern III (0.50)*
This course builds on the concepts and components of DANCE 111 Modern Dance I and DANCE 210 Modern Dance II and DANCE 211 Modern Dance II. Offered each semester.
Prerequisite: DANCE 210 or DANCE 211 for at least two terms with two different instructors or permission of the instructor.

DANCE 311: *Modern III (0.25)*
This course builds on the concepts and components of DANCE 111 Modern Dance I and DANCE 210 Modern Dance II and DANCE 211 Modern Dance II. Offered each semester.
Prerequisite: DANCE 210 or DANCE 211 for at least two terms with two different instructors or permission of the instructor.

DANCE 320: *Ballet III (0.50)*
This course offers a further exploration of ballet vocabulary and technique for the advanced dancer with an emphasis on clarity, intention, and musicality. Offered periodically.
Prerequisite: DANCE 220 or DANCE 221 or permission of the instructor.

DANCE 321: *Ballet III (0.25)*
This course offers a further exploration of ballet vocabulary and technique for the advanced dancer with an emphasis on clarity, intention, and musicality. Offered periodically.
Prerequisite: DANCE 220 or DANCE 221 or permission of the instructor.

Language-Intensive Courses

Courses in which lecture, discussion, and writing are primary modes of learning.

DANCE 100: *Introduction to Dance*
This introduction to dance course allows students to broadly experience dance. Students explore dance from the following perspectives: historical, cultural and social, creative and expressive, performing, critical and aesthetic, and kinesthetic. The intention of the course is to broaden students' perceptions about dance. Lectures, student presentations, experiential movement labs, and viewing of both live and recorded dance performances are all components of the course. No dance experience required. Ticket/transportation fee required. Offered annually in the fall semester.

DANCE 124: *World Dance Traditions*
An introduction to world dance traditions, this course examines dance forms, functions, contexts, and differing aesthetics found in selected cultures of Africa, Asia, Europe, the Middle East, the South Pacific, and the Americas. The course includes lectures, discussion, video-viewing, and required field-trips to dance events, in addition to studio experiences where students learn dances from the cultures studied. No previous dance experience required. Ticket/transportation fee required. Offered alternate years during January Term.

DANCE 150: *Movement, the Camera, and the Creative Process*
Students learn, embody, and integrate elements of dance and film by engaging in the creative practice of making dance for the screen. Each student gains experience as a director, performer, videographer, editor, and critic in this collaborative learning community. Students discuss and analyze live movement studies, screen dances by peers and professionals, and relevant texts. Other technologies, such as 3D character animation and reactive/interactive technology, may be introduced. The class culminates with an evening public showing. Offered alternate years in the spring semester.

DANCE 231: *Fundamentals of Choreography and Improvisation*
A basic course in principles and methods for creating dances, this course focuses on the elements of dance composition and improvisation, the relationship of form and content, and the relationship of the dancer and the dance. It is appropriate for students interested in any or all forms of dance and for those interested in other forms of composition (music, visual art, etc.). Offered annually in the fall semester.

DANCE 246: *Dance in the United States*
Students trace and integrate the African American and European American dance traditions of the late 19th century, 20th century, and early 21st century. The course focuses on the theatrical dance genres of: ballet, modern, and jazz (includes tap and some musical theater dance) and also examines social dance as the predecessor of some theatrical dance genres. The course also attends to the economic, religious, political, and social forces that have affected the development of dance in the United States, particularly race, ethnicity, and gender and the intersection with other forms of structured inequality. Video examples supplement reading, live dance viewing, physical exploration, class lecture, mid-term and final exams, writing assignments, and discussion. No dance experience required. Ticket/transportation fee required. Offered annually in the spring semester.

DANCE 249: *Dance NOW/NY January Term Experience (study away)*
This course provides intensive exposure to New York City, one of the major dance capitals of the world. Students attend dance classes (students choose what forms of dance they want to take), performances, visit historical sites and museums, meet and interview working dance artists and alumni, and write extensively about dance. Students develop a greater understanding of and reflect upon their interests within and connected to the dance world. May be repeated. Offered alternate years during January term. Apply through Smith Center for Global Engagement.
Prerequisite: At least 2 movement intensive dance courses at St Olaf, sophomore standing and above, and either DANCE 170: Veselica International Dance Ensemble or DANCE 180: Companydance. Completion of one of the following courses is highly recommended but not required: DANCE 100, DANCE 246 or DANCE 124.

DANCE 270: *Dance Anatomy and Kinesiology*
Students study musculoskeletal anatomy (structure) and kinesiology (science of human motion) from the perspective of dance training and performance. Students learn anatomical terminology, identify select bones (major features, articulations) and muscles (locations, actions), and analyze their influence during coordinated movement patterns. Students learn joint structure and mechanics, alignment and imbalances, movement behavior, conditioning needs, and injury prevention. Students learn to notice, measure, experience, sense, and reflect upon the impact of anatomical characteristics and anomalies. Offered annually during fall semester.
Prerequisite: students taking this course should have previous experience in a movement intensive practice similar to dance, athletics, or kinesiology.

DANCE 290: *Topics in Dance*
Students investigate a specific topic in dance through lecture, readings, class discussions, the viewing of live and recorded dance, physical practice, and group projects. Potential topics could include dance and social justice, politics and the performing arts, dance and gender, dance and anthropology, dance aesthetics, dance/movement therapy, and ethics. Topics vary from term to term. May be repeated if topic is different. Offered periodically.
Prerequisite: No required prerequisites but it is recommended that students taking this course have previous experience in a dance language intensive course.

DANCE 294: *Internship*

DANCE 298: *Independent Study*

DANCE 374: *Advanced Choreography*
In this advanced analysis of principles and methods for creating dances, students survey current trends in dance performance as well as choreograph new works. Offered annually in the spring semester.
Prerequisite: DANCE 231.

DANCE 394: *Academic Internship*

DANCE 396: *Directed Undergraduate Research*
This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to their research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.
Prerequisite: determined by individual instructor.

DANCE 398: *Independent Research*

DANCE 399: *Senior Dance Seminar*
In this culminating dance major course, students develop and execute their final senior projects in their individual areas of specialty, including planning for and promoting the presentation of their projects. Students prepare for dance and other career options by developing professional correspondence documents, learning and practicing interviewing skills, creating video samples of their work, and leading discussions on dance-related topics relevant to the individual student. Offered annually in the fall semester.
Prerequisite: senior dance major.

Plan of Study
Dance Major - Plan of Study

This is a sample first-year plan that meets the requirements for the Dance major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
DANCE 100	Introduction to Dance	1.00
World Language		1.00
Movement Intensive Course(s) - 0.25-0.50		
	Credits	**3**
January Term		
DANCE 124	World Dance Traditions (offered alternate years in J-term; take at first opportunity)	1.00
	Credits	**1**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
DANCE 150	Movement, the Camera, and the Creative Process (offered alternate years in spring; take at first opportunity)	1.00
World Language		1.00
Movement Intensive Course(s) - 0.25-0.50		
	Credits	**3**
Sophomore Year		
Fall Semester		
DANCE 231	Fundamentals of Choreography and Improvisation	1.00
DANCE 270	Dance Anatomy and Kinesiology (offered annually in the fall)	1.00
Movement Intensive Course(s) - 0.25-0.50		
	Credits	**2**
January Term		
DANCE 124	World Dance Traditions (if not already taken during first year)	1.00
DANCE 249	Dance NOW/NY January Term Experience (study away) (Optional; offered alternate years in J-term; take at first opportunity)	1.00
	Credits	**2**
Spring Semester		
DANCE 150	Movement, the Camera, and the Creative Process (if not taken during first year)	1.00
DANCE 246 or DANCE 150	Dance in the United States or Movement, the Camera, and the Creative Process	1.00
DANCE 374	Advanced Choreography	1.00
Movement Intensive Course(s) - 0.25-0.50		
	Credits	**3**
Junior Year		
Fall Semester		
DANCE 270	Dance Anatomy and Kinesiology (if not already taken in sophomore year)	1.00
Movement Intensive Course(s) - 0.25-0.50		
	Credits	**1**
January Term		
DANCE 249	Dance NOW/NY January Term Experience (study away) (Optional; if not already taken during sophomore year)	1.00
	Credits	**1**

Spring Semester		
Movement Intensive Course(s) - 0.25-0.50		
	Credits	**0**
Senior Year		
Fall Semester		
DANCE 399	Senior Dance Seminar	1.00
Movement Intensive Course(s) - 0.25-0.50		
	Credits	**1**
Spring Semester		
Movement Intensive Course(s) - 0.25-0.50		
	Credits	**0**
	Total Credits	**17**

Students are encouraged to complete an internship or workshop in the summers between terms.

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the Dance department webpage for more information.

Faculty

Department Chair, 2025-2026
Heather J. Klopchin
Oscar and Gertrude Boe Overby Distinguished Professor of Dance
modern dance; ballet; jazz dance; dance history; Companydance

Fode Bangoura
Adjunct Instructor of Dance
West African Dance

Andrea Conger
Associate Professor of Practice in Dance
public health studies

Brian Evans
Visiting Assistant Professor of Dance

Stephanie Fellner
Adjunct Instructor of Dance

Karla Grotting
Adjunct Instructor of Dance

Brianna Johnson
Assistant Professor of Dance

Ella Kraabel
Adjunct Instructor of Dance

Whitney McClusky
Adjunct Instructor of Dance

Karen Yang
Adjunct Instructor of Dance

Economics

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Economics is the study of how people and organizations make decisions, how they interact with each other, and how institutions and policies can be designed to improve people's lives. The ambition of those who study economics is to understand the world around them both as it is and as it ought to be. The basic principles of economics are applied to a wide range of social and political challenges that confront us today. These include international trade, environmental protection, health care, international development, domestic taxes, Federal Reserve policies, labor outsourcing, and the regulation of business.

The Department of Economics seeks to create an inclusive and diverse teaching and learning community that provides students with varied opportunities for acquiring the necessary knowledge, analytical skills, and judgment to prepare them for personal and professional growth and for confident and responsible leadership in a rapidly changing world.

The department encourages students:

1. To learn about the economic, commercial, and governmental institutions that serve the American and international communities
2. To be competent in economic and statistical analysis
3. To be cognizant of historical, global, and moral perspectives on economic and business issues.

Overview of the Majors in Economics and Quantitative Economics

The department offers students two majors in the field of economics: (1) Economics and (2) Quantitative Economics. Either major is appropriate for all students, though students considering graduate study in economics or finance, or those considering careers in economic research, finance, banking, or regulatory affairs are encouraged to consider the major in Quantitative Economics. The Quantitative Economics major requires a higher level of foundational mathematics (linear algebra) and that a student complete two courses that include quantitative research in economics, either advanced mathematical modeling or econometric analysis. However, a student who decides to not complete the higher-level math course or the quantitative research components will still easily complete the requirements for the Economics major. The detailed requirements for both majors are shown on the "Requirements (p. 107)" tab.

The economics curriculum at St. Olaf includes theory, applications, institutional studies, and quantitative analysis. Where possible, economics courses also explore historical developments and ethical concerns.

The department offers areas of emphasis for its majors who desire more focused study in finance, management, and international economics analysis and policy. The department also supports several programs available to students regardless of major: an interdisciplinary concentration in business and management studies, international and study away courses, and internship opportunities.

The economics major serves as excellent preparation for careers in a wide variety of fields, including economic analysis, banking, accounting, consulting, health administration, finance, business management, teaching, and international affairs. The major also provides a solid foundation for students wishing to pursue graduate studies in economics, business, public policy, and law.

Intended Learning Outcomes for the Major in Economics

Intended Learning Outcomes for the Major in Quantitative Economics

Distinction

See Academic Honors (p. 18).

The criteria and guidelines for Distinction in Economics and for Distinction in Quantitative Economics can be found through the Economics Department web page.

Special Programs

Areas of Emphasis

Areas of emphasis provide the opportunity for economics and quantitative economics majors to pursue a more extensive and focused program of study beyond the normal major requirements. Courses completed for areas of emphasis are *in addition* to those completed to fulfill requirements for the major, except that ECON 384 Econometrics: Cross-Sectional and Panel Data or ECON 385 Econometrics: Time Series and Forecasting may fulfill a core requirement (when paired with SDS 272) and also count towards an area of emphasis. Otherwise, courses taken to fulfill requirements for an area of emphasis may not also fulfill requirements for either of the majors.

Please see Requirements (p. 107) for more information.

Concentrations and Interdepartmental Programs

The Economics Department participates in international studies programs and encourages its majors to take advantage of study in other countries. The department also participates in several interdisciplinary majors and concentrations, including Asian studies, business and management studies, Latin American studies, statistics, environmental studies, gender and sexuality studies, and the social studies education major.

Recommendation for Graduate Study

Students considering graduate work in economics (either Ph.D. or M.A.) are advised to complete the major in quantitative economics, if possible, and to take additional courses in economic analysis, mathematics, and statistics beyond those required for the major. We also recommend that students pursue a significant research experience in economics. Within the major, we recommend that students take additional level III economic analysis courses, one of which should be either Econometrics: Cross-Sectional and Panel Data (ECON 384) or Econometrics: Time Series and Forecasting (ECON 385). We recommend that students choosing the major in economics complete Elementary Linear Algebra (MATH 220) prior to taking ECON 384 or ECON 385 when practical.

The following courses in mathematics, listed in order of importance, are recommended: Multivariable Calculus (MATH 226), Real Analysis I (MATH 244)and Differential Equations I (MATH 230). A concentration in Statistics and Data Science (p. 332)is helpful, but the most useful statistics courses for graduate study are Statistics 2 (SDS 272) and Advanced Statistical Modeling (SDS 316). A significant research experience gained through participation in a research practicum, Directed Undergraduate Research (ECON 396), the Center for Interdisciplinary Research (CIR), or a statistically related CURI project is also recommended. Finally, the American Economic Association provides additional information for undergraduate students interested in graduate work in economics here.

Requirements

Requirements for the Economics Major

Economics majors must meet the following minimum requirements:

Code	Title	Credits
Core courses: [1]		3.00-4.00
ECON 261	Intermediate Macroeconomic Theory	
ECON 262	Intermediate Microeconomic Theory	
Select one of the following:		
ECON 260	Introductory Econometrics	
SDS 272	Statistics 2	
or ECON 384	Econometrics: Cross-Sectional and Panel Data	
SDS 272	Statistics 2	
or ECON 385	Econometrics: Time Series and Forecasting	
At least four economic analysis courses: at least one at level II and at least two at level III. [4]		4.00
Foundation course:		1.00
MATH 120	Calculus I (or equivalent or higher credit)	
or MATH 119	Introduction to Calculus	
Total Credits		**8-9**

1

Core courses -- ECON 261 and ECON 262; and ECON 260, or SDS 272 plus ECON 384, or SDS 272 plus ECON 385 -- all require an introductory course and calculus (usually ECON 121 and MATH 120). Core courses cannot be taken S/U. The department does not accept transfer credit for core courses.

2

Students who take SDS 272 instead of ECON 260 must complete either ECON 384 or ECON 385. When taken to complete the core requirement, ECON 384 and ECON 385 may simultaneously fulfill the requirements for economic analysis or requirements for an area of emphasis.

3

Four economic analysis courses, at least two at Level III and at least one at Level II are required. A student may not count both ECON 384 and ECON 385 as economic analysis courses towards the major in quantitative economics. Economic analysis courses are those ECON courses numbered 200-249, 370-385, and 399.

4

While certain courses may fulfill multiple roles, Level III Economics courses may not be double counted as both an Area of Emphasis *and* a Level III elective (Analysis).

Students studying abroad or away, through St. Olaf affiliated programs or at other accredited colleges and universities, may count up to two off-campus courses as level II economic analysis courses towards the economics major requirements. These courses must be approved in advance by the chair of the Economics Department. To count towards the economics major, courses must (a) be in recognized fields in economics, (b) require at least Principles of Economics (ECON 121) (or its equivalent) as a prerequisite, and (c) be taught in an economics program or by faculty from an economics program. Students may not count both a St. Olaf economic analysis course and a course taken off campus towards the major if the courses are substantially the same.

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Requirements for the Quantitative Economics Major

Code	Title	Credits
Core courses: [1]		3.00-4.00
ECON 261	Intermediate Macroeconomic Theory	
ECON 262	Intermediate Microeconomic Theory	
Select one of the following:		
ECON 260	Introductory Econometrics	
Four economic analysis courses, at least one at Level II and at least two at Level III [3, 4]		4.00
SDS 272	Statistics 2	1.00
or ECON 384	Econometrics: Cross-Sectional and Panel Data	
SDS 272	Statistics 2	1.00
or ECON 385	Econometrics: Time Series and Forecasting	
Foundation Course:		1.00
MATH 220	Elementary Linear Algebra	
Quantitative Research Experience: (two experiences, 0.0 credits) [5]		0
Total Credits		**10-11**

1

Core courses -- ECON 260, ECON 261, and ECON 262 -- all require an introductory economics course and calculus (usually ECON 121 and MATH 120). Core courses, including SDS 272, may not be taken S/U. The department does not accept transfer credit for core courses.

2

Students who take SDS 272 instead of ECON 260 must complete either ECON 384 or ECON 385. When taken to complete the core requirement, ECON 384 and ECON 385 may simultaneously fulfill the requirements for economic analysis or requirements for an area of emphasis.

3

Four economic analysis courses, at least two at Level III and at least one at Level II are required. A student may not count both ECON 384 and ECON 385 as economic analysis courses towards the major in quantitative economics. Economic analysis courses are those ECON courses numbered 200-249, 370-385, and 399.

4

While certain courses may fulfill multiple roles, Level III Economics courses may not be double counted as both an Area of Emphasis *and* a Level III elective (Analysis).

5

Students must complete two courses in economics designated as Quantitative Research (QR) courses. The QR designation indicates that the course includes a substantial research component that involves advanced mathematical and/or econometric modeling. These can be courses taken to satisfy requirements for the major, to fulfill requirements for an area of emphasis, or as general electives.

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Areas of Emphasis

Students majoring in economics or quantitative economics may also complete one or two of the four Areas of Emphasis that the Economics Department offers. There are two economics areas of emphasis: international economic analysis and policy and law and public policy, and there are two management areas of emphasis: management and finance.

If a student elects to combine an economics or quantitative economics major with one or two emphases the student may select only one of the following: a management emphasis, a finance emphasis, a law and public policy emphasis. The international economics and policy emphasis or the law and public policy emphasis may be combined with the management emphasis, the finance emphasis.

Economics students cannot complete a management or a finance emphasis *and* a business and management concentration.

Grades of C or better must be earned in all courses counted toward an area of emphasis.

Contracts for each area of emphasis must be negotiated individually with the assigned area director before the end of the student's junior year. Copies of contracts can be found on the Economics Department web page. Please contact the Economics Department for the names of the current area directors.

Courses counted toward an area of emphasis may not also be counted toward any requirements for the economics major.

International Economic Analysis and Policy Emphasis

The purpose of the international economic analysis and policy emphasis is to provide a structured program of study beyond the economics or quantitative economics majors, so that students will expand their understanding of the international economy and be better prepared for careers or further academic study.

Code	Title	Credits
One required Course:		**1.00**
ECON 382	International Economics	
Two elective courses:		**2.00**
ECON 200	Topics in Economic Analysis	
ECON 248	Money and Banking	
ECON 343	Development Economics	
ECON 399	Seminar in Economics	
Off-campus economic analysis course(s)		
One elective course outside of ECON and BUS:		**1.00**
A St. Olaf course not in ECON or BUS that relates to international topics. The course must be approved by the area of emphasis director.		
Pre-approved elective courses outside of ECON and BUS		
AS/ES 277	Environmental Sustainability in Japan (study abroad)	
BI/ES 286	Tropical Ecology and Sustainable Land Use in Costa Rica (study abroad)	
ENVST 235	Sustainable Development	
ES/PS 201	Topics in Global Environmental Politics	
PSCI 205	International Organizations	
PSCI 221: Environmental Policy (Environmental Science in Australia & New Zealand)		
PSCI 222	International Political Economy	
PSCI 245	Asian Regionalism	
PSCI 252	Politics and Development	
PSCI 257	Foreign Relations in the Americas	
PSCI 264	Latin American Politics	
PSCI 282	Russian and Eurasian Politics	
PSCI 285	International Law	
SOAN 236	A Sociology of the Arab World	
SOAN 237	Forging a Latin American Culture	
SOAN 262	Global Interdependence	
Total Credits		**4**

Management Emphasis

The purpose of the management emphasis is to provide a structured program of study beyond the economics major to better prepare students for immediate careers in the private and public sectors of our economy.

Code	Title	Credits
Required courses:		
BUS 225	Principles of Accounting	1.00
BUS 237	Managerial Accounting	1.00
BUS 251	Management	1.00
BUS 383	Management Policy and Strategy	1.00
Choose one of the following electives:		**1.00**
BUS 201	Organizational Storytelling	
BUS 250	Marketing	
BUS 252	Legal Aspects of Business	
BUS 260	Innovation in New Zealand (study abroad)	
BUS 266	Business Modeling in Excel	
BUS 268	Design Thinking & Entrepreneurship	
BUS 281	Corporate Finance	
Other BUS course (to be negotiated)		
Total Credits		**5**

Finance Emphasis

The purpose of the finance area of emphasis is to provide a structured program of study beyond the economics major to better prepare students for immediate careers in the private and public sectors of our economy.

Code	Title	Credits
Required courses:		
BUS 225	Principles of Accounting	1.00
BUS 237	Managerial Accounting	1.00
BUS 281	Corporate Finance	1.00
BUS 380	Investments	1.00
Choose one of the following elective options:		**1.00**
BUS 250 & BUS 251	Marketing and Management	
(both BUS 250 and BUS 251 must be taken to fulfill the elective or choose one of the courses below)		
BUS 252	Legal Aspects of Business	
BUS 260	Innovation in New Zealand (study abroad)	
BUS 266	Business Modeling in Excel	
BUS 268	Design Thinking & Entrepreneurship	
ECON 248	Money and Banking	
ECON 372	Behavioral Economics	
ECON 382	International Economics	
ECON 385	Econometrics: Time Series and Forecasting	
Other BUS or ECON course (to be negotiated)		
Total Credits		**5**

Law and Public Policy Emphasis

To be awarded an area of emphasis in law and public policy, students must (1) complete a major in economics or quantitative economics; and (2) successfully complete four additional courses, chosen from the list below. A grade of C or above is required for all courses in the area of emphasis.

All students pursuing an area of emphasis in law and public policy must take Econ 240: Introduction to Law and Economics, two economic analysis courses at the 200-level or 300-level with an applied law or policy component and a law or policy focused course outside of the economics department.

Code	Title	Credits
Required courses:		
ECON 240	Introduction to Law and Economics	1.00
Choose two of the following:		**2.0**
ECON 200	Topics in Economic Analysis (Approved depending on the topic.)	
ECON 242	Environmental Economics	
ECON 245	Economics of Health Care	
ECON 371	Economics of Public Policy	
ECON 376	Labor Economics and Employment Relations	
ECON 378	Comparative Economic Analysis of Legal Systems	
ECON 380	American Economic History	
Choose one of the following:		**1.0**
BUS 252	Legal Aspects of Business	
ENVST 232	Environmental Policy and Regulation	
PACON 180	Public Affairs I: Foundational Debates	
PACON 181	Public Affairs II: Contemporary Controversies	
PHIL 254	Law, Politics, and Morality	
PSCI 246	Introduction to Public Policy	
PSCI 272	American Constitutional Law: Power	
PSCI 285	International Law	
SWRK 258	Social Policy	
Total Credits		**4**

Courses

Introductory Courses

ECON 110-ECON 120 Gateways to Economics

These courses introduce students to principles of economics through special topics. Each course emphasizes the application of economic concepts to topics of general interest, capitalizing on the special interests and expertise of the faculty. Courses numbered 110-120 all present a common core of economic principles, and, therefore, credit will be given for only one of these courses. Courses numbered 110-120 cannot be taken after taking ECON 121. Students may only take one course from among 110-120; none of these courses may be repeated. Students considering a major in economics are encouraged to take Principles of Economics (ECON 121), below.

ECON 113: ***Gateways to Economics: Capitalism***
This course uses major schools of economic thought and major economic writers from the past 600 years to introduce principles of economics. Readings include the architects of capitalism (Adam Smith, David Ricardo, etc.), the critics (Karl Marx, Thorstein Veblen, etc.), and the reformers (J.M. Keynes, Joseph Schumpeter, J.K. Galbraith, etc.). Offered periodically during January Term.

Principles of Economics

Students considering a major in economics are encouraged to complete Principles of Economics (ECON 121) prior to taking any economics courses at level II or above.

ECON 121: ***Principles of Economics***
This course takes an analytical approach to economic reasoning and contemporary issues. The course introduces microeconomic and macroeconomic theories with applications to relevant topics, such as employment, growth, environmental protection, affirmative action, exchange rate fluctuations, taxes, and welfare reform. Students explore economics as an intelligent approach to understanding our daily lives as citizens, workers, managers and consumers. Offered each semester. This course does NOT count toward the economics major, but is the prerequisite for all higher-level economics courses.

Core Courses

ECON 260: ***Introductory Econometrics***
This course emphasizes skills necessary to understand and analyze economic data. Topics include descriptive statistics, probability and random variables, sampling theory, estimation and hypothesis testing, and practical and theoretical understanding of simple and multiple regression analysis. Applications to economic and business problems use real data, realistic applications, and econometric/statistical software. Offered each semester. ECON 260 is required for economics majors who do not take both SDS 272 and either ECON 384 or ECON 385. Credit toward the economics major will not be given for ECON 260 following completion of SDS 272. Also counts toward environmental studies major (social science emphasis) and public health studies concentration.
Prerequisite: MATH 119 or MATH 120 and ECON 121, or permission of instructor.

ECON 261: ***Intermediate Macroeconomic Theory***
This course addresses the economic institutions and forces that determine levels of income, output, employment, and prices in our society. Questions related to employment prospects and standard of living provide an important focus. Classical and Keynesian perspectives are employed in attempting to understand these matters, the macroeconomic problems in market economies and the policies that economists prescribe as remedies for these problems. Offered each semester.
Prerequisites: MATH 119 or MATH 120, and ECON 121 or permission of instructor.

ECON 262: ***Intermediate Microeconomic Theory***
Microeconomics is the study of the resource allocation decisions by households, producers, and government and the resource allocation process in various types of market structures. Students are trained in the use of economic models and optimizing techniques to address a variety of real-world problems, including case studies from business and public policy. Offered each semester.
Prerequisites: MATH 119 or MATH 120, and ECON 121 or permission of instructor.

Economic Analysis Courses, Level II

ECON 200: ***Topics in Economic Analysis***
In this course students apply the models, insights, and analytical techniques of economics to a specific topic or economic problem. Topics vary from year to year. May be repeated if topic is different. Offered periodically.
Prerequisites: ECON 121 or permission of instructor.

ECON 222: ***Game Theory in Economics***
Game theory is the formal study of the strategic interactions between individuals and between groups of individuals. Game theory has become a widely adopted tool of analysis in economics, business, law, politics, anthropology, sociology, and international relations. This course introduces students to the theoretical constructs of game theory and focuses on economic applications in the fields of labor economics, international trade, environmental economics, macroeconomics, and industrial organization. Offered annually.
Prerequisite: ECON 121 or permission of instructor.

ECON 240: ***Introduction to Law and Economics***
This course applies standard microeconomic theory and concepts to understand the law and the legal system. There are two primary approaches to "Law and Economics." The first uses economics to understand how changes in legal rules affect human behavior. The second uses economics to explain the structure and variation of the legal rules themselves. This is an introductory course to the economics of law aimed at introducing students to both approaches. Offered annually.
Prerequisite: ECON 121 or permission of the instructor.

ECON 241: ***Contemporary Issues in Macroeconomics***
This course applies the tools of economic theory to contemporary macroeconomic issues in the U.S. and the world economy. Topics include inflation, economic growth, unemployment, recessions, financial crisis; the labor market, income inequality; the role of fiscal and monetary policy in stabilizing the economy, and macroeconomics of pandemics. Students learn how to write policy papers and engage in macroeconomic policy debates. Students are also introduced to Dynamic Stochastic General Equilibrium (DSGE) Models.
Prerequisite: ECON 121 or permission of instructor.

ECON 242: ***Environmental Economics***
The powerful insights of microeconomic analysis inform this consideration of environmental policy and regulation. Coursework emphasizes issues germane to setting and attaining specific environmental objectives - how much pollution to allow, how much to encourage preservation, how much cutting to permit. By considering whether and how to assign monetary values to goods like species diversity and climactic stability, students gain practical experience applying benefit-cost analysis to environmental decisions. Offered annually.
Prerequisite: ECON 121 or permission of instructor.

ECON 245: ***Economics of Health Care***
The health care sector in the U.S. is undergoing rapid change that affects patients, providers and payers. Managed care and managed competition are restructuring the delivery of health care services and reducing costs, while frustrating physicians and patients. The course examines the economic factors leading to the changes, current issues and controversies, and federal health policies. Students interested in nursing, medicine, and the sciences are encouraged to enroll. Offered annually.
Prerequisites: ECON 121 or permission of instructor.

ECON 248: ***Money and Banking***
This course addresses the institutions that comprise modern monetary systems and the influence that these systems have on levels of income, output, employment, and prices in market economies. It addresses in detail monetary theory and monetary policy, including both the nature of our central bank and the role that it plays in our monetary system.
Prerequisite: ECON 121 or permission of instructor.

Economic Analysis Courses, Level III

ECON 343: ***Development Economics***
This course provides a global perspective on economic development and introduces students to analytic tools that empower them to investigate causes of, and potential solutions to, underdevelopment. Students further develop and apply their learning in the context of a specific country of their choosing, about which they research and write throughout the semester. Counts toward Quantitative Research requirement for the Quantitative Economics major.
Prerequisites: ECON 261 and ECON 262 and one of ECON 260 OR (SDS 272 and ECON 384) OR (SDS 272 and ECON 385).

ECON 371: ***Economics of Public Policy***
Government action affects us all. We pay taxes; we use public roads, schools, and parks. Some prices we pay are lower due to government subsidies; others are higher due to taxes. Government actions influence both the efficiency of our economy and the equity and equality within our society. Students learn valuable analytical tools for evaluating public projects, tax policies, entitlement programs and voting behavior. Offered annually.
Prerequisite: ECON 262 and one of ECON 260, ECON 263, or SDS 272; or permission of instructor.

ECON 372: ***Behavioral Economics***
Classic economics assumes that people make decisions rationally. Behavioral economics weakens that assumption, incorporating the findings of psychology into economic models. Students learn to apply behavioral economics theories to improve their understanding of business, marketing, public policy, and other domains of economics. Students utilize skills they have learned from microeconomic theory and statistics orally and in writing. Offered annually.
Prerequisites: ECON 262 and one of ECON 260 or ECON 263 or SDS 272, or permission of instructor.

ECON 376: ***Labor Economics and Employment Relations***
What do workers want from work? What do employers want from workers? Pressing policy issues exist for workers competing in the global economy. Unions, unemployment insurance, welfare and the minimum wage enhance the prospects of many, while leaving others even worse off. This course utilizes microeconomic theory, statistics and institutional analysis to understand labor markets. Offered annually.
Prerequisites: ECON 262 and one of ECON 260 or ECON 263 or SDS 272.

ECON 377: ***Digital Industries: Platforms, Social Media and Blockchain***
This course reviews the economic properties of modern digital economies. This includes the study of platform economics, network effects, blockchain economics, zero-marginal-cost industries, the economics of data, markets for information, tech monopoly power, regulatory capture, cross-industry collusion and mechanism design. The economics of data includes discussion of nonrivalry, data as labor and the economic effects of privacy and anonymity. A semester-long research paper involves building a mechanism design model to analyze a particular digital industry.
Prerequisites: ECON 260, ECON 261 and ECON 262.

ECON 378: ***Comparative Economic Analysis of Legal Systems***
This course explores legal systems vastly different from that in the United States and uses economic analysis to understand both the reasons for the peculiarities and their relative success or failure. The objective of this course is to deepen students' understanding of the basic economic principles used to analyze legal institutions and to teach them how to apply economic concepts to important contemporary and historical topics. Offered annually.
Prerequisites: ECON 262 and one of ECON 260 or ECON 263 or SDS 272, or permission of instructor.

ECON 380: ***American Economic History***
This course focuses on the development of the U.S. economy since colonial times and the contributions and limitations of economic analysis and quantitative methods in understanding the economy's evolution. The course explores how economic analysis illuminates past trends and events, and how the historical record can further our understanding of economic principles, theory, and current economic problems. Course topics include colonialism, enslavement, industrialization, the economic effects of wars, and the Great Depression.
Prerequisites: ECON 261 and/or ECON 262 (at the discretion of the instructor) and one of ECON 260 or ECON 263 or SDS 272, or permission of the instructor.

ECON 382: ***International Economics***
This course offers students an integrated approach of theory, policy, and enterprise to understand international trade and investment. The course focuses on the costs and benefits of global economic interdependence for students who plan to enter an international business career or to work for government and international organizations in activities affected by international economic relations. Offered annually.
Prerequisites: ECON 261 and ECON 262, and one of ECON 260 or ECON 263 or SDS 272, or permission of instructor.

ECON 383: ***Network Economics***
This course explores the nature and dynamics of connections that exist between economic agents like firms, banks, countries, and individuals. How do loans between banks cause recessions? How do high schools look to their peers for policy ideas? How does misinformation spread on social media? Students will use economic theory as well as economic data to answer these questions and more. Offered annually in the spring semester.
Prerequisites: ECON 260, ECON 261, and ECON 262.

ECON 384: ***Econometrics: Cross-Sectional and Panel Data***
This course emphasizes theoretical foundations, mathematical structure, and applications of major econometric techniques appropriate for cross-sectional and panel data. Topics to be covered include generalized least squares, dummy variables, non-linear models, instrumental variables techniques, fixed- and random-effects models, and limited dependent variable models. This course is recommended for students interested in analysis of issues in microeconomics and public policy. Offered annually. ECON 384 and ECON 385 may not both be used to satisfy the economic analysis requirements for either the economics or quantitative economics major.
Prerequisite: ECON 262 and one of ECON 260, ECON 263, or SDS 272; or permission of instructor.

ECON 385: ***Econometrics: Time Series and Forecasting***
This course emphasizes the theoretical foundations, mathematical structure, and applications of major econometric techniques appropriate for time-series data. Topics covered include generalized least squares, single-equation time-series models, multi-variable time-series models, forecasting and forecast evaluation, and seasonality. This course is recommended for students interested in analysis of issues in macroeconomics and finance. Offered annually. ECON 384 and ECON 385 may not both be used to satisfy the economic analysis requirements for either the economics or quantitative economics major. Completion of MATH 220 may be helpful but is not required.
Prerequisites: ECON 261 and one of ECON 260 or ECON 263 or SDS 272; or permission of instructor.

ECON 393: ***The Economic Writing Process***
Students have the opportunity to follow through on a project that they began in one of their 300-level economic analysis elective courses. Students gain hands-on experience in economic writing by turning a draft of this economics research paper into a complete journal article. They learn about the writing process, develop strong writing habits, prepare compelling data visualizations, and incorporate feedback from peers and experts in their areas of interest. Offered alternate years during January term.
Prerequisites: ECON 260, ECON 261, and ECON 262, any 300-level Economic Analysis elective, and instructor permission.

ECON 399: ***Seminar in Economics***
Selected topics to be announced. May be repeated if topics are different.
Prerequisites: ECON 261 and/or ECON 262 (at the discretion of the instructor) and one of ECON 260 or ECON 263 or SDS 272, or permission of instructor.

Other Courses

ECON 294: ***Academic Internship***

ECON 298: ***Independent Study***

ECON 394: ***Academic Internship***

ECON 396: ***Directed Undergraduate Research***
This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to their research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.
Prerequisite: determined by individual instructor.

ECON 398: ***Independent Research***

Courses that Count Toward the Quantitative Research (QR) Experience

The following courses carry the quantitative research (QR) designation for students pursuing the major in Quantitative Economics. These courses remain open to all students who have completed the prerequisites.

ECON 343 Development Economics

ECON 371 Economics of Public Policy

ECON 372 Behavioral Economics

ECON 376 Labor Economics and Employment Relations

ECON 377 Digital Industries: Platforms, Social Media and Blockchain

ECON 382 International Economics

ECON 384 Econometrics: Cross-Sectional and Panel Data

ECON 385 Econometrics: Time Series and Forecasting

In addition, some sections of ECON 396 Directed Undergraduate Research and ECON 399 Seminar in Economics will be designated as QR depending on the topic and requirements of the instructor.

Related Courses

For courses in finance, management, and accounting, please see the Business and Management Studies (p. 74) section of this catalog.

Economics Plan of Study
Economics Major - Plan of Study

This is a sample plan that meets the prescribed requirements for the Economics major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
ECON 121	Principles of Economics	1.00
MATH 119 or MATH 120	Introduction to Calculus or Calculus I	1.00
World Language		1.00
	Credits	**4**
January Term		
MATH 120 or ECON 121	Calculus I or Principles of Economics	1.00
	Credits	**1**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
ECON 260	Introductory Econometrics (pending completion of MATH 120; or 200-Level ECON Analysis Course (ECON 200-249))	1.00
World Language		1.00
	Credits	**3**
Sophomore Year		
Fall Semester		
ECON 260	Introductory Econometrics (if not already taken)	1.00
	Credits	**1**
Spring Semester		
ECON 261	Intermediate Macroeconomic Theory	1.00
	Credits	**1**
Junior Year		
Fall Semester		
ECON 262	Intermediate Microeconomic Theory	1.00
ECON 200-Level Elective Course		1.00
	Credits	**2**
Spring Semester		
ECON 200-Level or ECON 300-Level Elective Course		1.00
	Credits	**1**
Senior Year		
Fall Semester		
ECON 300-Level Elective Course		1.00
	Credits	**1**
Spring Semester		
ECON 300-Level Elective Course		1.00
	Credits	**1**
	Total Credits	**15**

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the Economics department webpage for more information.

Quantitative Economics Plan of Study
Quantitative Economics Major - Plan of Study

This is a sample plan that meets the prescribed requirements for the Quantitative Economics major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
ECON 121	Principles of Economics	1.00
MATH 119 or MATH 120	Introduction to Calculus or Calculus I	1.00
World Language		1.00
	Credits	**4**
January Term		
MATH 120 or ECON 121	Calculus I (Or ECON 113) or Principles of Economics	1.00
	Credits	**1**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
ECON 260	Introductory Econometrics (pending completion of MATH 120; or 200-Level ECON Analysis Course (ECON 200-249))	1.00
World Language		1.00
	Credits	**3**
Sophomore Year		
Fall Semester		
ECON 260	Introductory Econometrics (if not already taken; or select SDS 272 & ECON 384 or SDS 272 & ECON 385)	1.00
MATH 220	Elementary Linear Algebra	1.00
	Credits	**2**
Spring Semester		
ECON 261	Intermediate Macroeconomic Theory	1.00
ECON 200-Level Elective Course		1.00
	Credits	**2**
Junior Year		
Fall Semester		
ECON 262	Intermediate Microeconomic Theory	1.00
ECON 200-Level or 300-Level Elective Course		1.00
	Credits	**2**

Spring Semester	
ECON 200-Level or 300-Level Elective Course	1.00
Credits	**1**
Senior Year	
Fall Semester	
ECON 300-Level Elective Course	
ECON 300-Level Elective Course (QR Requirement)	1.00
Credits	**1**
Spring Semester	
ECON 300-Level Elective Course	1.00
ECON 300-Level Elective Course (QR Requirement)	1.00
Credits	**2**
Total Credits	**18**

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the Economics department webpage for more information.

Faculty

Department Chair, 2025-2026
Allison O. Luedtke
Associate Professor of Economics

Abigail Abbott
Adjunct Assistant Professor of Economics

Marcus Bansah
Associate Professor of Economics

Kelsey Baumann
Visiting Instructor of Economics

Anthony Becker
Professor of Economics
econometrics; forecasting; economic damages; microeconomic theory; public policy

Seth I. Binder
Frank Gery Associate Professor of Economics and Associate Professor of Environmental Studies
environmental and natural resource economics and policy; development economics; sustainable development

Noah Braun
Visiting Assistant Professor of Economics

Sian E. Christie (on sabbatical Fall Semester 2025)
Entrepreneur in Residence; Husby-Johnson Endowed Chair of Business and Economics
marketing; entrepreneurship; strategy; organizational storytelling

Malabi Dass
Visiting Assistant Professor of Economics

Beryl (Alli) Esther
Visiting Assistant Professor of Economics

Colin Harris
Tomson Family Chair of Law and Economics

Kulsoom Hisam
Assistant Professor of Economics

Ashley R. Hodgson
Associate Professor of Economics
health care economics; behavioral economics; microeconomic theory; public policy; industrial organization

Adam Kaiser
Visiting Instructor of Economics

Claudia Klug
Adjunct Instructor of Economics

Urbashi Mookerjee
Visiting Assistant Professor of Economics

Shawn Osell
Visiting Assistant Professor of Economics

Dhanmati Ramlall
Visiting Instructor of Economics

Teresa Rothausen
Visiting Professor of Economics

Antar Salim
Visiting Professor of Economics

Naafey Sardar (Interim Director Fall 2025)
Assistant Professor of Economics

Mark Skeba
Adjunct Instructor of Economics

Education

Cheri Coutermash,Tomson Hall 290
507-786-3245
couter5@stolaf.edu
wp.stolaf.edu/education

Overview of the Education Major

The Education major prepares people to be highly qualified, reflective, licensed teachers. The major supports students in integrating the liberal arts, their subject matter, and professional education. Reflective teacher candidates assess their options and make sound professional decisions based on practical, pedagogical, and ethical criteria. Teacher candidates develop leadership skills and contribute to the profession and to society. The Education major is sequential and culminates with the 14-week student teaching semester — EDUC 389 Student Teaching (3.0 credits) and the capstone course — EDUC 381 Senior Seminar (.5 credits). To ensure depth, breadth, and mastery in their licensure areas, students majoring in Education must also major in their content licensure areas. If students elect an Education major, they must also major in one of the following teaching content areas: English, Mathematics, Biology, Chemistry, or Physics.

The Education Department also supports two stand-alone majors: a B.A. in Social Studies Education and a B.M. in Music Education.

Most Education majors choose employment as educators in K-12 (kindergarten through grade 12) classrooms in the U.S. or abroad. Many also attend graduate school in special education, counseling, or related human services fields. From 2013-2022, among baccalaureate - liberal arts institutions, St. Olaf ranks third in the nation in the number of graduates who earn Ph.D.'s in teaching and teacher education and fourth in educational administration.

Intended Learning Outcomes for the Major

Overview of the Educational Studies Concentration/TEFL certification

The Educational Studies Concentration leads to a Teaching English as a Foreign Language (TEFL) certificate and offers students from all areas of the liberal arts an opportunity to strengthen their program of study with selected courses that focus on issues of education, particularly education for multilingual learners. The concentration does not lead to teaching licensure. Educational Studies provides important foundational work toward achieving a number of post-baccalaureate goals including various vocations (e.g., management, arts education, coaching, environmental education, youth ministry, classroom teaching, teaching English abroad) and service opportunities (e.g., Peace Corps, Lutheran Volunteer Corps, AmeriCorps, Fulbright, etc.).

NOTE that proof of obtaining the TEFL "certificate" is listed on student transcripts. There is no actual "certificate" generated.

The requirements for the concentration include core courses within the Education Department and interdisciplinary elective options.

Intended Learning Outcomes for the Concentration

Overview of the Teacher Education Program

The St. Olaf Teacher Education Program is approved by the Minnesota Professional Educator Licensing and Standards Board (PELSB) to recommend its graduates for teaching licensure in Minnesota. To be eligible for a teaching license through St. Olaf, students must meet the PELSB requirements of their teaching content area (English, mathematics, music, social studies, and science), complete a major in this same content area, complete all B.A. or B.M. requirements, and complete all required Education courses and experiences (see requirements tab).

The Higher Education Act, Title II, Section 207, requires all institutions that prepare teachers to report pass rates on state licensing tests. In Minnesota, teacher candidates are no longer required to pass tests in pedagogy and content area. Testing requirements may differ for students seeking licensure in other states; students should contact Nancy Veverka, Director of Field Experiences and Licensure, for assistance in working with the teacher licensure agency in those states.

Note: Because of periodic changes in licensure requirements, students should maintain frequent contact with the Education Department regarding their program.

The requirements of the social studies education major (p. 317) and music education major (p. 211) are described elsewhere in this catalog.

St. Olaf offers teaching licensure programs in:

1. Kindergarten-grade 12:
   a. music (vocal/classroom, instrumental/classroom)
2. Grades 5-8:
   a. general science
3. Grades 5-12:
   a. communication arts and literature (English, communications)
   b. mathematics
   c. social studies (economics, history, geography, political science, psychology, sociology/anthropology)
4. Grades 9-12:
   a. biology
   b. chemistry
   c. physics

St. Olaf does not offer an elementary (K-6) classroom teaching license. Students interested in elementary education may take a few education courses at St. Olaf but must complete requirements for the license after graduation at a different institution.

Student Teaching Opportunities

Student Teaching Locally

Students indicate preferences for student teaching placement areas that are within a 60-mile radius of St. Olaf. The college has collaborative arrangements with over a dozen school districts in urban, suburban, and rural settings. A vehicle (or access to public

transportation) is needed for transportation to student teaching sites. Students are not permitted to student teach in their home schools.

Student Teaching in Chicago

Students may apply to student teach in Chicago, IL through the Chicago Semester program. Students participating in the Chicago Semester are placed with mentor teachers in Chicago Public Schools who are committed to urban education. Applicants must carry a minimum overall and content area GPA of 3.3. Contact Nancy Veverka, Director of Field Experiences and Licensure, for further information.

Student Teaching Abroad: India and Mexico

Students may apply to student teach at international schools in Mussoorie or Kodiakanal, India and Cuernavaca, Mexico. Students must apply for a student teaching abroad placement by Oct. 1 one year in advance of the academic year in which the placement will be made. Applicants are screened by the Director of Student Teaching Abroad. Applicants must carry a minimum overall and content area GPA of 3.3, and in addition to all other requirements for student teaching, students must be recommended by the chairs of their content area department(s) and the Education Department. Mexico applicants are expected to have completed the St. Olaf language requirement in Spanish or to have equivalent Spanish proficiency. Final acceptance to the student teaching abroad program is dependent upon approval from the international school and the availability of an appropriate placement. These placements meet all the requirements for Minnesota licensure. India and Mexico placements are offered annually in the fall semester. Contact Elizabeth Leer, Director of Student Teaching Abroad, for further information.

Requirements

Requirements for the Education Major

Code	Title	Credits
EDUC 231	Understanding Substance Abuse (0 credit)	0.00
EDUC 295	Foundations of Education	1.00
EDUC 330	Planning, Instruction, and Assessment	1.00
Plus lab section for EDUC 330 (0 credit)		
EDUC 340	Differentiating Instruction	1.00
EDUC 345-EDUC 365	Special Methods (varies by content area)	1.00
EDUC 374	Reading in the Content Area (0.50) [1]	0.50
or EDUC 321	Teaching of Reading, 5-12 (0.50)	
EDUC 378	Multicultural Education in Hawaii: Seminar and Practicum (study away) (offered even years)	1.00
or EDUC 379	Urban Education Practicum and Seminar (study away)	
EDUC 381	Senior Seminar (0.50)	0.50
EDUC 382	Human Relations (0 Cr)	0.00
EDUC 389	Student Teaching (3.0)	3.00
Total Credits		**9**

[1] Students seeking licensure in Communication Arts/Literature or English as a Second Language should take EDUC 321.

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Requirements for the Educational Studies Concentration/ TEFL Certification

Up to a maximum of two courses either taken off-campus with non-St. Olaf faculty or transferred from other institutions may be included in the concentration. No more than one course graded S/U may count toward the concentration. A minimum overall GPA of 2.7 is required for this concentration to be awarded.

TEFL Certificate Track

Code	Title	Credits
Core Courses		**2.50**
EDUC 245	Teaching and Learning English Grammar (0.50)	
EDUC 250	Second Language Acquisition	
EDUC 295	Foundations of Education	
Extensive January Term Field Experience		**1.00**
EDUC 270	Exploring Teaching (offered odd years)	
Electives		
Select 2 credits of the following with an educational or social/cultural theme:		**2.00**
ENGL 205	American Racial and Multicultural Literatures	
ENGL 242	Children's and Young Adult Literature	
FAMST 242	Family Relationships	
GSS 121	Introduction to Gender and Sexuality Studies	
LNGST 250	English Language and Linguistics	
MUSIC 237	Local and Global Musicking	
PHIL 255	Race and Social Justice	
PSCI 111	American Politics	
PSCI 244	Race and American Politics	
PSYCH 125	Principles of Psychology	
PSYCH 236	Conditioning and Learning	
PSYCH 241	Developmental Psychology	
PSYCH 350	Parenting and Child Development in Diverse Families	
RACE 121	Introduction to Race and Ethnic Studies	
SOAN 121	Introduction to Sociology	
SOAN 128	Introduction to Cultural Anthropology	

SOAN 264	Race and Class in American Culture	
Total Credits		**5.5**

Teacher Education Program Requirements and Procedures

Overall Requirements for a Teaching License and Admission Criteria

Education courses and field experiences have been aligned to meet all of the Minnesota Professional Education Licensing and Standards Board (PELSB) standards of effective practice (SEP) for teacher licensure. In order to be recommended for licensure by St. Olaf College, students must meet all of the requirements and make regular progress through transition points in the program, which are verified by Education Department faculty.

The licensure process and criteria are described below. Consult Education Department faculty for further information and clarification.

Overview of Licensure Process and Assessment Model Transition Points

1. Applicant to Candidate:
   - Carry a minimum overall and content area GPA of 2.7 to enter Teacher Education Program
   - Complete Teacher Education Application and participate in interviews with education and content area faculty
   - Earn a **B** or better and meet Standards of Effective Practice (SEP) in EDUC 295
   - Successfully complete 20 hours field experience in EDUC 295 and receive rating of "Basic" or better on Disposition Assessments and Field Experience Evaluations
   - Successfully complete other content-area requirements (e.g., entrance into music program)
2. Candidate to Student Teacher:
   - Maintain a minimum overall and content area GPA of 3.0
   - Earn a **B** or better and meet SEP standards embedded in all education courses
   - Successfully complete advanced field experience(s) in EDUC 330 and other courses (totaling a minimum of 120 hours)
   - Complete a January term field experience in a diverse classroom setting (minimum of 80 hours)
   - Receive rating of "Basic" or better on all Disposition Assessments and Field Experience Evaluations
   - Successfully complete Candidate Portfolio and present readiness to education faculty members
3. Student Teacher to Minnesota teaching license:
   - Successfully complete student teaching and receive rating of "Basic" or better on all Disposition Assessments and Field Experience Evaluations
   - Earn a **B** or better and meet SEP standards embedded in student teaching courses
   - Present evidence demonstrating competency in Minnesota content area standards
   - Successfully complete other tasks required by the Professional Educator Licensing and Standards Board
   - Participate in exit interview with the Director of Field Experiences and Licensure
   - Complete Minnesota teaching license application

Students at each transition point must also meet the following requirements:

- Receive approval of the Dean of Students Office
- Demonstrate speech and writing proficiency in English
- Pass criminal background checks as needed

Courses

EDUC 170: ***Urban Schools and Communities (study away)***
In this course, students examine how schools and communities in the Twin Cities interact to provide support and developmental opportunities for school-age children. Through lectures, readings, discussions, field trips, and in-school and co-curricular placements, students gain an understanding and awareness of how race, class, ethnicity, national origin, and gender shape the complex character of urban youth and schools. Students spend one week in orientation activities on campus and two weeks in the Twin Cities. During the time in the Twin Cities, St. Olaf students participate as tutors and classroom assistants during the school day and then assist in various after-school and community programs. The last week of January Term is spent back on campus discussing the experience. P/N only. Preference given to first-year students, but all students may apply. Offered during January Term.

EDUC 210: ***Topics in Education and Ethics***
In this course, students examine and evaluate ethical issues faced in school and other educational settings by K-12 students, teachers, administrators, and parents. Students explore historical and contemporary issues, including ethical considerations that continue to influence teaching, learning, and policy today. The course encourages students to critically reflect on their own ethical views related to the issues presented and how they might have changed over the course of the semester.

EDUC 231: ***Understanding Substance Abuse (0 credit)***
Students examine issues related to chemical use/abuse in our society. The course, required of all candidates for a teaching license, enhances problem identification and helping skills in students' professional and personal lives. Students develop an understanding of enabling and intervening behaviors and gain knowledge about the role of schools in addressing these and other chemical abuse concerns. P/N only. Offered each semester, evenings.

EDUC 245: *Teaching and Learning English Grammar (0.50)*
Research clearly shows that labeling isolated sentence components with grammatical terms, drilling workbook exercises, and diagramming sentences are ineffective classroom practices. What can teachers do to help their students gain mastery of standard written English? In this half-credit course, students explore both the theory and practice of contextual grammar instruction. Students also hone their own grammatical knowledge, applying their new knowledge of both content and pedagogy through in-class micro-teachings. Offered annually during the second half of the spring semester.

EDUC 250: *Second Language Acquisition*
Students examine how humans learn language as well as how they learn more than one language, as is the case for the vast majority of people. Students also explore the factors that enable or hinder language learning and whether bilinguals are smarter. These are just some of the fascinating issues addressed in the course that combines study of theory, fieldwork-based analysis of learner language, and pedagogical considerations, including a focus on both English and World Language learners. Offered annually in the fall semester. Required for ESL licensure and TEFL certificate.
Prerequisite: WRIT 120 or equivalent.

EDUC 270: *Exploring Teaching*
This course provides a significant placement in a school setting for students wanting to explore a career in teaching or gain greater understanding of teaching as a profession. Directed by host teachers, students may observe, assist within the classroom, tutor, teach, coach, attend faculty meetings and functions, and meet with school personnel. Students attend orientation sessions on campus before placements begin, complete assigned readings and reflective writings, and present on their school experience during on-campus sessions following the placements. Offered alternate January terms, odd years. Counts as the January term requirement for the TEFL certificate education concentration.
Prerequisite: EDUC 295.

EDUC 294: *Academic Internship*

EDUC 295: *Foundations of Education*
This course explores educational experiences in the United States from political, historical, sociological and philosophical lenses. Students also explore their own intersecting identities, cultivate racial literacy, and develop the mindsets and skills of antiracist and culturally responsive-sustaining educators. Students gain practical experience in an educational setting through a required 20-hour field experience. Strongly recommended to be taken fall of sophomore year to begin the licensure sequence; not open to first-year students. Offered during fall semester.
Prerequisite: Not open to first-year students.

EDUC 298: *Independent Study*

EDUC 321: *Teaching of Reading, 5-12 (0.50)*
This course provides a theoretical and practical foundation for assisting secondary readers. Students learn the essentials of good reading instruction and apply them in the development of a literature unit. Required 10-hour field experience. Offered annually during the first half of the spring semester.
Prerequisites: EDUC 330 or permission of instructor.

EDUC 330: *Planning, Instruction, and Assessment*
In this course, students learn and practice principles of effective instruction and develop their own teaching style as they prepare to become full-time teachers. Topics include learning theory, teacher roles and responsibilities, planning, methods of instruction, assessment, and classroom management. Students apply skills in a required 20-hour field experience and concurrent enrollment in a lab section. Course should be taken in the spring of sophomore year. Offered during spring semester.
Prerequisites: EDUC 295 and acceptance into the teacher education program.

EDUC 340: *Differentiating Instruction*
In this course, teacher candidates learn how to meet the academic, physical, emotional, and developmental needs of all K-12 students, including students with disabilities, multilingual learners, gifted students, and other diverse learners. Participants apply principles of differentiated instruction and assessment in class and field experiences. Additional topics include mental health, historical perspectives, service delivery models, and legal requirements. Required 20-hour field experience. Open to juniors and seniors only. Offered fall semester.
Prerequisites: EDUC 295 and EDUC 330.

EDUC 345: *Teaching of Communication Arts/Literature, 5-12*
This course prepares pre-service communication arts/literature teachers to share their love of the English language with secondary students. Attention is given to the theory and techniques of teaching writing, literature, reading, speech, listening, and media literacy. In addition, students explore topics including multicultural literature, adolescent literature, responding to and evaluating writing, unit planning in the language arts, and the Common Core State Standards for Literacy. Required 20-hour field experience component. Offered annually in the spring semester.
Prerequisite: EDUC 330.

EDUC 346: *Who is My Neighbor? Ethics of Refugee and Immigrant Education*
This course addresses the reception of migrants in relationship to education and ethics. Students interrogate laws, policies, practices, and foundational belief systems involved in immigration while learning about normative perspectives in ethics. They interrogate best practices for teaching and interacting with refugees, immigrants and immigrant communities that reflect moral responsibility. Required for ESL licensure, and highly relevant for all educators and those interested in immigration. 10-hour service component working with migrants in the community. Open to juniors and seniors. Offered periodically.

EDUC 347: *Teaching ESL, K-12*
The course includes strategies and materials for teaching English to speakers of other languages. Students learn strategies that focus on the development of listening, speaking, reading, and writing skills in English language learners. Students review materials appropriate for non-native English speakers and create their own materials and lesson plans. Required field experience component. Offered periodically during spring semester.
Prerequisites: EDUC 246 and EDUC 330.

EDUC 348: ***Assessment of ESL, K-12***
This course provides students with theoretical and practical knowledge about assessing the language proficiency of English Language Learners. Students learn how to construct and administer appropriate and non-discriminatory assessment and evaluation tools. Students administer several assessments and write a formal report. Required field experience component. Should be taken concurrently with EDUC 347. Offered periodically during spring semester.
Prerequisite: EDUC 330.

EDUC 350: ***Teaching of Mathematics, 5-12***
Students act as a "community of scholars" to examine current issues and trends in mathematics education. They learn strategies for engaging pupils in active mathematical investigation, using appropriate technology and other mathematical tools and for emphasizing communication, problem solving, reasoning and mathematical connections in their teaching. Includes reliance on the National Council of Teachers of Mathematics Standards documents. Required 20-hour field experience component. Offered annually in the spring semester.
Prerequisite: EDUC 330.

EDUC 355: ***Teaching of Music in the Elementary School***
The goal of the course is to acquire the knowledge, skills, and understandings necessary to develop, implement and assess a K-5 general music program. The course emphasizes current approaches such as those of Orff, Dalcroze and Kodaly as well as intercultural and interdisciplinary learning. Required 10-hour field experience component. Offered annually in the spring semester.
Prerequisite: EDUC 330.

EDUC 356: ***Teaching of Music in the Middle and High School (0.50)***
The goal of the course is to acquire the knowledge, skills, and understandings necessary to develop, implement and assess a general music program for grades 5-12. Optional field experience component. Offered annually in the first-half of the fall semester.
Prerequisite: EDUC 330 and EDUC 355.

EDUC 358: ***Teaching of Vocal Music in the Secondary School (0.50)***
This course focuses on the many aspects involved in coordinating and teaching a secondary choral program. It includes discussions on extra-curricular activities, grading and record keeping, curriculum, repertoire and program planning, professional development, and other pertinent and related topics. Students gain practical knowledge and skills necessary to successfully manage a vocal music program. Offered annually in the fall semester.
Prerequisite: EDUC 330.

EDUC 359: ***Teaching of Instrumental Music (0.50)***
Prospective band and orchestra teachers study the skills and knowledge necessary for successfully conducting instrumental music. The course includes teaching philosophy and strategies, repertoire and program planning, budgeting and scheduling, musical materials and scoring, recruiting and evaluation and specialized topics such as jazz ensemble and marching band. Offered annually in the fall semester.
Prerequisite: EDUC 330.

EDUC 364: ***Teaching of Science, 5-12***
Prospective science teachers learn strategies for the practical application of learning theory to secondary school science classrooms. Topics include: the national science standards movement and No Child Left Behind; inquiry learning in the science classroom; lesson planning; teaching in the classroom and in the laboratory; technology; managing a science laboratory; and continuing professional development. Required 20-hour field experience component. Offered annually in the spring semester.
Prerequisite: EDUC 330.

EDUC 365: ***Teaching of Social Studies, 5-12***
Students acquire the skills, knowledge and attitudes to become successful teachers in the secondary social studies classroom. They use the curriculum standards of the National Council for Social Studies and those identified by the State of Minnesota to develop goals, outcomes, and assessments for the various content areas. Students acquire the knowledge, skills, and understandings necessary to address appropriate skills development in 5-12 social studies classrooms. Required 20-hour field experience component. Offered annually in the spring semester.
Prerequisite: EDUC 330.

EDUC 374: ***Reading in the Content Area (0.50)***
This course focuses on evidence-based best practices in reading instruction that can be used across the curriculum by secondary teachers. Students acquire the necessary knowledge, skills, and strategies to teach reading in the teaching candidate's content area(s).Required 10-hour field experience. Offered each semester.
Prerequisite: EDUC 330 or permission of the instructor.

EDUC 378: ***Multicultural Education in Hawaii: Seminar and Practicum (study away)***
Students examine the influence of race, class, and multiculturalism in American schools by participating as teachers' assistants and tutors in Honolulu schools. Students discover the challenges and benefits associated with teaching in a diverse racial, cultural, and socio-economic environment. Through guest lectures, readings, field trips, and seminars, students learn about the truly unique geographic and cultural setting of the Hawaiian Islands. This environment makes an excellent framework for examining race, ethnicity, power, and privilege in U.S. schools. P/N only. Intended for education major/licensure students; cannot fulfill the January term requirement for TEFL certification. Offered alternate January terms, even years.
Prerequisite: EDUC 330.

EDUC 379: ***Urban Education Practicum and Seminar (study away)***
This program provides an opportunity for students to gain direct teaching experience by serving as an intern for a teacher in a Minneapolis/St. Paul public school. The January Term will heighten students' sensitivities to the complexities of multicultural, urban education and provide exposure to models used to foster educational and personal success in diverse student populations. On/off-campus orientation will be followed by four weeks of full-time work in a classroom with a host teacher and participation in weekly seminars with the college instructor. Reading assignments, reflective journals, and guest speakers will complement the experience. Intended for education major/licensure students. P/N only. Offered during January term. Apply through the Education Department by Oct.15.
Prerequisites: EDUC 330.

EDUC 381: *Senior Seminar (0.50)*
Offered concurrently with student teaching, this course meets during student teaching. It focuses on professional development, including personal philosophies of teaching/education, professional ethics, and portfolio development. Seminar sessions also address specific issues pertaining to the student teacher experience including classroom management, differentiated instruction, assessment, and planning. Student teachers only. Offered each semester.

EDUC 382: *Human Relations (0 Cr)*
All candidates must have a multicultural field experience to help develop their competence in teaching in multicultural environments. A minimum of 80 hours of field experience in a multicultural school environment (an January Term or its equivalent) is required prior to student teaching. All field experiences must be pre-approved. Below is a summary of options: EDUC 378: *Multicultural Education in Hawaii*; EDUC 379: *Urban Education Seminar and Practicum*; or pre-approved internships in multicultural schools. See Education Department faculty and website for advice and information. EDUC 382 is not a course. Rather it is a recording mechanism indicating St. Olaf students who have completed their multicultural education requirement. Students register for EDUC 382 during their professional semester. P/N only. Offered each semester.

EDUC 389: *Student Teaching (3.0)*
Students are assigned to a full-time internship in schools under the guidance of a competent cooperating teacher and supervised by faculty from both the content area department and the Education Department. Student teaching provides the best possible introduction to the teaching experience. Student teachers practice all classroom teaching skills required to assure competency to begin their first year of teaching. Minimum of 14 full-time weeks teaching, including orientation sessions and required seminars. Only student teachers may enroll: seniors or college graduates. Offered each semester.

EDUC 391: *Student Teaching: Additional License (0.50)*
Students are assigned to a full-time internship in schools under the guidance of a competent cooperating teacher and supervised by faculty from both the content area department and the Education Department. Minimum of 6-12 full-time weeks teaching. Only student teachers may enroll: seniors or college graduates seeking an additional license. Offered each semester and during January Term. Cannot be taken concurrently with EDUC 389.
Prerequisite: completion of EDUC 389 or equivalent.

EDUC 394: *Academic Internship*

EDUC 396: *Directed Undergraduate Research*
This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to their research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.
Prerequisite: determined by individual instructor.

EDUC 398: *Independent Research*

Plan of Study
Education Major - Plan of Study

This is a sample first-year plan that meets the requirements for the Education major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Required Courses, Clinical Field Experiences, and Sequence

Content area requirements for individual licensure areas can be accessed at this link on the Education Department website: http://wp.stolaf.edu/education/licenses/

Informational sessions are offered during New Student Orientation. Students are encouraged to focus on their OLE Core curriculum requirements during their first year at St. Olaf.

Students should begin the education major/licensure sequence in the fall of sophomore year. Waiting until fall of junior year will necessitate student teaching in a 9th semester.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
World Language		1.00
	Credits	**2**
January Term		
EDUC 170	Urban Schools and Communities (study away) [1]	1.00
	Credits	**1**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
World Language		1.00
	Credits	**2**
Sophomore Year		
Fall Semester		
EDUC 231	Understanding Substance Abuse (0 credit)	0.00
EDUC 295	Foundations of Education	1.00
Candidates are encouraged to focus on their OLE Core curriculum requirements, their content area major, and multicultural experiences. Students generally apply to the teacher education program in fall of their sophomore year when enrolled in EDUC 295. Planning with faculty members of the Education Department and the content area is required.		
	Credits	**1**
Spring Semester		
EDUC 330	Planning, Instruction, and Assessment (and EDUC 330 Lab)	1.00
	Credits	**1**
Junior Year		
Fall Semester		
EDUC 340	Differentiating Instruction	1.00
	Credits	**1**
January Term		
EDUC 378 or EDUC 379	Multicultural Education in Hawaii: Seminar and Practicum (study away) or Urban Education Practicum and Seminar (study away)	1.00
	Credits	**1**
Spring Semester		
EDUC 374 or EDUC 321	Reading in the Content Area (0.50) (also offered in fall) or Teaching of Reading, 5-12 (0.50)	0.50
EDUC 345-EDUC 365: Special Methods of Teaching (in content area) (after EDUC 340, and before student teaching)		1.00
	Credits	**1.5**
Senior Year		
Fall Semester		
EDUC 381	Senior Seminar (0.50)	0.50

EDUC 382	Human Relations (0 Cr)	0.00
EDUC 389	Student Teaching (3.0)	3.00
Students may register for student teaching (EDUC 381, EDUC 382, EDUC 389) in fall or spring semester; no other courses may be taken during student teaching. Students may also student teach post graduate, in which case EDUC 345-EDUC 365: Special Methods of Teaching should be taken senior year.		
	Credits	**3.5**
January Term		
EDUC 379 or EDUC 378	Urban Education Practicum and Seminar (study away) (if not taken in the junior year) or Multicultural Education in Hawaii: Seminar and Practicum (study away)	1.00
	Credits	**1**
	Total Credits	**15**

Students are eligible for a reduced tuition charge for an additional semester to complete student teaching. [2]

1

Does not count as EDUC January term requirement for licensure.

2

The student's baccalaureate degree from St. Olaf must be completed in advance. See the Education Department or the registrar for guidelines.

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the Education department webpage for more information.

Faculty

Department Chair, 2025-2026
Elizabeth A. Leer
Professor of Education
English education; reading; curriculum and instruction

Program Director, 2025-2026
Nancy Veverka
Visiting Instructor of Education; Education Director of Field Experience and Licensure 2025-26

Eric Becklin
Instructor of Asian Studies
Chinese Christianity; republican China; religion and place

Anne Breckbill
Adjunct Instructor of Education; Licensed Independent Clinical Social Worker and Licensed Alcohol and Drug Counselor

Heather Campbell
Professor of Education; Education Director of Assessment 2025-26
reading; special education

Daniel Forstner
Instructor of Education
education; first year writing

Leigh Ann Garner
Assistant Professor of Music
music education

Courtney A. Humm
Social Studies Educator in Residence and Director of Social Studies Education 2025-26
social studies education; urban and multicultural education

Dana L. Maeda
Instructor of Music
oboe; historic winds; woodwind techniques; chamber music

Ryota Matsuura
Professor of Mathematics, Statistics, and Computer Science
mathematics education; algebraic number theory

Emily K. Mohl
Associate Professor of Biology and Education
evolutionary ecology; plant-insect interactions; science education

Natalia Romero Arbeláez
Adjunct Instructor of Education
vocal music education

Noelle Roubinek
Visiting Instructor of Education

English

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The English Department offers three majors: the English major, the English major with Communication Arts/Literature Teaching Licensure (a modified version of the English major for students who wish to receive a teaching license), and the Creative Writing major. While each of these paths is distinct, they share a commitment to the study of literature. Literature is one of the most compelling ways humans have reflected on their lives and the world around them, imagined different worlds, and communicated with each other. It offers the pleasures of artistic expression combined with the rewards of empathy and insight, knowledge and inspiration.

In their study of literature, our students dig deeply and range widely. Each semester, the department offers a capacious array of topics, including courses in American, British, and Anglophone literatures; creative writing workshops in fiction, creative nonfiction, poetry, and other genres; and courses in rhetoric and areas of professional writing such as business writing, journalism, and literary publishing. Students have considerable flexibility in shaping their English or Creative Writing major coursework toward their individual interests and aspirations.

The three majors offered by the English Department are easily and frequently combined with other majors and are compatible with study-abroad and study-away programs and offerings. Many courses taken elsewhere can fulfill major credit.

With their emphases on critical thinking, creativity, writing, and communication, each of our three majors prepares students for a variety of futures--as scholars and educators; journalists and lawyers; leaders in business, politics, publishing, and the non-profit sector; video game designers and filmmakers; and novelists, poets, and professional writers.

Overview of English and Creative Writing Majors

The English Department offers three distinct majors: a ten-course English major, an English major with Communication Arts/Literature Teaching Licensure (a modified version of the English major for students who wish to receive a teaching license), and a Creative Writing major.

The English major requires ten courses: ENGL 185, one course in each of three specified categories (American literature, Anglophone literature, and British literature), one course that fulfills the department's antiracism requirement, and five electives. Among the courses taken at level II or III, at least one must be in literature before 1800. Among the ten courses required for the major, at least two must be at level III, and at least one of these level III courses must be in literary studies. Independent research cannot count as one of a student's two level III major requirements.

The English major with Communication Arts/Literature Teaching Licensure requires nine courses in the English Department and additional coursework in other departments. The nine required courses in the English Department are ENGL 150, ENGL 185, ENGL 205, ENGL 242, ENGL 285, a Shakespeare course, a course in Anglophone literature, and one elective. Among the nine English courses required for the major, at least one must be a level III offering in literary studies. Independent research cannot count for a student's level III literary studies requirement. Other required courses include LNGST 250 and THEAT 120. Students should consult the Education Department for further information and clarification of requirements.

The Creative Writing major requires ten courses. This major requires a minimum of five courses in creative writing: two level II creative writing workshops (from among ENGL 274, 282, 291, 292, and 293), ENGL 150 or one additional level II creative writing workshop, and two level III advanced creative writing workshops (from among ENGL 371, 372, 373, and 374). It also requires a minimum of three courses in literary studies: ENGL 185 and a minimum of one course in two of three categories (American, Anglophone, and British). In addition to these eight courses, students must complete a minimum of two electives in the English department. Among the courses at level II or III, at least one must be in literature before 1800. Among the ten courses required for the major, one course must fulfill the English Department's antiracism requirement.

OLE Core Curriculum

Many English courses carry OLE Core curricular attributes in Creativity and Writing Across the Curriculum. Some carry Global Histories and Societies; Ole Experience in Practice; Power and Race; Religion, Faith, and Values; and Ethical Reasoning in Context. English and Creative Writing majors frequently contribute to the student-run *St. Olaf Messenger* as newspaper staff, and year-long masthead participation is eligible for Ole Experience in Practice.

Intended Learning Outcomes for the English Major (the standard major and the modified version for students pursuing a teaching license)

Intended Learning Outcomes for the Creative Writing Major

Special Programs

Special programs include semester and full-year study in England at Oxford, Lancaster, and East Anglia; study in Scotland at Aberdeen; semester and full-year study in Ireland at Trinity College Dublin, University College Dublin, and National University of Ireland Galway; January-term creative writing study in Florence; January-term theater study in London; and cultural study of soccer in England. (See The Smith Center for Global Engagement for further information.) Generally speaking, students can use a maximum of two courses taken during study abroad and away to fulfill requirements in the English and Creative Writing majors (aside from St. Olaf January term study-abroad and away programs). Students who are interested in applying additional study away or abroad coursework toward their English or Creative Writing major should consult with the English Department chair prior to their departure.

Recommendations for Graduate and Professional Study

Students planning on graduate school should complete the English major to pursue graduate study in English literary studies or the Creative Writing major to undertake graduate work in creative writing,

as well as additional advanced courses for a total not to exceed 14. Graduate school requirements for programs leading to an M.F.A. in Creative Writing, a Ph.D. in Literary Studies or Comparative Literature, or a Ph.D. in Rhetoric and Composition are significantly different. Students interested in pursuing one of these paths should choose an academic advisor with relevant expertise and plan their coursework carefully. English majors have been accepted for graduate study in literature at schools in Berkeley, Chicago, Princeton, Toronto, Minnesota, Washington, and Wisconsin; and Creative Writing majors have pursued MFA degrees in graduate programs at Boston University, Columbia University, George Mason, Iowa, the New School, Vanderbilt, Washington, among others.

Requirements

Requirements for the English Major

The English major is organized around three categories (American literature, Anglophone literature, and British literature) and requires ten courses: English 185, three courses in specified categories, one course that fulfills the department's antiracism requirement, and five electives. Among the courses taken at levels II and III, at least one must be in literature before 1800. Among the ten courses required for the major, at least two must be at level III, and at least one of these level III courses must be in literary studies. Independent research cannot count as one of a student's two level III major requirements.[1, 2, 3]

Code	Title	Credits
One Core Course:		
ENGL 185	Literary Studies	1.00
One Course in American Literature:		**1.00**
ENGL 203	Asian American Literature	
ENGL 205	American Racial and Multicultural Literatures	
ENGL 207	Women of the African Diaspora	
ENGL 209	Arab American Literature and Film	
ENGL 232	Writing America 1588-1800	
ENGL 251	Major Chicano/a Authors	
ENGL 340	Advanced Studies in Literary Eras: American	
ENGL 345	Topics in American Racial and Multicultural Literatures	
One Course in Anglophone Literature:		**1.00**
ENGL 204	South Asian Literature	
ENGL 206	African Literature	
ENGL 219	Anglophone Literature and Global Ethics	
ENGL 258	Folklore	
ENGL 347	Topics in Post-Colonial Literatures	
One Course in British Literature:		**1.00**
ENGL 216	Ethics and Renaissance Literature	
ENGL 222	Ecocriticism and Renaissance Literature	
ENGL 223	Old and Middle English Literature: The Weird and the Wonderful	
ENGL 225	Neoclassical and Romantic Literatures	
ENGL 228	Romantic/Victorian/Modern British Literature	
ENGL 229	Twentieth-Century British and Irish Literature	
ENGL 256	Shakespeare and His Contemporaries	
ENGL 269	Art, Design, and Literature in Britain Since 1950	
ENGL 270	Soccer in England (study abroad)	
ENGL 271	Literature and the Scientific Revolution	
ENGL 380	Shakespeare	
ENGL 395	Chaucer from an Ethical Perspective	
One Course that Satisfies the English Department Antiracism Requirement:		**1.00**
ENGL 202	Queer of Color Literature	
ENGL 203	Asian American Literature	
ENGL 205	American Racial and Multicultural Literatures	
ENGL 232	Writing America 1588-1800	
ENGL 360	Literary Criticism and Theory	
Five Elective Courses		**5.00**
Total Credits		**10**

1

The pre-1800 requirement can be fulfilled concurrently with one of the category requirements (American, Anglophone, British), a level III literary studies course, or the antiracism requirement.

2

The antiracism requirement cannot be fulfilled concurrently with one of the category requirements (American, Anglophone, British).

3

At least one of the level III requirements must be fulfilled with a literary studies course (not a level III creative writing workshop).

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Requirements for the English Major plus Communication Arts/Literature (CAL) Teaching Licensure

Code	Title	Credits
Four Core Courses:		
ENGL 150	The Craft of Creative Writing	1.00
ENGL 185	Literary Studies	1.00
ENGL 205	American Racial and Multicultural Literatures	1.00
ENGL 242	Children's and Young Adult Literature	1.00
One Shakespeare Course: [1]		**1.00**

ENGL 256	Shakespeare and His Contemporaries	
ENGL 260	Topics in Cross-Disciplinary Literary Study (when topic is Shakespeare and Material Culture)	
ENGL 272	Global Shakespeares	
ENGL 380	Shakespeare	
One Course in Anglophone Literature: [1, 2]		**1.00**
ENGL 204	South Asian Literature	
ENGL 206	African Literature	
ENGL 219	Anglophone Literature and Global Ethics	
ENGL 347	Topics in Post-Colonial Literatures	
Two Electives:		**2.00**
Total Credits		**8**

Code	Title	Credits
Additional Requirements:		
FMS 160	The Media Landscape	1.00
LNGST 250	English Language and Linguistics	1.00
THEAT 120	Public Speaking	1.00
WRIT 120	Writing and Rhetoric	1.00
Education Department Courses:		
Further courses required in Education Department [3]		

1

At least one of the Shakespeare course, the Anglophone literature course, or one of the two elective courses in English must be a Level III course in literary studies.

2

The Anglophone Literature course requirement may also be fulfilled with a course not on this list, with prior approval of the department chair.

3

See Education (p. 115).

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Requirements for the Creative Writing Major

Code	Title	Credits
Two 200-Level Creative Writing Workshops:		**2.00**
ENGL 274	Topics in Creative Writing	
ENGL 282	Fantasy and Science Fiction Writing	
ENGL 291	Creative Nonfiction Writing	
ENGL 292	Poetry Writing	
ENGL 293	Fiction Writing	
ENGL 150 or an Additional 200-Level Creative Writing Workshop:		**1.00**
Two 300-Level Creative Writing Workshops:		**2.00**
ENGL 371	Advanced Poetry Writing	
ENGL 372	Advanced Fiction Writing	
ENGL 373	Advanced Creative Nonfiction Writing	
ENGL 374	Advanced Topics in Creative Writing	
One Core Course in Literary Studies:		**1.00**
ENGL 185	Literary Studies	
One Course in Two of Three Categories: American Literature, Anglophone Literature, or British Literature:		**2.00**
American Literature		
ENGL 203	Asian American Literature	
ENGL 205	American Racial and Multicultural Literatures	
ENGL 207	Women of the African Diaspora	
ENGL 209	Arab American Literature and Film	
ENGL 232	Writing America 1588-1800	
ENGL 251	Major Chicano/a Authors	
ENGL 340	Advanced Studies in Literary Eras: American	
ENGL 345	Topics in American Racial and Multicultural Literatures	
Anglophone Literature		
ENGL 108	The Hero and the Trickster in Post-Colonial Literature	
ENGL 204	South Asian Literature	
ENGL 206	African Literature	
ENGL 219	Anglophone Literature and Global Ethics	
ENGL 347	Topics in Post-Colonial Literatures	
British Literature		
ENGL 216	Ethics and Renaissance Literature	
ENGL 222	Ecocriticism and Renaissance Literature	
ENGL 223	Old and Middle English Literature: The Weird and the Wonderful	
ENGL 225	Neoclassical and Romantic Literatures	
ENGL 228	Romantic/Victorian/Modern British Literature	
ENGL 229	Twentieth-Century British and Irish Literature	
ENGL 256	Shakespeare and His Contemporaries	
ENGL 269	Art, Design, and Literature in Britain Since 1950	
ENGL 270	Soccer in England (study abroad)	
ENGL 271	Literature and the Scientific Revolution	
ENGL 380	Shakespeare	

ENGL 395	Chaucer from an Ethical Perspective	
Two Elective Courses		**2.00**
Total Credits		**10**

Code	Title	Credits
Additional Requirements: [1,2]		
ENGL 203	Asian American Literature	1.00
ENGL 205	American Racial and Multicultural Literatures	1.00
ENGL 232	Writing America 1588-1800	1.00
ENGL 360	Literary Criticism and Theory	1.00

1

The pre-1800 requirement and the antiracism requirement can be fulfilled concurrently with any other requirement for the major.

2

Among the ten courses required for the major, one course must fulfill the antiracism requirement. This requirement can be fulfilled concurrently with any other requirement for the major.

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Courses

Writing and Rhetoric (WRIT 120) is the prerequisite for all courses in the English Department except specified level I courses. Most level II courses (numbered in the 200s) are open to all students (with some class-year limits), majors and non-majors alike, without prerequisite beyond WRIT 120. Level III courses (numbered in the 300s) are primarily confined to English and Creative Writing majors, demand control of methods and of basic factual and theoretical knowledge appropriate to creative writing or literary studies, require more advanced work, assume more preparation, and pursue subjects in greater depth than do level II courses. Level III courses are open to students with the stated prerequisites.

Offerings in writing provide opportunities for students to develop their own work in a variety of modes including workshops in poetry, fiction, and creative nonfiction, as well as courses in business writing and journalism for both beginning and experienced writers.

Literary Studies

ENGL 108: *The Hero and the Trickster in Post-Colonial Literature*
Students examine various heroic and trickster figures as manifested in post-colonial literature from Africa, Asia, and the Caribbean, both oral and written, and seek to understand what basic human needs and realities these figures express and fulfill. Offered periodically.

ENGL 123: *Introduction to Poetry*
This course introduces students to poetry from a range of perspectives including, but not limited to the poet's life; the application of categories of analysis such as race, gender, and nationality; poetry as literary craft; and the aesthetic appreciation of poems. To experience the literary medium of poetry in the fullest sense, students are required to write about, memorize, orally interpret/recite, and compose their own poetry. Offered periodically.

ENGL 124: *Introduction to Drama*
This course introduces students to literary analysis through dramatic texts and performances. Activities may include trips to see local productions, student in-class performances, staged readings, and viewing filmed productions. Plays are drawn from varied genres, two or more historical periods, and both traditional and experimental approaches. Offered periodically.

ENGL 185: *Literary Studies*
Students learn strategies of critical analysis and interpretation as they encounter a variety of literary texts. This course is only recommended for students interested in pursuing the English major, the modified English major with a teaching license, or the creative writing major. Offered each semester.

ENGL 200: *Topics in Cross-Cultural Literature*
Focusing on global literatures in English and/or multicultural literatures within a single nation, this topics course examines literature as a human expression that embraces both commonality and difference within and across cultures. This course also employs critical approaches specifically designed to address cross-cultural literary issues. It may be repeated if topics are different. Offered periodically.
Prerequisite: WRIT 120 or equivalent.

ENGL 202: *Queer of Color Literature*
This course introduces students to queer of color theory, literature, and film. Its focus is the intersectionality of sexuality, gender, race, class, and language, and the contributions of Black and Latinx writers to queer knowledge. It explores how their work creates and expands sexuality and gender studies beyond the universalism that plagues "mainstream" queer theory. Offered alternate years during fall semester.
Prerequisite: WRIT 120 or equivalent.

ENGL 203: *Asian American Literature*
Since the 19th century, immigrants from Asia and the Pacific Islands have formed communities whose writing has expressed their shifting role as Asian Americans in the culture and economy of the United States. This course provides a multi-genre overview of Asian American literary traditions in socio-historical context and pays attention to current concerns such as diasporic displacement, gender, intergenerational conflicts, sexuality, transnationalism, intercountry adoption, and U.S. militarism. Offered periodically.
Prerequisite: WRIT 120 or equivalent.

ENGL 204: *South Asian Literature*
Exciting writing in English is coming from South Asia: India, Pakistan, Bangladesh, and Sri Lanka. An area once shaped by British colonization, South Asia is changing rapidly now with globalization. Students explore this region's history, culture, and religions through a selection of primarily 20th- and 21st-century literary texts. Offered periodically.
Prerequisite: WRIT 120 or equivalent.

ENGL 205: *American Racial and Multicultural Literatures*
Students explore the histories, cultural patterns, religious practices, key institutions, gender issues, narrative styles, and significant contributions to our nation of an array of racial and multicultural groups. Such diverse writers as Leslie Silko, Chaim Potok, Amy Tan, and Toni Morrison raise questions about voice and identity, both individual and collective. Offered annually.
Prerequisite: WRIT 120 or equivalent.

ENGL 206: *African Literature*
Students explore African literature as it has evolved from oral traditions like folktales and epics into fiction, poetry, and drama in written form. Topics studied might include literature of particular geographical areas, such as East Africa, a genre such as poetry, or the influence of western literature on that of Africa. Authors studied may include Chinua Achebe, J. M. Coetzee, Nadine Gordimer, Arthur Nortje, Wole Soyinka, Ngugi wa Thiong'o, and Alex La Guma. Offered periodically.
Prerequisite: WRIT 120 or equivalent.

ENGL 207: *Women of the African Diaspora*
This course examines the life cycle of Black women in Africa, Canada, the Caribbean, and the United States. Romance, marriage, family, interracial relations, mothers and daughters, urban environments, gender politics and sexual violence, relations among females, intergenerational depictions, historical experiences, public expression and private reflections, individual and communal identities, class considerations--all of these and more images and themes arise in the fictional readings required for this course. Students read such writers as Mariama Ba, Gordimer, Hurston, and Naylor. Ticket/transportation fee required. Offered periodically.
Prerequisite: WRIT 120 or equivalent.

ENGL 209: *Arab American Literature and Film*
Focusing primarily on contemporary works, this course introduces students to Arab American literature and film by exploring different literary and film genres (the novel, memoir, poetry, documentary film, feature film). Students examine shared thematic concerns related to immigration, exile, displacement, gender, religion, and racism. Students also consider how this literature and film draws upon and responds to past and present sociopolitical conflicts. Offered alternate years in the fall semester.
Prerequisite: WRIT 120 or equivalent.

ENGL 216: *Ethics and Renaissance Literature*
This course examines the ethical commitments of Renaissance literature and asks students to use works by Edmund Spenser, William Shakespeare, John Milton, and others to reflect on their own ethical decision-making. The course is constructed around two main areas of ethical concern that connect today's world to prior centuries: the good life, and political ethics of leadership. This course asks how these texts' ethical commitments can help us understand enduring ethical dilemmas.
Prerequisite: WRIT 120 or equivalent.

ENGL 219: *Anglophone Literature and Global Ethics*
In this course, students analyze globalization and its consequences through two related lenses: the ethical and the literary. First, students explore this phenomenon historically and philosophically, and consider different ethical responses to globalization's consequences. Then, students read and analyze works of Anglophone literature (English-language literature from Africa, Asia, and the Caribbean) that engage these very issues. This approach both reorients understandings of the ethics of globalization and emphasizes the role of literature in ethical inquiry.
Prerequisite: WRIT 120 or equivalent.

ENGL 220: *Topics in Literary History*
These courses trace the process of literary change during a selected period of approximately one hundred years, providing an experience of chronological breadth and textual variety. Students examine the development of styles, conventions, and forms within a particular national literature or across two or more national literatures. Examples of possible topics include Declarations of Independence in American Literature; Literature of the Atlantic Triangle, 1650-1800; 20th-century British and Irish Modernism. May be repeated if topic is different. Offered periodically.
Prerequisite: WRIT 120 or equivalent.

ENGL 222: *Ecocriticism and Renaissance Literature*
This course introduces students to ecocriticism as a method of literary study by surveying English literature of the sixteenth and seventeenth centuries. Students read ecocritical theory and study poetry, plays, and prose works by authors including William Shakespeare, John Milton, and Margaret Cavendish. Possible course themes include pastoral, sugar and slavery, consumption and waste, the Scientific Revolution, and animals. Assignments use digital technology to gather data, analyze literature in its historical context, and write for collaborative scholarly research initiatives. Offered periodically.
Prerequisite: WRIT 120 or equivalent.

ENGL 223: *Old and Middle English Literature: The Weird and the Wonderful*
Two themes persist in early British literature: the role of fate (Old English *wyrd*) versus free will and the power of wonders--from the miraculous to the magical. These themes are traced in the Old English period in sermons, charms and riddles, biblical epics and Christian texts, and the heroic epic *Beowulf*. Readings from the Middle English period include lyric and ballad, romance from the Arthurian and non-Arthurian traditions, drama, allegory, mystical treatises, and Chaucer's *Canterbury Tales*. Offered periodically.
Prerequisite: WRIT 120 or equivalent.

ENGL 225: *Neoclassical and Romantic Literatures*
This course examines the process of literary development in English during two consecutive and contrasting movements: the Neoclassical (1660-1780) and Romantic (1780-1840). Students read the works of representative and important writers from both periods, including Pope, Swift, Austen, Wordsworth, Blake, Shelley, Emerson, Douglass, and others, and examine the development of styles, conventions, and forms in English, Irish, and American literatures. Offered periodically.
Prerequisite: WRIT 120 or equivalent.

ENGL 228: *Romantic/Victorian/Modern British Literature*
This course explores British literature of three eras, from Wordsworth to Woolf. Students begin with the romantic revolution of the late 18th century, traverse the wide 19th-century span of Queen Victoria's reign, and cross into the modernist era following the cataclysm of World War I. Within each era, students examine a literary manifesto, a revolutionary event, an epic poem, a novel, and the aesthetics of the period. The course emphasizes conversations across eras and striking moments of "making it new." Offered periodically.
Prerequisite: WRIT 120 or equivalent.

ENGL 229: *Twentieth-Century British and Irish Literature*
The 20th century was a period of great achievement in British and Irish literature, as demonstrated by the work of James Joyce, Virginia Woolf, W. B. Yeats, T. S. Eliot, and Samuel Beckett. This course examines the famously innovative work of poets, playwrights, and novelists active during the first half of the century. It then considers postwar writing and the challenges that this literature offered to the ideas and practices associated with modernism. Offered annually.
Prerequisite: WRIT 120 or equivalent.

ENGL 231: *Fiction in Florence (study abroad)*
This creative writing course focuses on craft issues of place and historical research, as well as how both travel and other art forms can fuel the writing process. The first half of the course, based at St. Olaf, acquaints students with the tools of fiction through exercises and readings, while also preparing for flash fiction writing projects to be developed during two weeks in Tuscany, Italy, which has long served as home or inspiration for writers. Offered periodically during January term. Applicants without a previous creative writing course will be considered with a brief fiction sample along with their study abroad application.
Prerequisite: WRIT 120 and sophomore standing or above and any previous creative writing course.

ENGL 232: *Writing America 1588-1800*
In this course, students read a variety of early American literary works (novels, poems, essays, autobiographies, chronicles) from the early period of North American exploration to the founding of the United States. The course focuses on intersections between literature and history, examining how the American nation was "written into existence" in literature, and examines connections between literature and discourses of nationalism, race, gender, and religion. Offered periodically.
Prerequisite: WRIT 120 or equivalent.

ENGL 242: *Children's and Young Adult Literature*
Students read and discuss children's literature from Britain and the United States. Beginning with fairy tales and classics from the "golden age" of children's literature, students explore an array of picture books, poetry, and fiction, that exemplifies the best in fantasy and realism for children and young adults. Offered annually.
Prerequisite: WRIT 120 or equivalent.

ENGL 251: *Major Chicano/a Authors*
Chicano/a identity is perhaps one of the most misunderstood racial/ethnic identities in the United States. It encompasses many possible identities--such as Latino, Hispanic, and Mexican American--while remaining politically and culturally distinct in its intended meaning. Students explore the history behind constructions of Chicano/a identity as expressed through Civil Rights Movement (post-1964) literature and politics, with the intention of demystifying the contentious stereotypes surrounding this community. Students read works by 3-4 major Chicano/a authors. Offered periodically.
Prerequisite: WRIT 120 or equivalent.

ENGL 253: *Authors in English*
Students explore the works of major authors writing in English from around the globe, as well as their historical, social, and geographic contexts.
Prerequisite: WRIT 120 or equivalent.

ENGL 256: *Shakespeare and His Contemporaries*
Students examine Renaissance drama by Shakespeare and others in order to concentrate on how to read the plays well and how to respond fully to both text and performance. Students attend live performances when possible and view productions on video. The course includes some consideration of historical context and background as well as practice in how to write about the plays. Offered periodically.
Prerequisite: WRIT 120 or equivalent.

ENGL 258: *Folklore*
This course focuses on verbal folklore: narratives, songs, and shorter forms such as proverbs. It explores their intrinsic qualities as literary creations and also the ways in which they operate together in combination or in dialogue. The folktale and the epic, for example, incorporate a variety of these forms, such as the proverb, the song, or the riddle, to form a complex whole. Offered periodically.
Prerequisite: WRIT 120 or equivalent.

ENGL 260: *Topics in Cross-Disciplinary Literary Study*
In addition to the traditional practices of literary study, cross-disciplinary courses include materials from at least one other academic discipline, requiring students to compare and combine disciplinary perspectives in literary analysis. Examples of courses taught under this heading might include Literature and Politics; Religion and the Novel; Philosophical Approaches to Literature. May be repeated if topic is different. Offered periodically.
Prerequisite: WRIT 120 or equivalent.

ENGL 265: *The Beatles in Context*
Though their career as a recording group lasted only about seven years and ended over half a century ago, the Beatles are still considered one of the most important creative collaborations of the twentieth century. In this course, students practice cultural analysis by examining the Beatles' musical, lyrical, and cultural works, focusing on their creative evolution in the context of social, cultural, and technological developments during the 1960s.
Prerequisite: WRIT 120 or equivalent.

ENGL 266: *Romanticism and Rock Music*
British Romantic and American Transcendentalist literatures emphasize youth, celebrate the body and energy, and extol intuition, creativity, and individuality. Rock music has been derided by some commentators as extreme Romanticism. Students in the course examine this artistic line of influence and debate its merits. Writers and musicians may include Blake, Wordsworth, Byron, Emerson, Whitman, Springsteen, Cloud Cult, and Arcade Fire. Offered periodically.
Prerequisite: WRIT 120 or equivalent.

ENGL 268: *Literature and Modern Philosophy*
This course introduces students to the complicated relationship between philosophy and literature from any period between the 16th-century and the present day. Students learn about the intersection of ideas that fall under the general category of "modernity" and explore how selected philosophical views influence American and/or English literary works from the Renaissance to the contemporary period. Students gain an understanding of modern philosophies by learning how to incorporate interdisciplinary theories when engaging in literary analysis. Offered periodically.
Prerequisite: WRIT 120 or equivalent.

ENGL 269: *Art, Design, and Literature in Britain Since 1950*
This cross-disciplinary course traces the flourishing of British creativity in art, design, and literature from the postwar era to the present--a period in which Britain emerged as an influential nation in a number of creative fields, from music to fashion, product design to architecture. Students examine works, movements, creative practices, and critical methodologies from art, design, and literature in order to develop a panoramic understanding of contemporary British creativity. Offered periodically.
Prerequisite: WRIT 120 or equivalent.

ENGL 270: *Soccer in England (study abroad)*
Using literature as the primary lens, this course studies soccer as a unique phenomenon with deep roots in British society, paying particular attention to the sport's historical, social, cultural, and aesthetic aspects. While in England, students attend matches, stadium tours, and speak with supporters' organizations from the Premier League to the lower divisions. Students think about how soccer informs other aspects of British culture, and how British society finds its way into England's most popular game. Offered alternate years in January term.
Prerequisite: FYS and WRR.

ENGL 271: *Literature and the Scientific Revolution*
The 17th century movement now known as the Scientific Revolution brought radically altered ideas about human beings, truth, knowledge, and our place in the universe. This course examines its effects on English literature from about 1600 to 1700. Students discuss how changing views, particularly on astronomy and medicine, inspired literary works. Authors may include William Shakespeare; Christopher Marlowe; Ben Jonson; John Donne; Francis Bacon; John Milton; and Margaret Cavendish, Duchess of Newcastle. Fee may be required. Offered alternate years in the fall semester.
Prerequisite: WRIT 120 or equivalent.

ENGL 272: *Global Shakespeares*
Shakespeare's statement, "all the world's a stage," has never been more true, as his plays have truly become global texts. This course charts some of their journeys. Students study four or five of Shakespeare's plays and use concepts from adaptation studies to analyze various "Shakespeares" that have emerged across the globe, including translations, new plays, films, manga, and other re-mediations. Students will attend at least one performance; a ticket fee is required.
Prerequisite: WRIT 120 or equivalent.

ENGL 275: *Literature and Film*
Students explore the complex relationships between literature and film. How do we translate the verbal into the visual? What can novels do that films cannot and vice versa? Subject matter includes both classic and contemporary fiction and film. Also counts toward film and media studies major and concentration.
Prerequisite: WRIT 120 or equivalent.

ENGL 276: *Literature and the Environment*
Through nonfiction, fiction, and poetry, students explore the complex relations between humans and the "natural" world. Students consider questions such as the following: What does it mean to be connected to a landscape? What is a sense of place? Students also reflect on how they and the writers they read put landscape into language. Also counts toward environmental studies major (all emphases) and concentration.
Prerequisite: WRIT 120 or equivalent.

ENGL 280: *Topics in Genre*
These courses emphasize the study of literature united by specific formal elements rather than by theme, topic, historical period, or national origin. The genre studied may be broad, such as narrative fiction, or narrowly defined, such as the elegy. The course focuses on the study of literature through a critical exploration of form. May be repeated if topic is different.
Prerequisite: WRIT 120 or equivalent.

ENGL 283: *Crime Fiction*
This course examines the development of the crime fiction genre in English, from its emergence in the 19th century to the present day, giving particular attention to form, meaning, and historical context. Students read pioneering works by Poe, classic detective stories as formulated by Doyle and Christie in England, American "hard-boiled" crime writers like Hammett and Chandler, police procedurals from both sides of the Atlantic, and examples of the sub-genre spy fiction. Offered periodically.
Prerequisite: WRIT 120 or equivalent.

ENGL 285: *Digital Rhetorics and New Media Literacies*
Students explore what it means to be literate in an age of new media by reading critical scholarship and comparing the ways they read, interpret, and learn from digital texts to ways they read, interpret, and learn from print media. In their final, digital project, students critically examine the use of new media to make humanities scholarship more public. Offered annually.
Prerequisite: WRIT 120 or equivalent.

ENGL 286: *Topics in Rhetoric and Composition*
Rhetoric and composition are academic fields within English studies that take up the questions of how meaning is made and negotiated in a variety of historical, geographical, and media-based contexts. This topics course provides students with an overview of these fields and an in-depth perspective on areas of focus within the fields. Topics could include: presidential rhetoric, classical rhetoric, technical writing, interactive texts and video games, feminist rhetoric, and community literacy. May be repeated if topic is different. Offered annually.
Prerequisite: WRIT 120 or equivalent.

ENGL 340: *Advanced Studies in Literary Eras: American*
Students explore specific periods in American literature and examine the relationship between literary texts and movements and their particular cultural, political, and historical contexts. Each offering of this course examines a different literary era and emphasizes specific literary and historical issues. May be repeated if topic is different.
Prerequisites: ENGL 185 plus at least two English courses at level II, or permission of the instructor.

ENGL 345: *Topics in American Racial and Multicultural Literatures*
This course focuses on important issues, images, authors, and modes in an intensive study of racial and multicultural literature in the U.S. The scope of the course can include racial portraiture, sexual politics, field and factory experience, color and class status, and church and family institutions. Authors include such writers as Frederick Douglass and Maxine Hong Kingston. May be repeated if topic is different. Also counts toward and race and ethnic studies major and concentration.
Prerequisites: ENGL 185 plus at least two English courses at level II, or permission of the instructor.

ENGL 347: *Topics in Post-Colonial Literatures*
Students study individuals or groups of authors, looking at themes such as the individual as cultural hybrid, the place of politics in literature, ethnocentrism and imperialism. They examine the formation of literature from the clashes of culture, and the relationship between non-traditional literary forms and traditional European aesthetics. May be repeated if topic is different.
Prerequisites: ENGL 185 plus at least two English courses at level II, or permission of the instructor.

ENGL 360: *Literary Criticism and Theory*
This class focuses on defining, classifying, analyzing, interpreting, evaluating, and understanding literature. Students study both practical criticism (discussion of particular works or writers) and theoretical criticism (principles and criteria appropriate to literature generally). The course introduces a broad range of critical theories and provides an historical overview of the subject.
Prerequisites: ENGL 185 plus at least two English courses at level II, or permission of the instructor.

ENGL 380: *Shakespeare*
Students consider in depth some of Shakespeare's most popular plays and also explore some of the less-frequently studied classics. Students examine a wide range of genres and types of plays, view recorded productions, and attend performances when available.
Prerequisites: ENGL 185 plus at least two English courses at level II, or permission of the instructor.

ENGL 395: *Chaucer from an Ethical Perspective*
Students analyze from a broadly cultural view the political, religious, and intellectual debates of Chaucer's day as reflected in his greatest work, the *Canterbury Tales*. Students examine the *Canterbury Tales* through the lens of ethics, using readings in ethical theory to better understand moral questions, Chaucer's poetry, and ourselves -- as interpreters of literature and moral agents. Also counts toward medieval studies major.
Prerequisites: ENGL 185 plus at least two English courses at level II; or permission of the instructor.

ENGL 399: *The Major Seminar*
In this seminar, students learn about a range of methods for literary research by exploring literature in the context of critical, theoretical, cultural, or historical materials. For each student, the centerpiece of the course is the research and writing of a long essay that represents their individual research interests. Students share and respond to each other's work-in-progress and present their completed projects to the seminar. May be repeated if topic is different.
Prerequisites: open to juniors and seniors who have completed ENGL 185 and at least two level II English courses or by permission of the instructor.

ID 258: *Theater in London (study abroad)*
A full immersion in the art of theater, students attend approximately 22 performances at London and Stratford theaters. The course includes the reading of play texts, dramatic criticism, group discussions, and backstage tours. England, a theatrical center of the English-speaking world, enables students to experience a wide variety of theatrical performances ranging from traditional to modern. Excursions to Stratford-upon-Avon and other locations offer additional cultural perspectives. Offered annually during January term. Apply through Smith Center for Global Engagement. Counts toward the theater major in years that a theater faculty or staff member leads the course.

Writing

ENGL 150: *The Craft of Creative Writing*
This course introduces the craft of creative writing through contemporary readings and writing exercises in poetry and prose. Students learn to read and to write texts with attention to how a literary work is constructed. Emphasis on the elements of craft and strategies for revision prepare students to pursue the creative writing major or the English major with teaching licensure. Offered every semester.

ENGL 274: *Topics in Creative Writing*
In this course, students explore the writer's craft through both reading and writing. Students read and discuss literary works with particular attention to how a literary work is made. They then apply these lessons through creative writing activities and assignments, including the crafting and workshopping of original work. May be repeated if topic is different. Offered periodically.
Prerequisite: WRIT 120 or equivalent.

ENGL 277: *Reading and Writing the Spiritual Memoir*
In this course, students read a series of memoirs to investigate the way Christianity has shaped individual people. From snake-handling to baptism, from icon-kissing to communion, from creeds to purity promises, Christian beliefs and practices can, by turns, prove to be life-giving, oppressive, disturbing, and salvific. How does emphasizing differing aspects of theology result in differing attitudes toward sexuality, gender, race, and the environment? In addition to approaching the memoirs from a critical perspective, students also identify and practice craft techniques as they write their own personal religious (or areligious) narratives.
Prerequisite: WRIT 120 or equivalent.

ENGL 282: *Fantasy and Science Fiction Writing*
In this course students read, analyze, and write their own works of speculative fiction (e.g., fantasy, science fiction, magical realism, fabulism, slipstream, etc.). Students read and discuss short stories and novels, paying attention to form, themes, and content and apply their knowledge of these genres by crafting and workshopping their own stories through peer revision. Offered periodically.
Prerequisite: WRIT 120 or equivalent.

ENGL 287: *Professional and Business Writing*
This course gives students a hands-on opportunity to develop their use of writing strategies and technologies appropriate to workplaces. Course themes include workplace practices, professional ethics, technology resources, promotional resources, and writing on behalf of an organization. Students create individual and collaborative projects including employment documents, proposals, brochures, memos, and other professional genres. Through case studies, readings, and/or client-based projects, students analyze writing practices in a range of professional settings. Offered periodically.
Prerequisite: WRIT 120 or equivalent.

ENGL 289: *Journalistic Writing*
Students critically examine a variety of national, metro, and local media. Students then learn to write their own news copy, including hard news, features, editorials, arts and entertainment reviews, sports, business, and travel stories. Students also learn UPI/AP style copy editing and proofreading, important skills for students applying for internships and print media jobs. Offered periodically.
Prerequisites: WRIT 120 or equivalent and at least sophomore status.

ENGL 290: *Exploring Literary Publishing*
This course explores the inner workings of the publishing world from literary magazines to book publishers. Students explore the modern history and trends of publishing in America, as well as engage with hands-on projects that both illuminate readings and offer insight into the daily practices of writers and literary gatekeepers. Projects may include the drafting of a proposal for a hypothetical literary magazine, a marketing campaign, reading submissions for a magazine, layout and cover design projects, and conducting a podcast interview. Offered periodically.
Prerequisite: WRIT 120 or equivalent.

ENGL 291: *Creative Nonfiction Writing*
In this course, students read a diversity of creative nonfiction and write intensively, exploring creative nonfiction craft elements. Students workshop longer pieces and participate in the generation of peer feedback and reflection about the revision process. They consider their own creative nonfiction writing within the context of larger literary conversations and communities. Offered annually.
Prerequisites: WRIT 120 or equivalent and at least sophomore status.

ENGL 292: *Poetry Writing*
In this course, students read a diversity of contemporary poetry and write intensively, exploring a poet's craft. Students engage in creative exercises with attention to invention, style and arrangement, and workshop drafts as a way of engaging in reflection, revision, and community.
Prerequisites: WRIT 120 or equivalent and at least sophomore status.

ENGL 293: *Fiction Writing*
In this course students explore and analyze a diversity of contemporary fiction and experiment with modes of a fiction writer's craft. Students workshop and critique each other's stories to better understand craft elements, the process of revision, and the dynamics of a literary community.
Prerequisites: WRIT 120 or equivalent and at least sophomore status.

ENGL 296: *Screenwriting*
Students learn the techniques of screenwriting, including how to create backstories, break down scenes, and structure narratives. They will read and analyze screenplays through a creative, storytelling lens and generate speculative scripts of their own to be workshopped with peers.
Prerequisites: WRIT 120 or equivalent and at least sophomore status.

ENGL 371: *Advanced Poetry Writing*
Students deepen their understanding of craft and form by reading contemporary and modern poetry and completing individual, polished writing projects. Class sessions encourage community development as students discuss various options within the poetic form, explore book-length volumes, workshop their writing, and examine the larger poetic landscape's artistic concerns and vocational practices.
Prerequisites: ENGL 292 or permission of the instructor.

ENGL 372: *Advanced Fiction Writing*
Students develop and complete individual projects in fiction (including preparations for longform projects such as a novella), deepening and polishing their work. Class sessions are devoted to community development, the discussion of craft and publishing, the examination of book-length literary models, and the workshopping of student writing.
Prerequisites: completion of any 200-level fiction writing course such as ENGL 293 or ENGL 282 or permission of the instructor.

ENGL 373: *Advanced Creative Nonfiction Writing*
Students deepen their understanding of creative nonfiction by reading contemporary essay collections and memoirs and completing individual, polished writing projects. Class sessions are devoted to community development, the discussion of craft and a writer's vocation, the examination of book-length literary models, and the workshopping of student writing.
Prerequisites: ENGL 291 or permission of the instructor.

ENGL 374: *Advanced Topics in Creative Writing*
In this course, students engage in more concentrated study of advanced craft elements. Different topics may focus on specific schools/genres of writing or on a single author's body of work. This study will inform a student's production of a sustained, creative text such as a novella, chapbook of poems, or a longform essay within a small community of writers to cultivate appropriate drafting and revision processes. May be repeated if topic is different.
Prerequisite: at least one 200-level creative writing workshop or by instructor permission.

Other

ENGL 294: *Academic Internship*

ENGL 298: *Independent Study*
Students pursue an independent topic of study with a faculty director.

ENGL 394: *Academic Internship*

ENGL 396: *Directed Undergraduate Research*
This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to their research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.
Prerequisite: determined by individual instructor.

ENGL 398: *Independent Research*
Students pursue an independent topic of study with a faculty director. Cannot count as one of two required level III courses for the major.

English Plan of Study

English Major - Plan of Study

This is a sample first-year plan that meets the requirements for the English major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
ENGL 150 or ENGL 185	The Craft of Creative Writing [1] or Literary Studies	1.00
World Language		1.00
	Credits	**3**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
ENGL 185 or ENGL 150	Literary Studies or The Craft of Creative Writing	1.00
World Language		1.00
	Credits	**3**

Sophomore Year		
Fall Semester		
English Elective course		1.00
	Credits	**1**
January Term		
English Elective Course		1.00
	Credits	**1**
Spring Semester		
One elective course in American Literature		1.00
English Elective Course		1.00
	Credits	**2**
Junior Year		
Fall Semester		
One elective course that satisfies the Antiracism Requirement		1.00
	Credits	**1**
January Term		
ID 258	Theater in London (study abroad)	1.00
	Credits	**1**
Spring Semester		
One elective course in Anglophone Literature		1.00
English Elective Course		1.00
	Credits	**2**
Senior Year		
Fall Semester		
English Elective Course		1.00
	Credits	**1**
Spring Semester		
One elective course in British Literature		1.00
	Credits	**1**
	Total Credits	**16**

1

Students should plan to take ENGL 185 and/or ENGL 150 during their first year of study and at the latest, during the fall semester of their second year of study.

Note: Among the courses taken at levels II and III, at least one must be in literature before 1800. The pre-1800 requirement can be fulfilled concurrently with one of the category requirements (American, Anglophone, British), a level III literary studies course, or the antiracism requirement.

Among the ten courses required for the major, at least two must be at level III, and at least one of these level III courses must be in literary studies. At least one of the level III requirements must be fulfilled with a literary studies course (not a level III creative writing workshop).

Independent research cannot count as one of a student's two level III major requirements.

The antiracism requirement cannot be fulfilled concurrently with one of the category requirements (American, Anglophone, British).

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the English department webpage for more information.

Creative Writing Plan of Study

Creative Writing Major - Plan of Study

This is a sample first-year plan that meets the requirements for the Creative Writing major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
ENGL 150	The Craft of Creative Writing (or Creative Writing Workshop Course)	1.00
World Language		1.00
	Credits	**3**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
ENGL 185	Literary Studies	1.00
World Language		1.00
	Credits	**3**
Sophomore Year		
Fall Semester		
ENGL 205	American Racial and Multicultural Literatures	1.00
ENGL 293	Fiction Writing	1.00
	Credits	**2**
Spring Semester		
ENGL 277	Reading and Writing the Spiritual Memoir	1.00
	Credits	**1**
Junior Year		
Fall Semester		
ENGL 292	Poetry Writing	1.00
	Credits	**1**
Spring Semester		
ENGL 256	Shakespeare and His Contemporaries	1.00
ENGL 371	Advanced Poetry Writing	1.00
	Credits	**2**
Senior Year		
Fall Semester		
ENGL 274	Topics in Creative Writing	1.00
	Credits	**1**
Spring Semester		
ENGL 372	Advanced Fiction Writing	1.00
	Credits	**1**
	Total Credits	**14**

Note: 21 total credits must be completed outside of ENGL courses

Students may elect to take ENGL 150 and two additional 200-level workshops or three 200-level workshops chosen from ENGL 274, ENGL 291, ENGL 292 or ENGL 293.

Among the courses taken to satisfy major requirements in creative writing, one must be a course in literary studies in pre-1800 literature.

Among the ten courses taken to satisfy major requirement in creative writing, one must satisfy the English department anti-racism requirement.

Creative writing majors can "double dip" by using a single course to fulfill both the anti-racism requirement and the American Anglophone,

or British requirement. This is not the case for students who pursue the standard English major.

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the English department webpage for more information.

English with CAL Licensure Plan of Study

English with CAL Licensure Major - Plan of Study

This is a sample first-year plan that meets the requirements for the English with CAL licensure major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
ENGL 150	The Craft of Creative Writing	1.00
World Language		1.00
	Credits	**3**
January Term		
EDUC 170	Urban Schools and Communities (study away) (suggested but not required; is great course for students interested in teaching)	1.00
	Credits	**1**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
THEAT 120	Public Speaking	1.00
World Language		1.00
	Credits	**3**
Sophomore Year		
Fall Semester		
EDUC 295	Foundations of Education	1.00
EDUC 231	Understanding Substance Abuse (0 credit)	0.00
ENGL 205	American Racial and Multicultural Literatures	1.00
FMS 160	The Media Landscape	1.00
	Credits	**3**
Spring Semester		
EDUC 330	Planning, Instruction, and Assessment (plus new lab)	1.00
ENGL 185	Literary Studies	1.00
LNGST 250	English Language and Linguistics	1.00
	Credits	**3**
Junior Year		
Fall Semester		
EDUC 340	Differentiating Instruction	1.00
ENGL Elective Course		1.00
ENGL 256	Shakespeare and His Contemporaries (or other Shakespeare course)	1.00
	Credits	**3**
January Term		
EDUC 378 or EDUC 379	Multicultural Education in Hawaii: Seminar and Practicum (study away) or Urban Education Practicum and Seminar (study away)	1.00
	Credits	**1**
Spring Semester		
EDUC 245	Teaching and Learning English Grammar (0.50)	0.50
EDUC 321	Teaching of Reading, 5-12 (0.50)	0.50
EDUC 345	Teaching of Communication Arts/Literature, 5-12	1.00
ENGL 242	Children's and Young Adult Literature	1.00
	Credits	**3**
Senior Year		
Fall Semester		
ENGL 204 or ENGL 209	South Asian Literature (or other Anglophone course) or Arab American Literature and Film	1.00
ENGL 300-Level Elective Course		1.00
	Credits	**2**
Spring Semester		
EDUC 381	Senior Seminar (0.50)	0.50
EDUC 382	Human Relations (0 Cr)	0.00
EDUC 389	Student Teaching (3.0)	3.00
	Credits	**3.5**
	Total Credits	**25.5**

Notes:

* EDUC 231 can be taken any semester but earlier is better.

* If students wish to study away and student teach in 8 semesters, they would need to take EDUC 340 in the junior year. Students could also take EDUC 340 in fall semester of senior year if they wish to student teach in the spring semester of senior year.

* Student teaching can also occur in the fall of senior year if all EDUC courses have been completed by spring of junior year.

* No additional coursework can be taken during student teaching even though the student teaching semester equals 3.5 credits.

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the English department webpage for more information.

Faculty

Department Chair, 2025-2026
Mary E. Trull
Professor of English
16th- and 17th-century English literature

Elisabeth G. Alderks
Assistant Professor of English

Nicolette Bucciaglia
Assistant Professor of English
creative writing

Brett B. DeFries
Assistant Professor of English

Ryan Eichberger
Assistant Professor of English

Vera Foley
Visiting Assistant Professor of English

Dana Horton
Associate Professor of English and Race, Ethnicity, Gender, and Sexuality Studies
Black feminist theory, African American literature, hip hop studies, Black Atlantic studies, postcolonial literature, multiethnic literature, contemporary American literature, slave narratives, and visual rhetoric

Jennifer Kwon Dobbs
Professor of English and Race, Gender, and Sexuality Studies; Associate Dean of Interdisciplinary and General Studies
poetry and poetics; creative nonfiction; Asian American literature; critical adoption studies

Karen E.S. Marsalek (on sabbatical 2025-26)
Professor of English
medieval and early modern literature, especially drama; history of the English language

Joseph L. Mbele (on sabbatical calendar year 2026 (January-December))
Professor of English
folklore; English post-colonial and third world literature

Linda Y. Mokdad
Associate Professor of English
film history; classical film theory; feminist film theory; art cinema; Arab cinemas

Sequoia Nagamatsu
Associate Professor of English
fiction; creative nonfiction

Jonathan T. Naito
Associate Professor of English; Associate Dean of Humanities
20th- and 21st-century British and Irish literature; postcolonial studies; black and Asian British literature; Samuel Beckett

Björn Nordfjörd
Associate Professor of Practice in English
American cinema; world cinema; crime fiction; adaptation and narrative theory

Connor O'Keefe
Visiting Assistant Professor of English

Nissa Parmar
Visiting Assistant Professor of English

SooJin Pate
Visiting Assistant Professor of Race, Ethnic, Gender, and Sexuality Studies

Juliet Patterson
Associate Professor of Practice in English
creative writing; contemporary American poetics; hybrid literature; environmental literature

Kaethe E. Schwehn
Associate Professor of Practice in English
creative writing

Joseph Sepulveda Ortiz
Assistant Professor of English

Jennifer Shaiman
Assistant Professor of English

Nancy Simpson-Younger
Visiting Associate Professor of English

Sean Ward
Associate Professor of Practice in English
20th-century British and Anglophone literature; postcolonial studies; critical theory

Colin Wells
Professor of English
early American literature; 18th-century literature

Enduring Questions

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An integrated sequence of five courses taken over two years, Enduring Questions: Texts and Conversations introduces students to literature, philosophy, history, the arts, and religious studies through direct encounters with significant works. Beginning with the ancient Greeks and the Hebrew Bible, the program traces the development of literary and artistic expression, philosophy, religious belief, and historical reflection through the centuries, extending into the modern world. Students respond to great works, challenging the ideas expressed in them and challenging their own ideas as well, thus joining a conversation through the ages about the perennial issues of human life. These issues include freedom, beauty, suffering, happiness, what it means to be human, what constitutes a good society, and the relation between the human and the divine.

Enduring Questions is open to students of all interests. This program appeals to those who like to read, discuss, and write about ideas; those who believe that learning about the past is profoundly relevant to understanding the present; and those who believe that an education ought to cultivate critical minds, inquisitive spirits, and moral sensitivity.

The faculty members who teach an Enduring Questions cohort remain with the students through the courses in the standard sequence (QUEST 113-218), as fellow participants in the conversation. Students in Enduring Questions live in the same residence hall their first year and enjoy eating meals together, attending films and theater, and going on field trips throughout the program.

Students who complete the sequence can apply to participate in QUEST 280 What is Europe? The Grand Tour, National Museums, & European Identity**,** a January term course that travels to Europe (usually England, France, and Italy) in alternating years.

Intended Learning Outcomes for the Program

Admission to the Program

Students are invited to apply to the Enduring Questions program after they are admitted to the college.

Courses

QUEST 113-QUEST 218 are offered only to first-year students and sophomores enrolled in Enduring Questions. Enduring Questions students must take these courses in sequence. Enrollment in subsequent courses is contingent upon successful completion of all prior courses in the sequence.

QUEST 113: *Heroes, Gods, and Monsters*
Students explore the philosophy, arts, and religion of the Ancient Mediterranean through works of the Babylonians, Israelites, and Greeks, usually including the Epic of Gilgamesh, Homer, Plato, Aristotle, Sappho, Sophocles, and the Hebrew Bible, with modern criticism providing context. This course requires close reading of texts, critical analysis, engaged discussion, and learning in community. Students complete an intensive research project and reflect on the liberal arts and their positions as modern students of ancient texts. Offered annually in the fall semester.

QUEST 115: *Emperors, Orators, Disciples*
The Roman Empire and the rise of Christianity posed questions about the soul, civic and religious virtue, building and resisting empire, and the use of history for political ends. Students address how Christianity was shaped by Roman culture and shaped it in turn. Works include epic, history, philosophy, oratory, canonical and non-canonical gospels, epistles, and apocalyptic works. Students practice oral presentations and debates and complete a project linking visual arts to Roman culture and religion. Offered annually during January Term. Counts toward ancient studies major.

QUEST 116: *Warriors, Mystics, Reformers*
Christian and Muslim empires rose and fell in the Medieval and Renaissance Mediterranean world. The end of feudalism and changing social structures offered platforms to marginalized speakers. This course usually includes the Quran, Christian and Muslim theology, mysticism, and authors like Augustine, Hildegard von Bingen, Dante, Machiavelli, and Michelangelo. Course themes include journeys, gender, sexuality, faith, and reason. Students reflect on the relevance of premodern Europe to today's world and their learning process thus far. Counts toward medieval studies major.
Prerequisites: QUEST 113 and QUEST 115.

QUEST 217: *Explorers, Rationalists, Revolutionaries*
From 1600-1900, classical and Biblical texts spread globally through exploration and colonization. This course addresses how Greco-Roman and Biblical thought informed not only the Enlightenment, science, and Romanticism, but also justifications of colonization and enslavement. Typical authors include Shakespeare, Descartes, Milton, Sor Juana, Kant, Equiano, Wollstonecraft, Hegel, and Marx, addressing freedom, the moral life, just war, certainty, and evil. Students discuss how history is constructed from evidence and how its interpretation impacts the present.
Prerequisites: QUEST 116.

QUEST 218: *Critics, Dreamers, Radicals*
In this course, students consider the modern age in light of their Enduring Questions experience. Topics include artists and authors from the twentieth century to the present, such as Freud, Picasso, Woolf, Arendt, and Borges, addressing topics such as the rise of nationalism, rejections of colonialism, globalization, migration, and race and racism. Students identify and evaluate their own ethical views in relation to ethical theories, like consequentialism and virtue ethics, encountered throughout the Enduring Questions program. Offered annually in the spring semester.
Prerequisites: QUEST 217.

QUEST 280: *What is Europe? The Grand Tour, National Museums, & European Identity*
This course critically engages the notion of European identity by exploring the idea of the Grand Tour and the emergence of national museums. Students will experience firsthand some of the sites, artifacts, and works of art encountered in the Enduring Questions program and reflect on the ways in which the program, like the Grand Tour itself, delineates cultural borders as well as disrupts them. Offered alternate years during January Term. Apply through Smith Center for Global Engagement.
Prerequisite: completion of GCON 217 or QUEST 217 or permission of the instructor.

QUEST 282: *What is Europe? Enduring Questions in Seville, Venice and Vienna*
Students explore constructions of Europe by critically engaging with museums and heritage sites in two European cultural capitals and their vicinities. Travel experiences serve as the core course "texts," with students entrusted with facilitating their cohort's learning. On excursions, students experience first-hand architecture, artifacts, and artworks they encounter across St. Olaf's liberal arts curriculum. In class discussions and reflective writing, they consider the ways in which those sites and objects delineate and disrupt cultural borders. Offered alternate years during January term.

Faculty

Program Director, 2025-2026
Hsiang-Lin Shih
Associate Professor of Asian Studies
Chinese literature; classical and modern eras

Ibtesam âl-Atiyat
Professor of Sociology/Anthropology
Arab society; gender; social movements; Islamic movements

Brett B. DeFries
Assistant Professor of English

Daniel Farnham
Visiting Assistant Professor of Philosophy

Sean P. Killackey
Associate Professor of Practice in Romance Languages - French

Peter Moench
Visiting Assistant Professor of Classics
Greek lyric; Greek and Roman epic; classical languages and literature

Björn Nordfjörd
Associate Professor of Practice in English
American cinema; world cinema; crime fiction; adaptation and narrative theory

Jamie A. Schillinger
Associate Professor of Religion
Christian thought and ethics; Islamic thought and ethics

Mary E. Trull
Professor of English
16th- and 17th-century English literature

Engineering Studies

Darla Frandrup, Regents Science 236
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Engineering is the application of math and science in the pursuit of solving problems. The field encompasses traditional understanding of engineers as builders, from the development of renewable energy technologies to the design of life saving medical devices. However, engineering extends beyond the creation of physical objects, and includes the development of systems, models, and algorithms designed to meet a specified need. Studying engineering at a liberal arts institution provides perspective on the development of technological innovations not in isolation but situated in a global context that requires an appreciation for human needs.

Overview of the Concentration

Completing this concentration in combination with a major in a natural science or math prepares students to pursue graduate work in engineering. The Engineering Studies curriculum provides students with the mathematical and analytical skills that constitute the foundations of engineering, supporting a wide array of fields including mechanical, electrical, civil, and environmental engineering. In addition, the concentration offers practical, applied skills such as working with laboratory instrumentation, design software, and/or fabrication techniques. There are a core set of courses in mathematics, chemistry, physics, and computer programming, and then a menu of electives that students can choose from in order to tailor their coursework to their Engineering interests.

Intended Learning Outcomes for the Concentration

Recommendations for Fields of Engineering

Beyond the core courses of the concentration, students are able to choose three elective courses. We recommend that students take one of the design courses as an elective if possible (PHYS 160: Introduction to Engineering Design or PHYS 360: Engineering Design Practicum), and otherwise choose electives that support their particular field of interest. Consider the recommendations below for courses to consider for different engineering subfields. Note that these are suggestions only; students should seek out advice from the Engineering Studies Concentration Director with any questions.

Mechanical
- ENGR 261: Engineering Thermodynamics
- ENGR 365: Computer Aided Engineering
- PHYS 362: Materials

Civil
- PHYS 362: Materials
- ENGR 365: Computer Aided Engineering

Electrical
- PHYS 246: Electronics
- CSCI 241: Hardware Design
- PHYS 362: Materials

Environmental
- ENGR 261: Engineering Thermodynamics
- CHEM 382: Instrumental Analysis

Materials Science & Engineering
- PHYS 376: Quantum Mechanics (requires PHYS 244)
- PHYS 362: Materials (requires PHYS 244)
- CHEM 247: Organic Chemistry I (requires CHEM 125 and 126)

Chemical
- CHEM 382: Instrumental Analysis
- ENGR 261: Engineering Thermodynamics
- PHYS 362: Materials

Biomedical/Biotechnical
- BIO 243: Human Anatomy
- Depending on specific interest: PHYS 362, PHYS 246, ENGR 261

Requirements

Requirements for the Concentration

The engineering studies concentration requires the completion of a set of core mathematics and science courses (with an option for which Physics track to take) and the completion of three elective courses.

Code	Title	Credits
Core Courses		
MATH 119	Introduction to Calculus	1.00
or MATH 120	Calculus I	
MATH 126	Calculus II	1.00
MATH 220	Elementary Linear Algebra	1.00
MATH 226	Multivariable Calculus	1.00
MATH 230	Differential Equations I	1.00
CHEM 125	Structural Chemistry and Equilibrium	1.00
or CHEM 122	Introductory Chemistry	
Choose one of the following Physics tracks:		**2.00-3.00**
PHYS 124	Principles of Physics I	
PHYS 125	Principles of Physics II	
CSCI 121	Principles of Computer Science	
or CSCI 125	Computer Science for Scientists and Mathematicians	
OR		
PHYS 130	Analytical Physics I	
PHYS 131	Analytical Physics II	
Choose from the following elective courses to total 3.0 credits:		**3.00**
BIO 243	Human Anatomy and Physiology: Organs and Organ Systems	
or BIO 247	Animal Physiology	
CHEM 382	Instrumental Analysis	
CSCI 221	Introduction to Data Structures in C++	
or CSCI 241	Hardware Design	
or CSCI 251	Software Design and Implementation	
ENGR 261	Engineering Thermodynamics	
ENGR 290	Selected Topics in Engineering with Lab	
ENGR 291	Selected Topics in Engineering	
ENGR 360	Engineering Design Practicum	
ENGR 365	Computer Aided Engineering	
ENGR 390	Engineering Fellows I (0.50)	
ENGR 391	Engineering Fellows II (0.50)	
ENGR 398	Independent Research	
PHYS 160	Introduction to Engineering Design	
PHYS 246	Electronics	
PHYS 362	Materials Engineering and Nanoscience	
Total Credits		**11-12**

Courses

ENGR 261: *Engineering Thermodynamics*
Engineering Thermodynamics explores the relationship between energy, heat, and work. Students develop the analytical skills to model the movement of energy through a system. Major topics include the laws of thermodynamics, heat transfer processes, control volume analysis, engine cycles, gas and vapor power systems, and refrigeration and heat pump systems. These thermodynamic processes are fundamental to a wide variety of engineering fields. Offered annually.
Prerequisites: PHYS 130 and PHYS 131, or PHYS 124, PHYS 125, and CSCI 121 or CSCI 125; and MATH 126.

ENGR 290: *Selected Topics in Engineering with Lab*
Students engage in in-depth study of particular topics in engineering in a full-semester format. Topics are based on student interest and available staff. Potential course topics include Renewable Energy Systems, Fluid Dynamics, Signals and Systems, and Optics. This course includes weekly laboratory sessions. Offered periodically.
Prerequisites: PHYS 130 and PHYS 131 OR PHYS 124, PHYS 125, and CSCI 121 (or CSCI 125) and MATH 126 or equivalent.

ENGR 291: *Selected Topics in Engineering*
Students engage in in-depth study of particular topics in engineering in a full-term. Topics are based on student interest and available staff. Potential course topics include Renewable Energy Systems, Fluid Dynamics, Signals and Systems, and Optics. Offered periodically.
Prerequisites: PHYS 130 and PHYS 131 OR PHYS 124, PHYS 125, and CSCI 121 (or CSCI 125) and MATH 126 or equivalent.

ENGR 360: *Engineering Design Practicum*
This course gives students the opportunity to work on real world physics and engineering problems. Companies, non-profits, and other organizations provide projects relevant and important to the organizations' goals. Students work in teams to approach these projects from an engineering design perspective that emphasizes hands-on work, prototyping, and organizational skills. Offered annually during January Term.
Prerequisite: PHYS 244 or permission of the instructor.

ENGR 365: *Computer Aided Engineering*
How do we ensure complex structures don't fail? How can we model air flow around a wind turbine? How does heat get distributed as a rocket reenters the atmosphere? To solve real-world problems, computational tools are essential in the engineer's toolbox. Students will learn and apply numerical methods for interpolation, differentiation, integration, and solving ordinary and partial differential equations. After grasping these fundamentals, students will use finite element simulation software to model increasingly complex systems. Offered annually in the spring semester.
Prerequisites: PHYS 130, PHYS 131 (or PHYS 124, PHYS 125, and CSCI 121 or CSCI 125), MATH 226, MATH 230.

ENGR 390: *Engineering Fellows I (0.50)*
This is the first 0.5 credit course in a two course sequence that is part of the Engineering Fellows experience. Students engage in a team-based engineering design project alongside a domain expert within the St. Olaf Community. Students also participate in professional development activities in preparation for continuing in the field of engineering and engage in a community based activity to support youth interest in engineering. Open only to juniors and seniors.
Prerequisites: PHYS 130 and PHYS 131 (or PHYS 124, PHYS 125 and CSCI 121 or CSCI 125); PHYS 160 or permission of the instructor.

ENGR 391: *Engineering Fellows II (0.50)*
This is the second 0.5 credit course in a two course series that is part of the Engineering Fellows experience. Students engage in a team-based engineering design project alongside a domain expert within the St. Olaf Community. Students also participate in professional development activities in preparation for continuing in the field of engineering and engage in a community based activity to support youth interest in engineering.
Prerequisite: ENGR 390; Open only to juniors and seniors.

ENGR 398: *Independent Research*

Faculty

Program Director, 2025-2026
Brian Borovsky (on sabbatical Fall Semester/J-Term 2025-26)
Professor of Physics
surface science; friction and contact mechanics; micro/nanoscale applied physics

Interim Director, 2025-2026
Anne M. Gothmann
Associate Professor of Environmental Studies and Physics

Douglas J. Beussman
Professor of Chemistry
analytical area - mass spectrometry; chemical instrumentation; proteomics; forensic science; bioanalytical

Jason J. Engbrecht
Associate Provost; Professor of Physics
positron and antimatter physics; robotics

Eric L. Hazlett
Assistant Professor of Physics

Environmental Conversations

Juliet Patterson, Rolvaag Memorial Library 405
507-786-3440
pattersj@stolaf.edu
wp.stolaf.edu/encon/

Environmental Conversations — or “ENCON” as it is known on campus — is an interdisciplinary learning community open to all St. Olaf students interested in an integrated exploration of environmental questions, challenges, and possibilities. As a first-year conversation program, students take three sequenced courses (one each semester and one during January term) that fulfill three OLE Core curriculum requirements. Students who go on to major or concentrate in Environmental Studies also receive credit for ENVST 137 Introduction to Environmental Studies.

The Environmental Conversations curriculum is shaped by guiding questions and delivered in an integrated, collaborative fashion wherein teaching faculty work together to create and teach ENCON courses. Because the program’s faculty hail from a variety of academic disciplines, students can expect to encounter methods and material from the social sciences, arts and humanities, and natural sciences.

Intended Learning Outcomes for the Program

Upon completion of the Environmental Conversations Program, students are equipped to demonstrate:

1. Knowledge of the integral nature of Earth’s relationships, including those within and among Earth’s systems and the mutual influences of Earth’s systems, flow of goods and services, cultures, and worldviews;

2. Employment of such knowledge in the interpretation of environmental challenges and in the analysis of particular cases;

3. Development of creative responses to local and global environmental challenges; and

4. Reflection upon one’s own ecological vocation and those of communities to which one belongs.

Admission to the Program

Admission to ENCON is open to all incoming first year students regardless of prospective major in accordance with the registration process for the First Year Seminar. No separate application is needed. Each year about 40 first-year students are enrolled in the program. ENCON is open to students of all interests and provides an appropriate foundation for any major at the college.

Coursework Overview

Fall: Life in the Anthropocene

This fall, we begin our conversation with three basic questions: 1) Who am I and what is my relationship with the environment? 2) How can I express that relationship to others? and 3) What is my environmental role in my community? To answer these questions, we will explore our environmental selves through collaborative conversations, group activities, and critical thinking exercises. In alignment with this, the seminar will explore the different and unequal ways the Anthropocene

impacts people and places. This will encompass various aspects, such as racial disparities in environmental risk and impact, the historical and ongoing impacts of colonization and slavery in perpetuating social inequalities, the endeavors of groups envisioning alternative social and environmental futures, and more.

January term: Ways of Knowing Our Environment

The field of Environmental Studies explores how different parts of the Earth system interact with each other, as well as the roles that humans can play in shaping and being shaped by our surroundings. In this course, we will draw upon a network of scientific, economic, political, cultural, and ethical concepts and assemble a toolkit for approaching environmental problems creatively and analytically, with a focus on working with data. We will finish by taking a deep look at climate change as a dominant environmental challenge of the Anthropocene. Completion of this course is equivalent to completion of ENVST 137.

Spring: Imagineering Earth's Future

Human beings appear hard-wired for story - telling them, creating them, and living within them. Building upon integral forms of knowledge, what are effective and creative ways to communicate environmental information? What motivates and inspires human beings to nurture existing relationships with their environment and/or to seek a change in those relationships? What are strategies and actions for solving environmental challenges? What role will I play in Earth's future?

Course Equivalents for OLE Core Attributes

By successfully completing the Environmental Conversations program, students complete the following OLE Core curriculum requirements:

First-Year Seminar (FYS)

Writing & Rhetoric (WRR)

Courses

ENCON 110: ***Life in the Anthropocene***
Students begin the conversation with three basic questions: 1) Who am I and what is my relationship with the environment? 2) How can I express that relationship to others? and 3) What is my environmental role in my community? To answer these questions, students explore their environmental selves through collaborative conversations, group activities, and critical thinking exercises. Through common readings, students hone their research skills, improve oral and written performance, and reflect on what it is to learn among a community of scholars. This course is the first in a three-course Conversation Program.

ENCON 111: ***Big Data and Bigger Challenges***
The field of environmental studies explores how different parts of the Earth system interact with each other, as well as the role that we - as humans - have in shaping our surroundings. In this introductory class, students draw upon a network of scientific, economic, political, and ethical concepts and assemble a toolkit for approaching environmental problems creatively and analytically. Building upon work in the fall EnCon course, students take a deep look at three broad, current environmental issues: climate change, resources, and waste. This course is the second in a three-course Conversation Program.
Prerequisite: ENCON 110.

ENCON 112: ***Imagineering Earth's Future***
Building on explorations in the Fall and January Term, this course will examine the following questions: What motivates and inspires human beings to nurture existing relationships with their environment and/or to seek a change in those relationships? What are strategies and actions for solving environmental challenges? What role will I play in Earth's future? (and in my community...). In navigating these questions, students will look through an interdisciplinary lens, engaging with a sustained research paper, creating art, and thinking about how we can take scholarship and personal explorations and translate them into civic engagement. This course is the third of a three-course Conversation Program.
Prerequisites: ENCON 110 and ENCON 111.

Faculty

Program Director, 2025-2026
Juliet Patterson
Associate Professor of Practice in English
creative writing; contemporary American poetics; hybrid literature; environmental literature

Jacob Grossman
Assistant Professor of Biology and Environmental Studies

Sequoia Nagamatsu
Associate Professor of English
fiction; creative nonfiction

Environmental Studies

Katerina Middeldorp, Holland Hall 327
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Environmental studies explores the relationships between the earth's natural and physical systems, political, economic, and social systems, and human understanding of the environment as informed by ethics, philosophy, art, history, religion, and literature. The Department of Environmental Studies seeks to create a diverse and inclusive learning community that promotes an integrated understanding of humankind's relationship to the environment. It does this by encouraging rigorous study of the biological and physical processes that characterize the physical environment; critical examination of the political, economic, and social institutions that frame human interaction with the environment; and scholarly engagement with those philosophical, spiritual, literary, and artistic traditions that inform and reflect our understanding of the environment and our relationship to it.

Overview of the Major

Interdisciplinary inquiry and creative practice enable both broad and focused perspectives on environmental issues, problems, and possible solutions. This program offers a major with three areas of emphasis through which students choose to focus their work: the natural sciences, the social sciences, and the arts and humanities. In many cases work in these areas of emphasis overlaps with traditional departmental curricula, and students choose to complete a second major there. Recognizing the global and local dimensions of numerous environmental challenges and the need for learning outside of the classroom, the program provides a number of opportunities for studies abroad and in the field.

All students majoring in environmental studies take twelve required courses. Three of those courses emphasize interdisciplinary approaches, including an introductory course that explores the interdisciplinary nature of environmental questions and lays the groundwork for the major, an intermediate level course attending to the nature of environmental inquiry and how to integrate and apply one's knowledge and skills for personal, civic and work-related roles, and a senior seminar course that challenges students to reflect on what they have learned throughout their studies and to generate a project proposal for future work. The department strongly encourages students to consider how study abroad and away experiences, internships, research, creative practice, and learning communities will contribute to knowledge of environmental systems, the relationships between humans and the environment, and to personal/professional growth.

Intended Learning Outcomes for the Major

The department offers a concentration in environmental studies for students wishing to complement another major with a suite of courses focused on the environment.

Intended Learning Outcomes for the Concentration

Study Abroad and Study Away

Students should consult with their adviser and the environmental studies chair in planning their off-campus study, and they must receive approval from the chair before counting work from study abroad or study away programs toward an environmental studies major or concentration. The programs listed below have or allow a substantial focus in environmental studies and will generally contribute to the satisfaction of environmental studies major requirements:

- Environmental Science in Australia and New Zealand (faculty-led semester St. Olaf College)
- CAPA Global Cities Internship Program (Sydney, Australia)
- CAPA Program at University of Technology Sydney (Sydney, Australia)
- DIS Study Abroad in Scandinavia (Copenhagen, Denmark)
- LSE General Course (full year, social science focus; London, UK)
- Oregon Extension
- Washington Semester (American University)
- Wilderness Field Station (Coe College)

Requirements

Requirements for the Major

Code	Title	Credits
ENVST 137	Introduction to Environmental Studies	1.00
ENVST 237	Integration and Application in Environmental Studies	1.00
ENVST 399	Seminar in Environmental Studies	1.00
Nine courses in areas of emphasis:		9.00
Select six additional courses specific to the area of emphasis chosen (natural science, social science, or arts and humanities) and three additional courses from outside the selected area of emphasis. Unless permission is granted by the chair, a course may not count for more than one requirement in the major.		
Total Credits		**12**

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Areas of Emphasis in the Environmental Studies Major

Natural Science

The natural science area of emphasis seeks to give students a broad exposure to the range of problems encountered by scientists working in environmental fields and the investigative tools they use, while providing a solid foundation for further study in one of the contributing disciplines. Students planning careers in environmental

science are strongly urged to consider an additional major in biology or chemistry. Nine courses are required in addition to the introductory, integration/application, and capstone courses specified above:

Code	Title	Credits
Three courses from outside your area of emphasis.		3.0
Select one or two social sciences courses from the following:		
AS/ES 277	Environmental Sustainability in Japan (study abroad)	
ECON 242	Environmental Economics	
ENVST 232	Environmental Policy and Regulation	
ENVST 235	Sustainable Development	
ENVST 281	Topics in Environmental Studies (when taught with social science focus and approved by the chair)	
or ENVST 381	Advanced Research Topics in Environmental Studies	
ES/PS 201	Topics in Global Environmental Politics	
ES/PS 276	Environmental Politics	
ID 234	Human Geography	
PSCI 221 Environmental Policy (Environmental Science in Australia and New Zealand)		
SOAN 222 Cultural Anthropology (Environmental Science in Australia and New Zealand)		
SOAN 247 Disasters		
SOAN 297 Topics (when taught as Environmental Anthropology)		
Select one or two arts and humanities courses from the following:		
ENGL 276	Literature and the Environment	
ENVST 202	The Culture of Nature	
ENVST 281	Topics in Environmental Studies (when taught with arts and humanities focus and approved by the chair)	
or ENVST 381	Advanced Research Topics in Environmental Studies	
GERM 276	Green Germany	
NORW 224 Contemporary Nordic Literature (when taught with ENVST focus)		
PHIL 257	Environmental Ethics	
REL 241	Ecology, Justice & the Christian Tradition	
Select one statistics modeling and mapping course from the following:		1.00
ENVST 255	Remote Sensing and Geographic Information Systems	
SDS 172	Statistics 1	
SDS 272	Statistics 2	
Select one intermediate chemistry course from the following:		1.00
CHEM 248 & CHEM 254	Organic Chemistry II and Synthesis Laboratory II (0.25)	
CHEM 255 & CHEM 256	Analytical Chemistry and Analytical Laboratory (0.25)	
Select one intermediate ecology course from the following:		1.00
BIO 226 Terrestrial Ecology (Environmental Science in Australia and New Zealand)		
BIO 261	Ecological Principles	
Select two environmental science courses from the following: [1]		2.00
BIO 224 Marine Ecology (Environmental Science in Australia and New Zealand)		
BI/ES 226	Conservation Biology	
BI/ES 228	Environmental Health	
BI/ES 286	Tropical Ecology and Sustainable Land Use in Costa Rica (study abroad)	
ENVST 123	Geophysics: Perspectives on the Dynamic Earth	
ENVST 245	Global Climate Change	
ENVST 255	Remote Sensing and Geographic Information Systems	
ENVST 281	Topics in Environmental Studies (when taught with natural science focus and approved by the chair)	
ENVST 381	Advanced Research Topics in Environmental Studies (when taught with environmental science focus and approved by the chair)	
ENVST 396	Directed Undergraduate Research	
Any course from those listed in level III.		
Select one level III course in environmental science:		1.00
BIO 371	Field Ecology	
BIO 391	Selected Topics (when taught with environmental studies focus and approved by the chair)	
CHEM 391	Selected Topics in Chemistry (when taught with environmental science focus and approved by the chair)	
ENVST 381	Advanced Research Topics in Environmental Studies (when taught with natural science focus and approved by the chair)	
Total Credits		**9**

1

One of these two courses must carry Environmental Studies Departmental designation.

Social Science

The social science area of emphasis seeks to provide students with a broad exposure to the methods and models employed by social scientists working in the environmental field. In addition to the introductory, integrative/application and capstone courses (specified above), students select nine additional courses from the following groups:

Code	Title	Credits
Select three courses from outside your area of emphasis. [1]		3.0
Select one or two natural science courses of the following:		
BIO 224 Marine Biology (Environmental Science in Australia and New Zealand)		
BIO 226 Terrestrial Ecology (Environmental Science in Australia and New Zealand) [2]		
BIO 261	Ecological Principles [2]	
BIO 391	Selected Topics (when taught with environmental science focus and approved by the chair)	
BI/ES 226	Conservation Biology	
BI/ES 228	Environmental Health	
BI/ES 286	Tropical Ecology and Sustainable Land Use in Costa Rica (study abroad)	
CHEM 124	A Matter of the Environment with Lab	
CHEM 255 & CHEM 256	Analytical Chemistry and Analytical Laboratory (0.25)	
CHEM 391	Selected Topics in Chemistry (when taught with environmental science focus and approved by the chair)	
ENVST 123	Geophysics: Perspectives on the Dynamic Earth	
ENVST 245	Global Climate Change	
ENVST 255	Remote Sensing and Geographic Information Systems	
ENVST 281	Topics in Environmental Studies (when taught with natural science focus and approved by the chair)	
ENVST 381	Advanced Research Topics in Environmental Studies (when taught with natural science focus and approved by the chair)	
Select one or two arts and humanities courses of the following:		
ENGL 276	Literature and the Environment	
ENVST 202	The Culture of Nature	
ENVST 281	Topics in Environmental Studies (when taught with arts and humanities focus and approved by chair)	
ENVST 381	Advanced Research Topics in Environmental Studies (when taught with arts and humanities focus and approved by chair)	
GERM 276	Green Germany	
NORW 224	Topics in Contemporary Nordic Lit: Window on Society (Taught in Englis (when taught with environmental science focus)	
PHIL 257	Environmental Ethics	
Select one methodological analysis course of the following:		1.00
ECON 260	Introductory Econometrics	
ENVST 255	Remote Sensing and Geographic Information Systems	
PSCI 220	Analyzing Politics and Policies	
PSYCH 230	Research Methods in Psychology	
SOAN 371	Foundations of Social Science Research: Quantitative Methods	
SDS 172	Statistics 1	
SDS 272	Statistics 2	
Economic analysis courses:		
ECON 121	Principles of Economics (or ECON 110-ECON 120)	1.00
ECON 242	Environmental Economics	1.00
Select one environmental political policy and institutions course of the following:		1.00
ENVST 232	Environmental Policy and Regulation	
ES/PS 201	Topics in Global Environmental Politics	
ES/PS 276	Environmental Politics	
Select two social science electives of the following:		2.00
AS/ES 277	Environmental Sustainability in Japan (study abroad)	
ECON 343	Development Economics	
ENVST 232	Environmental Policy and Regulation	
ENVST 235	Sustainable Development	
ENVST 281	Topics in Environmental Studies (if taught with social science emphasis and approved by the chair)	

ENVST 381	Advanced Research Topics in Environmental Studies (if taught with social science emphasis and approved by the chair)
ENVST 396	Directed Undergraduate Research (when taught with social science focus and approved by the chair)
ES/PS 201	Topics in Global Environmental Politics
ES/PS 276	Environmental Politics
ID 234	Human Geography
PSCI 221 Environmental Policy (Environmental Science in Australia and New Zealand)	
SOAN 222 Cultural Anthropology (Environmental Science in Australia and New Zealand)	
SOAN 247 Disasters	
SOAN 297 Topics when taught as Environmental Anthropology	
Total Credits	**9**

[1]

No more than two courses from one area of emphasis.

[2]

Either BIO 226 (Environmental Science in Australia) or BIO 261 can count for this requirement.

Arts and the Humanities

The arts and humanities area of emphasis examines the ways human cultures and artistic expression interconnect with one's surroundings. In particular it explores the notion of nature as a cultural construct. This area of emphasis requires nine courses in addition to the introductory, integrative/application, and capstone courses.

Code	Title	Credits
Select three courses from outside your area of emphasis. [1]		3.0
Select one or two natural science courses of the following:		
BI/ES 226	Conservation Biology	
BI/ES 228	Environmental Health	
BI/ES 286	Tropical Ecology and Sustainable Land Use in Costa Rica (study abroad)	
BIO 224 Marine Biology (Environmental Science in Australia and New Zealand)		
BIO 226 Terrestrial Ecology (Environmental Science in Australia and New Zealand) [2]		
BIO 261	Ecological Principles [2]	
BIO 391	Selected Topics (when taught with environmental science focus and approved by the chair)	
CHEM 124	A Matter of the Environment with Lab	
CHEM 255 & CHEM 256	Analytical Chemistry and Analytical Laboratory (0.25)	
CHEM 391	Selected Topics in Chemistry (when taught with environmental science focus and approved by the chair)	
ENVST 123	Geophysics: Perspectives on the Dynamic Earth	
ENVST 245	Global Climate Change	
ENVST 255	Remote Sensing and Geographic Information Systems	
ENVST 281	Topics in Environmental Studies (when taught with Natural Science focus and approved by the chair)	
ENVST 381	Advanced Research Topics in Environmental Studies (when taught with Natural Science focus and approved by the chair)	
Select one or two social science courses of the following:		
AS/ES 277	Environmental Sustainability in Japan (study abroad)	
ECON 242	Environmental Economics	
ENVST 232	Environmental Policy and Regulation	
ENVST 235	Sustainable Development	
ENVST 281	Topics in Environmental Studies (when taught with social science focus and approved by the chair)	
ENVST 381	Advanced Research Topics in Environmental Studies (when taught with social science focus and approved by the chair)	
ES/PS 201	Topics in Global Environmental Politics	
ES/PS 276	Environmental Politics	
PSCI 221 Environmental Policy (Environmental Science in Australia and New Zealand)		
SOAN 222 Cultural Anthropology (Environmental Science in Australia and New Zealand)		
SOAN 247 Disasters		
Select up to five level II courses in the arts and humanities of the following:		5.00
ENGL 222	Ecocriticism and Renaissance Literature	
ENGL 276	Literature and the Environment	
ENVST 202	The Culture of Nature	
ENVST 281	Topics in Environmental Studies (when taught with arts and humanities focus and approved by the chair)	

ENVST 381	Advanced Research Topics in Environmental Studies (when taught with arts and humanities focus and approved by the chair)	
GERM 276	Green Germany	
NORW 224 Topics in Contemporary Nordic Literature (when taught with and ENVST focus)		
PHIL 257	Environmental Ethics	
Select at least one level III topics course in arts and humanities of the following:		1.00
ENVST 381	Advanced Research Topics in Environmental Studies	
Level III course in another department if taught with an environmental studies arts and humanities focus and approved by the chair		
Total Credits		**9**

1

No more than two courses from one area of emphasis.

2

Either BIO 226 (Environmental Science in Australia) or BIO 261 can count for this requirement.

Requirements for the Concentration

The environmental studies concentration balances an integrated, interdisciplinary approach to the environment with the disciplinary strengths of a traditional major represented by the areas of study: natural science, social science, arts and humanities. Students may utilize environmental studies-related upper-level courses within their own discipline to complete requirements of the concentration if the courses have a significant component that addresses environmental concerns. Unless permission is granted by the chair, a course may not count for more than one requirement in the concentration. Successful completion of at least 6 courses with a grade of C or better is required.

Code	Title	Credits
ENVST 137	Introduction to Environmental Studies	1.00
ENVST 237	Integration and Application in Environmental Studies	1.00
Select one natural science course of the following:		1.00
BI/ES 226	Conservation Biology	
BI/ES 228	Environmental Health	
BI/ES 286	Tropical Ecology and Sustainable Land Use in Costa Rica (study abroad)	
BIO 224 Marine Biology (Environmental Science in Australia)		
BIO 226 Terrestrial Ecology (Environmental Science in Australia) [1]		
BIO 261	Ecological Principles [1]	
BIO 391	Selected Topics (when taught with environmental science focus and approved by chair)	
CHEM 124	A Matter of the Environment with Lab	
CHEM 255 & CHEM 256	Analytical Chemistry and Analytical Laboratory (0.25)	
CHEM 391	Selected Topics in Chemistry (when taught with environmental science focus and approved by the chair)	
ENVST 123	Geophysics: Perspectives on the Dynamic Earth	
ENVST 245	Global Climate Change	
ENVST 255	Remote Sensing and Geographic Information Systems	
ENVST 281	Topics in Environmental Studies (when taught with natural science focus and approved by the chair)	
ENVST 381	Advanced Research Topics in Environmental Studies (when taught with natural science focus and approved by the chair)	
Select one social science course of the following:		1.00
ECON 242	Environmental Economics	
ENVST 232	Environmental Policy and Regulation	
ENVST 235	Sustainable Development	
ENVST 281	Topics in Environmental Studies (when taught with social science focus and approved by the chair)	
ENVST 381	Advanced Research Topics in Environmental Studies (when taught with social science focus and approved by the chair)	
ES/PS 201	Topics in Global Environmental Politics	
ES/PS 276	Environmental Politics	
PSCI 221 Environmental Policy (Environmental Science in Australia)		
PSYCH 227	Environmental Psychology at Rocky Mountain National Park (study away)	
SOAN 222 Cultural Anthropology (Environmental Science in Australia)		
SOAN 247	Disasters	
SOAN 297 Topics when taught as Environmental Anthropology		
Select one arts and humanities course of the following:		1.00
ENGL 276	Literature and the Environment	
ENVST 202	The Culture of Nature	
ENVST 242	Contemplative Desert Ecologies (study away)	

ENVST 281	Topics in Environmental Studies (when taught with arts and humanities focus and approved by the chair)	
ENVST 381	Advanced Research Topics in Environmental Studies (when taught with arts and humanities focus and approved by the chair)	
GERM 276	Green Germany	
HIST 245	Environmental History of Latin America	
NORW 224	Topics in Contemporary Nordic Literature: A Window on Society (when taught with environmental science focus)	
PHIL 257	Environmental Ethics	
Electives: Students choose one additional environmental studies course from among those listed above for the major. This may (but need not) include the senior seminar. Elective courses from other departments must have a significant component that addresses environmental concerns, but they need not have environmental issues as their exclusive focus. For some electives, students may be required to negotiate specific assignments with the instructor and the chair to receive credit toward the concentration.		1.00
Total Credits		**6**

[1]

Either BIO 226 (Environmental Science in Australia) or BIO 261 can count for this requirement.

Courses

Because of their interdisciplinary character, environmental studies courses are quite appropriate for students seeking to fulfill general education requirements. Environmental studies courses often fulfill one or more of the OLE Core requirements. Some students use the ENVST concentration to create an environmental focus to their general education experience.

Courses

ENVST 123: ***Geophysics: Perspectives on the Dynamic Earth***
This course considers a variety of topics in earth and environmental science. Beginning with the origin of the earth and planetary system, the course examines crustal evolution and plate tectonics, geologic resources and hazards, and the relationship of these surface phenomena to processes occurring in the earth's interior. It concludes with a study of the oceans, the atmosphere, the earth's climate system, and environmental change. Offered annually.
Prerequisite: proficiency in algebra and geometry.

ENVST 137: ***Introduction to Environmental Studies***
This interdisciplinary course uses basic concepts of environmental science to explore global environmental issues. Topics are drawn from recent texts and current periodic literature, and participants will recognize many of the themes from coverage in the media. Because most environmental problems involve issues beyond the sciences, the class examines the economic, political, and ethical dimensions of environmental questions and environmental decision-making. Offered each semester. This course is equivalent to ENCON 111 and students can earn credit from only one of them.

ENVST 202: ***The Culture of Nature***
This interdisciplinary course focuses on how the human species creatively apprehends the rest of nature and our environments and has brought our values to bear on environments for good or for ill. The course samples a variety of arts and humanities disciplines structured around a set of nature-oriented and environmental questions and themes. Students sharpen their ability to perceive the world around them in environmentally sound ways through insights offered by various art forms and thinking generated within environmental history, philosophy, religion, and cultural studies. Students undertake work that a) helps them better retain and articulate their multivalent knowledge of culture and nature; and b) challenges them to share such knowledge in a world increasingly needful of healthier connections between people, cultures and the environment. Offered annually.

ENVST 232: ***Environmental Policy and Regulation***
This course analyzes environmental regulation in the United States with respect to its historical evolution, its ability to achieve environmental targets, its efficiency or cost-effectiveness, its distributional impact on jobs, people, and industries across the country, and its international ramifications. Offered annually.

ENVST 233: ***Environmental Justice***
This course examines environmental issues foregrounded by questions of social justice, exploring how to combine concern for the natural world with attention to inequality and power. How do intersecting oppressions contribute to environmental crises? How do people and communities negotiate with the unequal impacts of environmental degradation? We will experiment with interdisciplinary approaches to unpack the possibilities of "environmental justice" and to engage in research and activism that is radically accountable to the environment and to other people.

ENVST 235: ***Sustainable Development***
In this course, students examine the ethical underpinnings of the sustainable development concept; explore the interdependence of society and environment in a variety of contexts (primarily but not exclusively in "developing" countries); learn about the social factors that have led economic growth to be particularly unsustainable, especially with respect to the environment. Offered periodically.
Prerequisite: ENVST 137.

ENVST 237: ***Integration and Application in Environmental Studies***
Framed by a focus on a contemporary environmental topic, the course attends to the nature of environmental inquiry, one's perspectives and values, and how to use one's knowledge and skills for personal, civic and work-related roles. Individual and team projects connected to community needs teach students how to think and work across the department's three areas of emphasis in an experiential learning framework. Offered each semester.
Prerequisite: ENVST 137, at least one course in two of the three areas of emphasis, and a declared environmental studies major or concentration.

ENVST 238: *Biophilia*
If love makes the world go 'round might it also play a role in restoring it? In the present ecological age, human practices are changing environments in unprecedented ways. This course explores whether -and if so how- a love of nature can promote shared planetary health. Students consider the working Biophilia Hypothesis and ways connection with other-than-human life fosters human flourishing through focused study on childhood and human development, design, and the built environment. This course fulfills an Environmental Studies elective.
Prerequisite: ENVST 137 or ENCON 111.

ENVST 242: *Contemplative Desert Ecologies (study away)*
The starkness of the desert has long inspired and challenged spiritual pilgrims. The Chihuahuan Desert Slopes of northern New Mexico remain a critical topos for contemplative thought and practice, while also an increasingly-vulnerable landscape. In this course students immerse within desert ecologies and explore Christian and Indigenous spiritual traditions to examine how spirituality is enriched through sustained access to the natural world and how ecological understanding is deepened through contemplative ways of being. Offered periodically during January term.

ENVST 245: *Global Climate Change*
This course is an interdisciplinary seminar on climate throughout the earth's history, including recent changes caused by humankind. It examines the climate system in the larger framework of planetary evolution and explores evidence from the geologic record for climates of the past. Using current scientific literature, students investigate causes of climate change and consider scenarios for future climate based on models incorporating alternative global development strategies. Offered annually.
Prerequisites: sophomore standing; one level I biology, chemistry, or physics course or ENVST 137 strongly encouraged.

ENVST 255: *Remote Sensing and Geographic Information Systems*
Remote sensing and GIS are increasingly used to address basic and applied questions in the environmental sciences and a host of other disciplines. Students survey available remote sensing image types and learn to process (ground-truthing, GPS, scanning, digitizing) and interpret remotely sensed images. They also learn theory and practice of geographic information systems (basic cartography and spatial statistics). Students attend lectures plus one three-hour laboratory per week. Offered annually.
Prerequisites: ENVST 137 or a level I course in biology, chemistry, or physics.

ENVST 268: *Sustainable Land Use in Costa Rica (study abroad)*
Students examine several tropical socio-ecological systems, including those situated in rainforest, montane cloud forest, dry forest, coastal, agricultural and urban landscapes. They learn about the impact of human activities on these systems and about Costa Rica's various policies and management practices aimed at more sustainable land use. Students consider how each person can contribute to sustainability within their own communities, and they gain practice through hands-on community conservation efforts. Offered periodically in January term.
Prerequisite: ENVST 137 or ENCON 111 or permission of instructor.

ENVST 281: *Topics in Environmental Studies*
Students study topics related to the environment. Topics vary from year to year at the discretion of the instructor. Topics may include Environment and Theology, Environmental Justice, Ecotourism, and Literature of the Poles. Class is largely discussion-based but may include a lab/fieldwork component depending on the topic. May be repeated if topic is different. Offered annually.

ENVST 282: *Topics in Environmental Studies*
Students study topics related to the environment. Topics vary from year to year at the discretion of the instructor. Topics may include Environment and Theology, Environmental Justice, Ecotourism, and Literature of the Poles. Class is largely discussion-based but may include a lab/fieldwork component depending on the topic. May be repeated if topic is different. Offered annually.

ENVST 294: *Academic Internship*

ENVST 298: *Independent Study*

ENVST 381: *Advanced Research Topics in Environmental Studies*
Students study topics related to the environment. Topics vary from year to year at the discretion of the instructor. Recent topics offered include Ecosystem Research, Landscape Art, Imaging Environmentalism, and Landscape and Regional Change in the Arctic.

ENVST 394: *Academic Internship*

ENVST 396: *Directed Undergraduate Research*
This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to their research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.
Prerequisite: determined by individual instructor.

ENVST 398: *Independent Research*

ENVST 399: *Seminar in Environmental Studies*
A capstone seminar for seniors in the major, this course involves intensive study of special topics through reflective writing, student generated research projects, presentations, and a grant proposal. Topics relate to local or regional environmental issues of interest to the students, and it provides participants with opportunities to interact with alumni, government and regulatory agencies, and community groups. The work culminates in a grant proposal where students rely on the expertise gained from their environmental studies courses and work in other majors as applicable. Offered fall semester.
Prerequisites: ENVST 137, ENVST 237, and senior status, or permission of the environmental studies chair and instructor.

AS/ES 277: *Environmental Sustainability in Japan (study abroad)*
Students investigate community-based approaches to environmental sustainability during this January Term course taught in Tokyo, smaller towns in the Kansai region, and at the Asian Rural Institute (ARI) in northern Japan. Students explore how ARI builds on local Japanese resources to support its mission of training rural leaders from developing countries in organic agricultural practices. Activities include field trips, discussions, and field outings, as well as hands-on participation in the daily food life at ARI. Offered periodically during January Term. Apply through Smith Center for Global Engagement.
Prerequisites: preference given to students with prior coursework in either Asian studies or environmental studies.

BI/ES 226: *Conservation Biology*
Conservation biology focuses on the study of biological diversity. Students examine why people should be concerned about the number and types of species on earth, what factors threaten the survival of species, and how people can conserve them. Using principles of ecology and evolution, with input from other disciplines, students gain a better understanding of the impact of humans on biodiversity and the importance of responsible environmental decision-making. Offered annually.
Prerequisite: One natural science course.

BI/ES 228: *Environmental Health*
Human health is affected by the biological environment, a teeming world of parasites and diseases, and the physical environment -- the water, air, and landscapes that we inhabit. Human interactions with the environment have changed rapidly, as human populations grow, travel increases, and ecosystems are altered. This course touches upon traditional environmental topics such as air and water quality and integrates newer public health challenges such as emerging diseases and food-borne illnesses. Offered periodically.
Prerequisite: an introductory science course.

BI/ES 350: *Biogeochemistry: Theory and Application*
The study of global change and human environmental impacts requires students to link concepts from biology, chemistry, and physics. Students investigate these links by exploring current theories in biogeochemistry, with an emphasis on understanding the feedback between physical and ecological processes and the coupling of multiple element cycles. Students attend lectures plus one three-hour lab per week. Laboratory activities focus on a practical exploration of the methods biogeochemists use, including experience with a variety of instruments. Offered periodically.
Prerequisite: any level II biology, chemistry, or physics course or permission of instructor.

ES/PS 201: *Topics in Global Environmental Politics*
Population growth, industrialization, and the consumption of fossil fuels have increased global environmental problems. The course examines the ways in which nation-states and/or international institutions have addressed these environmental concerns. Depending on the instructor, the focus of the course is either the environmental problems of a particular area (e.g., Latin America, Russia or Asia) or a broader global arena (e.g., international institutions and the environment). Offered alternate years.

ES/PS 276: *Environmental Politics*
Analysis of environmental policy includes the politics of agenda setting, policy selection and program implementation, and the effects of policy outcomes. Offered annually.

Environmental Studies Courses in Other Departments

Natural Sciences

BIO 224 Marine Biology (Environmental Science in Australia and New Zealand)

BIO 226 Terrestrial Ecology (Environmental Science in Australia and New Zealand)

BIO 253 Water in Morocco: Precious, Precarious, and Problematic (study abroad)

BIO 261 Ecological Principles

BIO 287 Island Biology in the Bahamas (study abroad)

BIO 292 Topics in Biology (when taught as Agroecology)

BIO 371 Field Ecology

BIO 391 Selected Topics (when taught with environmental focus)

CHEM 124 A Matter of the Environment with Lab

CHEM 248 Organic Chemistry II

CHEM 254 Synthesis Laboratory II (0.25)

CHEM 255 Analytical Chemistry

CHEM 256 Analytical Laboratory (0.25)

CHEM 391 Selected Topics in Chemistry (when taught as Environmental Chemistry)

SDS 172 Statistics 1

SDS 272 Statistics 2

Social Sciences

ECON 121 Principles of Economics

ECON 242 Environmental Economics

ECON 260 Introductory Econometrics

ECON 343 Development Economics

ID 234 Human Geography

PSCI 220 Analyzing Politics and Policies

PSCI 221 Environmental Policy (Environmental Science in Australia & New Zealand)

PSYCH 230 Research Methods in Psychology

SDS 172 Statistics 1

SDS 272 Statistics 2

SOAN 222 Cultural Anthropology (Environmental Science in Australia & New Zealand)

SOAN 247 Disasters

SOAN 297 Topics in Sociology and Anthropology (when taught as Environmental Anthropology)

SOAN 371 Foundations of Social Science Research: Quantitative Methods

SOAN 373 Ethnographic Research Methods

Arts and the Humanities

ARTH 261 O'Keeffe and Arts of New Mexico (study away)

ASIAN 238 Diasporic Literature of the Pacific

ENGL 222 Ecocriticism and Renaissance Literature

ENGL 276 Literature and the Environment

ENGL 280 Topics in Genre (when taught as Nature and Naturalist Writing)

GERM 276 Green Germany

HIST 188 Topical Seminar (when taught as Arctic Passages)

HIST 397 History Research Workshop (when taught as Capitalism and Ecology in Latin America)

NORW 205 Nature in Nordic Literature and Culture (Taught in English)

PHIL 257 Environmental Ethics

REL 127 The Bible and Ecological Desire

REL 241 Ecology, Justice & the Christian Tradition

RUSSN 250 Topics in Russian Literature (Taught in English) (when taught as The Environment in Russian Literature)

SPAN 240 Politics and Environment in Puerto Rico (study abroad)

Arts & Humanities Emphasis Plan of Study

Environmental Studies Major - Arts & Humanities Plan of Study

This is a sample plan that meets the prescribed requirements for this major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Arts and Humanities Emphasis

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program - ENCON) or Writing and Rhetoric	1.00
ENVST 137	Introduction to Environmental Studies (if not in the ENCON conversation program)	1.00
World Language		1.00
	Credits	**3**
January Term		
ENCON 111	Big Data and Bigger Challenges (if in the ENCON program)	1.00
	Credits	**1**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program - ENCON) or First-Year Seminar	1.00
World Language		1.00
	Credits	**2**
Sophomore Year		
Fall Semester		
One course from outside this area of emphasis. (one of three)		1.00
One 200-level Arts & Humanities elective course (one of five)		1.00
	Credits	**2**
Spring Semester		
One course from outside this area of emphasis. (two of three)		1.00
One 200-level Arts & Humanities elective course (two of five)		1.00
	Credits	**2**
Junior Year		
Fall Semester		
ENVST 237	Integration and Application in Environmental Studies	1.00
One 200-level Arts & Humanities elective course (three of five)		1.00
	Credits	**2**
Spring Semester		
One course from outside this area of emphasis. (three of three)		1.00
One 200-level Arts & Humanities elective course (four of five)		1.00
	Credits	**2**
Senior Year		
Fall Semester		
ENVST 381	Advanced Research Topics in Environmental Studies	1.00
ENVST 399	Seminar in Environmental Studies	1.00
	Credits	**2**
Spring Semester		
One 200-level Arts & Humanities elective course (five of five)		
	Credits	**0**
	Total Credits	**16**

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the Environmental Studies department webpage for more information.

Natural Sciences Emphasis Plan of Study

Environmental Studies Major - Natural Sciences Emphasis Plan of Study

This is a sample plan that meets the prescribed requirements for this major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program - ENCON) or Writing and Rhetoric	1.00
ENVST 137	Introduction to Environmental Studies (if not enrolled in ENCON program)	1.00
World Language		1.00
	Credits	**3**
January Term		
ENCON 111	Big Data and Bigger Challenges (if enrolled in the ENCON program)	1.00
	Credits	**1**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program - ENCON) or First-Year Seminar	1.00
World Language		1.00
	Credits	**2**
Sophomore Year		
Fall Semester		
One course from outside this area of emphasis. (one of three)		1.00
One statistics modeling and mapping course		1.00
	Credits	**2**

Spring Semester		
One course from outside this area of emphasis. (two of three)		1.00
One intermediate ecology elective course [1]		1.00
	Credits	**2**
Junior Year		
Fall Semester		
ENVST 237	Integration and Application in Environmental Studies	1.00
One environmental science elective course (one of two)		1.00
	Credits	**2**
Spring Semester		
One course from outside this area of emphasis. (three of three)		1.00
One intermediate chemistry course [1]		1.00
	Credits	**2**
Senior Year		
Fall Semester		
ENVST 399	Seminar in Environmental Studies	1.00
One environmental science elective course (two of two)		1.00
	Credits	**2**
Spring Semester		
One 300-level environmental science course (from list)		1.00
	Credits	**1**
	Total Credits	**17**

1

Please note that prerequisite courses in biology, chemistry and/or math may need to be taken prior to this requirement.

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the Environmental Studies department webpage for more information.

Social Sciences Emphasis Plan of Study

Environmental Studies Major - Social Sciences Emphasis Plan of Study

This is a sample plan that meets the prescribed requirements for this major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program - ENCON) or Writing and Rhetoric	1.00
ENVST 137	Introduction to Environmental Studies (if not in the ENCON conversation program)	1.00
World Language		1.00
	Credits	**3**
January Term		
ENCON 111	Big Data and Bigger Challenges (if in the ENCON program)	1.00
	Credits	**1**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program - ENCON) or First-Year Seminar	1.00
ECON 121	Principles of Economics	1.00
World Language		1.00
	Credits	**3**
Sophomore Year		
Fall Semester		
One course from outside this area of emphasis (one of three)		1.00
	Credits	**1**
Spring Semester		
ECON 242	Environmental Economics	1.00
One course from outside this area of emphasis (two of three)		1.00
	Credits	**2**
Junior Year		
Fall Semester		
ENVST 237	Integration and Application in Environmental Studies	1.00
One methodological analysis course		1.00
	Credits	**2**
Spring Semester		
One course from outside this area of emphasis (three of three)		1.00
One environmental political policy and institutions course		1.00
	Credits	**2**
Senior Year		
Fall Semester		
ENVST 399	Seminar in Environmental Studies	1.00
One social science elective course (one of two)		1.00
	Credits	**2**
Spring Semester		
One social science elective course (two of two)		1.00
	Credits	**1**
	Total Credits	**17**

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the Environmental Studies department webpage for more information.

Faculty

Chair, 2025-2026
Kiara Jorgenson
Associate Professor of Environmental Studies and Religion

Elizabeth Abraham
Adjunct Assistant Professor of Environmental Studies

Diane K. Angell
Associate Professor of Practice in Biology
conservation biology; ecology; evolutionary biology

Seth I. Binder
Frank Gery Associate Professor of Economics and Associate Professor of Environmental Studies
environmental and natural resource economics and policy; development economics; sustainable development

Xochizeltzin Castañeda-Camacho
Assistant Professor of Environmental Studies

Jenna M. Coughlin (on sabbatical 2025-26)
Associate Professor of Norwegian

Norwegian language and culture; Nordic literature and media; ecocriticism; gender studies

Anne M. Gothmann
Associate Professor of Environmental Studies and Physics

Jacob Grossman
Assistant Professor of Biology and Environmental Studies

Daniel J.B. Hofrenning
Professor of Political Science and Environmental Studies
American politics; religion and politics; parties and elections; public policy

Paul T. Jackson
Professor of Chemistry and Environmental Studies
green chemistry; environmental chemistry; water quality; sustainability

Juliet Patterson
Associate Professor of Practice in English
creative writing; contemporary American poetics; hybrid literature; environmental literature

Nicholas Reich
Visiting Assistant Professor of Environmental Studies

Charles E. Umbanhowar (on sabbatical 2025-26)
Professor of Biology and Environmental Studies; Director of Natural Lands
prairie ecology; botany; paleoecology; fire ecology; biogeochemistry

Martha Zillig
Visiting Assistant Professor of Mathematics, Statistics Computer Science

Family Studies

Rachel Henry, Holland Hall 512
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wp.stolaf.edu/socialwork

(Social Work and Family Studies)

The well-being of individuals, couples, and families is a national and global concern. Family studies is an integrative field that synthesizes knowledge from many liberal arts disciplines, particularly economics, political science, psychology, social work, and sociology.

The Social Work and Family Studies Department offers a concentration in family studies.

Intended Learning Outcomes for the Concentration

Recommendations for Graduate Study

The concentration in family studies is designed to enable students to learn about families in both theory and practice; it is a course of study that can enhance student learning in any major. This concentration prepares students entering careers with families including marriage and family therapy, education, and ministry, or to family practice in law, medicine, nursing, social work, or public policy. Students who intend to go directly to graduate school in family social science or related fields should also consider enrollment in a statistics course and a research methods course in social work, psychology, or sociology/anthropology.

Requirements

Requirements for the Concentration

Recommended preparation: introductory courses in social sciences, biology, and statistics

Code	Title	Credits
Required department courses [1]		
FAMST 132	Introduction to Family Studies	1.00
FAMST 242	Family Relationships	1.00
FAMST 391	Senior Seminar: Special Topics	1.00
Electives		
Select two of the following electives: [2]		2.00
ENGL 203	Asian American Literature	
FAMST 230	Family, Faith and Values	
FAMST 253	Human Sexuality	
FAMST 260	Storytelling, Healing and Family in Aboriginal and Maori Cultures	
FYS 120	First-Year Seminar (Only when offered as FYS 120 'Young Adults in Relationships')	
HIST 188	Topical Seminar (Only when offered as HIST 188 'Sisters Under the Swastika')	
HIST 272	Women in America	
NURS 312	Family Health	

PSYCH 241	Developmental Psychology
PSYCH 350	Parenting and Child Development in Diverse Families
RACE 121	Introduction to Race and Ethnic Studies (literature)
RACE 250	Topical Seminar (when taught as Race, Gender, and Sexuality)
SOAN 248	Sociology of Dying, Death, and Bereavement
SOAN 260	Families, Marriage, & Relationships
SPAN 250	Family and Gender Roles in Spain: 1900 to Present
Experiential component (see below)	
Total Credits	**5**

1

These required courses provide a core of knowledge that is essential to thinking systematically about families as social systems and family as a social institution and its interactions within the larger social context.

2

At least one elective must be outside the Department of Social Work and Family Studies. These courses allow students to tailor their further knowledge about families to fit a specific application area or to integrate with their chosen majors. Elective courses not on this list may be counted with prior approval of the program director.

Experiential component with families

This requirement is usually an academic, credit-bearing experience completed during the senior year (including the previous summer.) It is designed to ensure that concentrators participate in an experience that applies basic family knowledge (theories, frameworks, concepts) to real families in a setting beyond the classroom. It must be approved by a faculty member in the Department of Social Work and Family Studies **prior** to enrollment and entered into the Department Google Doc. The experience and concomitant learning is presented as a graded assignment for a public audience in the senior seminar FAMST 391. Through the experience, students demonstrate attainment of intended learning outcomes for family studies. Watch for an email each semester from the program director with a Google Form to fill in your plans for completion.

Guidelines for the experiential component:

Includes approximately 40 hours devoted to direct experience with families (more than one family);

1. A family interaction is considered having contact, even if it is at a pick-up or drop-off from an after-school program or camp, with more than one member of a family;
2. Can be domestic or international experience;
3. Can be a volunteer activity that is not graded;
4. If for credit, can be taken either graded or Pass/No Pass (P/N); and
5. Must be approved by a faculty member in the Department of Social Work and Family Studies prior to enrollment.

The experience *may* be:

- A project in a senior year course; or
- Work with families in a social work practicum or nursing clinical; or
- An independent research project with family interaction (FAMST 394); or
- An internship with a family serving agency (quarter-, half-, or full-credit FAMST 294); or
- A summer experience prior to senior year that involves direct experience with families.

Courses

FAMST 132: *Introduction to Family Studies*
Students examine American families through the life cycle in relation to personal and professional life, with the major emphasis on communication and commitment in interpersonal relationships. Students study courtship, marriage, adjustment to parenthood, and aging through engaging evidence-based research, case studies, and theoretical frameworks. They examine stressors that affect families such as family violence, divorce, grief and loss, and socioeconomic challenges. This course takes an interdisciplinary approach; students have opportunity for a broad range of individualized study. Offered each semester.

FAMST 230: *Family, Faith and Values*
In this course students examine and connect faith beliefs & practices, family relationships and values that are lived out in community. Students study family rituals and values from several global religions. Students learn how rituals and values are modeled and taught in the family and examine how spiritual practices and religious beliefs can be both sources of support and stress to families. Students explore and articulate their own stories related to family, faith and values. Offered periodically in January Term.

FAMST 242: *Family Relationships*
Students explore how family relationships are influenced by social, historical, and political contexts. Drawing on a range of disciplinary contexts and research, this course underscores the ways family relationships are constructed, sustained and challenged in society, with emphasis on theories and practice of family communication. Students draw on the relational dynamics studied in the introductory family studies course to transition to elaborating on the complexities of family functioning in U.S. society and beyond. Offered each semester.

FAMST 253: *Human Sexuality*
This course explores the varied dimensions of human sexuality as they affect and are affected by past and present human relationships. Sexual problems and issues are examined for the development of a value framework and for the enrichment of family life. The course emphasizes critical thinking skills applied to current issues in human sexuality (e.g. gay marriage, race and gender issues, sexual violence). Students examine issues in contemporary research and ethics in sexuality. Also counts toward gender and sexuality studies major and concentration.

FAMST 260: *Storytelling, Healing and Family in Aboriginal and Maori Cultures*
This course immerses students in the narrative, storytelling culture of Indigenous Australian and New Zealand peoples, the Aboriginal and Maori cultures. Students gain an understanding of the history of these peoples, their family culture, and storytelling as a healing and powerful force. Students study Narrative Family Therapy and learn to articulate the parallels between it and Aboriginal and Maori culture. Students also learn to apply this theory to their own lived experience.
Prerequisite: One of the following: FAMST 132, FAMST 242, SWRK 120, SWRK 122, SWRK 221, PSYCH 125, SOAN 121, SOAN 128, SOAN 260, SOAN 262, SOAN 264, RACE 121, RACE 252.

FAMST 294: *Academic Internship*

FAMST 298: *Independent Study*

FAMST 391: *Senior Seminar: Special Topics*
This required capstone seminar explores current research and the integration of key foundation disciplines in the study of families. Students explore special topics through readings assignments and lecture material.
Prerequisites: FAMST 132 and FAMST 242. Students can take FAMST 242 and FAMST 391 concurrently with permission of program director or FAMST 391 instructor.

FAMST 394: *Academic Internship*

FAMST 398: *Independent Research*

Faculty

Program Director , 2025-2026
Erica Kanewischer
Associate Professor of Practice of Social Work and Family Studies

Gwendolyn (Wendy) Anderson
Associate Professor of Social Work and Family Studies

Grace E. Cho
Professor of Psychology
developmental psychology; child development; cultural psychology; socioemotional development; parent-child processes

Kimberly Doran
Visiting Assistant Professor of Social Work and Family Studies

Hillary Lamberty
Visiting Assistant Professor of Social Work and Family Studies; Social Work Field Coordinator

Jessica Simpson
Adjunct Assistant Professor of Social Work and Family Studies

Susan E. Smalling
Professor of Social Work and Family Studies; Associate Dean for Social Sciences; Director of Faculty Community Belonging
anti-oppressive research and practice; indigenous populations; family and child welfare

Film and Media Studies

Lynda Maus, Rolvaag 526A
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The Film and Media Studies (FMS) Program is committed to fostering visual literacy, promoting critical thinking and analysis, and encouraging students to engage meaningfully with a world in which images and screen-based media play an ever present and powerful role. Our program also embraces the inherently interdisciplinary aspects of film, serving students from programs and departments across the college (art, theater, English, psychology, sociology, history, philosophy, music, and so on). In addition to offering an interdisciplinary education that is faithful to the spirit of the liberal arts, the program addresses the specialized concerns of the field. We define and examine film and media broadly—as a variety of modes (narrative, experimental, and documentary) and outlets or screens (cinema, television, video, social media, video games, and streaming platforms). In exploring the specificities of these media, the program attends to aesthetics, form, and textuality but always within a larger context (the historical, cultural, social, political, and so on), to address national and global audiences, economies, and histories. The program also teaches practical skills and provides resources for students interested in pursuing paths that center on film and media production.

Intended Learning Outcomes for the Major/Concentration

Requirements

Requirements for the Major

Code	Title	Credits
Four Core Courses:		
FMS 101	Introduction to Film Studies	1.00
One of the following two:		1.00
FMS 140	Film History	
FMS 160	The Media Landscape	
AND		
FMS 280	Film and Media Theory	1.00
FMS 350	Topics in Film and Media Studies	1.00
Four Level II Elective Courses:		
Students must take at least two of these courses offered by the program. The courses below rotate topics and may be taken up to three times:		2.00
FMS 215	Topics: Genre	
FMS 235	Topics: Authorship	
FMS 245	Topics: National and Transnational Film and Media	
FMS 265	Topics: Film and Media Modes	
FMS 270	Topics: Film and Media History	
Students may choose two of their electives from the following courses offered inside and outside of the program. At least one of these courses must be a Level II course. Courses that are not offered regularly will require approval from the director.		2.00
ARTS 104	Foundation New Media	

ARTS 228	Animated Art	
ARTS 229	Digital Filmmaking	
ARTS 248	Los Angeles January Term (study away)	
ASIAN 156	Contemporary China Through Film (Taught in English)	
ASIAN 224	Page to Screen: Modern Japanese Literature in Film	
ENGL 209	Arab American Literature and Film	
ENGL 275	Literature and Film	
ENGL 280	Topics in Genre (when topic is American Cinema)	
ENGL 286	Topics in Rhetoric and Composition (when topic is The Rhetoric of Video Games)	
ENGL 296	Screenwriting	
FMS 250	Video News Reporting	
GERM 249	German Cinema (Taught in English)	
RUSSN 265	Soviet and Russian Film Directed by Women (Taught in English)	
THEAT 130	Introduction to Acting	
Two Production Courses:		
FMS 220	Film and Media Production (required)	1.00
One course may be taken from the following courses offered inside and outside of the program:		1.00
ARTS 104	Foundation New Media	
ARTS 228	Animated Art	
ARTS 229	Digital Filmmaking	
ARTS 248	Los Angeles January Term (study away)	
ENGL 296	Screenwriting	
FMS 250	Video News Reporting	
FMS 320	Advanced Film and Media Production	
THEAT 130	Introduction to Acting	
Total Credits		**10**

Students may petition to have courses that are not designated as approved courses count toward the major. Both the course instructor and director of the program must grant their approval in such a situation.

No more than two courses from other institutions may count toward the major.

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Requirements for the Concentration

Code	Title	Credits
Two Core Courses:		
FMS 101	Introduction to Film Studies	1.00
One of the following two:		1.00
FMS 140	Film History	
FMS 160	The Media Landscape	
Two Electives that Engage with the Culture, History, or Theory of Film and Media:		**2.00**
ARTS 248	Los Angeles January Term (study away)	
ASIAN 156	Contemporary China Through Film (Taught in English)	
ASIAN 224	Page to Screen: Modern Japanese Literature in Film	
ENGL 209	Arab American Literature and Film	
ENGL 275	Literature and Film	
ENGL 280	Topics in Genre (when topic is American Cinema)	
ENGL 286	Topics in Rhetoric and Composition (when topic is The Rhetoric of Video Games)	
FMS 215	Topics: Genre	
FMS 235	Topics: Authorship	
FMS 245	Topics: National and Transnational Film and Media	
FMS 265	Topics: Film and Media Modes	
FMS 270	Topics: Film and Media History	
FMS 280	Film and Media Theory	
FMS 350	Topics in Film and Media Studies	
GERM 249	German Cinema (Taught in English)	
RUSSN 265	Soviet and Russian Film Directed by Women (Taught in English)	
One Production Course:		**1.00**
ARTS 104	Foundation New Media	
ARTS 228	Animated Art	
ARTS 229	Digital Filmmaking	
ARTS 248	Los Angeles January Term (study away)	
ENGL 296	Screenwriting	
FMS 220	Film and Media Production	
FMS 250	Video News Reporting	
FMS 320	Advanced Film and Media Production	
THEAT 130	Introduction to Acting	
Total Credits		**5**

Students may petition to have courses that are not designated as approved courses count toward the major. Both the course instructor and director of the program must grant their approval in such a situation.

No more than two courses from other institutions may count toward the concentration.

Courses

FMS 101: *Introduction to Film Studies*
This course is an introduction to film analysis. Students learn the language used to describe and understand various features and aspects of the cinema. In addition to exploring the elements that make up a film, students also think carefully about the decisions, techniques, and strategies that inform film production. Topics of study include narrative, mise-en-scene, cinematography, editing, film sound, and, later in the course, broader categories of classification such as genre and mode.

FMS 140: *Film History*
This course provides a broad overview of the cinema from its beginnings to the present day, while introducing students to historically informed methods and arguments that have contributed to the shape and continuing development of film studies as a formal discipline. In addition to adopting a global perspective to explore the cinema's role as a powerful aesthetic, social, and cultural force, students examine key movements, conventions, practices, and periods that inform film history. Offered annually in the spring semester.

FMS 160: *The Media Landscape*
This course encourages students to critically assess and shape their personal relationship to the media landscape. Its premise is that we are all, to some extent, uninformed and uncritical consumers of media products, services and effects rather than conscientious and civically engaged users of them. In this spirit, this course is designed to give students a theoretical, as well as practical, experience with issues of gender, race, class, and sexuality as they manifest in mediated artifacts of popular culture. The course is taught from a media studies perspective where students gain skills in critical analysis and media literacy. Concepts of power, privilege, justice, representation, hegemony, consumption and resistance are woven throughout course readings, images, assignments and discussions. Offered twice annually.

FMS 215: *Topics: Genre*
Hollywood and other popular cinemas around the world divide their film narratives into different genres like melodrama, horror, musicals, science fiction, film noir, and gangster cinema. Some of these genres stem from literature and theater, and most have subsequently influenced television, video games, and other media production. In this course students analyze the history and characteristics of one of these genres in detail or compare and contrast influential examples of genre production. May be repeated if topics are different. Offered alternate years in the fall semester beginning fall semester 2021-22.

FMS 220: *Film and Media Production*
This course introduces students to film and media production. The course rotates topics to accommodate various modes of production such as documentary, experimental, and narrative filmmaking. Students view and study film, learn the creative and technical skills associated with the course's focus, as well as participate in their own film and media productions. Offered annually.
Prerequisites: FMS 101 or FMS 160 recommended.

FMS 235: *Topics: Authorship*
For much of film history the film director has been considered to be an author not unlike a writer of a novel or composer of a symphony. In this course students closely analyze the authorship of influential film directors, while also critically evaluating the role of the director along with the many other artists and workers that contribute to the meaning and production of film. May be repeated if topics are different. Offered alternate years in the spring semester beginning spring semester 2021-22.

FMS 245: *Topics: National and Transnational Film and Media*
This course focuses on the film and/or media production of a particular nation, region, or economic and cultural partnership across borders. It gives students a historical overview of influential national and transnational cinemas, or other global media products. May be repeated if topics are different. Offered alternate years in the spring semester beginning spring semester 2021-22.

FMS 250: *Video News Reporting*
This course focuses on the practices, ethics and challenges of video journalism in a digital age. Students learn imaged-based journalism through academic analyses, review of stories reported by Twin Cities newsrooms, and hands-on production of multiple video broadcast and online news stories. Students acquire video shooting, editing and interviewing skills relevant to the workplace today. The course includes two trips to the Twin Cities to visit the studio and Capitol bureau of KARE 11, the NBC television affiliate in Minneapolis. Offered periodically.

FMS 265: *Topics: Film and Media Modes*
In this course, students learn about the history, theory, and practice of a specific film or medium mode. This can include such modes as documentary cinema, experimental film and media, animation, television, video games, or social media such as Facebook, Twitter, or Instagram. May be repeated if topics are different. Offered alternate years in the fall semester beginning fall semester 2021-22.

FMS 270: *Topics: Film and Media History*
This course closely examines a specific period in the history of cinema or other media. Students study the relationship between film and media texts and their historical context and social environment. The course rotates topics to emphasize either an influential period (national or global) or historical movements. May be repeated if topics are different. Offered alternate years in the fall semester beginning fall semester 2021-22.

FMS 280: *Film and Media Theory*
This course is an introduction to the major figures, concepts, and debates in film and media theory (1915 to the present day). Although a historical framework informs the structure of this course, students are strongly encouraged to observe similarities and differences within the same schools of theory as well as across different theoretical models and periods. Topics of study include formative and realist film theory, psychoanalysis, semiotics, new and digital media, feminist media theory, and postmodernism. Offered annually in the spring semester beginning spring semester 2021-22.
Prerequisite: FMS 101 or permission of instructor.

FMS 295: *Internship and Reflection Seminar*
This seminar integrates the liberal arts with the experience of work and the search for a vocation or career. Course content will include both an off-campus internship and on-campus class sessions that connect academic theories/analyses of work with their particular internship experience. Students will also consider and articulate the value of the liberal arts for their pursuit of a creative, productive, and satisfying professional life.

FMS 320: *Advanced Film and Media Production*
This is an advanced film and media production course that builds upon students' prior skills in the field. It gives them the opportunity to further develop their expertise and skills in developing advanced film and media projects. The course rotates topics to accommodate various approaches and types of film and media production. Offered periodically.
Prerequisite: FMS 220 Film and Media production or comparable course.

FMS 350: *Topics in Film and Media Studies*
This advanced course rotates between various topics in film that may include genres and styles, authorship, national and transnational cinemas, industrial history, and film's relationship to other art forms and popular culture at large. Students study films within a context that emphasizes specialized theoretical, cultural, or historical concerns and questions. May be repeated if topic is different. Offered annually in the spring semester.
Prerequisite: FMS 101.

Film and Media Studies Courses in Other Departments

ARTS 104 Foundation New Media

ARTS 228 Animated Art

ARTS 229 Digital Filmmaking

ASIAN 156 Contemporary China Through Film (Taught in English)

ASIAN 224 Page to Screen: Modern Japanese Literature in Film

ENGL 209 Arab American Literature and Film

ENGL 275 Literature and Film

ENGL 280 Topics in Genre (when topic is American Cinema)

ENGL 296 Screenwriting

GERM 249 German Cinema (Taught in English)

RUSSN 265 Soviet and Russian Film Directed by Women (Taught in English)

THEAT 130 Introduction to Acting

Plan of Study

Film and Media Studies Major - Plan of Study

This is a sample first-year plan that meets the requirements for the Film and Media Studies major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
FMS 101	Introduction to Film Studies	1.00
World Language		1.00
	Credits	**3**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
FMS 140 or FMS 160	Film History or The Media Landscape	1.00
World Language		1.00
	Credits	**3**
Sophomore Year		
Fall Semester		
FMS 220	Film and Media Production	1.00
FMS 200-level Elective course		1.00
	Credits	**2**
Spring Semester		
FMS 280	Film and Media Theory	1.00
FMS 200-level Elective course		1.00
	Credits	**2**
Junior Year		
Fall Semester		
FMS 200-level Elective course		1.00
	Credits	**1**
Spring Semester		
Production Elective		1.00
	Credits	**1**
Senior Year		
Fall Semester		
FMS 200-level Elective course		1.00
	Credits	**1**
Spring Semester		
FMS 350	Topics in Film and Media Studies	1.00
	Credits	**1**
	Total Credits	**14**

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the Film and Media Studies department webpage for more information.

Faculty

Program Director, 2025-2026
Linda Y. Mokdad
Associate Professor of English
film history; classical film theory; feminist film theory; art cinema; Arab cinemas

Björn Nordfjörd
Associate Professor of Practice in English
American cinema; world cinema; crime fiction; adaptation and narrative theory

First-Year Experience

Diane LeBlanc, Rolvaag Memorial Library 526B
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wp.stolaf.edu/firstyear/

The First-Year Experience

During your first year at St. Olaf, the First-Year Experience offers opportunities for you to explore campus resources, take courses designed for your college transition, and find the people and programs that will support your personal growth, social development, and academic success.

Team Advising

Your First-Year Experience begins with advising before you arrive. Virtual advising sessions and a summer registration advisor will help you navigate registration resources and choose Fall courses. When you arrive, a team of advisors, including a pre-major advisor, a Success Coach, and a peer leader will welcome you and support your transition to living and learning on campus.

New Student Orientation

New Student Orientation guides your transition to living and learning within the St. Olaf community. From the day you arrive on campus until fall classes begin, you'll participate in activities to help you become part of your residence hall community, explore academic interests and resources, navigate campus, and develop a sense of belonging.

First-Year Experience Courses

First-Year Experience courses focus on ideas and questions about the world and your role in it. In these courses, you'll engage with big questions, deepen your understanding of the liberal arts, and learn new ways to think, write, and have conversations. These courses emphasize active learning as you build community with peers and the professor.

All students complete First-Year Seminar and Writing and Rhetoric — one course each semester. You may choose to enroll in Individual Courses OR participate in a Conversation Program. Explore the two paths below. (You'll choose one or the other, not both.)

SOAR

As part of your Fall and Spring First-Year Experience, you will participate in SOAR (St. Olaf Orientation to Academics and Resources). These small group sessions, led by trained SOAR peer leaders, provide time and space to create intentional community, access resources, and meet new people.

What is the First-Year Experience?

Individual Courses

The First-Year Experience at St. Olaf provides you with a foundation for college success. The two courses that make up the First-Year Experience focus on critical thinking, discussion, research, and writing skills to support your college experience.

You may complete your First-Year Experience on one of two paths. You may take First-Year Seminar 120 and Writing 120 as individual courses, one in the fall and the other in the spring, OR you may enroll in a Conversation program. Students who choose the First-Year Seminar 120 and Writing 120 are split into two groups. One group takes First-Year Seminar 120 in the fall and one group takes Writing 120 in the fall. In the spring, students who completed First-Year Seminar 120 then take Writing 120, and students who completed Writing 120 take First-Year Seminar 120.

Conversation Programs

The Conversation programs focus courses around a theme that students engage with in multiple courses during one or two years, and through the Conversations, students may fulfill additional Core requirements beyond the First-Year Seminar 120 and Writing 120. Note that Enduring Questions is a two-year program.

Students wanting maximum schedule flexibility should choose the individual course option as most of the Conversations programs are offered at only one time period and may conflict with other courses.

You do not have to participate in a Conversations program. In fact, only 30% of incoming students do.

Frequently Asked Questions

Do you have questions? Visit our FAQ page about St. Olaf's First-Year Experience.

Courses

During their first year at St. Olaf College, students enroll in two courses as part of the First-Year Experience: First-Year Seminar and Writing and Rhetoric. During fall and spring semesters, all students enrolled in First-Year Experience courses participate in St. Olaf Orientation to Academics and Resources (SOAR).

FYS 120: *First-Year Seminar*
This course emphasizes critical thinking, conversation, collaboration, and academic habits for the liberal arts. Students learn key skills like locating and evaluating academic sources, as well as reading, reflecting, and responding to texts. Students cultivate their own curiosity while also learning how to engage in community, better understanding their responsibilities to each other. This course is open to first-year students and a limited number of sophomores.
Prerequisite: first-year student status.

Writing Intensive First-Year Seminars are available for students who may benefit from extensive writing instruction and practice during Fall semester. Students enroll in these sections through writing placement or permission of the instructor.

WRIT 120: *Writing and Rhetoric*
Writing and Rhetoric courses, taught by faculty across the college, engage students in writing for multiple purposes and audiences. Each course explores a contemporary question of interest to college students. Students write in multiple genres and engage in writing as a systematic process with opportunities to respond to feedback. They learn, evaluate, and use appropriate technologies to explore, discuss, and write about course content. This course is limited to first-year students and sophomores.

St. Olaf Orientation to Academics and Resources (SOAR)

SOAR provides an extended orientation for all students in their first year to equip them with the knowledge and tools to be successful

at St. Olaf. Students learn key skills such as how to utilize campus resources and implement college level reading and study techniques through small group conversation, reflection, and the practice of successful academic habits. As part of students' Fall and Spring First-Year Experience, they will participate in SOAR. These small group sessions, led by highly trained SOAR peer leaders, provide time and space to create intentional community, access resources, and meet new people.

Faculty

Kathryn E. Ananda-Owens
Professor of Music
piano; piano literature

Anne G. Berry
Instructor of Writing; Assistant Director of Multilingual Student Language Support
linguistics; English as a second language

Emily Bowman
Visiting Associate Professor of Sociology and Anthropology

Rachel Brandwein
Visiting Assistant Professor of Music
harp; music theory

Heather Campbell
Professor of Education; Education Director of Assessment 2025-26
reading; special education

David M. Carter
Professor of Music
cello; chamber music; string techniques; string literature/pedagogy; music appreciation

Vivian Choi
Associate Professor of Sociology/Anthropology
South Asia; science and technology; disasters

Marc David
Associate Professor of Practice of Sociology/Anthropology
Social class, race, cultural politics of heritage and historical representation in the U.S.

Shelly D. Dickinson
Associate Professor of Psychology
behavioral neuroscience; addiction; conditioning and learning; psychopharmacology

Bridget Draxler
Adjunct Assistant Professor of Writing; Associate Director of Writing, Speaking, and Academic Support

Averill Earls
Associate Professor of History

Vera Foley
Visiting Assistant Professor of English

Daniel Forstner
Instructor of Education
education; first year writing

Leigh Ann Garner
Assistant Professor of Music
music education

James S. Hanson
Associate Professor of Religion
New Testament

Kyle Helms
Associate Professor of Classics
Latin prose; classical languages and literature

Jaden Janak
Assistant Professor of History
LGBTQ+ history, abolition, and popular culture

Peder J. Jothen
Associate Professor of Practice in Religion
religious ethics

Erica Kanewischer
Associate Professor of Practice of Social Work and Family Studies

Heather J. Klopchin
Oscar and Gertrude Boe Overby Distinguished Professor of Dance
modern dance; ballet; jazz dance; dance history; Companydance

Diane C. LeBlanc
Professor of Interdisciplinary Studies, Writer in Residence, and Director of Writing; Associate Dean of the First-Year Experience and Sophomore Thriving
rhetoric and composition; creative writing; gender studies

Kari Lie Dorer
Professor of Norwegian and Race, Ethnic, Gender and Sexuality Studies, King Olav V Chair of Scandinavian-American Studies
Norwegian language and culture; applied linguistics; Sami studies; Nordic film

Laura L. Listenberger
Professor of Biology and Chemistry
lipid biochemistry; cell and molecular biology

Lau Malaver
Assistant Professor of Race, Ethnic, Gender, and Sexuality Studies

Emily K. Mohl
Associate Professor of Biology and Education
evolutionary ecology; plant-insect interactions; science education

Nissa Parmar
Visiting Assistant Professor of English

Juliet Patterson
Associate Professor of Practice in English
creative writing; contemporary American poetics; hybrid literature; environmental literature

Jason J. Ripley
Associate Professor of Religion
Biblical theology; Gospel of John; imperial; gender; postcolonial interpretation

Caitlin Sackrison
Visiting Assistant Professor of Norwegian

Katherine Tegtmeyer Pak
Professor of Political Science and Asian Studies

Asian politics; comparative democracy; immigration; citizenship; human rights

Nancy M. Thompson
Professor of Art and Art History and Race, Ethnic, Gender and Sexuality Studies
medieval art in Europe; medieval and early modern art in Italy; women's and gender studies

Nora Vosburg
Assistant Professor of German
Germanic linguistics, language contact, heritage languages

Sean Ward
Associate Professor of Practice in English
20th-century British and Anglophone literature; postcolonial studies; critical theory

Colin Wells
Professor of English
early American literature; 18th-century literature

Thomas A. Williamson
Kenneth Bjork Distinguished Professor of Sociology/Anthropology
Southeast Asia; theory; globalization; medical anthropology

Patrick Wilz
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French

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French (Romance Languages)

" ... la langue française n'est pas fixée, et ne se fixera point. Une langue ne se fixe pas. L'esprit humain est toujours en marche, ou, si l'on veut, en mouvement, et les langues avec lui. Les choses sont ainsi." ["... the French language is not fixed, and never will be. A language does not become fixed. The human spirit is always on the march, or, if you prefer, in movement, and languages with it. Things are made so."]

Victor Hugo, 1827

More than 220 million people around the world — in North and South America, the Caribbean, Europe, Africa, the Middle East, the Pacific and Indian Oceans — speak French. It is an official language in 25 countries, and the Organisation Internationale de la Francophonie estimates that by 2050, over 700 million people (80% of whom will live in Africa) will speak French, and that by 2025, French will be the most common native language in Europe.

French is one of the official languages of governing institutions in diverse domains: diplomacy; international trade and economics; healthcare and science; and sports. For centuries, it has been one of the languages most associated with art, music, film, literature, cuisine, and fashion. The French language's far-reaching geographical and cultural influence helps to explain why it remains the second-most-taught language in the United States.

Indeed, connections between the United States and the French-speaking world run deep. In the late 18th century, Thomas Jefferson recommended that those studying "Mathematics, Natural philosophy, Natural history, &c." learn French (*Letter to Peter Carr, 19 Aug., 1785*). Much more recently, writer Ta-Nehisi Coates wrote of his relationship with the French language and France as both a personal project, and as part of a long history of African Americans relocating to Paris: "It occurred to me ... that France was not a thought experiment but an actual place filled with actual people whose traditions were different, whose lives really were different, whose sense of beauty was different" (*Between the World and Me*, 2015).

A major in French complements any other St. Olaf major and extends students' liberal arts education and multicultural competence. By studying the French language and Francophone cultures, civilizations, and literatures, students develop and enhance their oral and written language skills, analytical thinking, and familiarity with diverse perspectives sought by employers and graduate schools today.

The French section of the Department of Romance Languages offers a variety of courses, on campus and abroad, for beginning, intermediate, and advanced students, both majors and non-majors. To expand students' exposure to French beyond the classroom, the French program hosts a weekly French conversation table, culture table, and film series and sponsors an honor house (Maison francophone). St. Olaf benefits annually from the presence of a number of international students from Europe and Africa whose first language is French.

Overview of the French Major

In courses for the major, students refine their oral and written French, gain intercultural competence, and develop analytical skills through the study of Francophone contemporary cultures, civilizations, and literatures.

Level II courses are divided into three sequences:

- French 231, 232, and 237 are topically organized content-based courses, with lexical and grammatical work grafted onto and integrated into the study and discussion of a wide range of texts. French 231 focuses on intercultural comparison of French and American institutions such as the family, school, and immigration. In French 232, students explore the question of identity in the French-speaking world outside France. French 237, a January term immersion course offered in French-speaking Canada, examines issues of immigration and identity in Montreal and Quebec City; it may be taken in lieu of French 232.
- In 250-level courses, students hone their emerging language skills through textual analysis, writing, and discussion.
- In 270-level courses, students explore the diverse cultures and literatures of the Francophone world while continuing to refine their French language skills.

Level III courses build upon the interpretive skills and knowledge of the Francophone world acquired by students in 270-level courses. Level III courses examine a particular topic or genre as well as critical or theoretical issues associated with it through the analysis of representative literary and non-literary works.

Intended Learning Outcomes of the Major

Distinction

See Academic Honors (p. 18)

Off-campus Study

French faculty lead January term courses in Paris, Morocco, and Quebec. St. Olaf is affiliated closely with semester and year-long study programs in France and Cameroon. Eligible students should contact the program advisor for current information.

All French majors are urged to study in France or in another Francophone country.

All course credit from study abroad is subject to department review and approval.

- Students who participate in an approved semester-long St. Olaf study abroad program in a French-speaking country receive credit for up to two department-approved French courses toward the major.
- Students who participate in an approved year-long St. Olaf study abroad program in a French-speaking country receive credit for up to four department-approved French courses toward the major.
- Students who participate in an approved semester- or year-long St. Olaf study abroad program in a non-French-speaking country may receive credit for one course that is not taught in French but that has a significant French or Francophone focus, subject to department review and approval. Such a course would be one of the “two additional relevant courses of the student's choosing” toward the major; see requirements for the graduation major, below and the one course allowed to count from a department outside of French.
- The total number of courses counted toward the French major from St. Olaf study abroad programs spanning two semesters or more may not exceed four. Course credits from non-St. Olaf study abroad programs must be reviewed and approved by the department for major credit in advance. All course credit from study abroad applied to the French major must meet department standards for course level and content.

St. Olaf's French Education program has been discontinued. Students interested in obtaining a K-12 French teaching license are encouraged to complete an undergraduate major in French and then apply to a graduate program that offers a Master's degree combined with teaching certification in French.

Languages Across the Curriculum (LAC)

French program faculty also participate in the Languages Across the Curriculum Program (p. 190), collaborating with faculty in other departments to offer students the opportunity to use their language skills in selected courses in other departments.

Requirements

Requirements for the Major

The graduation major consists of a minimum of eight (8) courses in French above FREN 112, as follows:

Code	Title	Credits
Two 250-level courses, at least one of which must be taught by a St. Olaf instructor		2.00
Two 270-level courses, at least one of which must be taught by a St. Olaf instructor		2.00
Two 300-level courses taken on-campus and taught by a St. Olaf instructor		2.00
Two additional relevant courses of the student's choosing (may include: FREN 231 (or AP 4); FREN 232 or FREN 235 (or AP 5); a maximum of one course with a significant French/Francopone focus from another department or program on campus.)		2.00
Sample Courses include:		
HIST 210	Methods Seminar: European History	
PHIL 236	History of Modern Philosophy	
PSCI 260	History of Modern Political Thought	
THEAT 270	History of Theater up to 1700	
Total Credits		**8**

Independent study or research may not be counted in lieu of any of the courses referred to above. Transfer credit must be approved in advance by the Department chair.

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Courses

FREN 111: *Beginning French I*
Students begin to learn French through listening, speaking, reading and writing about topics familiar to them. They study social and cultural notions inherent in the daily life of peoples in diverse Francophone communities and learn to think critically and make interdisciplinary connections and informed cross-cultural comparisons. Offered in the fall semester. Does not count toward French major. Open to students with no prior background in French, or placement.

FREN 112: *Beginning French II*
Students expand their developing language skills by continuing to listen, speak, read, and write on topics familiar to them. They continue their study of social and cultural notions inherent in the daily life of peoples in diverse Francophone communities and learn to think critically and make interdisciplinary connections and informed cross-cultural comparisons. Offered during spring semester. Does not count toward French major.
Prerequisite: FREN 111 or placement.

FREN 231: *Intermediate French I*
Through study, discussion, and analysis of a wide variety of texts, students explore specific social and cultural topics relevant to French culture yesterday and today (e.g., stereotypes, the family, education, immigration) and develop and expand their ability to listen, speak, read, and write in French while also learning specific listening and reading strategies. Explicit focus on cross-cultural comparison/contrast and analysis. Offered each semester.
Prerequisite: FREN 112 or placement.

FREN 232: *Intermediate French II*
Students explore questions of identity in the wider Francophone world through reading, discussing, and analyzing a wide variety of texts, including cultural documents, short biographical pieces, literary texts, and films. They consolidate their language skills and continue to develop their ability to analyze and communicate in French by engaging in interactive group activities, making oral presentations, and writing essays. They also work to expand their vocabulary and to review the French verb system and other key grammatical structures. Offered each semester.
Prerequisite: FREN 231 or placement.

FREN 235: *French Language and Moroccan Culture in Fez (study abroad)*
Students study French language and Moroccan culture in the Imperial City of Fez. An immersion experience that includes home stays with local French-speaking families, the course focuses on Moroccan culture, emphasizing the multicultural aspects of Morocco and facilitating student interaction with the local population. Second-year French grammar and writing and speaking skills are integrated into the reading and discussion of texts pertaining to Morocco's history and culture and their relation to present-day Morocco. Taught in French. Offered periodically during January term. Apply through Smith Center for Global Engagement.
Prerequisite: FREN 231 or placement in FREN 232.

FREN 237: *Immigration and Identity in Québec (study abroad)*
Students study French language and Québec culture through an immersion experience that includes home stays with local French-speaking families in Québec City and Montreal. Second-year French grammar and writing and speaking skills are integrated into the reading and discussion of texts focusing on the experiences and identities of immigrants to Québec and their descendants, as well as how immigration is shaping the linguistic and cultural identity of the broader Québec population. Taught in French. Offered periodically during January term. Apply through Smith Center for Global Engagement.
Prerequisites: FREN 231, placement in FREN 232, or by permission of instructor.

FREN 250: *Speaking (of) French*
This course provides an on-campus immersion experience for students interested in improving their oral language proficiency. Students engage in small and large group discussion, give individual and group oral presentations, and review grammar and registers of language. They also explore the notions of communicative competence and oral proficiency in order to become more effective speakers. Taught in French. Offered at least alternate years; one 250-level course will be offered each fall and spring semester.
Prerequisite: FREN 232 or FREN 235 or FREN 237, or equivalent.

FREN 251: *Writing French*
Students engage in intensive practice in various types of writing in French (e.g., summary, extended description, narration, and professional correspondence). Literary and non-literary texts provide topics and models. The course involves discussion, writing, and revision, and stresses advanced grammar review. Taught in French. Offered annually; one 250-level course will be offered each fall and spring semester.
Prerequisite: FREN 232 or FREN 235 or FREN 237 or equivalent.

FREN 253: *Introduction to Literary Analysis*
Students read a variety of French literary texts. The course focuses on aspects of literary analysis, terminology, methodology, and literary history. Students develop critical skills through discussion and analytical writing. Taught in French. Offered annually; one 250-level course will be offered each fall and spring semester.
Prerequisite: FREN 232 or FREN 235, or FREN 237 or equivalent.

FREN 265: *Memory Wars: Remembering and Forgetting in Post-World War II France*
How do film, literature, and the law in France address the trauma of World War II and its aftermaths? What are the "memory wars" and how are they represented and negotiated? In this course, students read short theoretical texts on memory and trauma studies and think about how theories of memory and forgetting intersect on page and screen, as well as in policy and public opinion. Students respond to novels and films and analyze historical flashpoints and cultural interpretations over time. Taught in English. Offered periodically. May count toward the French major (see instructor).
Prerequisite: WRIT 120, equivalent, or permission of instructor.

FREN 271: *The Francophone World*
Students explore French-speaking regions of the world outside France through the close reading, discussion, and analysis of literary and non-literary texts as well as other cultural artifacts. Readings, discussions, viewings, and written and oral assignments are organized around the exploration of specific topics or themes. May be repeated if geographical region is different. Taught in French. Offered at least alternate years. Counts toward Africa and the African Diaspora concentration when topic is Francophone Africa.
Prerequisite: minimum of one 250-level course (two recommended).

FREN 272: *Contemporary France*
Students are introduced to contemporary French political, economic and social institutions and/or issues through close textual analysis of articles from the contemporary French press and other media (e.g., the internet, cinema). Students read, analyze, discuss and write in French on a wide variety of non-literary topics. Taught in French. Offered alternate years.
Prerequisite: minimum of one 250-level course (two recommended).

FREN 273: *Period Studies*
Students explore a particular period or century through examination of selected literary and non-literary works within their socio-historical and cultural contexts. Coursework includes discussion, analysis, and interpretation of representative works. Sample topics: "19th-Century French Literature," "La Belle Epoque," and "20th-Century French Literature." May be repeated if period is different. Taught in French. Offered at least alternate years.
Prerequisite: minimum of one 250-level course (two recommended).

FREN 275: *Interdisciplinary French Studies in Paris (study abroad)*
Students delve into advanced language work and on-the-spot investigation of French culture, past and present, including theater, film, visual arts, the French court, and the medieval cathedral through background readings and visits to important monuments. Students read, discuss, see, and critique plays ranging from the classical to the contemporary. Taught in French. Offered alternate years during January term. Apply through Smith Center for Global Engagement.
Prerequisite: One French 250-level course (two recommended).

FREN 294: *Academic Internship*

FREN 298: *Independent Study*

FREN 372: *Topics in Francophone Studies*
Students explore a specified topic or theme in language, in literature, or in culture/civilization, or in a combination of these, through close reading, discussion, analysis, and interpretation of selected literary and/or non-literary works. Recent topics include "War and Terrorism," "Crime and Memory in Fiction," and "Translation Studies." May be repeated if topic is different. Taught in French. Offered annually.
Prerequisite: minimum of one 270-level course.

FREN 373: *Genre Studies*
Students study a particular genre or medium (e.g., novel, play, poetry, short story, film) from a variety of periods and authors, with particular emphasis on form. Coursework includes close reading, discussion, in-depth analysis, and interpretation of works. Recent topics: "Autobiography," Contemporary Francophone Film," and "The Algerian Novel," May be repeated if genre is different. Taught in French. Offered annually.
Prerequisite: minimum of one 270-level course.

FREN 394: *Academic Internship*

FREN 398: *Independent Research*

FREN 399: *Seminar in Francophone Studies*
In an integrative seminar, students examine specific issues and conceptual notions central to the understanding of the French language and/or Francophone literatures and cultures. Coursework includes readings, critical analysis, research methods, student reports, and substantive projects. May be repeated if topic is different. Taught in French. Offered periodically.
Prerequisite: minimum of one level III FREN course.

Plan of Study

French Major - Plan of Study

This is a sample plan that meets the prescribed requirements for this major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

This plan is for a student who places into French at St. Olaf at the 231 level. Students can major in French whether they start at the beginner level (FREN 111) or have prior experience in the language.

All students with prior experience in French must complete the **placement exam** in early Summer before their first year.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
FREN 231	Intermediate French I (depending on placement)	1.00
	Credits	**2**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
FREN 232	Intermediate French II (depending on placement)	1.00
	Credits	**2**
Sophomore Year		
Fall Semester		
FREN 250 - Level Elective Course		1.00
	Credits	**1**
Spring Semester		
FREN 250 - Level Elective Course or Semester Abroad (2 credits towards major)		1.00
	Credits	**1**
Junior Year		
Fall Semester		
FREN 270-Level Elective Course		1.00
	Credits	**1**
Spring Semester		
FREN 270-Level Elective Course or Semester Abroad (2 credits towards major)		1.00
	Credits	**1**
Senior Year		
Fall Semester		
FREN 300-level Elective Course		1.00
	Credits	**1**
Spring Semester		
FREN 300-level Elective Course		1.00
	Credits	**1**
	Total Credits	**10**

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit

and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the French department webpage for more information.

Faculty

Section Head , 2025-2026
Livi C. Yoshioka-Maxwell
Associate Professor of Romance Languages - French

Cédric Briand
Visiting Assistant Professor of Romance Languages - French

Sean P. Killackey
Associate Professor of Practice in Romance Languages - French

Maria F. Vendetti
Associate Professor of Romance Languages - French
20th- and 21st-century French and Francophone literature; literature and testimony during and after the Algerian War of Independence; literary and filmic representations of torture, trauma, and war

Madeleine Wolf
Assistant Professor of Romance Languages - French

Gender and Sexuality Studies

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(Offered within the Department of Race, Ethnic, Gender, and Sexuality Studies)

Gender and sexuality studies students explore scholarship about gender and sexuality across cultures and throughout history to examine intersections of gender, race, class, sexual orientation, nationality, ability, religion, and age. The program fosters critical thinking skills that encourage students to become active and ethical participants in career, family, social life, and community.

Overview of the Major and Concentration

Majors and concentrators take a range of courses across the curriculum, as well as in the gender and sexuality studies program. Students explore the new scholarship about gender and gain an understanding of a variety of gender experiences across cultures and throughout history.

Intended Learning Outcomes for the Major

Intended Learning Outcomes for the Concentration

Requirements

Requirements for the Major

Code	Title	Credits
GSS 121	Introduction to Gender and Sexuality Studies	1.00
GSS 399	Advanced Topics in Gender and Sexuality Studies	1.00
Select a minimum of seven other approved courses, taken in at least three departments or programs		7.00
Total Credits		**9**

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Requirements for the Concentration

Many students enhance their work in a major through an interdisciplinary focus on gender and sexuality studies. A concentration in gender and sexuality studies consists of:

Code	Title	Credits
GSS 121	Introduction to Gender and Sexuality Studies	1.00
Select four other approved courses taken in at least two departments or programs		4.00
Total Credits		**5**

Courses

GSS 121: *Introduction to Gender and Sexuality Studies*
Required for the gender and sexuality studies major and concentration, this course introduces students to the concept of gender as a category of analysis. It is designed for students who seek a fuller understanding of themselves as gendered individuals living in a gendered society - all genders are encouraged to participate! Offered each semester.

GSS 175: *Introduction to Trans Studies*
This course covers a wide range of approaches to trans (from gender identity, gender expression, to trans as a method and a theory). Students examine a number of topics including: definitions and language; the binary gender system and its effects on trans life; the history of the trans movement; the legal, social, and medical aspects of transition; transnational perspectives of trans experience; decolonial approaches to trans experience; and socio-political issues of trans life. Offered periodically.

GSS 250: *Intersectional Feminisms: Race, Gender, and Sexuality*
This interdisciplinary seminar introduces students to critical and cultural texts written by authors of color to name the complex politics of race, gender, and sexuality. Students develop intersectionality as an analytical tool with which to understand how systems of interlocking oppression have marginalized women and LGBTQ people of color. Readings emphasize literary and cultural representations as acts of resistance to racial gender violence, racial homophobia, policing and militarization, and global economic inequality. Offered annually.

GSS 255: *Hip Hop Feminism*
Hip Hop Feminism combines Womanist Thought with Hip Hop. Hip Hop Feminism engages with the contradictions of identifying as feminist while still enjoying misogynistic aspects of Hip Hop. This course discusses aspects of Hip Hop culture that relate to Black womanhood and girlhood, such as double-dutch, hair braiding, twerking, and playground games Students engage with core Hip Hop Feminism concepts such as "the personal is political," respectability politics, intersectionality, Black Girl Magic, and radical self-love. Offered periodically.

GSS 294: *Academic Internship*

GSS 298: *Independent Study*

GSS 394: *Academic Internship*

GSS 398: *Independent Research*

GSS 399: *Advanced Topics in Gender and Sexuality Studies*
The course provides a capstone to the major. Taught as a seminar, it offers an opportunity for students to integrate their studies of women and gender across disciplines and to become more aware of the intricate web of gender, race, culture, and class that informs women's experiences. Offered annually in the spring semester.
Prerequisite: GSS 121; priority given to majors and concentrators.

Approved Courses

ARTH 261 O'Keeffe and Arts of New Mexico (study away)

ARTH 275 Topics in Art History

BIO 124 The Biology of Women

CLASS 240 Gender and Sexuality in the Ancient World

DANCE 246 Dance in the United States

ENGL 207 Women of the African Diaspora

ENGL 242 Children's and Young Adult Literature

ENGL 251 Major Chicano/a Authors

FAMST 242 Family Relationships

FAMST 253 Human Sexuality

HIST 121 The Making of Modern Russia

HIST 191 Europe: 1492-Present

HIST 231 People and Power in Soviet Russia

HIST 239 Women, Gender, and Sexuality in Modern Europe

HIST 272 Women in America

HIST 395 Oral History Seminar

NORST 264 Nordic Explorations of Sexualities and Genders

NORW 244 The Sámi: Traditions in Transition (Taught in English)

NORW 282 The Drama of Henrik Ibsen (Taught in English)

NURS 312 Family Health

PHIL 245 Philosophy and Feminism

PSYCH 232 Gender Equality in Norway (study abroad)

PSYCH 241 Developmental Psychology

PSYCH 350 Parenting and Child Development in Diverse Families

REL 209 Introduction to Feminist Theology

REL 344 Feminist Perspectives and Christian Ethics

SOAN 128 Introduction to Cultural Anthropology

SOAN 260 Families, Marriage, & Relationships

SOAN 261 Gender in Cross-Cultural Perspective

SPAN 250 Family and Gender Roles in Spain: 1900 to Present

SPAN 251 Gender and Race in Modern Latin America

Other Courses That Might Count Depending on the Course Topic

Credit awarded by permission of instructor and Director of Gender and Sexuality Studies. Please check with the Program Director about courses that aren't listed here to see if the courses could count for the major or concentration.

BIO 275 Biology of Reproduction

DANCE 290 Topics in Dance

ENGL 220 Topics in Literary History

ENGL 253 Authors in English

ENGL 280 Topics in Genre

ENGL 340 Advanced Studies in Literary Eras: American

FREN 273 Period Studies

FREN 372 Topics in Francophone Studies

HIST 189 Topical Seminar

HIST 201 Methods Seminar: Ancient History

HIST 270 Major Seminar: American History

HIST 297 Topical Seminar

HIST 320 Research Seminar: Modern European History

HIST 345 East Asia Seminar

LATIN 370 Topics in Latin Literature

MUSIC 345 Advanced Study in Musicology

PSCI 117 Politics and Human Rights

PSYCH 390 Issues in Psychology

PSYCH 396 Directed Undergraduate Research

RACE 250 Topical Seminar

REL 260 Religion in America

RUSSN 250 Topics in Russian Literature (Taught in English)

SOAN 299 Topics in Sociology/Anthropology

SPAN 312 Voices of the Spanish-Speaking World

SWRK 221 Social Work and Social Welfare

Study Abroad Programs and Courses

- Augsburg University's Center for Global Education and Experience "Social Change in Central America: Exploring Peace, Justice, and Community Engagement"
- Carleton College's "Women's and Gender Studies in Europe" program (offered in fall)

Plan of Study

Gender and Sexuality Studies Major - Plan of Study

This is a sample plan that meets the prescribed requirements for the Gender and Sexuality Studies major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
GSS 121	Introduction to Gender and Sexuality Studies	1.00
World Language		1.00
	Credits	**3**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
GSS 121	Introduction to Gender and Sexuality Studies (if not taken in Fall)	1.00
World Language		1.00
	Credits	**3**
Sophomore Year		
Fall Semester		
GSS Elective Course		1.00
	Credits	**1**
January Term		
GSS Elective Course		1.00
	Credits	**1**
Spring Semester		
GSS Elective Course		1.00
	Credits	**1**
Junior Year		
Fall Semester		
GSS Elective Course		1.00
	Credits	**1**
Spring Semester		
GSS Elective Course		1.00
	Credits	**1**
Senior Year		
Fall Semester		
GSS Elective Course		1.00
	Credits	**1**
Spring Semester		
GSS 399	Advanced Topics in Gender and Sexuality Studies	1.00
GSS Elective Course		1.00
	Credits	**2**
	Total Credits	**14**

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the gender and sexuality studies webpage for more information.

Faculty

Department Chair, 2025-2026
Anthony Bateza
Associate Professor of Religion
Reformation studies

Program Director, 2025-2026
Dana Horton
Associate Professor of English and Race, Ethnicity, Gender, and Sexuality Studies
Black feminist theory, African American literature, hip hop studies, Black Atlantic studies, postcolonial literature, multiethnic literature, contemporary American literature, slave narratives, and visual rhetoric

Emily Bowman
Visiting Associate Professor of Sociology and Anthropology

Andrea Conger
Associate Professor of Practice in Dance
public health studies

Jennifer Kwon Dobbs
Professor of English and Race, Gender, and Sexuality Studies; Associate Dean of Interdisciplinary and General Studies

poetry and poetics; creative nonfiction; Asian American literature; critical adoption studies

Lau Malaver
Assistant Professor of Race, Ethnic, Gender, and Sexuality Studies

Nancy M. Thompson
Professor of Art and Art History and Race, Ethnic, Gender and Sexuality Studies
medieval art in Europe; medieval and early modern art in Italy; women's and gender studies

German and German Studies

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In the St. Olaf German Department, we are committed to offering students a critical, socially engaged, interdisciplinary and inclusive German Studies to meet global challenges. At every course level, language learning and cultural understanding support and reinforce one another. Beyond acquiring vocabulary and mastering grammar, German courses allow students to explore topics from fairy tales to film, from everyday life to international politics, and from confronting the past to building a more sustainable future.

Studying German at St. Olaf is both fun and enriching. Our small class sizes allow students to get to know their classmates closely as they learn to converse in German with each other, with professors, and with the native speakers we welcome to campus each year. Using language skills to explore the German-speaking world of yesterday and today, students will learn to make connections among diverse texts, including poetry and film, literature, news media, political discussions, as well as music, art, and architecture. Students will encounter social, cultural, artistic, political, and economic phenomena that have shaped German-speaking communities over time and that continue to influence their evolution today.

In addition to a diverse range of courses in German that treat language and culture together, the German Department offers courses in English open to all St. Olaf students on a variety of cultural topics stemming from the German-speaking world.

Beyond the classroom, students may participate in the weekly German conversation table (*Stammtisch*), semester film series, German choir, events organized by the German Honor Society Delta Phi Alpha, and activities hosted at *Deutschsprachige Wohngemeinschaft*, a Residential Learning Community where St. Olaf students live in an immersive German language and cultural community together with an exchange student from the Universität Konstanz.

Overview of the Major

In courses for the German major, students gain an understanding of German-speaking cultures past and present while refining their oral and written German, building intercultural competence, and developing analytical and communication skills applicable to a wide variety of disciplines. Students need not be German majors to take level II and level III courses.

Level II courses are divided into three sequences:

- GERM 231 and GERM 232 are topically organized, content-based courses, with lexical and grammatical work integrated into the study and discussion of a wide range of cultural perspectives through diverse written texts and visual media. GERM 231 focuses on questions of identity and belonging in German-speaking societies, historically and today. In GERM 232, students explore past and present experiences of everyday life and their implications for social justice;
- 250-level courses prepare students to engage in informed conversations at a high level of discourse about core cultural narratives of the German-speaking world. In GERM 251, students analyze the interaction of history and memory in literary and filmic

narratives about German history as they develop advanced writing skills. GERM 252 explores contemporary issues in a global context through the study of short texts in multiple media forms, with projects that include oral presentations in a variety of genres and registers.
- 270-level courses introduce students to various ways of knowing: critical historiography, media literacy, and socially engaged scholarship. Students continue to refine their German language skills through tasks that emphasize reading against the grain and speaking to an audience beyond the classroom. Student products include web-based projects, research blogs, research presentations, interviews, and community engagement projects.

Level III courses are capstone seminars that require in-depth engagement with phenomena and discourses of German-speaking cultures, past and present. Students engage in original research that is presented publicly. Language work focuses on writing and speaking in a scholarly register.

Intended Learning Outcomes for the Major

Overview of the Concentration

The German studies concentration provides students the opportunity to explore the cultures of German-speaking countries from an interdisciplinary perspective. Students combine intermediate and advanced-level coursework in the German language with a selection of courses with appropriate cultural content, in English or German, taken across the college or during study abroad, in consultation with the program director.

Intended Learning Outcomes for the Concentration

Distinction

In the spring semester of 2023, the German Department faculty voted to discontinue the awarding of distinction in the German department. This decision was the culmination of conversations over several years–conversations that acquired greater urgency as the department began a more rigorous and wide-ranging discussion of equity, inclusion, and antiracism during the 2020-2021 academic year. In reaching this decision, the German Department joined several other St. Olaf departments and programs that have made the same decision in recent years. The department also joined a number of other departments and programs that have not offered distinction for many years.

Special Programs

Study Abroad

St. Olaf College offers students three unique study abroad opportunities in German-speaking countries, for either a semester or a full year: the Universität Mainz in central Germany, the Universität Konstanz in southern Germany, and Webster University in Vienna. The two university exchange programs in Germany offer an extensive array of courses across all disciplines. Webster University in Vienna offers the unique opportunity for music students to take applied lessons. Students need not be German majors or German Studies concentrators to take part in these programs. For more information, see the Smith Center for Global Engagement.

Students may attend the Universität Konstanz for spring semester or for an entire academic year. The prerequisite for study at Konstanz is GERM 231 or equivalent. Students may attend the Universität Mainz for fall semester plus January term, for spring semester, or for an entire academic year. The prerequisite for study at Mainz is GERM 232 or equivalent. Both the Universität Konstanz and the Universität Mainz offer a pre-semester orientation during which students choose university courses in consultation with the St. Olaf German programs advisor.

Upon successful completion of an approved semester-long program of study in Germany, a student normally receives 4-5 credits on the St. Olaf transcript. Upon successful completion of an approved full-year program of study in Germany, a student normally receives 8-9 credits on the St. Olaf transcript. Up to 2 credits per semester can count toward the St. Olaf German major, excluding the 370-level course requirement. For a course to count toward the German major, the language of instruction must be German. Up to 2 credits total may count toward a German Studies concentration, one of which may be a course in English.

With approval from the St. Olaf German program advisor and/or the chair of the student's major department(s), course credits also may apply to another major, general education requirements, or electives. Credits toward other majors must be pre-arranged with those departments' chairs. Students should know that specific courses might not be offered during their time at their chosen university and discuss this possibility with their advisors and department chairs. Grades earned for all courses taken are recorded on the St. Olaf transcript but not calculated into the St. Olaf grade point average. However, should a student decide to apply for professional or graduate school, that institution may recalculate the Grade Point Average to include grades earned abroad.

The study abroad program at Webster Vienna Private University is designed with music students in mind, who can take applied lessons on site. Classes in a variety of other disciplines are also available. Unlike the study abroad programs in Konstanz and Mainz, the Webster University in Vienna program has English as its primary language of instruction and therefore has no requirement of prior German knowledge. A limited number of introductory and intermediate German courses are available.

Courses in English and Languages Across the Curriculum (LAC)

German courses in English translation (GERM 245, GERM 247, GERM 249, GERM 263) and courses offered in other departments (e.g., HIST 224, NORW 260) that examine key aspects of the histories and cultures of German-speaking societies carry OLE Core curriculum attributes and are open to majors and non-majors alike. These courses require no previous knowledge of German. Both the German major and the German Studies concentration allow for a limited portion of the requirements to be met with courses in English. Some courses in the German Department and in other departments at St. Olaf are offered with a German Languages Across the C (p. 190)urriculum component, which provide a certification when students complete two LAC courses in the same language.

German Residential Learning Community

German majors, German Studies concentrators, and other students motivated to be part of an immersive German-speaking living community may apply to live in *Deutschsprachige Wohngemeinschaft*,

a co-educational Residential Learning Community (RLC). Each year a native German-speaking student is selected from the Universität Konstanz to live in the RLC to speak German and help organize cultural events with the other residents.

Recommendations for Graduate Study

St. Olaf's German Education program has been discontinued. Students interested in obtaining a K-12 German teaching license are encouraged to complete an undergraduate major in German and then apply to a graduate program that offers a Master's degree combined with teaching certification in German.

Students planning on graduate study in German should major in German and take additional courses relevant to graduate studies in the field. An academic plan will be designed in close discussion with the student's academic advisor. In recent years, St. Olaf German majors have been accepted for graduate study at the Universities of Michigan, Minnesota, Massachusetts, Iowa, and Wisconsin. Students interested in graduate study in German are encouraged to pursue a research or teaching fellowship (e.g., Fulbright, DAAD, IPS, USTA, MLS-Rimbach) the year following graduation from St. Olaf, as intensive in-country language and cultural immersion in a professional or academic setting is a common and beneficial intermediate step before starting graduate study in the field.

Requirements

Requirements for the German Major

The graduation major in German consists of a minimum of eight (8) courses*:

Code	Title	Credits
Two 250-level courses, at least one of which must be taught by a St. Olaf instructor		2.00
Two 270-level courses, at least one of which must be taught by a St. Olaf instructor		2.00
One 300-level course, which must be taken on campus with a St. Olaf instructor and preferably in the student's senior year		1.00
Three additional courses relevant to German language, culture, or history (may include GERM 231, GERM 232, a January term abroad, and a maximum of one course in English with a significant German focus taught by a St. Olaf instructor)		3.00
Total Credits		**8**

Students may count a maximum of two (2) courses from a semester or four (4) courses from a full year abroad in a German-speaking country toward the major. *In order to count toward the major, courses taken abroad must be taken in German.* For further information regarding credits from St. Olaf study abroad opportunities for German, see the Special Programs section.

In exceptional cases, students may request to have alternate courses approved by the department chair.

*One course may be taken S/U.

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Requirements for the German Studies Concentration

The German studies concentration consists of a minimum of five (5) courses*:

Code	Title	Credits
Three (3) courses in German at the level of German 232 and above, at least two of which must be taught by a St. Olaf instructor		3.00
Two (2) additional courses relevant to German studies (arts, culture, economics, history, politics, etc.) taken at St. Olaf or abroad, in German or English		2.00
Total Credits		**5**

Students may count toward the concentration a maximum of two (2) courses taken in a St. Olaf-sponsored study abroad program, at least one of which must be taken in German.

If necessary, students may request to have alternate courses approved by the department chair.

The student's proposed concentration must be approved by the chair of the German Department.

*One course may be taken S/U.

Courses

Language Courses

GERM 111: *Beginning German I*
Students begin to learn German through listening, speaking, reading, and writing about situations familiar to them including their personal biographies, families, daily life, studies, travels, and hobbies. Regular writing assignments help students learn vocabulary, check spelling, and form thoughts with German sentence structure. Regular speaking activities aid in acquiring accurate pronunciation and listening skills. Offered annually in the fall semester. Does not count toward German major or concentration.

GERM 112: *Beginning German II*
Students continue to develop basic language skills with emphasis on expanding vocabulary and on writing assignments that aid in the practical application of grammatical concepts. Communicating in German about familiar personal topics, students acquire vocabulary about sports, food, holidays, school, the environment, and life in German speaking cultures. Offered annually in the spring semester. Does not count toward German major or concentration.
Prerequisite: GERM 111 or by placement test.

GERM 231: *Intermediate German I*
Students explore life in the German-speaking countries through reading, discussing, and retelling narrative texts. The course emphasizes vocabulary building, a thorough review of German grammar, and the composition of short narratives to develop writing skills for paragraph-length discourse. Taught in German with some grammar explanations in English. Offered annually in the fall semester. May count toward the German major but not the German studies concentration.
Prerequisite: GERM 112 or by placement test.

GERM 232: ***Intermediate German II***
Students continue to explore life in German-speaking countries, using cultural readings, films, and other authentic materials to develop vocabulary and composition skills. Drafting short reports enables students to practice writing skills for paragraph-length discourse. Selected grammar topics are reviewed as needed. Open to first-year students. Taught in German. Offered annually in the spring semester.
Prerequisite: GERM 231 or by placement test.

250-Level Courses

GERM 251: ***History and Memory***
Students examine the National Socialist period (1933-1945), its embedding in cultural memory, and its implications for contemporary society. Students discuss and analyze literary and audio/visual texts that emerged from or reflect upon diverse experiences of oppression, violence, destruction and resistance under Nazism. The course is writing intensive and includes short weekly assignments as well as several longer, multi-step writing projects. Advanced grammar review supports analytical tasks. Taught in German. A one-hour weekly small group discussion section led by a native German speaker is required. Offered annually in fall semester.
Prerequisite: GERM 232 or by placement test.

GERM 252: ***German-speaking Societies in Global Context***
Students examine current issues in German-speaking societies such as politics, sustainability, social welfare, diversity, and migration. They compare multiple perspectives on, and connections between the issues through sources including documentaries, podcasts, and news articles. Short writing assignments and oral presentations emphasize analysis of texts' strategic organization, argumentative structure, style, and layered voices. Advanced grammar review supports analytical tasks. Taught in German. A weekly small group discussion section led by a native German speaker is required. Offered annually in the spring semester.
Prerequisite: GERM 232 or by placement test.

270-298 Level Courses Taught in German

GERM 272: ***Turning Points in German History***
Students examine a historical period or theme and its impact on the institutional, intellectual, and artistic heritage of German-speaking societies. The course requires close reading and critical analysis of primary sources, with a focus on history as an interpretive reconstruction of the past. Recent topics: the German Democratic Republic, German colonialism and decolonization, and migration. The course emphasizes strategies for writing papers in German. Taught in German. May be repeated if topic is different. Offered periodically in fall semester.
Prerequisite: GERM 251 or GERM 252.

GERM 273: ***German Media History and Media Literacy***
Students develop their media literacy through German-language sources with emphasis on ideological, aesthetic, and ethical perspectives on how media make meaning and shape culture. Students examine issues treated in print and electronic formats across the history of mass communication, from early printing to the internet. To hone their critical media literacy, students compare and contrast how issues are represented in different German- and English-speaking media. The course emphasizes strategies for academic writing. Taught in German. Offered periodically in fall semester.
Prerequisite: GERM 251 or GERM 252.

GERM 276: ***Green Germany***
Students examine Germany's successful sustainability initiatives and their roots in a long history of cultural values and scientific innovation. They study primary and secondary sources including interviews, journalistic articles, literary works, and films; these texts form the basis of students' written and oral analyses. Drawing on diverse disciplinary perspectives, students gain transferable knowledge and skills for addressing complex international environmental concerns. Offered periodically.
Prerequisite: GERM 251, GERM 252, or permission of the instructor.

GERM 294: ***Academic Internship (study abroad)***
Students spend four weeks during January Term or summer in an individually selected German or Austrian workplace. Opportunities include work in health care, communications, and manufacturing as well as non-profit organizations, libraries, businesses, laboratories, offices, and churches. Assignment of position varies with availability in host institutions.
Prerequisite: at least one 250-level GERM course.

GERM 298: ***Independent Study***

370-Level and Above Courses Taught in German

GERM 371: ***Topics in German Literature***
Students hone their skills of analyzing the forms and contexts of production and reception of German-language literary works of various genres. Coursework includes close reading, discussion, and interpretation of visual and written texts. Recent topics include: author as public intellectual, die Fantasie, Frauenliteratur, and Wissen-Wissenschaft/en-Wissenschaftler:innen. The course emphasizes strategies for academic writing. Taught in German. May be repeated if the topic is different. Offered in alternate years in spring semester.
Prerequisite: at least one 270-level GERM course.

GERM 372: ***Transdisciplinary Topics in German Studies***
Students explore an interdisciplinary topic in language, literature, history, or culture through close reading, discussion, analysis, and interpretation of selected works, including theoretical texts. Recent topics: identities and boundaries of the German-speaking world, Arbeitskulturen, and the Rote Armee Fraktion. Taught in German. May be repeated if topic is different. Offered alternate years in spring semester.
Prerequisite: at least one 270-level GERM course.

GERM 394: ***Academic Internship (study abroad)***
Students spend four weeks during January Term or summer in the German or Austrian workplace. Opportunities include working in health care, communications, and manufacturing as well as non-profit organizations, libraries, businesses, laboratories, offices, and churches. Assignment of position varies with availability of host institutions.
Prerequisite: at least one 270-level GERM course.

GERM 398: ***Independent Research***
May be counted toward German major or German studies concentration.

German Studies Courses Taught in English

GERM 245: ***Shifting Borders: Mapping Linguistic Landscapes in N Germany (study ab***
In this course, students immerse themselves in Hamburg and Flensburg to explore the representations and concept of borders from a linguistic perspective. They inspect the intersecting roles of political, religious, socioeconomic, historical developments on past and current language systems and ideologies. They apply methods such as linguistic landscaping, linguistic historiography, and fieldwork journaling to develop their own research projects on socio-cultural border identities in Northern Germany. Knowledge of German is helpful, but not required. In the German Language Across the Curriculum (LAC) section, students speak in German about class readings and excursion observations and learn topic-specific terminology. Offered alternate years during January term.

GERM 247: ***Germanic Fairy Tales (Taught in English)***
This course provides an introduction to the study of folklore and presents a spectrum of approaches to the interpretation of fairy tales. Students read and discuss writings stemming from oral traditions such as the *Nibelungenlied,* and chapbooks including *Till Eulenspiegel,* and *Faust;* eighteenth-century fables created on models from antiquity; fairy tales collected by the Brothers Grimm; and *Kunstmärchen* (literary fairy tales by known writers). Students explore the literary aspects of the works and their historical contexts. Also counts toward the Nordic studies major and concentration and the international relations concentration.

GERM 249: ***German Cinema (Taught in English)***
A survey of German films from *Caligari* (1919) to *The Counterfeiters* (2008), this course examines 20th-century German history through the lens of Germany's most renowned films. Students develop analytical and critical skills in "reading" films as cultural products and as cinematic works of art. The course focuses on the increasing social and political importance of mass media for understanding the past. Also counts toward the film and media studies major and concentration and the international relations concentration.

GERM 263: ***Topics in German Arts (Taught in English)***
Students examine the artistic heritage of the German-speaking countries and develop the skill of interpreting and analyzing art works in their cultural context. The specific topic may vary and may be broadly or narrowly defined to include a specific art form, theme, period, artist, or the art of the German-speaking countries. Topics include: the arts in turn-of-the-century Vienna, the Bauhaus, Weimar cinema, and German Expressionism. Taught in English. May be repeated if topic is different. Offered periodically.

Recent courses outside the department with focus on German cultural content

EDUC 346: ***Who is My Neighbor? Ethics of Refugee and Immigrant Education***
This course addresses the reception of migrants in relationship to education and ethics. Students interrogate laws, policies, practices, and foundational belief systems involved in immigration while learning about normative perspectives in ethics. They interrogate best practices for teaching and interacting with refugees, immigrants and immigrant communities that reflect moral responsibility. Required for ESL licensure, and highly relevant for all educators and those interested in immigration. 10-hour service component working with migrants in the community. Open to juniors and seniors. Offered periodically.

HIST 191: ***Europe: 1492-Present***
This course surveys European history and culture since the Reformation. Topics include the impact of Protestantism, the development of nation-states, the Enlightenment, revolutionary ideas and experiences, the Napoleonic era, imperialism, mass political movements, and global warfare. Through original texts, historical studies, and literature, students explore relations among religions, states and societies and understandings of liberty and reason, natural environments, family life, and gender roles. Offered annually.

HIST 210: ***Methods Seminar: European History***
This course explores topics in European history, designed to emphasize active skills of critical reading, textual and contextual analysis, historiographical argument, and historical writing. Recent topics have included "Restoration Britain" and "France in World War II." Primarily for history majors; others by permission of instructor. May be repeated if topic is different. Offered most years.

HIST 224: ***Ethics of Revolution: The Making of Modern Germany***
Students explore modern German history from the Enlightenment through the establishment of a modern German nation-state (1871), two World Wars and their aftermath, up to the late Cold War period when the question of how to frame Germany's modern history became a matter of public debate. By examining primary sources in English translation, critical historiography, and ethical perspectives, students learn not just the major turns in modern German history, but consider the ethical implications of revolutionary and revolutionizing movements and the ethics of history-writing itself. Students hone skills of interpretation and argumentation in writing and speaking. No prerequisites. Offered periodically.

HIST 320: ***Research Seminar: Modern European History***
This seminar covers various topics in modern European history, depending upon the instructor. Recent topics have included "Gender and the Enlightenment," "The Holocaust and History," "Race, Gender, and Medicine," and "Nation and Empire in Russian History." May be repeated if topic is different. Offered periodically. Prerequisites for certain offerings.

LNGST 301: ***Germanic Multiethnolects-A Story of Birth***
"Multiethnolects" is a collective term for urban contact languages that develop in multiethnic neighborhoods. Students learn to analyze the language structure of multiethnolects, the role of language in social groups, and how people express their identities through language. They also investigate perspectives on multiethnolects from outside the speech community, e.g., how attitudes towards "non-standard" languages influence public debates, and how those debates on language are used as a battleground for resistance against societal change. Offered periodically in the spring semester.
Prerequisite: LNGST 250 or equivalent.

MUSIC 241: ***History and Literature of Music I***
Students encounter the history and development of Western European music from the Middle Ages to ca. 1750 and study the genres and styles of music from monophonic chant to concerted music of the Baroque. Offered periodically in the fall semester.
Prerequisite: MUSIC 114.

MUSIC 242: ***History and Literature of Music II***
Continuing the study begun in MUSIC 241, students encounter the history and development of Western European music from ca. 1750 to the present and study the major forms, styles and representative literature of the Classic and Romantic eras and the 20th and 21st centuries. Offered periodically during spring semester.
Prerequisite: MUSIC 114.

NORW 260: ***Introduction to Germanic Linguistics (Taught in English)***
This course explores linguistic and social processes that underlie language change with a focus on the Germanic language family. Students learn the fundamental methods of comparative historical linguistics to analyze the development of modern Germanic languages (e.g., English, German, Norwegian, etc.) from a common ancestor. These processes concern how language operates as a cognitive system, as well as core social factors that impact language practices. Students also learn to critically engage with linguistic scholarship and develop their research and writing skills through a project on a topic of their choosing. Offered periodically.
Prerequisites: LNGST 250 or NORW 231 or GERM 231 or permission of the instructor.

PHIL 233: ***Kierkegaard and Existentialism***
An introduction to Kierkegaard's work and to existentialism, this course emphasizes the aesthetic, ethical, and religious "stages on life's way." Existential questions concerning the meaning of human existence, passion and faith, freedom and choice, despair, and the absurd are examined. Offered annually.

PHIL 236: ***History of Modern Philosophy***
This course examines philosophical developments from the 17th through 19th centuries, with a focus on the emergence of a distinctively modern sense of self. We ask what it means to be modern, and how modern science and philosophy have served as both liberating and alienating forces in shaping the world today. We engage canonical European thinkers and philosophical texts, while also highlighting marginalized voices--with significant contributions from women and Black philosophers. Offered annually.
Prerequisite: one course in philosophy or permission of instructor.

PHIL 241: ***Philosophical Theology***
This course is a philosophical inquiry into the core commitments of Christian theism in the context of other world religions and naturalism. Central themes include beliefs about the existence and nature of God, the doctrines of the trinity and incarnation, redemption and ritual, human free will and responsibility, revelation and reason, religious experience, the problem of evil, different views of life after death, miracles and historical inquiry, and religious pluralism. Offered annually.

PHS 260: ***Comparative Health and Wellness - Germany & Switzerland (study abroad)***
In the United States "health" constitutes seeing doctors, taking medicines, and getting in 5000 daily steps. In Germany, wellness is fundamental to lifestyle. While traveling in Germany and Switzerland, students compare health practices to examine the factors that contribute to health promotion. How do place, time, money, power, luck and compassion contribute to health in Germany and the U.S.? What personal health practices can we sustain to promote our own wellbeing?.

PSCI 113: ***Introduction to Political Theory***
This course is an introduction to some of the central, interrelated concepts and questions of political theory. Some of the readings will be drawn from recognized classics in the field while others will arise from contemporary debates about political issues and cultural diversity within the U.S. The course pays considerable attention to historical shifts in political thought but is not designed to provide a chronology of the great Western political thinkers. Instead, this course aims to provoke and sustain a semester-long exploration of what it means to be a political actor -- that is, a citizen -- and what it means to think about politics. Offered annually.

PSCI 285: ***International Law***
Once the purview of diplomats and generals, international law has broken those narrow confines and is becoming a part of traditional practice in areas of business, environment, human rights, and criminal law. This course introduces students to this vast and changing subject from a liberal arts perspective, including its history, theory, and practice. Also counts toward international relations concentration.

QUEST 218: ***Critics, Dreamers, Radicals***
In this course, students consider the modern age in light of their Enduring Questions experience. Topics include artists and authors from the twentieth century to the present, such as Freud, Picasso, Woolf, Arendt, and Borges, addressing topics such as the rise of nationalism, rejections of colonialism, globalization, migration, and race and racism. Students identify and evaluate their own ethical views in relation to ethical theories, like consequentialism and virtue ethics, encountered throughout the Enduring Questions program. Offered annually in the spring semester.
Prerequisites: QUEST 217.

REL 213: ***Lutheran Heritage***
Analyzing continuity and change within the Lutheran tradition, students consider Luther's theology and proposals for the reform of Catholicism and evaluate major reappraisals of Lutheran beliefs and practices that developed in response to new issues and social situations. Topics include Orthodoxy and Pietism, conservative and liberal responses to the Enlightenment, modern European Lutheranism and issues of particular importance to Lutheranism in Scandinavia, America, and developing countries. Offered periodically during January term.

REL 214: ***Reformation Theology***
Students analyze 16th-century reform movements in light of their theological and historical contexts and their significance for contemporary theology. The course focuses on contributions and lives of the major figures in the Protestant Reformations (e.g., Luther, Calvin, Zwingli) and the Roman Catholic Reform. Offered periodically.

REL 303: ***History of Christian Thought II***
This course provides a critical analysis of the development of Christian thought in the Middle Ages and Reformation, 11th through 16th centuries. Particular attention is paid to the great theological systems of the Middle Ages and to the theological aims of the 16th-century reforming movements, drawing upon readings from Anselm, Aquinas, Bonaventure, Luther, Calvin, and others. Offered periodically.

REL 304: ***History of Christian Thought III***
This course offers a critical analysis of the development of Christian thought in the modern period, 17th century to 1970. Students pay special attention to the rise of modern historical and philosophical outlooks that challenge traditional Christian claims and to the appropriation and criticism of these outlooks in modern theology. Students read from Edwards, Schleiermacher, Barth, Bultmann, and others. Offered periodically.

Note:

EDUC 346 - *Course must be taken with German LAC section in order to count toward GS concentration or German major*

HIST 188 Topical Seminar (when taught as Sisters under the Swastika)

HIST 299 Topics in History (when taught as Holocaust in Global Perspective)

Substantial research project must be on a German topic for the above listed courses: HIST 299, PHIL 233, PHIL 241, REL 213, REL 303, REL 304.

Plan of Study

German Major - Plan of Study

This is a sample plan that meets the prescribed requirements for this major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

This plan is for a student who places into GERM 231 (third-semester level), which is the first course level that can count toward the German major. However, students can major in German whether they start at the first-semester level (GERM 111) or have prior experience in the language.

All incoming students with prior experience in German must complete the **placement exam** by June 1, ahead of first-year student registration.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
GERM 231	Intermediate German I	1.00
	Credits	**2**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
GERM 232	Intermediate German II	1.00
	Credits	**2**
Sophomore Year		
Fall Semester		
GERM 251	History and Memory	1.00
One German Culture Elective Course (see Courses tab for options)		1.00
	Credits	**2**
Spring Semester		
GERM 252	German-speaking Societies in Global Context	1.00
	Credits	**1**
Junior Year		
Fall Semester		
GERM 27X Elective Course or Semester Abroad (2 credits towards major) [1]		1.00
	Credits	**1**
Spring Semester		
GERM 37X Elective Course or Semester Abroad (2 credits towards major) [1]		1.00
	Credits	**1**
Senior Year		
Fall Semester		
GERM 27X Elective Course		1.00
	Credits	**1**
Spring Semester		
GERM 37X Elective Course (if not taken previously)		1.00
	Credits	**1**
	Total Credits	**11**

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A student may take part in a German study abroad program for a semester or a year any time between fall of their sophomore year and fall of their senior year. Most often, students go on study abroad during their junior year. For details on German study abroad offerings, visit the Smith Center website.

The German major requires 8 total credits and must include courses at the 250-, 270- and 370- levels. The 10.0 total credits shown above includes FYS 120 and WRIT 120.

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the German department webpage for details about German major course requirements.

Faculty

Department Chair, 2025-2026
Amanda Randall
Associate Professor of German
intellectual history; German film; 20th- and 21st-century German literature and cultural studies

Yannleon (Yann) Chen
Visiting Assistant Professor of German

Nora Vosburg
Assistant Professor of German
Germanic linguistics, language contact, heritage languages

Greek

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See Classics (p. 88).

History

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History explores the many facets of the human condition from the past to the present. History invites those who study it to develop an appreciation for the variety of human experiences. Demonstrating how the past shapes the present, the study of history also encourages an understanding of different world cultures, societies, and outlooks on their own terms. Students learn to analyze and to think critically about a broad range of issues and experiences. They also learn how to develop reasoned arguments and explanations from historical evidence.

The habits of critical inquiry and the deep appreciation for the varieties of human experience across time and space that are developed in studying history provide the basis for a wide range of professional and personal vocations. History majors are prepared for graduate and professional programs in history, law, museum studies, public health, and various cultural or area studies, and for developing careers in such diverse fields as education, business, ministry, government, and journalism.

Overview of the Major

St. Olaf's history offerings are structured to help students achieve different learning goals at different levels. In level I seminars, students approach history as a way of learning, through the critical reading of primary sources on specific historical topics. In level I foundational surveys, they explore the broad historical development of the world's major societies and cultures. In level II surveys, students examine more specialized national, area, and topical developments. In level II methods seminars, students develop their skills of analysis, interpretation, argumentation, and expression. Finally, level III research seminars challenge students to recognize historical problems and to formulate their own questions about major historical issues and engage ongoing debates among historians.

History courses at level I do not have prerequisites. Level I seminars are open to first-years, sophomores, and juniors only; level I foundational surveys are open to all students. The methods seminars at level II are especially designed for history majors, although other students may enroll as space permits. Level III research courses generally require significant prior preparation; students with little or no background in the relevant area or period should consult with the instructor before registration.

Intended Learning Outcomes for the Major

Special Programs

The History Department supports several other programs:

1. The social studies education major (see Social Studies Education (p. 317)) is appropriate for those considering a career in teaching history. Students in this major are able to double-major in history with careful planning. Interested students should consult with a faculty advisor in the Education Department.

2. The Languages Across the Curriculum (LAC) program offers students opportunities to integrate their world language skills with the study of history. Students in specially designated history classes can use their Greek, Latin, Spanish, French, German, Russian, or Chinese so that nothing is lost to them in translation!
3. History courses taken on St. Olaf study abroad and away programs can often be counted toward the major. Students who wish to count study abroad and away courses toward the major should seek approval from the department chair before beginning their programs. Some restrictions apply.
4. Historical internships with academic content may also be accepted for major credit.

Requirements

Requirements for the Major

Code	Title	Credits
One Level II methods seminar		1.00
Two Level III seminars		2.00
Six additional courses		6.00
Total Credits		**9**

Students may count one St. Olaf course taken outside of the History department toward the History major, either by application or by successfully completing a course on the department's pre-approved list. Please see the department website for courses and conversation programs that have been pre-approved.

Students may petition to apply history courses taken off campus toward the major at the 100 or 200 level.

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Courses

Level I: History Seminars

Courses numbered HIST 101-HIST 189 are seminars open to first-years, sophomores, and juniors only. Each focuses on a different topic, but all explore the fundamentals of historical thinking by emphasizing analysis of primary sources and critical assessment of historical interpretations. Seminars are offered each semester and during January term. 300-level History courses are not open to first-year students.

HIST 101: *Ancient Warfare*
This seminar examines the social and political role of warfare in ancient Greek and Roman history. Students investigate the concepts of war and peace by considering the role of the soldier within society, details of tactics and logistics, and the impact of warfare on both combatants and non-combatants alike. The seminar uses primary sources to examine these themes. Offered periodically.

HIST 111: *History of Witchcraft in Europe*
Students investigate notions of witchcraft, magic and the supernatural in Europe from the medieval period to today, survey beliefs and practices around the globe, and dive deep in the 17th century witch trials in early modern England. In addition to studying instructor-provided case studies, students prepare a "teach-in" day in pairs on a topic of their choosing, participate in a trial simulation, and examine written and visual primary sources. Offered annually in fall semester.

HIST 121: *The Making of Modern Russia*
This course explores the origins of the modern Russian empire. Using primary sources including chronicles, folktales, legal codes, letters, and religious icons, students consider Russia's development from a loose collection of princedoms into a powerful, multi-ethnic empire spanning 11 time zones. Topics include the impact of geography and climate, the Orthodox religion, Mongol rule, gender roles, the rise of autocracy, and social rebellion. Offered periodically.

HIST 123: *The World Wars: Conflict, Culture and the Birth of the Modern World*
This course views the history and legacy of the World Wars through three thematic lenses: the shock of modernity, the contradictions of empire, and collective memory. From the metropole to the colonial periphery, individuals in the largest cities and the smallest villages experienced rapid and seismic upheaval, including extraordinary technological change, political and social revolution, economic depression, totalitarianism, nuclear war, and the Holocaust.

HIST 126: *Peoples of Colonial Latin America*
This course examines Latin America's colonial history from 1492 to 1898. We will examine the history of Spanish, Portuguese and French imperialism in the region through the eyes of the people who lived it: Indigenous commoners and nobles, enslaved and freed people, women and children, scientists and entrepreneurs. With a specific focus on the history of human interaction with the region's diverse ecologies and the development of capitalism, on colonial law and the history of race and gender, we will ask how colonial society took shape, how these empires sustained themselves and why they eventually collapsed. Students will gain an appreciation for Latin America's central role in the modern history of global interconnection and understand how the specific dynamics of imperialism established the foundation for Latin America's postcolonial history.

HIST 151: *Slavery in African History*
This course introduces students to the historical forces leading to and scholarly debates about slavery in African history. Students examine the nature and development of domestic slavery to the 19th century as well as the slave trade systems across the Saharan Desert and the Atlantic Ocean. Students "do history" using primary sources to retrieve the African voices and agency in discussions of the slave trade and debate themes such as ethnicity, kinship, state formation, and colonialism. Offered annually.
Prerequisite: first-year student standing.

HIST 165: *Slavery in the Americas*
This seminar, using only eyewitness accounts, examines African slavery in the United States, the Caribbean, and Latin America. Typical readings include the narrative of Frederick Douglass, Harriet Jacobs' autobiography, and the writings of slave-holders like Mary Chesnut. Topics include the slave trade, the origins of African American culture, women and slavery, and the origins of the Civil War. The course concludes with an examination of the process of emancipation. Offered periodically.

HIST 181: *Civil Rights and Revolution*
Students examine the overthrow of American segregation through several decades of agitation for civil rights. This seminar focuses primarily on the South, though students also discuss northern race relations. Primary accounts from the era constitute the assigned readings. Among the topics covered are the segregated South, Martin Luther King and his critics, the Black Power movement, and the rise of white backlash politics. Offered periodically.

HIST 188: *Topical Seminar*
Selected topics in historical studies, depending on instructor. Offered periodically.

HIST 189: *Topical Seminar*
Selected topics in historical studies, depending on instructor. Offered periodically.

Foundational Surveys

HIST 191, HIST 195, HIST 198 and HIST 199 are offered as foundational surveys in European, global, and American history. These courses are open to all students seeking broad historical introductions to Western and non-Western societies. Foundational surveys provide both extensive historical coverage and opportunities for integrative learning. They carry OLE Core curriculum attributes, as appropriate, in Global Histories and Societies. They are particularly appropriate for majors seeking background in each world area.

HIST 191: *Europe: 1492-Present*
This course surveys European history and culture since the Reformation. Topics include the impact of Protestantism, the development of nation-states, the Enlightenment, revolutionary ideas and experiences, the Napoleonic era, imperialism, mass political movements, and global warfare. Through original texts, historical studies, and literature, students explore relations among religions, states and societies and understandings of liberty and reason, natural environments, family life, and gender roles. Offered annually.

HIST 193: *Modern Latin America*
An overview of the evolution of Latin American societies since 1750, this course examines the consequences of independence, 19th-century economic imperialism, and 20th-century transitions to more urbanized, industrialized ways of life. Students examine major Latin American nations and compare their revolutionary and counter-revolutionary trajectories toward the establishment of authoritarian states. Languages Across the Curriculum (LAC) course is often available in Spanish. Offered periodically.

HIST 195: *Global: 1500-Present*
This survey course challenges students to break out of their European protective shields and "imaginings" and to think globally, while appreciating the contributions of other civilizations that have had such a telling impact on the modern world. Through a rigorous analysis of a list of primary sources and assigned reading, the course examines the significant political, religious, social and economic developments of humankind, and strives for the global perspective. Some historical processes, as one historian aptly stated, are best studied on a global, rather than a single perspective. Offered annually.

HIST 198: *American History to 1865*
This course examines the development of American culture and society from the Columbian encounter through the Civil War. Topics include the interaction of Europeans, Africans, and Indigenous peoples in early America; the social development of the British colonies; the evolution of American enslavement; the Revolution and the Constitution; industrialization, expansion, and reform in the 19th century; and the Civil War. Offered annually.

HIST 199: *American History Since 1865*
As they study the development of American institutions and society from the Civil War to the present, students examine economic, social, and political themes with a special emphasis on changing interpretations. Major topics are Reconstruction, urbanization, populism, progressivism, depression, New Deal, foreign relations, civil rights, social reform, equality for women, and other recent trends. Offered annually.

Level II: Period and National Histories of the Ancient World

HIST 201: *Methods Seminar: Ancient History*
This course explores topics in ancient history, designed to emphasize active skills of critical reading, textual and contextual analysis, historiographical argument, and historical writing. Recent topics have included "Ancient Greece" and "Ancient Near East." Primarily for history majors; others by permission of instructor. Offered periodically.

HIST 203: *Ancient Greek History*
Students investigate the history of Greece from the earliest days to the conquests of Alexander the Great through questions such as: Who held power in Ancient Greece? How was the position of the power-holders justified and enforced against the marginalized and disenfranchised? How did the Greeks construct their past? How do we construct histories of "Greece" today? Key themes are the Patriarchy, democracy, theatre, philosophy, rhetoric, the writing of history, and architectural and artistic aesthetics.

HIST 204: *Ancient: Rome*
This course is a survey of Mediterranean civilization from the early history of Italy through the Roman Republic and Empire. Language Across the Curriculum (LAC) course periodically available in Latin. Offered annually.

Period, National and Thematic Histories of Europe

HIST 210: *Methods Seminar: European History*
This course explores topics in European history, designed to emphasize active skills of critical reading, textual and contextual analysis, historiographical argument, and historical writing. Recent topics have included "Restoration Britain" and "France in World War II." Primarily for history majors; others by permission of instructor. May be repeated if topic is different. Offered most years.

HIST 211: *Vikings: Past and Present*
This course begins by offering a historical survey of the Viking expansion with a particular emphasis on primary written sources, including Eddaic poetry, Sagas of Icelanders and King's sagas (including material on St. Olaf). The second half conversely is focused on contemporary accounts (including literature, comic books and films), both Nordic and English/American, that rework this historical heritage in the present day. Offered annually.

HIST 222: *Modern Scandinavia*
This course offers a survey of modern Scandinavian history from the period of the Protestant Reformation to the present with special attention to recent developments. Offered annually.

HIST 223: ***The Cold War***
This course examines the Cold War (1945-1991) outward from the "West" and the Communist world, and emerging nations throughout Africa, Asia, and South America. Students analyze and discuss major conceptual themes of ideological conflict, collective action, and technological change, and read, discuss, and write to develop their own ideas and challenge our notions of this global story and what it has meant -and continues to mean- for the past.

HIST 225: ***The Journey North: Migrations To, From, & Within Norway (study abroad)***
This course examines migrations into, out of, and around Norway over time. By examining the push and pull factors for immigration and emigration, and the challenges this creates for Indigenous and minority groups, students gain an understanding of the interconnection of migrant experiences over time and geographical location. Students examine land taking of settler colonialism of Norwegian migrations both within Norway and Norwegian America. **Prerequisite:** FYS and WRR.

HIST 227: ***French Revolutions through Simulation***
Through role playing simulations, students examine events, institutions, and doctrines of the Revolutionary era in France and Haiti, with special attention to the 18th-century background to the political, social, and philosophical roots of the Revolution and its impact on the world in the 19th century. Using primary and secondary sources, students experience and examine the drama of the period and consider the variety of historical approaches to, and interpretations of, the Revolution. Offered periodically.

HIST 230: ***Imperial Russia***
Russia's modern history from Peter the Great to the revolution of 1917 centers on the tsarist autocracy and popular movements to limit its power. Students assess Russia's economy, culture, and religion against the background of the country's westernization. Language Across the Curriculum (LAC) course periodically available in Russian. Offered periodically.

HIST 231: ***People and Power in Soviet Russia***
This course begins with the Communist revolution of 1917 and traces the growth of the Soviet Union under Lenin, Stalin, and their successors. Students analyze the "crisis" of the Soviet system in order to explain why the last of the European empires collapsed in 1991. Language Across the Curriculum (LAC) course periodically available in Russian. Offered alternate years.

HIST 233: ***Sexualities & Empire***
Students interrogate the systems and experiences of sex and sexuality and its intersection with empires from the eighteenth century to the twenty-first. By examining primary sources, engaging with secondary sources, and producing original research, students develop an understanding of sex practices and ideas about sex in the past and the systems of oppression and categorization that shaped relations between the colonized and colonizers. Offered alternate years in spring semester.

HIST 239: ***Women, Gender, and Sexuality in Modern Europe***
Students analyze women's experience and notions of gender in Europe since 1700. Themes include the definition of domestic ideology from the Enlightenment through industrialization to the Victorian period, gendering citizenship in the nation-state, the impact of science and technology on women's lives and bodies, the development of feminism(s), and women and gender in socialist and fascist regimes. Offered periodically.

HIST 274: ***Love & Sex in Modern Irish History (study abroad)***
This course introduces students to the urban and rural landscapes of two Irelands - the Free State/Republic, and Northern Ireland - through histories of love and sex from 1884 to 2018. Students consider histories of marriage, prostitution, same-sex desire, and bodily autonomy, and how the built and imagined environment shaped possibilities, dangers, and everyday experiences of love and sex. The course culminates in original research projects utilizing the archives only accessible by visiting Ireland.

Area Courses on Africa, Asia, and Latin America

HIST 240: ***Methods Seminar: Histories of Africa, Asia, and Latin America***
This course explores topics in the history of Africa, Asia, or Latin America, designed to emphasize active skills of critical reading, textual and contextual analysis, historiographical argument, and historical writing. Recent topics have included "American Empire: A Cultural History of US-Latin America Relations" and "Imperialism and Nationalism in Southeast Asia." Primarily for history majors; others by permission of instructor. Offered periodically.

HIST 250: ***China: Past and Present***
This course introduces the history of ancient and imperial China beginning with the earliest historical records through the 19th century. In this broad sweep of history, students engage with works of literature, philosophy, religion, medicine, the arts, and political statecraft in English translation. Rather than focusing solely on political history and dynastic change, this course also explores the cultural and social lives of ordinary people as a central theme. Offered annually during fall semester.

HIST 251: ***Revolutionary China***
This course explores China across the tumultuous 20th century. Beginning from Qing late imperial China (mid-1800s-1911) through the reform period of the 1980s, students discuss the schools of thought that changed daily life in revolutionary China: fascism, nationalism, anarchism, feminism, socialism, and communism. Through close readings of primary sources in English translation, students investigate what constitutes revolution as a theory and practice in modern China, and how a revolution begins, continues, declines, and rekindles. Offered annually.

HIST 253: ***Modern Japan***
This survey of modern Japan from 1800 to the present examines the political transformation of the Meiji Restoration, the industrial revolution and social and cultural change, the rise and fall of party government, militarism and Japanese expansionism in World War II, the American occupation, and postwar social, political, economic, and cultural developments. Offered alternate years.

HIST 257: ***Human Rights in Latin America***
This course traces the history of human rights, politics, and ideas in Latin America. Students examine strategies which people have used to claim rights, ask how people developed ideas of "the human" in the colonial era, examine how independence problematized the idea of universal rights, and watch the development of human rights politics in the twentieth century. Students critically examine human rights and challenges to their realization across the region. Offered annually in the spring.

HIST 291: ***Introduction to African History***
The course explores how people view Africa and the contested discourse on the meaning of "Africa" with special emphasis on sub-Saharan Africa. Through lectures, discussion, and analysis of primary sources, students examine Africa's past in terms of material and social change; how the ordinary and the privileged made their world; economic and religious revolutions; responses to colonial encroachment and rule; and independence. No prior study of Africa necessary. Offered annually.

HIST 292: ***Sem: Muslim Societies in Sub-Saharan Africa***
This seminar introduces students to the nature and development of Muslim societies in sub-Saharan Africa, from the earliest times to the present. Students also explore questions of authenticity and "historical truth" as they examine current debates on themes such as patterns of Islamization, "African Islam," and Islam in Africa. Other themes include the invention of Muslim identities, expansion of Sufism, women in Islam, Islamic education, Islam and colonialism, as well as revivalism in Islam. Offered annually.

Period and Topical Courses in American History

HIST 270: ***Major Seminar: American History***
This course explores topics in American history, designed to emphasize active skills of critical reading, textual and contextual analysis, historiographical argument, and historical writing. Recent topics have included "Franklin's America," "Women and Slavery," "American Family in Historical Perspective," and "Work in America." Primarily for history majors; others by permission of instructor. May be repeated if topic is different. Offered most years.

HIST 271: ***In their own words: Literature by Immigrants in Minnesota***
In this course, students read creative works written by immigrants to Minnesota, from nineteenth century arrivals from Nordic countries to contemporary works that reflect the diversity of recent immigrants to this state. Historical studies of immigration to Minnesota contextualize literary works. In this discussion-based course, students problematize the idea of a unifying "immigrant experience," and instead explore how creative works render visible the unique challenges immigrants, and their communities, face. Offered periodically in the spring.
Prerequisite: WRIT 120, WRIT 111, or equivalent.

HIST 272: ***Women in America***
This course surveys women's experience in American life from the colonial period to the present. Students examine the changing economic, social, and legal status of women, society's attitudes toward women, and the growth of feminism. Offered periodically.

HIST 276: ***Gender, Race, and Policing in the U.S.***
This seminar examines the role of gender, race, and class in the development of policing and punishment in the United States. Students utilize primary and secondary sources such as film, music, art, and activist documents in their inquiry. By the end of the course, students should be able to construct historical arguments about the history of captivity in the United States and how communities can work together to change its impact. Offered periodically in Fall semester.

HIST 277: ***African American History***
In this study of African Americans in U. S. society from African origins to the present, students explore the African heritage, the experience of enslavement, segregation, and the rise of the Civil Rights movement of the 1960s. The course pays particular attention to the issue of Black nationalism as a force in American life. Offered periodically.

HIST 282: ***Topics in Native American History***
Spanning at least twelve thousand years and involving more than five hundred Indigenous nations the history of Native America is complex and diverse. This course focuses on significant themes, time periods, or geographical regions, with emphasis on the Native peoples within the modern-day continental United States. Examples include "The Trail of Tears," "The West Before Lewis and Clark," and "Pontiac's America." May be repeated if topic is different. Offered periodically.

HIST 283: ***Colonial Encounters in North America***
This course examines the process of colonization in North America, emphasizing cultural encounters and the emergence of differential power relations between Indigenous, European, and African-descended peoples. It begins with an examination of Native American communities, and their creative responses to European colonization during two centuries of contact. It likewise explores the transatlantic slave trade, urban and plantation slavery, the emergence of African American culture that formed in response to these historical experiences, and other related topics.

HIST 288: ***America in the Civil War and Reconstruction Era***
In studying the impact of the Civil War era on American society and politics, students focus on enslavement, emancipation, and race relations. They also address the impact of industrialization on northern society, encompassing immigration and nativism, the westward movement, and the dispossession of Native Americans. The course situates the dramatic political and military events of the era in the wider evolution of American life. Offered annually.

General

HIST 248: ***Sem: Digital Storytelling: Podcasting History***
This seminar explores a public-facing format for historical storytelling: podcasting. Students are trained in assessing podcasts as public history, then develop podcasting episode topics, conduct historical research, practice "writing for the ear", learn how to optimize sound recording and edit audio, and engage in peer review and iterative writing and audio editing processes. For the final project, students work together to produce a podcast of their own, from concept to final product.

HIST 249: ***Genealogy and History Workshop***
Who are my ancestors and how did they live? This family history workshop enables students to explore their roots and place their ancestors' experiences in historical context. Working primarily with online databases, students construct genealogies and employ archival sources to tell richer stories about family history of marriage and child rearing, migration, and work, while situating them within contemporary social and political contexts. Students communicate their findings by writing a family narrative or by composing an ArcGIS Story Map.

HIST 258: ***Plagues and Peoples in World History***
This course explores human responses to epidemic diseases in world history. Beginning with the pandemics of the Ancient world, students encounter the 14th-century Black Death, "virgin soil" epidemics in the Americas, London's cholera outbreak of the 1850s, as well as more recent events, from the 1918 influenza pandemic to Covid-19. Students consider the varied medical, social, political, and cultural impacts of disease through an exploration of diverse topics, ranging from the discovery of microbes to the recent popularity of zombie movies. Offered periodically during spring semester.

HIST 280: *Intro to Public History*
Students explore the theory and practice of Public History as they learn to identify and interpret history for the public. Using readings, workshops, site visits, and individual and collaborative projects, students explore how ownership and funding influence decisions regarding what is preserved; how the past informs the present; how the present may oppose the past; and how cultures engage in remembering their pasts in ways consistent with the common good. Offered annually.
Prerequisite: history major or permission of instructor.

HIST 294: *Academic Internship*

HIST 298: *Independent Study*

HIST 299: *Topics in History*
This course offers selected surveys in historical studies. Topics depend on instructor. Recent topics have included "Women in Early America," "U.S.-Latin American Relations," and "Doing Public History." May be repeated if topic is different. Offered periodically.

Level III: Research Seminars

Please note that Level III research seminars presume significant prior knowledge of the subject. Previous experience with the material is required.

European History

HIST 303: *Research Sem: Roman History*
This seminar covers the emergence and development of Roman civilization from the founding of Rome to the end of the Western Empire. Students explore such topics as the Greek and Etruscan legacy, evolution from republic to autocracy, the Augustan Age, Pax Romana, social and intellectual trends, the triumph of Christianity and Rome's final transformation. May be repeated if topic is different. Offered periodically.

HIST 320: *Research Seminar: Modern European History*
This seminar covers various topics in modern European history, depending upon the instructor. Recent topics have included "Gender and the Enlightenment," "The Holocaust and History," "Race, Gender, and Medicine," and "Nation and Empire in Russian History." May be repeated if topic is different. Offered periodically. Prerequisites for certain offerings.

Latin American and Asian History

HIST 345: *East Asia Seminar*
This seminar covers varying topics in East Asian history. Recent topics have included "World War II in East Asia and the Pacific," "Nationalism and Communism in Southeast Asia," and "Engendering Modern East Asia." May be repeated if topic is different. Offered periodically.

American History

HIST 370: *Research Seminar: American History*
This seminar covers varying topics in American history, depending upon the instructor. Recent topics have included "Lincoln and his America," "The American Revolution," and "19th-Century American Political Culture." May be repeated if topic is different. Offered most years.

HIST 375: *Problems of Contemporary America*
This course examines American life, politics, and foreign policy from the Cold War to the present. Using a variety of readings, students explore some of the contradictions of modernity and the transformation of America into a post-industrial society. Offered periodically.
Prerequisite: HIST 199 recommended.

General

HIST 394: *Academic Internship*

HIST 395: *Oral History Seminar*
The seminar focuses on the theory and practice of oral history. Students learn to conduct, transcribe and incorporate interviews in projects. Students interrogate conceptual issues - the interview as narrative, memory, identity, connections, motivations, and the silences inherent in oral history - and how these relate to gender, religion, and class in multiple global settings. Students learn such practical techniques as how to probe social masks, evaluate oral evidence, and the legalities of releasing interviews. Offered annually.

HIST 396: *Directed Undergraduate Research*
This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to their research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.
Prerequisite: determined by individual instructor.

HIST 398: *Independent Research*

Plan of Study

History Major - Plan of Study

This is a sample plan that meets the prescribed requirements for the history major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
World Language		1.00
HIST 100-level Elective		1.00
	Credits	**3**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
World Language		1.00
HIST 100-level Elective		1.00
	Credits	**3**
Sophomore Year		
Fall Semester		
Historical Methods Course		1.00
HIST 200-level Seminar		1.00
	Credits	**2**
Spring Semester		
HIST 200-level Methods Seminar		1.00
	Credits	**1**
Junior Year		
Fall Semester		
HIST 300-level Methods Seminar		1.00

HIST 395	Oral History Seminar	1.00
	Credits	**2**
Spring Semester		
HIST 300-level Methods Seminar		1.00
HIST 300-level Methods Seminar		1.00
	Credits	**2**
Senior Year		
Fall Semester		
HIST 300-level Methods Seminar		1.00
HIST 395	Oral History Seminar (if not taken previously)	1.00
	Credits	**2**
Spring Semester		
HIST Seminar Course		1.00
HIST Seminar Course		1.00
	Credits	**2**
	Total Credits	**17**

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the history webpage for more information.

Faculty

Department Chair, 2025-2026
Abdulai Iddrisu
Professor of History
African history; Islam in Africa

Eric Becklin
Instructor of Asian Studies
Chinese Christianity; republican China; religion and place

Averill Earls
Associate Professor of History

Steven C. Hahn
Marie M. Meyer Distinguished Professor of History
colonial America; Native American history; piracy

Timothy R. Howe
Professor of History
ancient Greece and Rome; the Middle East; Alexander the Great; ancient archeology

Jaden Janak
Assistant Professor of History
LGBTQ+ history, abolition, and popular culture

Kari Lie Dorer
Professor of Norwegian and Race, Ethnic, Gender and Sexuality Studies, King Olav V Chair of Scandinavian-American Studies
Norwegian language and culture; applied linguistics; Sami studies; Nordic film

Erich Lippman
Visiting Associate Professor of History

Nathan Norris
Visiting Assistant Professor of History

Caitlin Sackrison
Visiting Assistant Professor of Norwegian

Marci Sortor (on sabbatical 2025-26)
Professor of History

Patrick Wilz
Visiting Assistant Professor of History

Individual Major

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The Individual Major

The Individual Major Program (IM) is the academic home for students who choose to pursue a self-designed, integrative Individual Major. Students propose a sequence of courses, seminars, independent studies, or experiential learning as the means of pursuing an Individual Major. Proposals must include:

1. A description of the proposed area or topic of study.

2. A list of at least 10 courses organized in 3 areas, with an explanation of how each area and course contributes to the major. The 10 courses can include the senior capstone course.

3. A set of key questions that will guide studies in the major, including broader questions in the disciplines supporting the major and specific questions related to narrower topics of the major.

4. Initial plans for at least 2 potential senior projects.

5. A summary of the student's preparation to carry out the proposed major, and a justification of the major as a coherent, integrative academic plan.

Each proposal must have the support of a faculty academic advisor. The coherence, depth, and feasibility of each proposal are evaluated in a Final Review Consultation (FRC), after which the student is allowed to declare the Individual Major. At the end of the senior year, the student's work in the major is publicly presented to the IM faculty and certified by the IM Director. Proposals for Individual Majors may be submitted any time during the sophomore year and the first part of the junior year. The deadline for final approval of an Individual Major is Dec. 1 in the fourth semester prior to the student's graduation. Should a student be planning to graduate mid-year, the deadline for final approval will be moved up one semester to May 1.

Most students pursuing an Individual Major have only one major, and none can have more than two majors total. Pre-existing concentrations at the college cannot be expanded into an Individual Major nor can a concentration serve as the base for Individual Major coursework. Should a student have another major or a concentration, no more than three courses that count toward those areas may be used toward the 10 required for the Individual Major. Study abroad/away can be used to count toward the 10 course total.

All Individual Majors are eligible for the Ken Bonde Memorial Award. Students are nominated by their IM Faculty Advisors, and awards are determined by a committee chaired by the Director. More information about the award is available on the Individual Major website.

The Web Portfolio

Each student with an Individual Major creates and maintains a public web portfolio that demonstrates the integration and coherence of their major. Its web-based structure allows a student to make explicit links among the examples of their own work as well as to outside sites of public discussion related to the topic of the Individual Major. The web portfolio also allows a student to track and reflect on their intellectual development as they complete their studies. The web portfolio must be submitted to the Director with the list of completed courses and the senior project by no later than two weeks prior to the end of their final semester.

Intended Learning Outcomes for the Major

Requirements

Requirements for the Individual Major:

Individual Majors must meet the following requirements:

1. Submit a major proposal for review and approval by fall of junior year.
2. Integrate three or more disciplines.
3. Include at least 10 courses or experiences, including two 300-level courses.
4. Complete Senior Capstone Project (IM 392 Senior Project II or the IM 391/392 sequence.)
5. Give a public presentation and create a web portfolio.
6. Work with a committed Faculty Advisor.

Code	Title	Credits
A minimum of eight approved courses or experiences integrating at least three departments, programs or areas of focus. [1]		8.00
IM 391	Senior Project I (or 300-level approved course)	1.00
IM 392	Senior Project II	1.00
Total Credits		**10**

1

Individual Major courses may include independent study or research, study abroad/away, off-campus internships, or other courses or experiences approved by the program.

Courses

Senior Project

All senior projects can include work during both semesters of the senior year. Students determine the topic and scope of their project in consultation with their advisor at the beginning of the fall semester. Senior project plans describe the anticipated final product and the basis for its evaluation, as well as a research plan to support or contextualize the project. Whether the final product is a traditional research paper, a performance, a portfolio of essays, or a panel presentation, it must have a clear grounding in academic research.

For the fall semester students can choose to enroll in IM 391 Senior Project I, an independent course graded on a P/N basis. Enrollment in IM 391 is by permission of the Individual Major Program. During the spring semester, all students must enroll in IM 392 Senior Project II, a graded course which comprises the completion and

public presentation of the senior project. Enrollment in IM 392 is by permission of the Individual Major Program, upon evidence that the basic elements of the required web portfolio are in place. A brief description of the student's Individual Major and senior project appears on the official transcript.

Students may also register independent study (IM 298 Independent Study), independent research (IM 398 Independent Research), or internships (IM 294 Academic Internship, IM 394 Academic Internship) through the Individual Major Program, if the supervising faculty member advises that as the appropriate course designation.

IM 294: *Academic Internship*
In consultation with their faculty advisor, students may register for this semester course, which is P/N. This optional course is generally used for an internship linked to the Individual Major.

IM 298: *Independent Study*
In consultation with their faculty advisor, students may register for this semester course, which can be graded or S/U. This optional course is generally used for research and other preparation for the work.

IM 391: *Senior Project I*
Students who are pursuing an Individual Major, in consultation with their faculty advisor, may register for this fall semester course, which is graded P/N. This optional course is generally used for research and other preparation for the work planned for the spring semester. Whether students are enrolled in IM 391 or another approved level III course or experience, senior project plans must be submitted to the Individual Major Program by the end of September.
Prerequisite: permission of the Individual Major Program.

IM 392: *Senior Project II*
Students with individual majors can register for their senior projects in either fall or spring semester of the senior year. The graded work includes final research, a final presentation of the project, and completion of the web portfolio. A brief description of the student's major and senior project appears on the transcript.

IM 394: *Academic Internship*
In consultation with their faculty advisor, students may register for this semester course, which is P/N. This optional course is generally used for an internship linked to the Individual Major.

IM 398: *Independent Research*
In consultation with their faculty advisor, students may register for this semester course, which can be graded or S/U. This optional course is generally used for research and other preparation for the work.

Plan of Study

This is a sample plan that meets the prescribed requirements for the Individual Major Program at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor and program staff.

An overview of the program and general options for planning the major may be found here.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
World Language		1.00
	Credits	**2**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
World Language		1.00
Course in areas of interest		1.00
	Credits	**3**
Sophomore Year		
Fall Semester		
Course in areas of interest		1.00
	Credits	**1**
Spring Semester		
Course in areas of interest/approved course in the major		1.00
	Credits	**1**
Junior Year		
Fall Semester		
Approved course in the major		1.00
	Credits	**1**
Spring Semester		
Approved course in the major		1.00
	Credits	**1**
Senior Year		
Fall Semester		
Approved courses in the major		2.00
IM 391	Senior Project I (or 300-level approved course)	1.00
	Credits	**3**
Spring Semester		
Approved course in the major		1.00
IM 392	Senior Project II	1.00
	Credits	**2**
	Total Credits	**14**

*****

Summer following Senior Year: Students may wish to complete an approved experience or internship. This is optional; an internship is not required as part of the plan of study.

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the Individual Major Program [IM] web page for more information.

Faculty

Program Director, 2025-2026
Jennifer Kwon Dobbs
Professor of English and Race, Gender, and Sexuality Studies; Associate Dean of Interdisciplinary and General Studies
poetry and poetics; creative nonfiction; Asian American literature; critical adoption studies
Anne G. Berry - Advisor
Instructor of Writing; Assistant Director of Multilingual Student Language Support
linguistics; English as a second language
Anne Keasling - Advisor
Coaching and Student Success Specialist

Interdisciplinary Studies

Jennifer Kwon-Dobbs; Associate Dean for Interdisciplinary and General Studies
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Interdisciplinary courses use the resources of two or more disciplines to investigate a broad theme or a set of issues. These courses raise awareness about the distinctive methodologies and conceptual frameworks of different disciplines and their strengths and possible biases in describing, explaining, and evaluating evidence and experience.

Courses

ID 121: ***Topics in Student Success (0.25)***
Students engage with applied topics to increase knowledge, skills, and habits for student success. Topics vary to support first- and second-year students who seek sustained supplemental support for their college transition. Courses commonly emphasize the theory and practice of how to learn, navigate academic cultures and communities, develop a sense of belonging, advocate for educational and personal support, and identify and deepen individual strengths through coursework and sustained reflection. P/N only.
Prerequisite: Instructor permission.

ID 150: ***Explorations in Science***
This interdisciplinary, topics-based course explores contemporary issues in science with emphasis on developing students' understanding of scientific and quantitative approaches to problem solving. Specific topics, ranging from environmental chemistry and public health to biomechanics and genetics, vary from year to year. Students attend nine hours of lectures or small group discussion sections, two to three hours of quantitative workshops, and four hours of laboratory per week. The course is taught with WRIT 109. Offered annually during the summer. Does not count toward any major.
Prerequisite: acceptance into the Summer Bridge Program.

ID 222: ***Exploring Digital Humanities***
This interdisciplinary course explores the concepts, methods, and debates of digital humanities - using digital tools to explore humanities disciplines such as literature, history, and philosophy along with their broader engagements with arts, social sciences, and other fields. Topics are drawn from current cultural texts, critical theories, and networked environmental issues. Students learn through hands-on research projects that examine the social, cultural, and ethical contexts of digital scholarship as well as its applications and impacts. Offered during January Term.

ID 229: ***Arts Management***
This course provides an overview of the key issues that face arts administrators. Topics addressed include strategic planning, budgeting, fund raising, audience development, and human resource management as each relates to the unique setting of the arts. Case analysis and guest speakers provide opportunities to explore application of key concepts. Offered annually.

ID 234: ***Human Geography***
This course provides an examination and application of the key content, skills, and perspectives of human geography. The lens of the geographer focuses on the spatial distribution of phenomena over the surface of the earth, asking the questions "where?" and "why there?". The practices and skills of geography are used to investigate a variety of issues in a region of the world, including environmental problems, the culture and management of sacred places, and the reasons for war and the need for peace. Counts toward environmental studies major (social science emphasis).

ID 241: ***Health Care Challenges: An Interdisciplinary Dialogue***
This course shows students how anthropologists and economists approach the broad category of health care. Students explore how the two social sciences define health, conceptualize institutions, build accountability into systems, and treat the maladies of complex human beings. While the course highlights differences between the two disciplines, it also considers where they overlap. Offered periodically.

ID 242: ***The Arts and Democracy: An ID Fine Arts January Term in Washington, DC***
This course explores the dynamic arts and governance environment of Washington D. C. Students meet arts professionals in varied fields; visit galleries, museums, theaters, music and dance performances, arts and civic organizations; and develop strategies for practicing citizenship and democratic engagement through artistic expression. Counts toward studio art, art history, music, theater, and dance majors, as well as arts management studies. Offered during January Term. Apply through Smith Center for Global Engagement.
Prerequisite: at least one fine arts course or arts management course or permission of the instructor.

ID 257: ***Arts and Literature of Australia and New Zealand (study abroad)***
This course examines how history and place have shaped artistic expression in unique subcultures of Australia and New Zealand, focusing on literature, drama, dance, and visual arts. Students meet with working artists, attend live performances, and connect literature and art to the built environment and geographical locales on Australia's East Coast and in New Zealand. Assignments integrate research on cultural contexts and analysis of art forms. Offered alternate years during January term. Apply through Smith Center for Global Engagement.

ID 258: ***Theater in London (study abroad)***
A full immersion in the art of theater, students attend approximately 22 performances at London and Stratford theaters. The course includes the reading of play texts, dramatic criticism, group discussions, and backstage tours. England, a theatrical center of the English-speaking world, enables students to experience a wide variety of theatrical performances ranging from traditional to modern. Excursions to Stratford-upon-Avon and other locations offer additional cultural perspectives. Offered annually during January term. Apply through Smith Center for Global Engagement. Counts toward the theater major in years that a theater faculty or staff member leads the course.

ID 271: ***Topics in Interdisciplinary Studies***
Students study a particular topic from field(s) in Interdisciplinary Studies. Topics vary from year to year depending on the instructor. Class work depends on the topic and instructor but is consistent with the amount of work in other 200-level ID courses. May be repeated if topics are different. May count toward majors/concentrations if approved by the chair/program director of that major/concentration.
Prerequisites: determined by the instructor for each offering.

ID 294: ***Academic Internship***

ID 295: ***Internship and Reflection Seminar***
This seminar integrates the liberal arts with the experience of work and the search for a vocation or career. Course content is composed of virtual class sessions that connect academic theories/analyses of work with each student's particular internship experience. Students also consider and articulate the value of the liberal arts for their pursuit of a creative, productive, and satisfying professional life. Offered annually during January Term.
Prerequisite: Internship applications must be approved through the Piper Center before students will be allowed to enroll.

ID 296: ***Global Engagement Seminar***
This .25 credit online course supports the curriculum of Smith Center study abroad and away programs with readings and reflection assignments for the Ole Experience in Practice requirement. Students reflect on their experiences in their study abroad or away location, discuss global systems that connect learning, and also engage in discussions of identity across borders. Course topics include identity, vocation, globalization, intercultural communication, adjusting to a new environment, defining culture, and understanding through intercultural practices. Offered fall and spring semesters.

ID 297: ***Vocation Reflection Seminar***
This .25 course will engage students in mentoring, guided inquiry, and reflection to explore how a high-impact experiential learning experience (internships and student employment; study abroad/away, civic and community engagement; undergraduate research; leadership experience) connects to their developing vocational identity. Students explore readings, videos, and first-hand experiences about fundamental concepts of vocation and experiential learning.
Prerequisite: Completed or concurrent participation in a high-impact experiential learning practice (internships and student employment; study abroad/away, civic and community engagement; undergraduate research; leadership experience) with instructor permission.

ID 298: ***Independent Study***

ID 300: ***OLE Experience in Practice (non-credit bearing)***
This course transcripts a student's OLE Experience in Practice (OEP) when that OEP is done through CURI, Magnus, Steen or other academic non-credit-bearing experiences. As a zero-credit pass/no pass course, certification will be done by the respective director after completion of the individual experience.

ID 394: ***Academic Internship***

ID 396: ***Directed Undergraduate Research***
This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to their research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.
Prerequisite: determined by individual instructor.

ID 398: ***Independent Research***

International Relations

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The international relations concentration offers students the opportunity to combine insights from political and other social sciences with language and humanistic studies in order to examine pressing questions related to war, peace, trade, security, justice and power. This concentration complements majors in the social sciences, area studies, and world languages in particular, but it is appropriate to all students committed to engaging with issues arising from the globalized nature of the modern world.

Intended Learning Outcomes for the Concentration

Requirements

Requirements for the Concentration

Code	Title	Credits
PSCI 121	International Relations	1.00
Any one course from the following list of complementary disciplines:		1.00
ECON 261	Intermediate Macroeconomic Theory	
ENVST 137	Introduction to Environmental Studies	
ECON 382	International Economics	
HIST 195	Global: 1500-Present	
ID 234	Human Geography	
SOAN 247	Disasters	
SWRK 122	Global Challenges	
One world language or two area-specific course(s) from the following list:		1.00-2.00
One course numbered 232 or higher in Chinese, Japanese, Norwegian, or Russian; or one course numbered 250 or higher in French, German, or Spanish. The course must be taught in the target language.		
Two courses focused upon any single contemporary world region or country (e.g., Africa, Asia, China, Germany, Japan, Latin America, the Middle East, or Russia). Can be from any department and may include courses completed in approved St. Olaf study abroad or away programs. No more than one course in this option can come from the Political Science Department. Area studies courses should have at least 50 percent of the course content dedicated to target country or region. (See Courses tab for list of pre-approved courses.)		
Two additional political science courses in the international subfield at Level II or III:		2.00
ES/PS 201	Topics in Global Environmental Politics	
PSCI 205	International Organizations	

PSCI 222	International Political Economy
PSCI 245	Asian Regionalism
PSCI 257	Foreign Relations in the Americas
PSCI 258	World Politics
PSCI 285	International Law
PSCI 297	Washington D.C. Politics and Intl Relations Practicum (study away) (Upon instructor/ program director approval.)
PSCI 321	Seminar in International Relations
PSCI 322	Seminar: Economic Statecraft
Total Credits	**5-6**

Courses

Courses by contemporary world region or country:

Students must take two courses focusing on the same region and the courses do not need to be from the same department. No more than one of the two courses can be from the political science department. Other courses may be approved in consultation with the director of international relations.

Code	Title	Credits
Central America and South America		
ENGL 251	Major Chicano/a Authors	
HIST 193	Modern Latin America	
LAMST 333	Contemporary Latin American Issues	
SOAN 237	Forging a Latin American Culture	
SPAN 250	Family and Gender Roles in Spain: 1900 to Present	
SPAN 271	Cultures of Spain	
SPAN 272	Cultures of Latin America	
SPAN 312	Voices of the Spanish-Speaking World	
Europe		
ENGL 229	Twentieth-Century British and Irish Literature	
FREN 271	The Francophone World	
FREN 272	Contemporary France	
FREN 273	Period Studies	
FREN 372	Topics in Francophone Studies	
GERM 247	Germanic Fairy Tales (Taught in English)	
GERM 249	German Cinema (Taught in English)	
GERM 251	History and Memory	
GERM 252	German-speaking Societies in Global Context	
GERM 272	Turning Points in German History	
GERM 273	German Media History and Media Literacy	
GERM 276	Green Germany	
HIST 121	The Making of Modern Russia	
HIST 203	Ancient Greek History	
HIST 222	Modern Scandinavia	
HIST 299	Topics in History (when the topic is approved)	
HIST 320	Research Seminar: Modern European History	
NORW 224	Topics in Contemp Nordic Lit: Window on Society (Taught in English)	
NORW 244	The Sámi: Traditions in Transition (Taught in English)	
PSCI 282	Russian and Eurasian Politics	
PSCI 382	Seminar: The Geopolitics of Eurasian Energy	
REL 275	Religion and Empire in Greece and Turkey (study abroad)	
RUSSN 262	20th-Century Russian Literature (Taught in English)	
RUSSN 372	Topics in Contemporary Russian Society	
Middle East and North Africa		
BIO 253	Water in Morocco: Precious, Precarious, and Problematic (study abroad)	
FREN 235	French Language and Moroccan Culture in Fez (study abroad)	
HIST 189	Topical Seminar	
HIST 291	Introduction to African History	
ID 234	Human Geography	
MEST 202	Topics in Modern Middle Eastern Studies	
REL 217	Christian and Islamic Ethics: Conflicts and Cross-Pollination	
REL 248	Judaism	
REL 271	Bible in Context:Hist/ Geography/Culture in Israel & Palestine (abroad)	
SOAN 236	A Sociology of the Arab World	
Sub-Saharan Africa		
ENGL 206	African Literature	
HIST 256	Slavery in West Africa: Ghana (study abroad)	
Asia		
ARTH 259	The Arts of China	
ARTH 260	The Arts of Japan	
ASCON 215	Asian Conversations III (study abroad)	
ASCON 216	Asian Conversations III (on campus)	

ASCON 220	Asian Conversations: Engaging Asia with Voice and Representation
AS/ES 277	Environmental Sustainability in Japan (study abroad)
ASIAN 156	Contemporary China Through Film (Taught in English)
ASIAN 333	What is a Hero?
CHIN 302	Third-Year Chinese II
CHIN 320	Special Topics in Chinese
CHIN 351	Chinese Language and Society through the Media
ENGL 204	South Asian Literature
HIST 250	China: Past and Present
HIST 251	Revolutionary China
HIST 345	East Asia Seminar
JAPAN 301	Advanced Japanese I
JAPAN 302	Advanced Japanese II
JAPAN 320	Special Topics in Japanese
MUSIC 239	Javanese Gamelan
PHIL 127	Zen and the Art of Judo

*Note: Some courses may be relevant to more than one world region or country. Contact the program director with questions about how these courses might count toward the international relations concentration.

Faculty

Program Director , 2025-2026
Douglas J. Casson
Professor of Political Science; Director of Fellowships
political philosophy; constitutional law; Director of Fellowships

Menevis Cilizoglu
Associate Professor of Political Science

Anthony D. Lott (on sabbatical calendar year Feb 2025-Jan 2026)
Associate Professor of Political Science
international law; international relations; international security

Japanese

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(Offered within the Department of Asian Studies)

Learning Japanese introduces you to a dynamic nation of 126 million people at the hub of technological innovation, trade, and diplomatic relations in the world's fastest-growing market: the Pacific Rim. It introduces you to a modern country that has maintained a distinct cultural identity; to a society that still emphasizes the individual's responsibilities to family and group; and to an economy with distinctive solutions to problems of productivity, management, and motivation in the work place. It introduces you to the earliest non-Western nation to become a modern world power. St. Olaf teaches four full years of Japanese language and sends language students to three different campuses in Japan.

Overview of the Major

To fulfill a Japanese major, students will demonstrate both linguistic and cultural competence. For linguistic and language skills, Japanese majors will possess proficiency in listening, speaking, reading, and writing at the American Council of Teaching Foreign Languages (ACTFL) Intermediate-Mid level as well as metalinguistic and intercultural awareness of the use of Japanese language in different social milieus.

Additionally, students will be able to analyze, interpret, and critique various discourses and cultural productions from and about Japan through their liberal arts studies, which may include literature, art, history, religion, philosophy, and/or politics.

Intended Learning Outcomes for the Major

Special Programs

Study programs in Japan are available at Waseda University in Tokyo and Nagoya University in Nagoya. Department faculty also offer January term courses in Japan among other opportunities.

Requirements

Requirements for the Major

Code	Title	Credits
Requirements		
Core Language Courses [1]		
JAPAN 231	Intermediate Japanese I	1.00
JAPAN 232	Intermediate Japanese II	1.00
JAPAN 301	Advanced Japanese I	1.00
JAPAN 302	Advanced Japanese II	1.00
One Language Course Above JAPAN 302 [2]		**1.00**
Four courses, taught in English, focused on Japan/Japanese language and culture [3]		**4.00**
	One course must be transnational/regional/global/comparative	
	Minimum of one course at the 300-level	
Recommended		

LAC course(s), study abroad, internships, or other immersion experiences in Japan. [4]	
Total Credits	**9**

1

If a student places in a Japanese language course above JAPAN 231 Intermediate Japanese I (e.g., JAPAN 232 Intermediate Japanese II or JAPAN 301 Advanced Japanese I), the student will fulfill the total 9 credits requirement by taking additional upper-level language courses (above JAPAN 302) and/or courses in English that focus on Japan/Japanese language and culture.
If a student begins language study in JAPAN 111 Beginning Japanese I or JAPAN 112 Beginning Japanese II, the student can fulfill the total 9 credits requirement by counting JAPAN 111 and/or JAPAN 112 toward the major and completing one or two fewer courses in English.

2

The following courses currently fulfill this requirement: JAPAN 320 Special Topics in Japanese or the equivalent of a fourth-year-level course taken during the partnered study abroad programs in Japan and/or other approved study abroad language programs.

3

At least one course must examine transnationalism/regionalism/global perspectives or compare Japan/Japanese with other countries/cultures through specific disciplines (e.g. art, religion, literature, history, philosophy, economics, and political science). At least one of these four courses must be 300-level, and no more than one at 100-level. One of these courses can be an Independent Study (Capstone project) or the Asian Studies senior seminars (ASIAN 397 or ASIAN 399). ASCON 110 and ASCON 120 do not count towards the Japanese major.

4

Students earn an Applied Language Certification on their transcripts after successful completion of two LAC (language across the curriculum) courses. LAC courses carry 0.25 credits each (unless offered during January term, when they hold zero credit). Please refer to the Class and Lab for LAC courses

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

For students double-majoring in Asian Studies and Chinese or Japanese, the following rules apply: JAPAN 231 and JAPAN 232 can count for both the language and area studies majors; one 300-level course taught in English can count for both the language and area studies major; and two level three language courses can count for both the language and area studies major.

Courses

For information about the Asian studies concentration or the Asian studies major, see Asian Studies (p. 56).

JAPAN 111: *Beginning Japanese I*
This course is an introduction to speaking, reading, and writing Japanese; writing includes the learning of all syllabic letters (Hiragana and Katakana) and basic Kanji (Chinese characters). Class meets four times weekly. Individual language laboratory visits are also required. Offered annually in the fall semester. Does not count toward Japanese major.

JAPAN 112: *Beginning Japanese II*
This course is an introduction to speaking, reading, and writing Japanese; writing includes the learning of all syllabic letters (Hiragana and Katakana) and basic Kanji (Chinese characters). Class meets four times weekly. Individual language laboratory visits are also required. Offered annually in the spring semester. Does not count toward Japanese major.
Prerequisite: JAPAN 111 or equivalent.

JAPAN 231: *Intermediate Japanese I*
Students continue to develop the listening, speaking, reading and writing skills that enable them to deal not only with topics of daily life, but also cultural themes and authentic materials. Class meets four times weekly. Individual language laboratory visits are also required. Offered annually in the fall semester.
Prerequisite: JAPAN 112 or equivalent.

JAPAN 232: *Intermediate Japanese II*
Students continue to develop the listening, speaking, reading and writing skills that enable them to deal not only with topics of daily life, but also cultural themes and authentic materials. Class meets four times weekly. Individual language laboratory visits are also required. Offered annually in the spring semester.
Prerequisite: JAPAN 231 or equivalent.

JAPAN 294: *Academic Internship*

JAPAN 298: *Independent Study*

JAPAN 301: *Advanced Japanese I*
This third year-level course aims to increase the knowledge of Japanese people, language, and society by comparing with students' own cultures in their target language. Various authentic "texts" (images, video clips, written texts, etc.) support student learning. Offered annually in the fall semester.
Prerequisite: JAPAN 232 or equivalent.

JAPAN 302: *Advanced Japanese II*
This course builds on Japanese 301 and aims to increase the knowledge of Japanese people, language, and society by comparing with students' own cultures in their target language. Authentic "texts" (images, video clips, written texts, etc.) support student learning. Offered annually in the spring semester.
Prerequisite: JAPAN 301 or equivalent.

JAPAN 320: *Special Topics in Japanese*
In this fourth-year-level Japanese course, students explore a specified topic or theme in language, in various text/media (literature, newspaper, manga, and films), in culture/civilization, or in a combination of these, through close examination of texts (written or visual), discussion, analysis, and interpretation of selected materials. Sample topics include" Best Sellers and Film Adaptations" and "Haiku and the Concept of Nature." May be repeated if topic is different. Taught in Japanese. Also counts toward Asian studies major and concentration.
Prerequisite: JAPAN 302 or equivalent.

JAPAN 394: *Academic Internship*

JAPAN 398: *Independent Research*

Courses Focused on Japan/Japanese

ARTH 260 The Arts of Japan

ASIAN 126 Language in Japanese Society

ASIAN 218 Encountering Japan: Tokyo (study abroad)

ASIAN 224 Page to Screen: Modern Japanese Literature in Film

ASIAN 234 The Body in Japanese Women's Literature (Taught in English)

AS/ES 277 Environmental Sustainability in Japan (study abroad)

HIST 253 Modern Japan

Courses Focused on Japan/Japanese with Cross-Cultural/Regional/Global Comparative Perspectives

ASCON 215 Asian Conversations III (study abroad)

ASCON 216 Asian Conversations III (on campus)

ASCON 220 Asian Conversations: Engaging Asia with Voice and Representation

ASIAN 121 Asian Cultures in Comparative Perspectives

ASIAN 123 Asia in America

ASIAN 130 Asian Science Fiction in Global Perspective (English translation)

ASIAN 200 Topics in Asian Studies

ASIAN 230 The Philosophy of Anime

ASIAN 244 Language and Race in Japan and USA

ASIAN 255 Engaging Asia: San Francisco (study away)

ASIAN 268 The Art of Calligraphy: Techniques and Appreciation

ASIAN 282 Second Language Acquisition and Pedagogy in an Asian Context

ASIAN 333 What is a Hero?

ASIAN 397 Seminar: Human Rights/Asian Context

ASIAN 399 Seminar for Asian Studies Majors

AS/PS 255 Politics in Asia

AS/RE 256 Religions of China, Korea, and Japan

AS/RE 257 Buddhism

AS/RE 289 Buddhism, Peace and Justice

HIST 240 Methods Seminar: Histories of Africa, Asia, and Latin America (depending on content and instructor)

HIST 345 East Asia Seminar

PHIL 117 Confucius, Buddha, and Socrates

PHIL 127 Zen and the Art of Judo

PHIL 249 Asian Philosophy

PSCI 245 Asian Regionalism

REL 390 History of Religions Seminar (depending on content and instructor)

Plan of Study

Japanese Major - Plan of Study

This is a sample plan that meets the prescribed requirements for this major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

This plan is for a student who places into Japanese at St. Olaf at the 111 (first semester) level. Students can major in Japanese whether they start at the beginner level (JAPAN 111) or have prior experience in the language.

Please see the Asian Studies major (p. 56) or Chinese major (p. 85) pages for requirements specific to those majors.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program - ASCON) or Writing and Rhetoric	1.00
JAPAN 111	Beginning Japanese I	1.00
	Credits	**2**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program - ASCON) or First-Year Seminar	1.00
JAPAN 112	Beginning Japanese II	1.00
	Credits	**2**
Sophomore Year		
Fall Semester		
JAPAN 231	Intermediate Japanese I	1.00
	Credits	**1**
Spring Semester		
JAPAN 232	Intermediate Japanese II	1.00
	Credits	**1**
Junior Year		
Fall Semester		
JAPAN 301	Advanced Japanese I	1.00
One Elective Course, taught in English, focuses on Japan/Japanese language and culture		1.00
	Credits	**2**
Spring Semester		
JAPAN 302	Advanced Japanese II	1.00
One Elective Course, taught in English, focuses on Japan/Japanese language and culture		1.00
	Credits	**2**
Senior Year		
Fall Semester		
JAPAN 320	Special Topics in Japanese (or language course above JAPAN 302)	1.00
One Elective Course, taught in English, focuses on Japan/Japanese language and culture		1.00
	Credits	**2**
Spring Semester		
One Elective Course, taught in English, focuses on Japan/Japanese language and culture		1.00
	Credits	**1**
	Total Credits	**13**

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit

and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the Japanese program webpage for more information.

Faculty

Section Head, 2025-2026
Joanne Quimby
Associate Professor of Asian Studies
modern Japanese literature, feminist literary theory, gender and sexuality studies, Japanese film cultural studies, Japanese language

Hiroe Akimoto
Instructor of Asian Studies
Japanese language instruction

Rika Ito
Professor of Asian Studies
sociolinguistics; language ideology, language in media; Japanese

Magara Maeda
Adjunct Instructor of Asian Studies

Kinesiology

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Kinesiology is the study of physiological and functional adaptations to movement. The field is richly interdisciplinary, involving such disciplines as anatomy, chemistry, biology, physiology, biomechanics, motor control, psychology, nutrition, and injury prevention and management. Rigorous and systematic study of these disciplines enables students to understand how and why people move and the factors which limit and enhance our capacity to move.

Overview of the Major

The kinesiology major at St. Olaf is designed for students interested in the advanced and specialized study of the biophysical aspects of exercise. The major supports academic linkages across disciplines and provides excellent preparation in a wide variety of fields. It also prepares students for advanced study in one of the disciplines related to kinesiology (such as physical therapy and rehabilitation, biomechanics, occupational therapy, nutrition, exercise physiology, sports medicine, and cardiac rehabilitation).

Intended Learning Outcomes for the Major

Distinction

See Academic Honors (p. 18)

Related Program

Neuroscience Concentration - See Neuroscience (p. 253)

Requirements

Requirements for the Major

Code	Title	Credits
Core courses		
BIO 143	Human Anatomy and Physiology: Cells and Tissues	1.00
BIO 243	Human Anatomy and Physiology: Organs and Organ Systems	1.00
KINES 195	Introduction to Kinesiology	1.00
KINES 250	Performance Nutrition	1.00
KINES 331	Principles of Strength and Fitness Training	1.00
KINES 374	Biomechanics	1.00
KINES 375	Physiology of Exercise	1.00
KINES 390	Kinesiology Seminar	1.00
Electives		
Select two of the following:		2.00
BIO 247	Animal Physiology	
KINES 196	Introduction to Therapeutic Practices	
KINES 199	Technology, Health, and Wellness	

KINES 295	Healthcare Internship and Reflection Seminar	
KINES 376	Fitness Assessment and Exercise Prescription	
NEURO 239	Cellular and Molecular Neuroscience	
PSYCH 241	Developmental Psychology	
PSYCH 247	Psychopathology	
SDS 172	Statistics 1 (or STAT 110)	
Total Credits		**10**

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

The department also recommends:
BIO 150 Evolutionary Foundations of Biodiversity

BIO 290 Medical Terminology (0.25 credit)

PSYCH 125 Principles of Psychology

Courses
Professional Program

KINES 195: *Introduction to Kinesiology*
This course introduces students to the study of physiological and functional adaptations to human movement. The field is richly interdisciplinary, involving such disciplines as anatomy, chemistry, biology, physics, physiology, biomechanics, motor control, psychology, nutrition, neuroscience, rehabilitative therapy, and exercise prescription. Rigorous and systematic study of these sub-fields enables students to understand how and why people move and the factors which limit and enhance the capacity to move. Offered annually.

KINES 196: *Introduction to Therapeutic Practices*
This course is designed for students interested in learning more about a variety of therapeutic practices such as physical, occupational, speech, art, dance, yoga, aquatic, stroke, massage, and animal. Students will explore whether therapeutic service might be their vocational calling. The class includes lectures, discussions, case studies, speakers, and field visits. Open only to first-years and sophomores. Does not count toward Kinesiology major.

KINES 199: *Technology, Health, and Wellness*
Technology is constantly pushing the boundaries of what is possible in the healthcare world today. This course will critically analyze the relationship between science and technology on the healthcare industry, healthcare practitioners, and health and wellness while providing hands-on opportunities and field trips to put these principles into practice. We will explore the origins of many medical/wellness devices, their core strategies, what problems they solve, and what makes them controversial or exciting technologies.

KINES 250: *Performance Nutrition*
The course is rooted in advanced nutrition science and behavior-change psychology. Students examine the roles nutrient selection, metabolism, and timing play in supporting physical performance as well as mental and emotional health. Students discuss the integration and regulation of metabolism, energy expenditure, hydration, sleep, stress, and recovery; and they conduct an advanced overview of the functions of macronutrients, micronutrients, fluids, and supplements that are determinants of health and diseases. Offered annually.
Prerequisite: BIO 143 and BIO 243; kinesiology major.

KINES 291: *Topics in Kinesiology*
The field of kinesiology is constantly expanding into new frontiers. This course provides an in-depth study of advanced topics that are chosen with attention to student interest and available staff. Class work depends on the topics and instructor, but is consistent with the amount and level of work in other 200-level kinesiology courses. May be repeated if courses are different. Counts as an elective toward the kinesiology major. May count toward other majors or concentrations if approved by the chair of that major/concentration. Offered periodically.
Prerequisite: permission of the instructor.

KINES 294: *Academic Internship*

KINES 295: *Healthcare Internship and Reflection Seminar*
This seminar integrates the liberal arts with the experience of healthcare work and the search for a vocation or career. Course content will include both an off-campus internship and on-campus class sessions that connect academic theories/analyses of work with their particular internship experience. Students will also consider and articulate the value of the liberal arts for their pursuit of a creative, productive, and satisfying professional life in the healthcare world. Offered during January Term.
Prerequisite: Junior or senior standing.

KINES 298: *Independent Study*

KINES 374: *Biomechanics*
Students analyze mechanical principles in depth as they affect human motion. Topics include study of muscular and skeletal systems, skill analysis, and motion measurement techniques. Students attend lectures plus one three-hour laboratory per week. Offered annually.
Prerequisites: BIO 143, BIO 243, and junior standing.

KINES 375: *Physiology of Exercise*
Students study in-depth the physiology of exercise, covering cardiovascular and muscular adaptions to exercise and factors affecting performance, including body composition, environmental influences, training implications across gender and age, and the assessment of fitness. Students attend lectures plus one three-hour laboratory per week. Offered annually.
Prerequisite: junior standing and BIO 143 and BIO 243 or permission of instructor.

KINES 376: *Fitness Assessment and Exercise Prescription*
This course presents the fundamental principles of exercise testing and prescription for both healthy and special needs individuals. Students explore techniques for assessing fitness and prescribing exercise using a variety of ergometers for improvement of health fitness parameters. Students also utilize case studies and laboratory experiences. Topics include health/medical histories, submaximal graded exercise testing, and assessment of strength, flexibility, pulmonary functions, and body composition. Offered annually.
Prerequisites: senior kinesiology major; BIO 143, BIO 243 and KINES 375.

KINES 390: *Kinesiology Seminar*
Students may be co-registered for the capstone course and their final core courses in the major. Students conduct semester-long research on a topic and present their findings in the form of a research paper. Offered annually.
Prerequisite: senior standing.

KINES 394: ***Academic Internship***

KINES 396: ***Directed Undergraduate Research***
This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to their research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.
Prerequisite: determined by individual instructor.

KINES 398: ***Independent Research***

Physical Activities

- The Active Body OLE Core requirement

KINES 103: ***Golf (0.25)***
This course presents an introduction/review of beginning golf skills, rules, and strategies. The course is not intended for the experienced golfer. Equipment available. Course fee.

KINES 105: ***Inclusive Fitness (0.25)***
Students of all abilities will explore fitness activities and games designed to keep them healthy and active throughout their lives. Students will work at their own level and pace without pressure or competition. The course is designed to be accommodating and accessible to students with physical disabilities, but all students are welcome. Offered annually.

KINES 106: ***Rock Climbing (0.25)***
Students learn basic rock climbing skills, techniques, and safety procedures.

KINES 107: ***High-Intensity Interval Training (0.25)***
Students will learn the scientific principles behind how and why HIIT works, how to set up a HIIT workout, and the evidence-based rationale regarding the recommended ratios of rest and recovery. This HIIT course is designed for students with a higher level of physical fitness, as this type of training involves repeated bouts of high-intensity effort followed by varied recovery times.
Prerequisite: Students must be able to run a mile in under 8 minutes.

KINES 110: ***Triathlon Training (0.25)***
Students learn and practice the skills and techniques involved in completing a triathlon. Before enrolling, students should be able to swim at least 100 yards, cycle for at least 3 miles, and run at least 1 mile without stopping to rest. Students must provide their own equipment, including a bicycle. Offered annually in the spring semester.

KINES 111: ***Basketball (0.25)***
This course offers an introduction/review of fundamental skills, rules, and drills. Students focus on basic strategy in game playing.

KINES 118: ***Lifetime Sports and Games (0.25)***
This course introduces students to a wide range of lifetime sports and games. Students learn the history and origin of these activities along with the basic rules, etiquette, and strategies.

KINES 121: ***Beginning Swimming (0.25)***
This course is for the non-swimming and the novice swimmer only.

KINES 122: ***Lifeguard Training (0.25)***
This course teaches the skills necessary for lifeguarding, first aid, AED, CPR, and waterfront guarding certification.
Prerequisite: must be able to swim 550 yards (22 lengths).

KINES 124: ***Intermediate Swimming***
This course builds on basic swimming skills, providing instruction in more advanced swimming strokes while focusing on physical conditioning and aquatic safety. Offered annually.
Prerequisite: KINES 121 or permission of instructor.

KINES 128: ***Fly-Fishing/Fly-Tying (0.25)***
This course introduces students to the lifetime sport of fly-fishing and fly-tying. Equipment available. Course fee.

KINES 130: ***Swim Fitness (0.25)***
This is an aerobic-based course utilizing swimming and water exercises.
Prerequisite: be able to swim 300 yards.

KINES 131: ***Aerobics (0.25)***
Students learn and apply the basic principles of fitness through a variety of aerobic activities.

KINES 136: ***Fitness Walking (0.25)***
This is an aerobic-based course utilizing instruction and participation in walking to enhance personal fitness and training knowledge.

KINES 137: ***Disc Golf (0.25)***
Students will learn the basics of disc golf rules, etiquette, shots, strategies, and scoring and will play in different types of disc golf events. Course fee.

KINES 139: ***Pickleball (0.25)***
Students will learn the basics of pickleball rules, court etiquette, shots, scoring, and strategies and will play in singles and doubles in varying tournament styles.

KINES 140: ***Weight Training (co-ed) (0.50)***
Students learn the principles, techniques and safety aspects of weight-training and implement a personal training plan. Students participate in a wide range of assessments (strength, power, endurance, nutrition, flexibility, body composition, stress).

KINES 141: ***Weight Training Men (0.25)***
Students learn the principles of training, basic techniques, and safety procedures. Students develop and implement a personal training plan during the course.

KINES 142: ***Weight Training Women (0.25)***
Students learn the principles of training, basic techniques, and safety procedures. Students develop and implement a personal training plan during the course.

KINES 151: ***Badminton (0.25)***
This course offers instruction/review of fundamental skills, rules, and etiquette of badminton. Students focus on basic strategy in game playing.

KINES 152: ***Racquet Sports (0.25)***
This course offers instruction in basic strokes, history, rules, etiquette, and terminology of racquet sports (tennis, racquetball, badminton, pickleball, table tennis). Students participate in a wide range of assessments designed to enhance physical fitness (strength, endurance, nutrition, flexibility, body composition, stress).

KINES 157: ***Tennis (0.25)***
This course offers instruction/review of basic strokes, history, rules, etiquette, and terminology of tennis. Students learn basic competition strategies in singles and doubles match play.

KINES 158: ***Intermediate Tennis (0.25)***
This course is for students who can already serve, score, play the net, and know basic singles and doubles strategy.
Prerequisite: KINES 157 or permission of instructor.

KINES 162: *Classical Hatha Yoga (0.25)*
Students learn and apply yoga principles of physical fitness and emotional wellness through a blend of yoga postures, movements, relaxation, breathing techniques, and mindfulness.

170-193 Intercollegiate Athletics (0.25)

Students competing in intercollegiate athletics may use the season of participation in a varsity sport for 0.25 course credit in kinesiology. This 0.25 course can satisfy the Active Body graduation requirement. **Only one 0.25 intercollegiate athletics course credit can be applied toward the 35.00 credits required for graduation.**

- Fall: varsity football, soccer, cross-country, volleyball, golf.
- Spring: hockey, alpine skiing, baseball, basketball, cross-country skiing, softball, swimming, tennis, track.

Students must register for the course during the competitive season, not afterward.

Participants in club sports are not eligible for academic credit.

Plan of Study
Kinesiology Major - Plan of Study

This is a sample plan that meets the prescribed requirements for the Kinesiology major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Note: Chemistry and physics courses are required for physical therapy and athletic training graduate school admission. These can be taken any time before your application to PT or AT school. They can also be taken elsewhere and transferred back in with permission of the registrar **before** taking the class. All courses should have labs. Please note that CHEM 126 Energies and Rates of Chemical Reactions and PHYS 124 Principles of Physics I at St. Olaf require calculus; the majority of graduate schools do not require calculus based chemistry or physics. Students should check the specific requirements for their desired schools.

Very few occupational therapy schools require chemistry or physics. SOAN 121 Introduction to Sociology is required for OT school.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
MATH 119 or MATH 120	Introduction to Calculus (based on placement) or Calculus I	1.00
World Language		1.00
	Credits	**3**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
KINES 195	Introduction to Kinesiology	1.00
PSYCH 125	Principles of Psychology [1]	1.00
World Language		1.00
	Credits	**4**
Sophomore Year		
Fall Semester		
BIO 143	Human Anatomy and Physiology: Cells and Tissues	1.00
KINES 195	Introduction to Kinesiology (if not already taken during first year)	1.00
	Credits	**2**
Spring Semester		
BIO 243	Human Anatomy and Physiology: Organs and Organ Systems	1.00
Elective Course (from list on Requirements tab)		1.00
	Credits	**2**
Junior Year		
Fall Semester		
KINES 250	Performance Nutrition	1.00
	Credits	**1**
Spring Semester		
KINES 374	Biomechanics	1.00
Elective Course (from list on Requirements tab)		1.00
	Credits	**2**
Senior Year		
Fall Semester		
KINES 331	Principles of Strength and Fitness Training	1.00
KINES 375	Physiology of Exercise	1.00
	Credits	**2**
Spring Semester		
KINES 390	Kinesiology Seminar	1.00
	Credits	**1**
	Total Credits	**17**

1

PSYCH 125 is a prerequisite for PSYCH elective courses and should be taken if no prior credit has been awarded through AP/IB/CAL.

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the kinesiology webpage for more information.

Faculty

Chair, 2025-2026
Charles (Chuck) Fountaine
Professor of Kinesiology

Dennis Bengston
Adjunct Instructor of Kinesiology
yoga

Ann-Marie Chesterfield
Visiting Assistant Professor of Kinesiology

Julienna Graf
Adjunct Instructor of Kinesiology

Grant Herfindahl
Adjunct Instructor of Kinesiology

Daniel P. Kosmoski
Adjunct Instructor of Kinesiology; Head Men's Basketball Coach
fitness walking; basketball

Matt C. McDonald
Adjunct Instructor of Kinesiology, Head Baseball Coach
weight training; badminton

Jennifer Miller
Assistant Professor of Kinesiology
exercise physiology; strength fitness; nutrition

Scott Nesbit
Instructor of Kinesiology, Head Women's Tennis Coach
tennis; fly fishing; lifetime sports and games; racquet sports

Matthew Neuger
Visiting Assistant Professor of Kinesiology
biomechanics; exercise prescription

Ryan Townzen
Adjunct Instructor of Kinesiology

Terry M. VanDeWalker
Adjunct Instructor of Kinesiology

Paul Yerhot
Visiting Assistant Professor of Kinesiology

Languages Across the Curriculum

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In keeping with the college's commitment to integrative study and global perspective, the program in Languages Across the Curriculum (LAC) offers students opportunities to combine their knowledge of a world language with their study of other fields in the liberal arts. By definition, LAC courses combine at least two fields of knowledge: a language other than English and a discipline such as history, religion, or political science.

LAC courses are specially designated courses that offer a 0.25 credit world language component. Each component meets an additional hour each week beyond the regular class time. In most components, students read and discuss supplementary texts in the designated language. In some components, students read texts in the designated language and discuss them primarily in English. In others, the "texts" are oral/aural sources (e.g., podcasts, speeches, films) in the other language, discussed in that language. LAC courses are particularly appropriate for students who are preparing for, or returning from, study abroad, who appreciate literature and the power of language, who enjoy analyzing original texts, or who are considering graduate study that requires the use of a language other than English in reading and research.

Intended Learning Outcomes of the Program

Requirements

To be eligible to participate in LAC courses, students should have proficiency in a world language equivalent to at least the fourth semester of French, German, and Spanish (232 level or equivalent) or at least the third semester of Chinese, Greek, Japanese, Latin, Norwegian, and Russian (231 or equivalent). Students who successfully complete the world language component in two LAC courses (in the same language) will earn Applied Language Certification on their St. Olaf transcript.

Courses

LAC courses span the curriculum. Since 1989, world language components have been developed for courses in a variety of disciplines (including art, Asian studies, history, Latin American studies, Nordic studies, religion, political science, and music) and in a variety of languages (Chinese, French, German, Greek, Japanese, Latin, Norwegian, Russian, and Spanish). Not every LAC course is available every year, and new courses are developed periodically. Students should consult the roster of LAC options available each semester in the class and lab schedule.

Occasionally, courses are offered with world language components in January term, on campus and away or abroad, and meeting frequency and times are adjusted accordingly. January term world language components receive 0.00 credit but count toward the two-course requirement for Applied Foreign Language Certification.

Faculty

Program Director, 2025-2026
Maria F. Vendetti
Associate Professor of Romance Languages - French
20th- and 21st-century French and Francophone literature; literature and testimony during and after the Algerian War of Independence; literary and filmic representations of torture, trauma, and war

Eric Becklin
Instructor of Asian Studies
Chinese Christianity; republican China; religion and place

David R. Castro
Professor of Music
music theory; counterpoint; advanced analysis

Yannleon (Yann) Chen
Visiting Assistant Professor of German

Christopher (Chris) L. Chiappari
Associate Professor of Sociology/Anthropology
Guatemala; religion; immigration

Kari Lie Dorer
Professor of Norwegian and Race, Ethnic, Gender and Sexuality Studies, King Olav V Chair of Scandinavian-American Studies
Norwegian language and culture; applied linguistics; Sami studies; Nordic film

Kristina Medina-Vilariño
Associate Professor of Romance Languages - Spanish; O.C. and Patricia Boldt Distinguished Teaching Professor of the Humanities
Caribbean Studies; 20th- and 21st-century Latin American studies; contemporary Latino studies; race and ethnic studies

Joanne Quimby
Associate Professor of Asian Studies
modern Japanese literature, feminist literary theory, gender and sexuality studies, Japanese film cultural studies, Japanese language

Christina Spiker
Assistant Professor of Art and Art History

Nora Vosburg
Assistant Professor of German
Germanic linguistics, language contact, heritage languages

Ka F. Wong
Professor of Asian Studies
language pedagogy; cultural studies; Asian American studies; visual culture

Latin

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See Classics (p. 88).

Latin American Studies

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Latin American Studies offers an interdisciplinary structure for the systematic study of Latin America, an area that encompasses countries in North, Central, and South America as well as the Caribbean, whose distinct geography and cultures are connected by elements of a common history of colonization and its consequences. Profound geographic variations, differing economic resources, and the intermingling of multiple racial, ethnic, and cultural groups have yielded complex and diverse societies. Increasing socioeconomic contacts among states and societies in the Americas and the growing presence of Latinos in the United States underscore the need for a deeper, co-constructed understanding of the region.

Overview of the Major and Concentration

The Latin American Studies program offers courses, a Latin American Studies major and a Latin American Studies concentration with an interdisciplinary and cross-cultural approach that contributes to the investigation of political, economic, ethnic, gender, religious, and cultural issues in Latin America. The support of perspectives and methodologies of several disciplines inspires students to seek a deeper understanding of Latin America and its complex relationships with the United States, and, in some cases, with Spain. In addition, students find opportunities for reflecting on their own culture and society.

Intended Learning Outcomes for the Major

Intended Learning Outcomes for the Concentration

Special Programs

Latin American Studies majors and concentrators are encouraged to take advantage of the many study abroad and away programs available to them. Study abroad opportunities in the Spanish-speaking world currently offered to St. Olaf students include two periodic January terms: SPAN 240 in Puerto Rico that counts for the major and the concentration, and SPAN 270 in Spain that counts for the major. There are also semester-length opportunities, such as

- the SIT "Migration, Borders, and Transnational Communities" program in Oaxaca, Mexico
- the CET "Race, Ethnicity, and Identity" program in Cali, Colombia
- the "Social Work in a Latin American Context" program in Mexico
- the Andean Studies Program in Ecuador
- the IES program in Buenos Aires, Argentina
- the CIEE program in Seville, Spain

Students who wish to count courses from study abroad or away for the major or concentration should get prior approval from the Latin American Studies director. Latin American Studies faculty members participate in the Languages Across the Curriculum (LAC) program, which offers students the opportunity to use their world language skills in selected courses. (See Languages Across the Curriculum (p. 190) under Academic Departments and Programs in this catalog.)

Requirements

Requirements for the Major

The requirements for the completion of the Latin American studies major consist of a minimum of nine approved courses as shown below. Outside of the capstone LAMST 333, courses must be taken in at least three departments or programs.

Code	Title	Credits
Core course		
Select at least one of the following:		1.00
HIST 126	Peoples of Colonial Latin America	
HIST 193	Modern Latin America	
LAMST 120	Latin America: Introduction to a Continent	
PSCI 257	Foreign Relations in the Americas	
PSCI 264	Latin American Politics	
SOAN 237	Forging a Latin American Culture	
Required courses in Spanish		
SPAN 251	Gender and Race in Modern Latin America	1.00
or SPAN 250	Family and Gender Roles in Spain: 1900 to Present	
Select two of the following: [1]		2.00
SPAN 240	Politics and Environment in Puerto Rico (study abroad)	
SPAN 270	Spain's Cultural and Linguistic Legacy (study abroad)	
SPAN 271	Cultures of Spain	
SPAN 272	Cultures of Latin America	
SPAN 273	Cultures of the Latinx/a/o U.S.	
SPAN 274	Contemporary Issues in the Spanish-Speaking World	
Electives		
Choose four electives from among approved courses dealing with Latin America, Spain, or U.S. Latinos from disciplines including, but not limited to: anthropology, art, economics, education, English, history, political science, religion, and sociology. Outside of the capstone LAMST 333, courses must be taken in at least three departments or programs.		4.00
Interdisciplinary seminar		
LAMST 333	Contemporary Latin American Issues	1.00
Total Credits		**9**

1 Students may use any combination of 270-level culture courses in Spanish, provided that at least one of the courses focuses on Latin America or U.S. Latinos.

- Students may count one independent research course toward the major.
- Students may count up to three study-abroad courses taken in Latin America or Spain.
- With the approval of the Latin American Studies director, students may have courses from any discipline with substantial Latin American or U.S. Latino content counted toward their major.
- A maximum of three courses that focus on Latinos in the United States may count toward the major.
- Additional courses from the core list can be counted as electives.
- Either SOAN 264 or RACE 121 may be included in the major, but not both.
- LAMST 333 is taught in *alternate* years and is ideally taken in the junior or senior year. Students planning to study abroad during the semester in which the course is taught should in their junior year petition the Latin American Studies director to take an alternative course or independent study to fulfill this requirement during their senior year.

Students should contact the Latin American Studies director as early as possible to plan a major.

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Requirements for the Concentration

Students majoring in any discipline except Latin American studies can pursue a Latin American studies concentration, which enables them to enhance their understanding of Latin American countries and the interconnectedness of Latin America and the United States. It differs from the Latin American studies major in that it does not require course work in Spanish.

The requirements for the completion of the Latin American studies concentration consist of a minimum of five approved courses. Outside of the capstone LAMST 333, courses must be taken in at least two departments or programs.

Code	Title	Credits
Core course		
Select at least one of the following:		1.00
HIST 126	Peoples of Colonial Latin America	
HIST 193	Modern Latin America	
LAMST 120	Latin America: Introduction to a Continent	
PSCI 257	Foreign Relations in the Americas	
PSCI 264	Latin American Politics	
SOAN 237	Forging a Latin American Culture	
Electives		
Choose three electives from among approved courses dealing with Latin America or U.S. Latinos from disciplines including, but not limited to: anthropology, art, economics, education, English, history, political science, religion, sociology, and Spanish. Outside of the capstone LAMST 333, courses must be taken in at least two departments or programs.		3.00
Interdisciplinary seminar		
LAMST 333	Contemporary Latin American Issues	1.00
Total Credits		**5**

- A maximum of two study-abroad courses taken in Latin America or Spain may be counted.
- With the approval of the Latin American studies director, students may have courses from any discipline with substantial Latin American or U.S. Latino content counted toward their concentration.
- A maximum of two courses that focus on Latinos in the United States may count toward the concentration.
- Additional courses from the core list can be counted as electives.
- Either SOAN 264 or RACE 121 may be included in the concentration, but not both.
- Only SPAN 251 and 270-level Spanish courses with a Latin American or U.S. Latino focus can be counted toward the concentration. These include SPAN 272, SPAN 273, and SPAN 274 (when taught with a Latin American focus).
- LAMST 333 is taught in *alternate* years, and is ideally taken in the junior or senior year. Students planning to study abroad during the semester in which the course is taught should in their junior year petition the Latin American studies director to take an alternative course or independent study to fulfill this requirement during their senior year.

Courses

Latin American Studies Courses

LAMST 120: *Latin America: Introduction to a Continent*
This course is an interdisciplinary introduction to Latin America. A central theme is the complex and recurring dynamics of traditions and change that have characterized Latin America since its inception more than five centuries ago. This includes examining how traditions are constructed and change, how they are maintained and/or revitalized by mixing new with old, local with regional and global, ideology with practice, as well as how new traditions are formed. Offered periodically during fall semester.

LAMST 294: *Academic Internship*

LAMST 298: *Independent Study*

LAMST 333: *Contemporary Latin American Issues*
This seminar focuses on the implications of studying Latin America, or the way in which different conceptualizations of this region have helped to shape Latin America as an object of study. Possible topics for approaching this question include the history of Latin American studies in the United States and the relation between scholarship on Latin America and U.S. policy in the region; Latin American responses to U.S. representations of the region; the production of images of *lo indígena* according to Western expectations; and Indigenous cultures and globalization. Languages Across the Curriculum (LAC) course is often available in Spanish. Offered alternate years in the fall semester.

LAMST 394: *Academic Internship*

LAMST 398: *Independent Research*

Core Courses

Select one of the following. Other courses taken in this list will count as electives.

HIST 126 Peoples of Colonial Latin America

HIST 193 Modern Latin America

PSCI 257 Foreign Relations in the Americas

PSCI 264 Latin American Politics

SOAN 237 Forging a Latin American Culture

Spanish Courses

Three Spanish courses are required for the Latin American Studies major and may include courses focused on Spain. Only Spanish courses focused on Latin America or the Latinx/a/o U.S. count for the Latin American Studies concentration.

SPAN 251 Gender and Race in Modern Latin America (or, for the major only: SPAN 250 Family and Gender Roles in Spain: 1900 to Present)

SPAN 240 Politics and Environment in Puerto Rico (study abroad)

(count for the major only: SPAN 270 Spain's Cultural and Linguistic Legacy (study abroad) / SPAN 271 Cultures of Spain)

SPAN 272 Cultures of Latin America

SPAN 273 Cultures of the Latinx/a/o U.S.

SPAN 274 Contemporary Issues in the Spanish-Speaking World (when focus is Spain, counts only for the major)

Approved Courses

Any course with significant focus on Latin America may be considered for elective credit. If a course is not listed, please consult with the director of Latin American Studies.

ARTH 275 Topics in Art History(or ARTH 276 Topical Seminar when taught as Latin American Modernism or Mesoamerican Art)

ECON 343 Development Economics

ENGL 251 Major Chicano/a Authors

HIST 126 Peoples of Colonial Latin America

HIST 189 Topical Seminar (when topic is Race in Latin America)

HIST 193 Modern Latin America

HIST 240 Methods Seminar: Histories of Africa, Asia, and Latin America

HIST 257 Human Rights in Latin America

HIST 397 History Research Workshop (Sem: Cities in Latin American Hist)

PHIL 247 Selected Topics in Philosophy (when topic is Latin American Political Phil)

PSCI 257 Foreign Relations in the Americas

PSCI 264 Latin American Politics

RACE 121 Introduction to Race and Ethnic Studies

RACE 252 Topical Seminar (when topic is Introduction to Chicanx Studies)

REL 218 Political and Liberation Theology

SOAN 237 Forging a Latin American Culture

SOAN 264 Race and Class in American Culture

Plan of Study

Latin American Studies Major - Plan of Study

This is a sample plan that meets the prescribed requirements for the Latin American Studies major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
LAMST 120	Latin America: Introduction to a Continent	1.00
SPAN 111-SPAN 232 (depending on placement)		1.00
	Credits	**3**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
SPAN 111-SPAN 232 (depending on placement)		1.00
	Credits	**2**
Sophomore Year		
Fall Semester		
SPAN 250 or SPAN 251	Family and Gender Roles in Spain: 1900 to Present or Gender and Race in Modern Latin America	1.00
Core Course from LAMST Requirements Tab list		1.00
	Credits	**2**
January Term		
SPAN 240 or SPAN 270	Politics and Environment in Puerto Rico (study abroad) or Spain's Cultural and Linguistic Legacy (study abroad)	1.00
	Credits	**1**

Spring Semester		
Elective Course from approved courses list (Latin America, Spain, or U.S. Latinos)		1.00
	Credits	**1**
Junior Year		
Fall Semester		
LAMST 333	Contemporary Latin American Issues (if offered)	1.00
SPAN 27X Course		1.00
	Credits	**2**
Spring Semester		
SPAN 27X Course (if SPAN 240 or SPAN 270 were not previously taken)		1.00
	Credits	**1**
Senior Year		
Fall Semester		
LAMST 333	Contemporary Latin American Issues (if not previously taken in junior year)	1.00
Elective Course from approved courses list (Latin America, Spain, or U.S. Latinos)		1.00
	Credits	**2**
Spring Semester		
Elective Course from approved courses list (Latin America, Spain, or U.S. Latinos)		1.00
	Credits	**1**
	Total Credits	**15**

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the Latin American Studies webpage for more information.

Faculty

Program Director, 2025-2026
León Narváez
Professor of Romance Languages - Spanish
Hispanic culture, language, and literature; migration and other interdisciplinary studies

Program Director, 2025-2026
Kris E. Thalhammer
Professor of Political Science
comparative politics; Latin American politics; political tolerance; human rights

Catalina Ahumada Escobar
Visiting Assistant Professor of Romance Languages - Spanish

Maggie A. Broner (on sabbatical 2025-26)
National Endowment for the Humanities Professor of Romance Language
Hispanic linguistics; culture; second language acquisition

Christopher (Chris) L. Chiappari
Associate Professor of Sociology/Anthropology
Guatemala; religion; immigration

Kris A. Cropsey
Instructor of Romance Languages - Spanish
Hispanic linguistics; sociolinguistics; second language acquisition; teacher education

Jessica Haugsland
Instructor of Romance Languages - Spanish

Kristina Medina-Vilariño
Associate Professor of Romance Languages - Spanish; O.C. and Patricia Boldt Distinguished Teaching Professor of the Humanities
Caribbean Studies; 20th- and 21st-century Latin American studies; contemporary Latino studies; race and ethnic studies

Jonathan P. O'Conner
Associate Professor of Romance Languages - Spanish
Peninsular early modern/golden age literature and cultures; cultural and intellectual histories; humanism; colonial Latin America

Mariana Reyes Payán
Assistant Professor of Romance Languages - Spanish
20th- and 21st-century Mexican literature and cultural production; Mexican borders and migration studies

Joseph Sepulveda Ortiz
Assistant Professor of English

Ariel T. Strichartz
Professor of Romance Languages - Spanish
contemporary Latin American theater and narrative; Argentine theater; literary food studies; memory studies

Brendon Westler
Assistant Professor of Philosophy

Mathematical Biology

Kathie Towler, Regents Hall (Natural Science) 260
507-786-3100
towler2@stolaf.edu
wp.stolaf.edu/mathbio

Overview of the Concentration

Advances in the mathematical sciences — mathematics, statistics, and computer science — have brought new perspectives to biological research. By answering questions that cannot be addressed using other means, the mathematical sciences can provide indispensable tools for biological research. The result is the interdisciplinary field of mathematical biology, which involves developing analytical and computational predictive models of biological systems.

The concentration at St. Olaf is intended to train students in mathematical biology, allowing them to understand the development and applications of quantitative approaches to biological problems and how these handshake with experimental design. With the large number of subfields in mathematical biology today, the concentration allows students to pursue a path that best suits their interest (e.g., mathematical modeling, bioinformatics).

Students completing the concentration will be equipped with the skills necessary to enter the fast-growing field of mathematical biology or pursue graduate work in this area, other areas of applied mathematics, and especially in biological fields for which modeling or bioinformatics skills are expected.

Intended Learning Outcomes for the Concentration

Students will:

1. describe the range of biological questions dependent on or enhanced by mathematical approaches.
2. translate biological problems into mathematical models using appropriate mathematical, statistical, and computational tools.
3. validate mathematical models using appropriate biological experimentation and data analysis.
4. practice communication skills across the two disciplines.

Requirements

Requirements for the Concentration

The mathematical biology concentration consists of 5 credits, an integrative project, and participation in a Math Biology Symposium. A student may petition to count a course other than the pre-approved electives toward his or her concentration if the student can show and the director concurs that the course includes an integrative component related to mathematical and/or computational biology.

Code	Title	Credits
Mathematical Biology Core Course		
This course presents the essential modeling techniques of formulation, implementation, validation, and analysis and applies these tools to a wide variety of biological systems and disciplines.		
MATH 236	Mathematics of Biology	1.00
Mathematics/Computer Science/Statistics Electives		
Select two of the following courses that focus on modeling, computational, or statistical techniques:		2.00
CSCI 251	Software Design and Implementation	
MATH 230	Differential Equations I	
MATH 242	Modern Computational Mathematics	
MATH 330	Differential Equations II	
SDS 264	Data Science 2	
SDS 172	Statistics 1	
SDS 284	Biostatistics: Design and Analysis	
Biology Electives (select two):		**2.00**
BIO 233	Intermediate Genetics	
BIO 247	Animal Physiology	
BIO 261	Ecological Principles	
BIO 315	Principles of Bioinformatics	
BIO 324	Evolutionary Genetics	
BIO 371	Field Ecology	
BIO 383	Evolutionary Biology	
ENVST 255	Remote Sensing and Geographic Information Systems	
NEURO 239	Cellular and Molecular Neuroscience	
Integrative Project		
Students are required to work on an independent project that integrates mathematics, computer science, and/or statistics with biology.		
Senior Math Biology Symposium		
Seniors present their independent project in the form of a poster in a Mathematical Biology Symposium held at St. Olaf in the spring.		
Total Credits		**5**

Integrative Project

The project must be approved by the director in order for the student to finish the concentration. There are many ways in which the project can be completed. For example, the level III biology electives in the concentration all include final projects that allow a student to work on an integrative project for the concentration. Other experiences that could fulfill this requirement include a research project such as a summer Research Experience for Undergraduates (REU); a project in the expanded Center for Interdisciplinary Research (CIR); working with faculty to develop a module for a course; an independent research or independent study with a faculty member; or working with a faculty member to develop a computational lab that could be incorporated into an existing course.

Senior Math Biology Symposium

The symposium is open to the public and provides students the opportunity to explain mathematical and biological concepts to a broad audience. In addition, the symposium is an event that brings

together all the students in the concentration, thus strengthening the mathematical biology community here at St. Olaf.

Courses

MABIO 130: *Exploring Biomathematics (0.25)*
Students spend one evening each week exploring topics at the interface of mathematics and biology. Faculty introduce topics supported by a reading assignment to be done prior to class. Class time is spent exploring the problem and developing the mathematical approach to solving it. Topics may include invasive species, sex-ratio evolution, neural networks, feedback control, graph theory, statistical ecology, and population genetics. P/N only. Offered annually in the spring semester.
Prerequisite: MATH 119 or MATH 120 or equivalent.

Faculty

Program Director, 2025-2026
Steven A. Freedberg
Professor of Biology
evolutionary biology; computer simulation modeling; bioinformatics

Mathematics

Melissa Schori, Regents Math 307
507-786-3113
schori1@stolaf.edu
wp.stolaf.edu/math

The Department of Mathematics, Statistics, and Computer Science offers majors in all three disciplines, including mathematics, computer science, and statistics and data science.

Mathematics, the study of patterns and order, is a creative art, a language, and a science. The practice of mathematics combines the aesthetic appeal of creating patterns of ideas with the utilitarian appeal of applications of these same ideas. Long seen as the language of physical science, mathematics is also used increasingly to model phenomena in the biological and social sciences. Mathematical literacy is indispensable in today's society. As members of the Department of Mathematics, Statistics, and Computer Science (MSCS), mathematics faculty strive to help students understand natural connections among these related but distinct disciplines.

Mathematics at St. Olaf is interesting, exciting, accessible, and an appropriate area of study for all students. Each year, seven to ten percent of graduating seniors complete mathematics majors. The department offers courses representing various mathematical perspectives: theoretical and applied, discrete and continuous, algebraic and geometric, and more. Our faculty also teach courses in statistics, computer science, and mathematics education.

Majors in statistics and data science and computer science are also available. Courses in these areas are taught by faculty from the Department of Mathematics, Statistics, and Computer Science. For more information on these, consult the separate listings under Statistics and Data Science (p. 332) and Computer Science (p. 95).

Overview of the Major

Students arrange a major in mathematics by developing an Individualized Mathematics Proposal (IMaP). An IMaP outlines a complete, coherent program of study consistent with the goals of the individual student. The courses included in a student's IMaP are determined after consultation with an MSCS faculty member and approved by the department chair. About ten courses are normally required.

Intended Learning Outcomes for the Major

Special Programs and Opportunities

Mathematical experiences inside and outside the classroom are important parts of St. Olaf mathematics. Following are some of the many possibilities. For more information consult the mathematics website or a mathematics faculty member.

- Research: An invigorating way to explore mathematics; research opportunities exist both on and off campus.
- Experiential learning: Internships, independent studies, and various courses allow students to apply mathematical knowledge beyond the classroom.
- Study abroad: The IMaP's flexibility allows study abroad programs to fit into a student's mathematics major. Students interested in

a program focused on upper-level mathematics should consider the Budapest Semesters in Mathematics (BSM). Also, MATH 239 Number Theory - Budapest (study abroad) is taught in Budapest with a St. Olaf Mathematics Professor. Students interested in the learning and teaching of secondary mathematics may consider Budapest Semesters in Mathematics Education (BSME).

- Problem solving and competitions: The department organizes problem-solving activities and sponsors student participation in regional and national competitions.
- Student organizations: The department has an active student Math Club and student representation of the national organization Pi Mu Epsilon.

Distinction

See Academic Honors (p. 18)

Distinction in mathematics is awarded to graduating seniors for distinguished work that goes beyond the minimum requirements for the major. Information is available in the MSCS department and on the mathematics website.

Recommendations for Graduate Study

Students planning graduate work in the mathematical sciences should pursue both depth and breadth in their majors. A broad range of courses will help students prepare for the Graduate Record Exam subject test in mathematics. Fifty percent of the GRE subject test covers single and multivariable calculus, and differential equations; 25 percent covers material from linear algebra, abstract algebra, and elementary number theory; 25 percent covers more advanced topics: real analysis, topology, combinatorics, complex analysis, probability, statistics, etc. Taking many level III courses will help students prepare for graduate study. Real Analysis II, Abstract Algebra II, Topology, Combinatorics, and Complex Analysis are especially recommended for students going into "pure" mathematics; Differential Equations II, Complex Analysis, Real Analysis II, and Applied Mathematics seminars are especially recommended for students going into applied mathematics. Research experiences (on or off campus) and independent studies will also help students assess and explore their interest in further mathematical study. Students considering graduate school should consult early with a mathematics faculty member about planning an appropriate IMaP.

Requirements

Requirements for the Major

Students arrange a major in mathematics by developing an Individualized Mathematics Proposal (IMaP). An IMaP outlines a complete, coherent program of study consistent with the goals of the individual student. The courses included in a student's IMaP are determined after consultation with an MSCS faculty member and approved by the department chair.

A path through the major as described by a student's IMaP normally includes:

Code	Title	Credits
Calculus (two semesters)		2.00
Linear algebra (one semester)		1.00
At least seven intermediate or advanced mathematics courses:		
Select two of the following transition courses:		2.00
MATH 242	Modern Computational Mathematics	
MATH 244	Real Analysis I	
MATH 252	Abstract Algebra I	
Select an intermediate course from at least three of the following different mathematical perspectives:		3.00
Computation/modeling		
Continuous/analytic		
Discrete/combinatorial		
Axiomatic/algebraic		
Select at least two level III courses, at least one of which must be part of a designated level II-level III sequence		2.00
Total Credits		**10**

An IMaP may include up to two related courses from statistics or computer science; a current listing of such courses is available on the mathematics web page. A student may also find a course outside of MSCS that contributes significantly to a mathematical path of study and may petition to have the course included in his or her IMaP.

The mathematics web page offers lists of courses that satisfy each perspective, lists of sequences, and other useful information. Students are encouraged to consult early with a mathematics faculty member about planning an appropriate IMaP.

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Recommendations for Mathematics Grades 5-12 Teaching Licensure

Mathematics majors who intend to teach grades 5-12 mathematics must meet all of the normal requirements for the major while including specific courses required for State of Minnesota licensure. Their IMaPs must include:

Code	Title	Credits
Basic requirements for all majors		
MATH 126	Calculus II	
MATH 220	Elementary Linear Algebra	
MATH 244	Real Analysis I	
MATH 252	Abstract Algebra I	
MATH 262	Probability Theory	
MATH 356	Geometry	
SDS 172	Statistics 1	
Several Education courses [1]		

1 As listed in the Education program description

Students should consult the mathematics licensure advisor for advice on planning mathematics and education course sequences.

Courses

MATH 117: *Gateways to Mathematics*
This course explores the nature of mathematics and its role in contemporary society. The content and format of the course vary depending on the instructor's interests. In particular, the course may focus on one or two mathematical topics in depth or survey a wider range of topics. Recent topics have included mathematics of voting, probability, game theory, finance, and connections between mathematics and the arts. Offered periodically.
Prerequisites: high school algebra and geometry.

MATH 119: *Introduction to Calculus*
This course combines a full semester of differential calculus with reviews of algebra and pre-calculus topics for students who did not complete a pre-calculus course in high school, or are otherwise not prepared to enroll in MATH 120. Review of algebraic techniques and the language of functions are integrated with topics from the calculus of functions of a single real variable, including trigonometric, exponential, and logarithmic functions. Topics are explored graphically, symbolically, and numerically. Class meets four times per week, including one laboratory meeting. Credit may be earned for either MATH 119 or MATH 120, but not both. Offered in the fall semester.
Prerequisite: mathematics placement recommendation.

MATH 120: *Calculus I*
This course introduces differential and integral calculus of functions of a single real variable, including trigonometric, exponential, and logarithmic functions. Derivatives, integrals, and differential equations are explored graphically, symbolically, and numerically. Applications of these topics are emphasized throughout the course. Credit may be earned for either MATH 119 or MATH 120, but not both. Offered each semester and during January term.
Prerequisite: mathematics placement recommendation.

MATH 126: *Calculus II*
This course covers methods and applications of integration, geometric and Taylor series, and introduces partial derivatives and double integrals. Credit may be earned for either MATH 126 or MATH 128, but not both. Offered each semester.
Prerequisite: MATH 119 or MATH 120 or equivalent, or mathematics placement recommendation.

MATH 128: *Honors Calculus II*
This course covers the material in MATH 126 in greater depth and breadth. Credit may be earned for either MATH 126 or MATH 128, but not both. Offered annually in the fall semester.
Prerequisite: 4 or 5 on AP Calculus AB exam or permission of the Mathematics Placement Director.

MATH 200: *Topics in Mathematics (0.25)*
Students explore special topics in mathematics. Topics may vary from year to year. Offered periodically.
Prerequisite: permission of instructor.

MATH 220: *Elementary Linear Algebra*
This course beautifully illustrates the nature of mathematics as a blend of technique, theory, abstraction, and applications. The important problem of solving systems of linear equations leads to the study of matrix algebra, determinants, vector spaces, bases and dimension, linear transformations, and eigenvalues. Offered each semester and during January term.
Prerequisite: MATH 119, MATH 120 or CSCI 221.

MATH 226: *Multivariable Calculus*
This course extends important ideas of single-variable calculus (derivatives, integrals, graphs, approximation, optimization, fundamental theorems, etc.) to higher-dimensional settings. These extensions make calculus tools far more powerful in modeling the (multi-dimensional) real world. Topics include partial derivatives, multiple integrals, transformations, Jacobians, line and surface integrals, and the fundamental theorems of Green, Stokes, and Gauss. Offered each semester.
Prerequisites: MATH 126 or MATH 128, and MATH 220.

MATH 230: *Differential Equations I*
This course introduces differential equations and analytical, numerical, and graphical techniques for the analysis of their solutions. First- and second-order differential equations and linear systems are studied. Applications are selected from areas such as biology, chemistry, economics, ecology, and physics. Laplace transforms or nonlinear systems may be covered as time permits. Students use computers extensively to calculate and visualize results. Offered each semester.
Prerequisite: MATH 126 or MATH 128 and MATH 220.

MATH 234: *Discrete Mathematical Reasoning*
In this course students use topics in discrete mathematics to engage in problem solving, abstract mathematical thinking, and logical reasoning. Students practice proof writing in multiple contexts, including propositional and predicate logic; the foundations of set theory, functions, and relations; elementary number theory; arithmetic and geometric progressions; permutations, combinations, and basic probability; and graph theory. Offered each semester. May not be taken after MATH 244 or MATH 252, except with instructor permission.
Prerequisite: CSCI 221, MATH 126 or MATH 128.

MATH 235: *Discrete Mathematical Reasoning in Budapest (study abroad)*
In this course students use topics in discrete mathematics to engage in problem solving, abstract mathematical thinking, and proof writing. Topics include logic, set theory, functions, and relations; elementary number theory; arithmetic and geometric progressions and graph theory. Also counts toward the computer science major and business and management studies concentrations.
Prerequisite: MATH 126 or MATH 128 or CSCI 221.

MATH 236: *Mathematics of Biology*
This course introduces students to the essential modeling techniques of formulation, implementation, validation, and analysis. Students engage in these areas by combining experiment, mathematical theory, statistics, and computation to better understand a wide variety of biological systems. Offered annually in the spring semester.
Prerequisite: MATH 126 or MATH 128, and familiarity with R programming (BIO 150 or SDS 172 or CSCI 125 or equivalent programming experience).

MATH 239: *Number Theory - Budapest (study abroad)*
This course introduces the study of patterns and relationships satisfied by natural numbers. Topics include divisibility, modular arithmetic, prime numbers, congruences, primitive roots, and quadratic residues. The course is offered in Budapest, Hungary, a world center for mathematics research. The course includes several hours of Hungarian language instruction and lectures by Hungarian mathematicians and scholars. Offered annually during January Term.
Prerequisite: MATH 220 or permission of instructor.

MATH 242: *Modern Computational Mathematics*
Modern mathematics is characterized by the interaction of theoretical and computational techniques. In this course, students study topics from pure and applied mathematics with the aid of computation. Symbolic, graphical, and numerical computational techniques are introduced. Students develop computational skills sufficient to investigate mathematical questions independently. No previous programming experience is required. Offered annually.
Prerequisite: MATH 220.

MATH 244: *Real Analysis I*
Students encounter the theory of calculus and develop tools for communicating mathematical ideas with technical accuracy and sophistication. The goal is mastery of the concepts (e.g., limit, continuity, derivatives, and integrals) necessary to verify such important results as the Fundamental Theorem of Calculus, the Mean Value Theorem, and the Bolzano-Weierstrass Theorem. Emphasis is on theory and on developing the ability to write proofs. Offered each semester.
Prerequisite: MATH 126 or MATH 128, and MATH 220. Permission of instructor required for first-year students.

MATH 252: *Abstract Algebra I*
Algebra is concerned with sets of objects and operations that satisfy a few basic properties. Using the properties we study axiomatic systems such as groups, rings, and fields, covering topics such as homomorphisms, cosets, quotient structures, polynomial rings, and finite fields. Emphasis is on theory and on developing the ability to write proofs. Offered each semester.
Prerequisite: MATH 220. Permission of instructor required for first-year students.

MATH 257: *Noether and Kovalevskaya: Algebra/Analysis/Access in Europe (abroad)*
Students study the mathematics of Emmy Noether and Sonya Kovalevskaya, visit cultural and historical sites in Germany and Sweden associated with the women, and learn about the societal contexts in which they lived and worked. Noether was fundamental in the development of algebra, in particular the theory of how rings decompose into ideals. Kovalevskaya extended work of Cauchy to prove the main theorem for analytic solutions to partial differential equations. Offered alternate years during January Term. Apply through Smith Center for Global Engagement.
Prerequisites: MATH 252, or MATH 230 and MATH 244.

MATH 261: *Computational Geometry*
Computational geometry is the study of algorithms for solving geometric problems. This course introduces students to concepts of discrete geometry and their use in geometric algorithms. Topics may include polygons and polyhedra, triangulations, convex hulls, Voronoi diagrams, and configuration spaces. This course combines both theoretical and computational perspectives, and offers applications to areas such as computer graphics, mesh generation, robotics, and geographic information systems. Offered alternate years during January term.
Prerequisites: MATH 242 or MATH 244 or MATH 252 or (MATH 234 and CSCI 221), or instructor permission.

MATH 262: *Probability Theory*
This course introduces the mathematics of randomness. Topics include probabilities on discrete and continuous sample spaces, conditional probability and Bayes' Theorem, random variables, expectation and variance, distributions (including binomial, Poisson, geometric, normal, exponential, and gamma) and the Central Limit Theorem. Students use computers to explore these topics. Offered each semester.
Prerequisite: MATH 126 or MATH 128.

MATH 266: *Operations Research*
recommendation. Students are introduced to modeling and mathematical optimization techniques (e.g., linear programming, network flows, discrete optimization, constrained and unconstrained nonlinear programming, queuing theory). Students use computers to explore these topics, but prior computer experience is not assumed. Offered periodically.
Prerequisites: MATH 126 or MATH 128, and MATH 220; MATH 226 and/or MATH 262 recommended.

MATH 267: *Mathematics of Finance*
This course investigates the mathematically sophisticated financial models used by large institutional investors to properly price exotic financial instruments and to perform analytic portfolio management. Offered periodically.
Prerequisites: MATH 126 or MATH 128, and MATH 220; MATH 262 is recommended.

MATH 282: *Topics in Mathematics*
Students work intensively on a special topic in mathematics or its applications. Topics vary from year to year. May be repeated if topic is different. Offered periodically.

MATH 294: *Academic Internship*

MATH 298: *Independent Study*

MATH 320: *Advanced Linear Algebra*
This course continues the study of vector spaces and linear transformations. Topics include: abstract vector spaces; linear transformations, including matrix representations, decompositions such as Jordan Canonical Form and Singular Value Decomposition; characteristic polynomials and the Cayley-Hamilton Theorem; invariant subspaces; and inner product spaces, including orthogonal bases, minimization problems, and the Spectral Theorem. Applications may include graph and network theory, principal component analysis and generalized eigenspaces, iterative solutions of large systems, and representation theory.
Prerequisites: MATH 220, and MATH 244 or MATH 252.

MATH 330: *Differential Equations II*
This course covers partial differential equations from an applied perspective and emphasizes simple models involving phenomena such as wave motion and diffusion. Topics and techniques such as separation of variables, boundary value problems, Fourier series, and orthogonal functions are developed carefully. Mathematical computing is used freely. Offered alternate years.
Prerequisite: MATH 226 and MATH 230.

MATH 332: *Graph Theory*
This course covers fundamental concepts of graph theory and their applications, including topics such as simple graphs and directed graphs, degree sequences, Eulerian and Hamiltonian graphs, trees and spanning trees, matchings, networks and feasible flows, connectivity, and graph colorings. Other applications and algorithms may include greedy algorithms for minimum spanning trees, Prüfer codes, Hall's Theorem, the Gale-Shapley Algorithm, Menger's Theorem, the Max-Cut/Min-Flow Theorem, the Committee Scheduling Problem, Kuratowski's Theorem, and Ramsey's Theorem.
Prerequisites: MATH 244 or MATH 252.

MATH 340: *Complex Analysis*
Complex analysis treats the calculus of complex-valued functions of a complex variable. Familiar words and ideas from ordinary calculus (limit, derivative, integral, maximum and minimum, infinite series) reappear in the complex setting. Topics include complex mappings, derivatives, and integrals; applications focus especially on the physical sciences. Offered annually.
Prerequisite: MATH 220, and MATH 226 or MATH 244.

MATH 344: *Real Analysis II*
The main topics of this course are measure theory on the real line, the Lebesgue integral and its relation to the Riemann integral, and convergence theorems for the Lebesgue integral. Applications to probability and harmonic analysis may be included. Offered alternate years.
Prerequisite: MATH 244.

MATH 348: *Topology*
This course is an introduction to topological spaces and their structures mainly from the point-set perspective. Standard topics include separation axioms, compactness, and connectedness. Other topics from geometric and algebraic viewpoints may be included. Offered alternate years.
Prerequisite: MATH 244.

MATH 352: *Abstract Algebra II*
This course is a continuation of the study of the theory of groups, rings, and fields. Topics include group actions, Sylow theory, and Galois theory. Other topics may include representation theory, module theory, and others. Offered alternate years.
Prerequisite: MATH 252.

MATH 356: *Geometry*
Properties of axiomatic systems are illustrated with finite geometries and applied in a synthetic examination of Euclid's original postulates, well-known Euclidean theorems, and non-Euclidean geometries. Euclidean, similarity, and affine transformations are studied analytically. These transformations are generalized to obtain results in hyperbolic geometry and used to generate fractals in an exploration of fractal geometry. Dynamic geometry software and hands-on labs are used to explore both the transformations and properties of these geometries. Offered annually during January Term.
Prerequisite: MATH 220, and MATH 244 or MATH 252.

MATH 364: *Combinatorics*
This course covers basic enumeration, including generating functions, recursion, and the inclusion-exclusion principle. Basic combinatorial objects such as set partitions, permutations, integer partitions, and posets are discussed. Making conjectures and proving theorems combinatorially are emphasized. Students also explore topics in graph theory, matrix theory, and representation theory. Offered alternate years.
Prerequisite: MATH 252; some previous exposure to counting methods (e.g., counting permutations and combinations) is helpful but not required.

MATH 382: *Topics in Mathematics*
Students work intensively on a special topic in mathematics. Topics vary from year to year. May be repeated if topic is different. Offered annually.

MATH 384: *Topics in Applied Mathematics*
Students work intensively on a special topic in applied mathematics. Topics vary from year to year. May be repeated if topic is different. Offered periodically.

MATH 394: *Academic Internship*

MATH 396: *Directed Undergraduate Research*
This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to their research interests. Offered periodically. May be offered as a 1.00 credit course or .50 credit course.
Prerequisite: determined by individual instructor.

MATH 398: *Independent Research*

Related Courses

CSCI 333: *Theory of Computation*
Students learn about formal languages, automata, and other topics concerned with the theoretical basis and limitations of computation. The course covers automata theory including regular languages and context-free languages, computability theory, complexity theory including classes P and NP, and cryptographic algorithms. Offered periodically.
Prerequisite: a proof writing course (such as MATH 234, MATH 244, or MATH 252) and computer science major or permission of instructor.

SDS 164: *Data Science 1*
Data is the currency of the modern world. At the intersection between statistics and computer science, data science is about gleaning information and making decisions from data. Using data from a variety of contexts and disciplines, students learn to summarize and extract insight from data, create compelling data visualizations, wrangle data, practice literate programming, and explore ethical issues in data science. Offered annually during fall and spring semesters. No prior experience with programming is expected. This course cannot be taken after SDS 264.

SDS 172: *Statistics 1*
A first course in statistical methods, this course addresses study design and its implications as well as exploratory and inferential techniques for analyzing and modeling data. Topics include exploratory graphics, descriptive techniques, randomization tests, statistical designs, hypothesis testing, confidence intervals, and simple/multiple regression. Offered each semester. Enrollment limited for seniors. STAT 110, SDS 172, and ECON 260 all provide an introduction to statistics and students should not take more than one; they all can serve as a prerequisite for further courses.

SDS 264: *Data Science 2*
After mastering the foundations of data science - especially data wrangling and visualization - in SDS 164, data science students are ready to explore impactful applications and deeper fundamentals. Programming fundamentals may include iteration, functions, conditions, data types, SQL, regular expressions, version control, and simulation - all in the context of real data. New applications may include text as data, geospatial mapping, networks, and web scraping to produce dynamic graphics - presented with attention to data ethics and reproducible research. Offered annually.
Prerequisite: SDS 164: Data Science 1.

SDS 272: *Statistics 2*
This course takes a case-study approach to the fitting and assessment of statistical models with application to real data. Specific topics include multiple regression, model diagnostics, logistic regression, experimental design and ANOVA. The approach focuses on problem-solving tools, interpretation, model assumptions underlying analysis methods, and written statistical reports. Offered each semester.
Prerequisite: SDS 172, ECON 260 or equivalent preparation (STAT 110 and SDS 164) or (AP Stat and SDS 164), or permission of instructor.

SDS 316: *Advanced Statistical Modeling*
This course extends and generalizes methods introduced in SDS 272 by introducing generalized linear models (GLMs) and correlated data methods. GLMs cover logistic and Poisson regression, and more. Correlated data methods include longitudinal data analysis and multi level models. Applications are drawn from across the disciplines. Offered annually.
Prerequisite: SDS 272.

SDS 322: *Statistical Theory*
This course is an investigation of modern statistical theory along with classical mathematical statistics topics such as properties of estimators, likelihood ratio tests, and distribution theory. Additional topics include Bayesian analysis, bootstrapping, Markov Chain Monte Carlo, and other computationally intensive methods. Offered alternate years.
Prerequisite: SDS 272 and MATH 262.

SDS 341: *Algorithms for Decision Making*
This course introduces students to the subject of machine learning. The primary focus is the development and application of powerful machine learning algorithms applied to complex, real-world data. Topics covered include linear regression, nearest neighbor models, k-means clustering, shrinkage methods, decision trees and forests, boosting, bagging, support vector machines, and hierarchical clustering. Applications are taken from a wide variety of disciplines, including biology, economics, public policy, public health, and sports. Offered annually during fall and spring semester.
Prerequisite: SDS 164 or SDS 264 or permission of the instructor.

SDS 389: *Statistics and Data Science Research Methods (0.50)*
Students focus on writing scientific papers, preparing scientific posters, and giving presentations in the context of a specific, year-long, interdisciplinary research project. In addition, this weekly seminar series builds collaborative research skills such as working in teams, performing reviews of math, statistics, and computer science literature, consulting effectively, and communicating proficiently. Exposure to post-graduate opportunities in statistics and data science disciplines is also provided. Open to students accepted into the Center for Interdisciplinary Research and by permission of the instructor only. This course does not count toward the SDS Major or SDS Concentration.

Plan of Study
Mathematics Major - Plan of Study

Below are sample plans that meet the prescribed requirements for this major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Students intending to major in Mathematics should take the Mathematics Placement Survey **during the spring/summer before First Year registration opens** in order to help determine the best place to start the study of mathematics at St. Olaf. The survey provides information about courses and requirements and asks questions about a student's mathematics background and academic interests. The first part of the survey will determine if St. Olaf's Quantitative and Computational Reasoning (QCR) OLE Core general education requirement has already been met. The second part of the process will decide which mathematics course is the best place to start should a student need or want more mathematics.

For more information on recommendations for double majors (MATH and CSCI, MATH and SDS, MATH and PHYS) please see the Mathematics website.

Mathematics with Grades 5-12 Teaching Licensure students should consult the mathematics licensure advisor for advice on planning mathematics and education course sequences.

For students beginning in Calculus I (MATH 119 or MATH 120)

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
MATH 119 or MATH 120	Introduction to Calculus (based on placement) [1] or Calculus I	1.00
World Language		1.00
	Credits	**3**
January Term		
MATH 120	Calculus I (if not taken in Fall) [1]	1.00
	Credits	**1**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
MATH 126	Calculus II	1.00
World Language		1.00
	Credits	**3**

Sophomore Year		
Fall Semester		
MATH 220	Elementary Linear Algebra (if not taken in Spring of the first year)	1.00
	Credits	**1**
January Term		
MATH 239	Number Theory - Budapest (study abroad) (if possible)	1.00
	Credits	**1**
Spring Semester		
MATH 200-Level Elective Course		
	Credits	**0**
Junior Year		
Fall Semester		
MATH 200-Level Elective Course		1.00
MATH Transition Course (MATH 242, MATH 244, OR MATH 252)		1.00
	Credits	**2**
Spring Semester		
MATH Transition Course (MATH 242, MATH 244, OR MATH 252)		1.00
	Credits	**1**
Senior Year		
Fall Semester		
MATH Elective Course - 300-Level		1.00
	Credits	**1**
Spring Semester		
MATH Elective Course - 300-Level		1.00
	Credits	**1**
	Total Credits	**14**

1

Credit may be earned for either MATH 119 or MATH 120 but not both.

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

*****

Spring Semester	
MATH 300-Level Elective Course	1.00
Credits	**1**
Total Credits	**12**

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the Mathematics department webpage for more information and different pathways depending on where students begin the Mathematics major based on placement. The webpage also includes information for students with a double major in Mathematics and Physics or who plan to earn both the Mathematics major and a secondary school teaching licensure. Consult with a mathematics faculty member about creating an IMaP (Individualized Mathematics Proposal).

Faculty

Program Director, 2025-2026
Adam H. Berliner
Professor of Mathematics, Statistics, and Computer Science
combinatorial matrix theory; linear algebra; graph theory

Maria Davis
Visiting Assistant Professor of Mathematics, Statistics, and Computer Science

Jill Dietz
Professor of Mathematics, Statistics, and Computer Science
algebraic topology; group theory

Erin Ellefsen
Assistant Professor of Mathematics, Statistics, and Computer Science
differential equations; mathematical biology

Francesca Gandini
Assistant Professor of Mathematics, Statistics, and Computer Science

Tina C. Garrett
Professor of Mathematics, Statistics, and Computer Science; Associate Dean of Natural Sciences and Mathematics
enumerative and algebraic combinatorics; partition theory; q-series

Kodjo Houssou
Visiting Instructor in Mathematics, Statistics, and Computer Science

Elana Israel
Visiting Assistant of Mathematics, Statistics, and Computer Science

Meagan Kenney
Visiting Instructor of Mathematics, Statistics, and Computer Science

Anna Kraut
Assistant Professor of Mathematics, Statistics, and Computer Science
stochastic processes; mathematical biology

Ryota Matsuura
Professor of Mathematics, Statistics, and Computer Science
mathematics education; algebraic number theory

Rachael Norton
Assistant Professor of Mathematics, Statistics, and Computer Science
functional analysis; operator algebras

Kyle Salois
Visiting Assistant Professor of Mathematics, Statistics, and Computer Science

Daniel Stoertz
Visiting Assistant Professor of Mathematics, Statistics, and Computer Science

David P. Walmsley (on sabbatical Spring Semester 2025-26)
Associate Professor of Mathematics, Statistics, and Computer Science
linear dynamics; operator theory; functional analysis

Matthew Wright
Associate Professor of Mathematics, Statistics, and Computer Science; Assistant Director of External Fellowships
applied and computational topology

Mathematics, Statistics, and Computer Science

Melissa Schori, Regents Math 307
507-786-3113
schori1@stolaf.edu
wp.stolaf.edu/mscs

The Department of Mathematics, Statistics, and Computer Science offers programs in all three disciplines, including majors in mathematics, computer science, and statistics and data science. For more information on each program, see the separate listings under Computer Science (p. 95), Mathematics (p. 197), and Statistics and Data Science (p. 332).

Faculty

Department Chair, 2025-2026
Ryota Matsuura
Professor of Mathematics, Statistics, and Computer Science
mathematics education; algebraic number theory

Adam H. Berliner
Professor of Mathematics, Statistics, and Computer Science
combinatorial matrix theory; linear algebra; graph theory

Laura Boehm Vock (on sabbatical 2025-26)
Associate Professor of Mathematics, Statistics, and Computer Science
statistics; spatial data analysis

Carlos Chávez
Visiting Instructor of Mathematics, Statistics and Computer Science

Jaime I. Davila
Associate Professor of Mathematics, Statistics, and Computer Science

Maria Davis
Visiting Assistant Professor of Mathematics, Statistics, and Computer Science

Jill Dietz
Professor of Mathematics, Statistics, and Computer Science
algebraic topology; group theory

Erin Ellefsen
Assistant Professor of Mathematics, Statistics, and Computer Science
differential equations; mathematical biology

Charles Fyfe
Adjunct Assistant Professor of Mathematics, Statistics and Computer Science

Francesca Gandini
Assistant Professor of Mathematics, Statistics, and Computer Science

Tina C. Garrett
Professor of Mathematics, Statistics, and Computer Science; Associate Dean of Natural Sciences and Mathematics
enumerative and algebraic combinatorics; partition theory; q-series

Olaf A. Hall-Holt
Associate Professor of Mathematics, Statistics, and Computer Science
computational geometry; computer vision/graphics

Michael Haydock
Adjunct Professor of Mathematics, Statistics, and Computer Science.

Kodjo Houssou
Visiting Instructor in Mathematics, Statistics, and Computer Science

Elana Israel
Visiting Assistant of Mathematics, Statistics, and Computer Science

Barbara Johnson
Visiting Assistant Professor of Mathematics, Statistics and Computer Science

Meagan Kenney
Visiting Instructor of Mathematics, Statistics, and Computer Science

Alex Knutson
Adjunct Assistant Professor of Mathematics, Statistics, and Computer Science

Anna Kraut
Assistant Professor of Mathematics, Statistics, and Computer Science
stochastic processes; mathematical biology

William (Will) Leeson
Assistant Professor of Mathematics, Statistics, and Computer Science

Melissa Lynn
Assistant Professor of Mathematics, Statistics, and Computer Science

Kimberly (Kim) Mandery
Computer Scientist in Residence

Rachael Norton
Assistant Professor of Mathematics, Statistics, and Computer Science
functional analysis; operator algebras

Paul J. Roback
Professor of Mathematics, Statistics, and Computer Science
statistics

Joseph Roith
Associate Professor of Practice in Mathematics, Statistics, and Computer Science
statistics

Kyle Salois
Visiting Assistant Professor of Mathematics, Statistics, and Computer Science

Daniel Stoertz
Visiting Assistant Professor of Mathematics, Statistics, and Computer Science

David P. Walmsley (on sabbatical Spring Semester 2025-26)
Associate Professor of Mathematics, Statistics, and Computer Science
linear dynamics; operator theory; functional analysis

Matthew Wright
Associate Professor of Mathematics, Statistics, and Computer Science; Assistant Director of External Fellowships
applied and computational topology

Kathryn Ziegler-Graham
Professor of Mathematics, Statistics, and Computer Science
biostatistics

Martha Zillig
Visiting Assistant Professor of Mathematics, Statistics Computer Science

Medieval Studies

Laurel Brook, Tomson 368
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wp.stolaf.edu/classics

Founded by the Department of Classics in 1971, medieval studies is one of St. Olaf's oldest interdisciplinary programs. In scope it spans the more than ten centuries between the fall of the Roman Empire and the flowering of the Renaissance. Combining art, history, language, literature, philosophy, religion, and theater, it encourages students to take a broad look at medieval European culture, examining it from multiple perspectives.

The medieval studies program has no courses of its own; instead, it relies on courses offered by individual departments. Students who major in medieval studies choose electives from the various departmental courses that deal primarily or entirely with the Middle Ages. Many of these courses also carry OLE Core curriculum attributes. The required courses in Latin can simultaneously fulfill the college's world language requirement.

It is common for St. Olaf students to combine a medieval studies major with a B.A. major like art history, English, history, music, philosophy, or religion. Even mathematics or natural science majors often complete a second major in medieval studies. The major provides a useful background in the humanities for students interested in virtually any career.

Overview of the Major

The objectives of the major are competence in Latin at the intermediate level, familiarity with medieval European civilizations, and in-depth knowledge of one subject area within the major.

Any student interested in a medieval studies major should draw up a contract with the program's director. The contract may be changed at any time up to second semester of the senior year.

Intended Learning Outcomes for the Major

Distinction

See Academic Honors (p. 18)

To attain distinction in medieval studies, a student must demonstrate talent with Latin, skill in conducting research on a medieval topic, and broad knowledge of medieval European civilization. Specific guidelines are available from the director of medieval studies. Medieval studies majors who wish to pursue distinction should notify the director of the program no later than January 1 of their senior year.

Requirements

Requirements for the Major

Code	Title	Credits
Fourth semester (or higher) of Latin		1.00
One medieval history course		1.00
One medieval literature course		1.00
Four electives chosen from various departments		4.00

One independent research	1.00
Total Credits	**8**

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Courses

The following courses have been approved for the major (seminars and topics courses are acceptable only when they focus on the medieval world):

ARTS 240 Topics in the Fine Arts

ARTH 264 Race and Difference in Medieval Art

ARTH 268 Early Medieval Art and Identity

ARTH 275 Topics in Art History

ART 276 Topics: (when the title is: The Art of the Medieval Book)

ARTH 278 Topics:(when the topic is: Life and Art in 15th Century Florence)

ASIAN 200 Topics in Asian Studies (when the topic is: The Mongols)

ENGL 220 Topics in Literary History

ENGL 223 Old and Middle English Literature: The Weird and the Wonderful

ENGL 395 Chaucer from an Ethical Perspective

HIST 188 Topical Seminar

HIST 189 Topical Seminar

HIST 190 The Roots of Our Modern World: Middle East and Europe to 1500

HIST 210 Methods Seminar: European History

HIST 211 Vikings: Past and Present

HIST 289 Topics in History

HIST 299 Topics in History

LATIN 235 Medieval Latin (or any other Latin course beyond LATIN 231)

MUSIC 345 Advanced Study in Musicology

NORW 399 Seminar

PHIL 140 Myth, Reason, and the Death of the Gods

PHIL 374 Seminar in the History of Philosophy

QUEST 116 Warriors, Mystics, Reformers

REL 246 Islam -- Religion and Community

REL 302 History of Christian Thought I

REL 303 History of Christian Thought II

REL 392 Studies in Religion Seminar

THEAT 270 History of Theater up to 1700

MEDVL 298: Independent Study

MEDVL 398: Independent Research

January term courses such as:

ARTH 255 Italian Art in Context (study abroad)

HIST 299 Topics in History

NORW 224 Topics in Contemp Nordic Lit: Window on Society (Taught in English) (when taught as Nordic Folklore)

See also other courses offered occasionally or only once (including courses at Carleton College) that may also be used as electives. See the director for information on courses offered in a particular year.

Plan of Study

Medieval Studies Major - Plan of Study

This is a sample plan that meets the prescribed requirements for this major at St. Olaf.

The plan shown below is just one possible route that a student can follow. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Please click here for an up-to-date list with courses that can be used as electives for Ancient Studies and Medieval Studies.

Any student interested in a medieval studies major should draw up a contract with the program's director. The contract may be changed at any time up to second semester of the senior year.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
LATIN 111	Beginning Latin I	1.00
	Credits	**2**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
LATIN 112	Beginning Latin II	1.00
	Credits	**2**
Sophomore Year		
Fall Semester		
LATIN 231	Intermediate Latin	1.00
One Medieval History Course		1.00
	Credits	**2**
Spring Semester		
One Medieval Literature Course		1.00
One Elective Course (from the list on the Medieval Studies Courses Tab)		1.00
	Credits	**2**
Junior Year		
Fall Semester		
One Elective Course (from the list on the Medieval Studies Courses Tab)		1.00
	Credits	**1**
Spring Semester		
One Elective Course (from the list on the Medieval Studies Courses Tab)		1.00
	Credits	**1**

Senior Year	
Fall Semester	
One Independent Research Course (if not previously taken)	1.00
Credits	**1**
Spring Semester	
One Elective Course (from the list on the Medieval Studies Courses Tab)	1.00
Credits	**1**
Total Credits	**12**

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the Medieval Studies department webpage for more information.

Faculty

Director, 2025-2026
Anne H. Groton
Professor of Classics
Greek and Roman drama; classical languages and literature
A list of the Ancient and Medieval Studies Steering Committee members can be found here.

Middle Eastern Studies

Jennifer Schultz, Old Main 130C
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wp.stolaf.edu/middle-east

The Middle Eastern studies concentration introduces students to the study of the diverse, culturally rich, and increasingly complex part of the world that currently includes the Arab world, parts of Africa, Iran, Israel, and Turkey, recognizing the interconnectedness of peoples and cultures and locating their significance in wider global contexts. The concentration facilitates the interdisciplinary study of the Middle East, encouraging students to combine courses in a number of fields, particularly history, political science, religion, and sociology/anthropology.

Overview of the Concentration

The concentration in Middle Eastern studies provides students with the opportunity to study the ways in which members of Middle Eastern cultures have understood and interpreted the world, as well as the way in which others have interpreted the Middle East. As students explore the experiences, values, intellectual and artistic achievements, and economic, religious, political, and sociological systems and structures that influence Middle Eastern cultures, they gain a fuller understanding of the significance of the Middle East in its own right as well as in relation to the rest of the world.

Intended Learning Outcomes for the Concentration

Special Programs

Students are encouraged to take advantage of the many opportunities to study in the Middle East through St. Olaf's Smith Center for Global Engagement programs including Global Semester, Mediterranean Semester, the ACM Semester in Middle Eastern and Arabic Language Studies in Amman (Jordan), Semester at Bogazici University (Istanbul, Turkey), or Semester at American University in Cairo (Egypt).

Requirements

Requirements for the Concentration

The Middle Eastern studies concentration requires a minimum of five courses. Courses must deal in a significant and disciplined manner with one or more aspects of Middle Eastern culture or (medieval or modern) history. At least one course must be taken on campus. Typically, one course taken on Global Semester counts toward the concentration. Many courses offered by relevant departments at the American University of Cairo and Bogazici University, among other semester abroad destinations, count toward the concentration.

Courses taken abroad should be certified by the director of the Middle Eastern studies concentration as fulfilling the appropriate course requirements.

Courses

MEST 202: *Topics in Modern Middle Eastern Studies*
This course introduces students to different topics within the cultures and traditions of the modern Middle East. Students gain familiarity with significant moments, movements, voices, and trends in society, politics, architecture, and literature, and their interdependence. The course also acquaints students with intellectual debates and conflicts in and about the Middle East, and enables them to better think through those debates for themselves. May be repeated if topic is different. Offered annually in the spring semester.

MEST 294: *Academic Internship*

MEST 298: *Independent Study*

MEST 394: *Academic Internship*

MEST 396: *Directed Undergraduate Research*
This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to their research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

To see other courses, offered on-campus and as study abroad or away courses, from the current term that will count towards the Middle East studies concentration, please go to the Middle East Studies page. Previously offered courses that have counted towards the Middle East studies concentration may also be found in the archive page (a list still being compiled).

See also: Carleton Courses with Seats Reserved for St. Olaf Students (i.e., ARBC 101 Elementary Arabic, ARBC 102 Elementary Arabic, ARBC 103 Elementary Arabic); Contact Jamie Schillinger, Director of Middle East Studies, for more information.

Faculty

Program Director , 2025-2026
Jamie A. Schillinger
Associate Professor of Religion
Christian thought and ethics; Islamic thought and ethics

Ibtesam âl-Atiyat
Professor of Sociology/Anthropology
Arab society; gender; social movements; Islamic movements

Maria F. Vendetti
Associate Professor of Romance Languages - French
20th- and 21st-century French and Francophone literature; literature and testimony during and after the Algerian War of Independence; literary and filmic representations of torture, trauma, and war

Molecular Discovery Learning Community

Lisa Bowers, Regents Hall 384
507-786-3273
bowers@stolaf.edu

Science uses research to solve problems, from antibiotic resistance to the climate crisis. Molecular Discovery is an interdisciplinary learning community that immerses students in a laboratory research project in their first year, fosters excitement about the molecular world, and promotes a sense of community and belonging for students interested in STEM. Students take a sequence of three courses: one in the fall semester (FYS 120: Molecular Discovery I), one in the January term (BMOLS 111: Molecular Discovery II), and one in the spring semester (WRIT 120: Molecular Discovery III). The thoroughly integrated curriculum of these three courses guides students through the research process to act on curiosity, build research skills, and communicate findings. Students read about, speak with, and work alongside other scientists as they develop their scientist identity. Scientific and professional practices in this program help students understand the world and their role in it.

The research process is integral to all three courses, although the research question investigated may change from year to year. In the Fall course, students design and begin to carry out their research project. In the January term, they are immersed in laboratory research to further their experimental goals. Finally, in the Spring course, students complete additional research analyses and use their knowledge and creativity to construct and present a professional research poster. All the while, students also fulfill the goals of the FYS and WRR courses in the OLE core and earn an elective credit for the Biology major.

Requirements

Requirements for the Molecular Discovery Learning Community Program

Students participating in this conversation complete the following sequence of courses during their first-year.

- FYS 120: Molecular Discovery I (Fall semester) and co-enrollment with CHEM 122, CHEM 125 or BIO 150 (Fall semester)
- BMOLS 111 Molecular Discovery II (January term)
- WRIT 120: Molecular Discovery III (Spring semester)

Courses

Students participating in this conversation complete the following sequence of courses during their first-year.

- FYS 120 First-Year Seminar: Molecular Discovery I (Fall Semester) and co-enrollment with CHEM 122, CHEM 125, or BIO 150 (Fall semester)
    - FYS 120: Molecular Discovery I Section - In this first course of the Molecular Discovery learning community, students practice collaboration and curiosity by starting a year-long research project that will continue in the January and Spring courses.

Through laboratory work, students nurture their curiosity as a way of learning and explore your science identity. The class culminates with a group literature research project. **This course fulfills the FYS requirement.**

- **During the fall semester, students will co-enroll in CHEM 122 Introductory Chemistry , CHEM 125 Structural Chemistry and Equilibrium, or BIO 150 Evolutionary Foundations of Biodiversity.**

- BMOLS 111 Molecular Discovery II (January term)
  - BMOLS 111: Molecular Discovery II - In this second course of the Molecular Discovery learning community, students build on the content and research skills introduced in the first course while engaging in a laboratory-based research project. This course emphasizes experimental design, implementation, and data analysis. Prerequisite: FYS 120: Molecular Discovery I.
- WRIT 120 Writing and Rhetoric: Molecular Discovery III (Spring semester)
  - WRIT 120: Molecular Discovery III - In this third course of the Molecular Discovery learning community, students continue the research conducted in the Fall and January term courses, and practice a variety of ways to communicate that research and related science to diverse audiences. They also examine some key science-and-society connections such as research ethics, and science representation and accuracy in the entertainment industry. A reflection on their own science identity in the context of communities of scientists remains a key part of this course for students. **This course fulfills the WRR requirement.** Prerequisites: FYS 120: Molecular Discovery I and BMOLS 111: Molecular Discovery II.

Faculty

Program Director, 2025-2026
Lisa M. Bowers
Associate Professor of Biology
microbiology; genetics; molecular biology; synthetic biology

Kim A. Kandl
Paul and Mildred Hardy Distinguished Professor of Biology
cell biology; molecular biology; genetics

Laura L. Listenberger
Professor of Biology and Chemistry
lipid biochemistry; cell and molecular biology

Jean C. Porterfield
Associate Professor of Biology
evolutionary biology; molecular ecology; gene expression analysis

Music - Bachelor of Arts (B.A.)

Lisa McDermott, Tweet Hall of Music 245
507-786-3180
mcderm6@stolaf.edu
wp.stolaf.edu/music

The St. Olaf Music Department creates inspiring musical experiences grounded in an inclusive liberal arts environment, challenging students to excel artistically and engage globally for lives within and beyond the professional music world.

The Music Department offers extensive opportunities to explore, practice, and celebrate the musician's art with an ongoing commitment to a distinctive ensemble program, excellent individualized instruction, and a comprehensive undergraduate music curriculum. We honor St. Olaf's rich heritage spanning more than a century of international artistry and scholarship and will continue to cultivate a spirit of exploration and innovation, seeking and celebrating the transcendent and transforming power of music.

Degrees Offered

The Music Department offers Bachelor of Arts (B.A.) and Bachelor of Music (B.M.) degrees, which are accredited by the National Association of Schools of Music. St. Olaf students may also pursue the Bachelor of Arts/Bachelor of Music double-degree option.

Bachelor of Arts Degree in Music

This is a liberal arts degree, with approximately one-third of the course work in music. The B.A. music major may lead to a wide range of career options in music and related fields such as performance, broadcasting, multimedia, arts administration, advertising, education, arts journalism, music librarianship, or music therapy. Students may choose a general music major or may elect an emphasis in composition, musicology, or theory.

Intended Learning Outcomes for the Major (B.A.)

Bachelor of Arts/Bachelor of Music Double-Degree Program

This program engages students in professional study in music and study in the liberal arts, leading to both the Bachelor of Music and Bachelor of Arts degrees. Students pursuing the double-degree option may choose from five Bachelor of Music graduation majors (church music, composition, elective studies, music education, or performance) and any of the Bachelor of Arts graduation majors except music. Students must meet the application requirements for both the Bachelor of Arts and Bachelor of Music degree programs. This program typically takes five years to complete. Students pursing this option should consult their advisor as early as possible. See worksheet for more information.

Admission to the Music Major

Students generally apply for entrance into the music major before enrolling but may also apply during the first year of studies at St. Olaf. A complete application for any music major (B.A. or B.M.) requires an audition on the principal instrument/voice, and screenings to test basic music knowledge and skills. Current St. Olaf students should contact

the Music Department office by October 1 of their first year for more information. More information for prospective majors.

Keyboard Proficiency

All music majors must demonstrate keyboard proficiency at a level specified for the major/instrument, and it is recommended that students complete proficiency by the end of the sophomore year. Students may demonstrate proficiency through successful completion of piano classes, or by examination. More information.

Music Ensembles

All full-time students are eligible to audition for membership in any of these musical ensembles. Participation in these ensembles fulfills ensemble graduation requirements for music majors.

Vocal Ensembles

St. Olaf Choir, Chapel Choir, St. Olaf Cantorei, Chamber Singers, Manitou Singers, Viking Chorus, Musical Theater Lab

Instrumental Ensembles

St. Olaf Band, Norseman Band, St. Olaf Orchestra, St. Olaf Philharmonia, Collegium Musicum, Jazz Ensembles, Handbell Choirs

Additional opportunities for ensemble performance include Collegiate Chorale, Horn Club, Percussion Ensemble, Gamelan, and Lars Skjervheim Spelemannslag (Norwegian Hardanger Fiddle group). Participation in these ensembles does not fulfill graduation requirements for music majors.

Distinction

The Music Department does not offer departmental distinction. Students may be eligible for membership in Pi Kappa Lambda, the music honor society.

B.A. Requirements

Requirements that apply to all B.A. and B.M. music majors:

Admission to the Music Major

See Music Admissions and Scholarship Information

- application
- principal-instrument/voice audition repertoire
- music knowledge and keyboard skills screening

S/U Policy: No required course in the major can be taken S/U.

Music majors who study away or abroad may petition the chair of the department for approval of a maximum of two (2) courses, plus performance studies. Independent study or research may count as one of these courses.

Bachelor of Arts Degree
B.A. General Music Major

Music Department Degree Information and Worksheets

Requirements for the Major

Code	Title	Credits
Core Music Courses		
MUSIC 114	Musicianship: Tonality	1
MUSIC 141	Introduction to Musicology	1
MUSIC 161	Piano Class I (0.25) (minimum grade of B-) [1]	0.25
MUSIC 162	Piano Class II (0.25) (minimum grade of B-) [1]	0.25
Select one of the following:		1
MUSIC 212	Chromatic Musicianship and Form	
MUSIC 214	Post-Tonal Musicianship	
Select 2 courses from Level III music electives, including at least one upper-level musicology elective (MUSIC 34x)		2
Select 3 additional courses from Level II or Level III music electives		3
Performance Studies		
6 semesters (0.25 each); 4 in the same instrument/voice.		1.5
Official Ensemble Participation		
4 semesters		
Required Performances [2]		
2 solo performances on a St. Olaf Student Recital		
Required Recital Attendance [3]		
10 recitals per semester on campus, with a minimum of 60		
Total Credits		**10**

1 By successfully completing Keyboard Proficiency Exam Level II, a student is exempt from MUSIC 161 and MUSIC 162 See Keyboard Proficiency Requirements.

2 See Performance Requirements for Music Majors

3 See music handbook.

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

B.A. with Composition Emphasis

Music Department Degree Information and Worksheets

Requirements for the Major

Additional Admissions Requirements

- complete application
- consult and register with composition faculty by end of junior year, preferably earlier

Major Requirements

Code	Title	Credits
Core Music Courses		
MUSIC 114	Musicianship: Tonality	1
MUSIC 141	Introduction to Musicology	1
MUSIC 161	Piano Class I (0.25) (minimum grade of B-) [1]	0.25
MUSIC 162	Piano Class II (0.25) (minimum grade of B-) [1]	0.25
MUSIC 212	Chromatic Musicianship and Form	1
MUSIC 214	Post-Tonal Musicianship	1
MUSIC 223	Composition I	1
Select 2 courses from Level III music electives, including at least one upper-level musicology elective (MUSIC 34x)		2
Select 1 additional course from Level II or Level III music electives		1
Performance Studies		**1.5**
6 semesters (0.25 each); 4 in the same instrument/ voice		
Official Ensemble Participation		
4 semesters		
Required Performances [2]		
2 solo performances on a St. Olaf student recital		
Required Recital Attendance [3]		
10 recitals per semester on campus, with a minimum of 60		
Total Credits		**10**

1

By successfully completing Keyboard Proficiency Exam Level II, a student is exempt from MUSIC 161 and MUSIC 162. See Keyboard Proficiency Requirements

2

See Performance Requirements for Music Majors

3

See music handbook.

Composition Emphasis Requirements

Code	Title	Credits
Core Music Courses		
MUSIC 225	Music in the Electronic Medium	1
MUSIC 324	Composition II: Orchestration	1
MUSPF 326 Composition Lesson: 4 semesters (0.25 each)		1
Required Performances		
2 composition performances, at least 1 in junior or senior year		
Portfolio		
With approval of the composition faculty, the student submits a portfolio of at least 3 compositions previously submitted for Level III composition courses to the Music Office by May 1 of the senior year.		
Total Credits		**3**

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

B.A. with Musicology Emphasis

Music Department Degree Information and Worksheets

Requirements for the Major

Additional Admissions Requirements

- complete application
- consult and register with a music history faculty member by end of junior year, preferably earlier

Major Requirements

Code	Title	Credits
Core Music Courses		
MUSIC 114	Musicianship: Tonality	1
MUSIC 141	Introduction to Musicology	1
MUSIC 161	Piano Class I (0.25) (minimum grade of B-) [2]	0.25
MUSIC 162	Piano Class II (0.25) (minimum grade of B-) [2]	0.25
MUSIC 212	Chromatic Musicianship and Form	1
MUSIC 214	Post-Tonal Musicianship	1
Select 1 course from 240-level musicology electives		
Select 2 courses from Level III music electives, including at least one upper-level musicology elective (MUSIC 340-level)		2
Select 1 additional course from Level II or Level III music electives		1
Performance Studies		
6 semesters (0.25 each); 4 in the same instrument/ voice.		1.5
Official Ensemble Participation		
4 semesters		
Required Performances [3]		
Two solo performances on a St. Olaf Student Recital		
Required Recital Attendance [4]		
10 recitals per semester on campus, with a minimum of 60		
Total Credits		**9**

1

See the Bachelor of Arts General Education Requirements.

2

By successfully completing Keyboard Proficiency Exam Level II, a student is exempt from MUSIC 161 and MUSIC 162

[3]

See Performance Requirements for Music Majors

[4]

See music handbook.

Emphasis in Musicology Requirements

Code	Title	Credits
Selection one of the following:		**1**
MUSIC 312	Counterpoint	
MUSIC 313	Analysis of Tonal Music	
MUSIC 314	Analysis of Post-Tonal Music	
Two additional 340-level musicology courses		**2**
Required Portfolio:		
With approval of the musicology faculty, the student submits a portfolio of at least 3 papers previously submitted for Level III musicology courses to the Music Office by May 1 of the senior year. One of these must be revised with faculty supervision to demonstrate the student's best work in musiciology.		
Total Credits		**3**

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

B.A. with Theory Emphasis

Music Department Degree Information and Worksheets

Requirements for the Major

Additional Admissions Requirements

- complete application
- consult and register with theory faculty by end of junior year, preferably earlier

Major Requirements

Code	Title	Credits
Core Music Courses		
MUSIC 114	Musicianship: Tonality	1
MUSIC 141	Introduction to Musicology	1
MUSIC 161	Piano Class I (0.25) (minimum grade of B-) [1]	0.25
MUSIC 162	Piano Class II (0.25) (minimum grade of B-) [1]	0.25
MUSIC 212	Chromatic Musicianship and Form	1
MUSIC 214	Post-Tonal Musicianship	1
Select 2 courses from Level III music electives, including at least one upper-level musicology elective (MUSIC 34x)		2
Select 2 additional courses from Level II or Level III music electives		2
Performance Studies Lessons		**1.5**
6 semesters (0.25 each); 4 in the same instrument/ voice		
Official Ensemble Participation		
4 semesters in an official ensemble		
Required Performances [2]		
2 solo performances on a St. Olaf Student Recital		
Required Recital Attendance [3]		
10 recitals per semester on campus, with a minimum of 60		
Total Credits		**10**

[1]

By successfully completing Keyboard Proficiency Exam Level II, a student is exempt from MUSIC 161 and MUSIC 162; see Keyboard Proficiency Requirements

[2]

See Performance Requirements for Music Majors

[3]

See music handbook.

Theory Emphasis Requirements

Code	Title	Credits
Core Music Courses		
MUSIC 312	Counterpoint	1
MUSIC 313	Analysis of Tonal Music	1
MUSIC 314	Analysis of Post-Tonal Music	1
Required Portfolio		
With approval of the theory faculty, the student submits a portfolio of at least 3 papers previously submitted for Level III theory courses to the Music Office by May 1 of the senior year. One of these must be revised with faculty supervision to demonstrate the student's best work in music analysis.		
Total Credits		**3**

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Courses

Music Performance Studies

Music performance studies provide a direct opportunity to think and speak the language of music. Lessons integrate aspects of music's cultural and historical contexts, its theoretical properties, and the physical and psychological facets of performance. All music performance studies courses are repeatable up to a total of eight times (ten times if a student is pursuing the double-degree option (p. 12)).

Variable credit private lessons are available in bassoon, clarinet, collaborative piano, composition, cornet, euphonium, flute, English horn, French horn, Hardanger fiddle, harp, harpsichord, oboe, organ, percussion, piano, jazz piano, saxophone, string bass, trombone, trumpet, tuba, viola, violin, violoncello, and voice. Lessons are catalogued as level I and level II Music Performance Studies (MUSPF) courses, and course numbers are referenced in the St. Olaf class and lab schedule.

Music performance studies are offered at three credit levels:

- 0.25 credit: weekly half-hour lessons, daily minimum one-hour practice expectation

- 0.50 credit: weekly one-hour lessons, daily minimum two-hour practice expectation
- 1.00 credit: weekly one-hour lessons, daily minimum three-hour practice expectation

Registration for all applied music lessons is processed through the Music Office (HOM 245). Elective private study for non-music majors (0.25 credit) is available on a space-available basis to students demonstrating sufficient skill level gained through prior study.

All Bachelor of Arts Music students and all Bachelor of Music majors receive a lesson scholarship for principal instrument/voice study.

For all elective and secondary instrument/voice performance studies, students are assessed a fee of $650 per 0.25 credit. Fees will be refunded only if a student drops the course by the 6th day of classes each semester. No refund is given thereafter.

Enrolled students are expected to participate in studio classes, attend music department-approved events, and fulfill performance-related requirements as detailed by individual instructors. An individual performance jury is required each semester.

To perform solo on any official recital, students must be concurrently enrolled in lessons on the performing instrument/voice.

Music Courses

MUSIC 112: ***Introduction to Musicianship***
First-semester music majors begin formal musicianship studies. Students perform basic melodies and rhythms at sight, and notate dictations of basic rhythms, melodies and harmonic progressions. Students also analyze and compose Western tonal music employing the rubrics of rhythm and meter, pitch, intervals, scales, tertian chords, inversions, harmonic progression, and SATB voice leading. Offered annually in the fall semester. Does not count toward B.A. music major or any B.M. music major.
Prerequisite: concurrent registration in MUSIC 161 is strongly encouraged.

MUSIC 114: ***Musicianship: Tonality***
First-semester music majors begin formal musicianship studies. Students perform rhythms and melodies at sight. Students also analyze and compose Western tonal music that employs non-dominant seventh chords, applied chords, sequences, modulations, and small forms. These topics are closely integrated into melodic and harmonic dictations. Class meets four times weekly. Offered annually.
Prerequisite: MUSIC 112. Concurrent registration in MUSIC 162 is strongly encouraged.

MUSIC 130: ***The Music Spectrum***
Designed for students with little or no background in music, this hands-on course presents the fundamental materials of music through creative keyboard experiences, music listening, music reading, and aural and visual analysis. Students gain a basic introduction to the piano and to music notation and music theory. Offered periodically during January term. Does not count toward B.A. music major or any B.M. music major.

MUSIC 131: ***The Art of Music***
Primarily for non-music majors, this course presents the fundamental materials of music and exposes students to the development of styles, ideals, practices, and technologies that provide context for listening with understanding. Through a study of landmark works from the 17th to the 20th century, students develop and practice listening techniques that sharpen critical perception and open the door to a fuller enjoyment of all styles of music. The ability to read musical scores is helpful but not required. Offered periodically. Does not count toward B.A. music major or any B.M. music major.

MUSIC 134: ***Rock Music: Style and Context***
This course explores the history and evolution of rock music from rhythm and blues through the present. In addition to covering stylistic trends and significant artists, emphasis is placed on the analysis of rock styles and on the social contexts in which rock music has been and continues to be performed and received. No formal training in music is necessary. Offered periodically. Does not count toward B.A. music major or any B.M. music major.

MUSIC 135: ***Race in 20th Century Music***
This course examines how race influences 20th century music. Students study a representative body of music from both popular and art music traditions, learn the basic elements of music and critical listening skills. Offered periodically during January term. Does not count toward B.A. music major or any B.M. music major.

MUSIC 141: ***Introduction to Musicology***
This course introduces students to the study of music in cultural and historical perspective. Students explore a broad array of classical and vernacular traditions from throughout the world with the goal of formulating and answering questions about music's nature and about its use by people in diverse times and places. Students also develop essential skills for thinking and writing critically about music-related subjects. Offered every fall and spring semester.

MUSIC 148: ***Contemporary Styles Voice Class***
Contemporary Styles Voice Class is open to all students regardless of music background and will focus on singing techniques utilized in contemporary music. Students will develop healthy techniques for breathing and vocalizing in the three core singing techniques used in all contemporary genres: belt, mix, and legit. Students will choose their own repertoire from any style, including but not limited to: pop, jazz, rock, blues, country, R&B, gospel, contemporary music theater, hip hop, etc. Offered annually each semester.

MUSIC 161: ***Piano Class I (0.25)***
For music majors with little or no prior keyboard experience, this course introduces basic keyboard patterns and technical foundations, applied music theory, harmonization and transposition, and playing by ear. Development of sight playing skill is a central focus. Class sessions include reading, ensemble playing, performance, skill development and drill, and structured improvisation. A grade of B- or higher satisfies Piano Proficiency Level 1 requirements. Offered annually in the fall semester. Concurrent registration in MUSIC 112 is strongly encouraged.
Prerequisite: declared music major.

MUSIC 162: *Piano Class II (0.25)*
In this continuation of MUSIC 161, students further develop their reading fluency and technical skill, and work with more advanced harmonic idioms. Class activities include harmonization and transposition, score reading, performance, by-ear playing, and improvisation. A grade of B- or higher satisfies Piano Proficiency Level 2 requirements. Offered annually in the spring semester. Concurrent registration in MUSIC 114 is strongly encouraged.
Prerequisite: MUSIC 161, completion of Piano Proficiency Level 1, or audition placement.

MUSIC 164: *Voice Class (0.25)*
Through group instruction, students encounter the fundamentals of singing and an introduction to song literature. In-class performance is required. May be repeated once. Offered each semester.

MUSIC 165: *Guitar Techniques (0.25)*
Students learn the basics of guitar playing as well as how to teach guitar classes. Course topics include: learning to play guitar at a basic level; tuning and maintaining a guitar; common performance issues and possible solutions; best practices for teaching class guitar; materials, methods and assessments for teaching guitar classes; the guitar as a tool for composition; technology for teaching, learning or composing for guitar. Required for BM music education majors. Others may register if space allows. Offered annually in fall semester.
Prerequisite: declared music education major.

MUSIC 166: *Brass Techniques (0.25)*
Students learn basic performance practice on core instruments in each instrument family. Additional topics include: common performance issues and their possible solution; Best Practices in teaching and learning core instruments of the family; and technology for teaching, learning, or composing for instruments as appropriate. Offered annually in the spring semester.
Prerequisite: declared music education or composition major or permission of the instructor.

MUSIC 167: *Percussion Techniques (0.25)*
Students learn basic performance practice on core instruments in each instrument family. Additional topics include: common performance issues and their possible solution; Best Practices in teaching and learning core instruments of the family; and technology for teaching, learning, or composing for instruments as appropriate. Offered annually in the spring semester.
Prerequisite:declared music education or composition major or permission of the instructor.

MUSIC 168: *String Techniques (0.25)*
Students learn basic performance practice on core instruments in each instrument family. Additional topics include: common performance issues and their possible solution; Best Practices in teaching and learning core instruments of the family; and technology for teaching, learning, or composing for instruments as appropriate. Offered annually in the fall semester.
Prerequisite: declared music education or composition major or permission of the instructor.

MUSIC 169: *Woodwind Techniques (0.25)*
Students learn basic performance practice on core instruments in each instrument family. Additional topics include: common performance issues and their possible solution; Best Practices in teaching and learning core instruments of the family; and technology for teaching, learning, or composing for instruments as appropriate. Offered annually in the fall semester.
Prerequisite: declared music education or composition major or permission of the instructor.

MUSIC 170: *Introduction to Kodály Pedagogy (0.25)*
This course introduces students to philosophical, methodological, and pedagogical principles developed by 20th-century composer and ethnomusicologist Zoltán Kodály. Students actively engage in aural skills training, movement, instrumental, and creative work. In-depth readings and discussions of historical foundations of the Kodály-inspired movement challenge students to critically examine its Euro-centric roots and subsequent connections to 21st-century topics in music. This course is open to music majors and non-majors. Offered periodically.
Prerequisite: MUSIC 112 or MUSIC 114 or permission of the instructor.

MUSIC 212: *Chromatic Musicianship and Form*
Second-semester music majors continue formal musicianship studies. Students perform advanced rhythms and increasingly chromatic melodies at sight. Students analyze and compose Western tonal music that employs modal mixture, Neapolitan chords, augmented-sixth chords, and remote modulations, all of which are closely integrated into melodic and harmonic dictations. Students analyze the principle movement-length forms. Class meets four times weekly. Offered annually in the fall semester.
Prerequisite: MUSIC 114.

MUSIC 214: *Post-Tonal Musicianship*
Music majors continue formal musicianship studies. Students analyze and compose Western art music in styles from 1875 to the present, including late-nineteenth-century chromaticism, serialism and set theory, impressionism and neoclassicism, and blues and jazz styles. Performance and dictation studies follow these topics closely, including an introduction to jazz improvisation. Class meets four times weekly. Offered annually in spring.
Prerequisite: MUSIC 114.

MUSIC 221: *Instrumental Literature and Arranging*
The music found in rehearsal folders plays a pivotal role in shaping the curricular focus of a school band or orchestra. This class helps students develop skills in assessing, selecting, and creating high-quality music literature appropriate for instructing instrumental ensembles in elementary and secondary schools. A comprehensive review of recommended published repertoire culminates in programming projects. Additionally, students acquire the technical craft and artistic sensibilities needed to create successful arrangements for instrumental ensembles. Required for BM music instrumental education majors. Offered alternate years in the fall semester.
Prerequisite: MUSIC 114.

MUSIC 223: *Composition I*
Students are introduced to a number of compositional techniques and apply them in creating original works of music and hearing them performed. Participants listen to important 20th- and 21st-century compositions, and discuss current trends in music, the changing role of the composer in society, and practical composition issues. Offered each semester.
Prerequisite: MUSIC 114, or permission of instructor.

MUSIC 225: ***Music in the Electronic Medium***
This course is a hands-on study of the science, aesthetics, history and current practices of electronic music. Creative projects include work with MIDI synthesizers and sequencers, as well as digital sampling and software synthesis. Offered alternate years during January term.
Prerequisite: sophomore standing or above.

MUSIC 226: ***Coding Music***
Most music encountered today is either processed by computer or created entirely digitally. This course provides an introduction to the creation of computer music using programming languages and emphasizing object-oriented programming. Students develop skills in abstract and quantitative reasoning in a musical context. They develop their ability to recognize and employ musical patterns and structures in creating new pieces of music. Topics include digital synthesis, timbral design, live coding, and intonation. Offered periodically.
Prerequisite: a basic knowledge of musical theory or notation is helpful but not necessary.

MUSIC 227: ***Practicing for Musical Success***
The musical product is an artistic expression; acquiring the skills necessary to make good music depends on the performer's analytical thinking and good time management - also, at times, imagination. This performance-based course will help students develop good practice management skills, working with several strategies and techniques that may enable them to better discern and achieve their musical objectives. Offered periodically during January term.
Prerequisite: permission of instructor.

MUSIC 229: ***Jazz Improvisation (0.50)***
Students learn to create improvised solos based on standard jazz practice from different historical eras. To internalize the styles of jazz masters from different time periods, participants transcribe recorded jazz solos by ear and perform them in class. Students gain appreciation of and experience with different harmonic and scalar conceptions through performing and analyzing selected jazz solos. Open to instrumentalists and vocalists. Offered annually in the spring semester.

MUSIC 230: ***African American Song Literature***
This course invites students into a relationship with song literature by African American composers. Students will examine this genre through the lens of social movements that shaped and impacted musical development despite under-representation in the canon. Additionally, students will focus on Black identity and aesthetics while analyzing poetry and researching historical and living composer narratives. This course's primary goal is to prepare students to advocate and perform these works for 21st-century audiences. Offered periodically.

MUSIC 231: ***History of Jazz***
This course presents a study of the historical development of jazz, from its roots in blues and ragtime at the "beginning" of the 20th century to the present, focusing on its principal forms and styles, its role in American culture, and contributions of major artists. Offered periodically.

MUSIC 234: ***Perspectives on Flamenco in Seville, Granada and Madrid (study abroad)***
Flamenco is the collective protest of an oppressed people, a melting pot of musical influences, an oral tradition, a folkloric art, a fine art, and one of Spain's major cultural practices, globalized and marketed to the world as an expression of national identity. In this course, students study the history, theory, and practice of flamenco music in the region that produced it - Andalusia. Students also visit Madrid, exploring Spain's capital city and examining flamenco's influence on popular and classical music. Offered periodically during January term.
Prerequisite: sophomore standing.

MUSIC 235: ***Music in Christian Worship***
Students study the musical history of hymnody and its relationship to the history of the church. In addition, this course explores the Biblical Psalms and their use in worship of the church and includes references to their musical settings in Gregorian chant, Anglican chant, responsorial settings, and choral music. Offered periodically during January term.
Prerequisite: declared music major.

MUSIC 236: ***Church Music Practicum***
Students develop skills and study materials essential to planning and leading worship and training/rehearsing ensembles in a church music program in various traditions. Musical topics include rehearsing and conducting from the keyboard, hymn playing in various styles, playing from chord symbols, global percussion and handbell techniques. Repertoire includes choral music for all ages and for all parts of the church year. Students also explore current issues in church music, the vocation/philosophy of the church musician, organization and administration. Required for B.M. church music major. Offered alternate years in spring semester.
Prerequisite: declared music major.

MUSIC 237: ***Local and Global Musicking***
This course explores how musicians and music researchers impact society. Building on skills and concepts developed in Music 141, this course addresses questions related to ethical musicking in an unequal world. Students study a series of case studies, experience hands-on workshops with local performers, and design community engaged music research proposals. Studying local examples of engagement with music and musicians from around the world prepares students to carry out collaborative musical work wherever they are.
Prerequisites: MUSIC 141 or permission of instructor.

MUSIC 239: ***Javanese Gamelan***
This course introduces students to the cultural, theoretical, and aesthetic discourses of the Javanese Gamelan tradition. Incorporating lectures, discussions, audiovisual materials, and performance sessions with internationally renowned artists, this interdisciplinary course teaches students about historical and contemporary contexts for gamelan performance, shadow puppet theatre, and dance, and their relationship to religious practice, gender roles, and social and political life in Java and beyond. No previous musical experience required. Offered annually.

MUSIC 241: ***History and Literature of Music I***
Students encounter the history and development of Western European music from the Middle Ages to ca. 1750 and study the genres and styles of music from monophonic chant to concerted music of the Baroque. Offered periodically in the fall semester.
Prerequisite: MUSIC 114.

MUSIC 242: *History and Literature of Music II*
Continuing the study begun in MUSIC 241, students encounter the history and development of Western European music from ca. 1750 to the present and study the major forms, styles and representative literature of the Classic and Romantic eras and the 20th and 21st centuries. Offered periodically during spring semester.
Prerequisite: MUSIC 114.

MUSIC 245: *Music and Social Justice*
In this course, students explore the profound relationship between music and social change, examining how songs and sound have served as powerful tools for activism across cultures and movements. Through historical case studies, critical listening, and hands-on workshops, this class emphasizes experiential learning, culminating in a group project where students organize and lead a community event in collaboration with local organizations. This course carries an ACE component.

MUSIC 251: *Conducting (0.50)*
Students learn basic conducting gestures (with and without baton) through exercises in meter patterns, preparatory beats and cut-offs, cueing, dynamics, fermata, articulations, phrasing, left hand independence, and face/eye usage. Offered annually in the spring semester.
Prerequisite: MUSIC 114 and sophomore status, or permission of instructor.

MUSIC 252: *Choral Conducting (0.50)*
Students learn conducting techniques for choral literature including research-based rehearsal techniques, vocal preparation, score study, and video self-evaluation of gesture and rehearsal. Course work also includes observation of conductors on campus and in the community. Offered annually in the fall semester.
Prerequisite: MUSIC 251.

MUSIC 253: *Instrumental Conducting (0.50)*
Students learn conducting techniques for instrumental literature, including rehearsal techniques, score preparation, and reading full score. Repertoire includes characteristic examples from standard band and orchestra literature. Students gain practical experience in conducting an instrumental ensemble. Course work includes observation of conducting faculty. Offered annually in the spring semester.
Prerequisite: MUSIC 251.

MUSIC 261: *Piano Class III (0.25)*
This advanced piano class for music majors only emphasizes sight playing, score reading, harmonization and transposition, advanced harmonic idioms, improvisation, ensemble playing, and performance preparation. A grade of B- or higher satisfies Piano Proficiency Level 3 requirements. Offered annually in the fall semester.
Prerequisite: MUSIC 162, completion of Piano Proficiency Level 2, or audition placement; concurrent registration in MUSIC 212 recommended.

MUSIC 262: *Piano Class IV (0.25)*
This continuation of 261 emphasizes sight playing, score reading, harmonization and transposition, more advanced improvisation and harmonic usage, performance preparation, and leadership from the keyboard. A grade of B- or higher satisfies Piano Proficiency Level 4 requirements. Offered annually in the spring semester.
Prerequisite: MUSIC 261, completion of Piano Proficiency 3, or audition placement; concurrent registration in MUSIC 214 recommended.

MUSIC 263: *Lyric Diction I (0.25)*
Students study and practice principles for singing in English and Italian with good pronunciation, enunciation, and expression. Course content includes phonetic analysis using the International Phonetic Alphabet and identifying and exercising the phonemic features of English and Italian through class performances and listening assignments. Offered alternate years.
Prerequisite: two semesters of voice lessons.

MUSIC 264: *Lyric Diction II (0.25)*
Students study and practice principles for singing in French and German with good pronunciation, enunciation, and expression. Course content includes phonetic analysis using the International Phonetic Alphabet and identifying and exercising the phonemic features of French and German through class performances and listening assignments. Offered spring semester in alternate years.
Prerequisite: MUSIC 263 and two semesters of voice lessons.

MUSIC 265: *Musical Theater in Japan (study abroad)*
This course delves into the unique history of Musical Theatre in Japan. Students explore Japanese theatrical traditions and observe their influence on contemporary productions and pop culture. Activities include performances of Noh, Kabuki, Takarazuka, translated American musicals, Disneyland, and original Japanese musicals. Guest lectures from industry professionals provide insights into training, career trajectory, and considerations for translation. The course culminates in reflections on the role of musical theater in society, both locally and globally. Offered alternate years during January term.

MUSIC 266: *Opera in Context: Austria and Germany (study abroad)*
Opera was conceived in Italy in the 16th century and has continued to evolve into the living artistic expression presented worldwide today. In this course, students explore and reflect on opera while being embedded in the unique cultural settings of two countries of its origin: Austria and Germany. Through readings, research, reflection, discussion, and group projects, students connect history, architecture, politics, society, and art to performances on the stage and the places that shaped them. Offered periodically during January Term. Apply through Smith Center for Global Engagement. Open to all students.

MUSIC 267: *Advanced Acting for the Lyric Stage*
This studio course focuses on advanced techniques of acting and singing for the musical stage with emphasis on opera. Students explore voice, movement, improvisation, and characterization at an advanced level. Participants receive coaching in musical and dramatic style through solo and small ensemble literature and prepare scenes for class performance. The course culminates with public performances of a fully staged and costumed lyric theater work. May be repeated once. A production fee will be charged to all students participating in the production. Offered annually during fall semester.
Prerequisites: two semesters of voice study or permission of instructor.

MUSIC 268: *Opera Creation Residency in the Schools: Civic Engagement*
This course is designed for students interested in civic engagement in the arts and arts fusion projects. Participants mentor students from a local elementary school in an Opera Creation Residency as the elementary students compose and perform their own original works. The course culminates in staged public performances. Enrollment is subject to a fall interview/audition. Open to all students. May be repeated once. A class fee may be required. Offered during January term in alternate years.
Prerequisites: two semesters of voice study or permission of instructor.

MUSIC 269: *Opera Workshop*
Participants prepare for performance of a one-act opera or opera scenes. Students receive coaching and performance experience through individual and group singing/acting exercises. The course culminates with staged and costumed public performances. Open to all students. May be repeated once. A class fee may be required. Offered periodically during January term.
Prerequisites: two semesters of voice study or permission of instructor.

MUSIC 270: *Advanced Keyboard Skills*
For music majors with organ or piano as their principal instrument, this course provides intensive practical experience with and development of functional keyboard skills including sight-reading, score reading, keyboard harmonization, transposition, improvisation, and figured bass/continuo realization. Open to other advanced organists and pianists by permission of instructor. A grade of B- or higher satisfies the keyboard proficiency level 4 requirements. Offered alternate years.
Prerequisite: concurrent registration in, or successful completion of, MUSIC 114.

MUSIC 271: *Music Performance Science*
Drawing from the fields of biology, neuroscience, physics, and psychology, this course introduces students to the biological and psychological aspects of music performance. Students develop an understanding of the origins of performance-related injury, the mechanism of hearing, the sources of workplace stress in the lives of professional musicians. Each student will design and complete an exercise program tailored to their individual needs as a musician. Offered periodically during January term.

MUSIC 273: *Professional Practices for the Individual Musician*
How does a musician find work with little or no prior professional experience? What skills do musicians need to refine before and after graduation? This course invites students to engage in self-reflection, topical discussions, capacity-building, and best professional practices for individual musicians in the performance industry. Topics include the basics of the music business (roles in the industry, copyright law and contracts), artist identity development, and practical skills for a musical career. Offered periodically in the fall semester of January term.

MUSIC 275: *Instrumental Chamber Music (0.25)*
Through regular rehearsals and coaching sessions, new or already-formed chamber groups prepare and perform selected literature, learn about related repertoire, and cultivate observation, communication, and leadership skills. Typical ensembles include string quartets, brass or woodwind quintets, piano trios, saxophone quartets, etc. May be repeated. Offered each semester.
Prerequisite: permission of instructor.

MUSIC 281: *Vocal Solo Literature I (0.25)*
Students survey the solo art song repertoire of Germany, Italy, the Iberian peninsula, and Latin America. The course highlights the significant features and development of the art song; provides context, approaches, and resources for studying this literature; and explores the differences and similarities between art song and other solo vocal literature. Offered fall semester in alternate years.
Prerequisite: MUSIC 141 and MUSIC 214 or permission of instructor; MUSIC 263 and MUSIC 264 preferred.

MUSIC 282: *Vocal Solo Literature II (0.25)*
Students survey the solo art song repertoire of France, England, the Nordic countries, and the United States. The course highlights the significant features and development of the art song; provides context, approaches, and resources for studying this literature; and explores the differences and similarities between art song and other solo vocal literature, with a focus on the Great American Songbook. Offered spring semester in alternate years.
Prerequisites: MUSIC 141 and MUSIC 214 or permission of instructor; MUSIC 263 and MUSIC 264 preferred.

MUSIC 283: *Piano Literature (0.50)*
Beginning with the 17th century, students trace the evolution of literature for piano through the major works of such diverse composers as Bach, Boulez, Couperin, and Cage. Course content includes lectures, readings, listening, analysis, performance, and written assignments. Special attention is paid to performance practice traditions and historical context. Offered periodically.
Prerequisites: MUSIC 141, MUSIC 212, and one 300-level musicology or music theory elective, or permission of instructor.

MUSIC 287: *Choral Literature I (0.50)*
This course is a study of the smaller forms of choral music from the Renaissance to the present with an emphasis on music suitable for junior and senior high school and church choirs. Students study scores and recordings and discuss representative style features and characteristics, interpretation, and conducting problems. Offered annually in the spring semester.
Prerequisites: MUSIC 252.

MUSIC 290: *Fundamentals of Vocal Development for Instrumentalists*
Through group instruction, students encounter the fundamentals of singing and an introduction to song literature. In-class performance is required. Additionally during the second half of the course, class participants are introduced to the principles of vocal pedagogy as applied to the child and adolescent voice in the class or ensemble rehearsal. There is an emphasis on understanding the developing young voice and establishing good vocal habits with healthy pedagogical techniques as well as exploration of appropriate choral literature. Required for BM instrumental music education majors. Offered annually in the fall semester.
Prerequisite: MUSIC 251 or permission of instructor.

MUSIC 291: *Vocal Development and Pedagogy*
This course introduces a systematic approach to the study of voice production for use in the studio or classroom. Students examine basic vocal anatomy and physiology approached through body mapping strategies. Students then apply these principles of vocal pedagogy to the child and adolescent voice with emphasis on the developing voice, establishing healthy vocal habits, appropriate teaching techniques, and literature. Offered annually during fall semester.
Prerequisite: at least three semesters of MUSPF 152 (voice lessons) or permission of instructor.

MUSIC 292: *Vocal Pedagogy II*
This course focuses on applying the foundations of vocal production learned in MUSIC 291 - Vocal Development and Pedagogy to the practice of teaching voice in a solo setting. Students in this course take on a private voice student for the semester and develop a systematic, personalized curriculum for this student. Topics include developing a pedagogical approach to warm-ups and vocalizations, choosing repertoire, vocal registration, vocal acoustics and format training, training different voice types, musical theater belting technique, and the aging voice. Offered annually in spring semester.
Prerequisite: MUSIC 291.

MUSIC 293: *Keyboard Pedagogy (0.50)*
An introduction to principles, methods and resources for effective and creative music teaching through the piano. Students observe demonstration teaching at various levels and individual and group settings, engage in peer teaching, analyze and perform teaching literature, and discuss topics such as technical development, learning stages and styles, and studio management. Offered spring semester in alternate years.
Prerequisite: permission of instructor.

MUSIC 294: *Academic Internship*

MUSIC 295: *String Literature and Pedagogy (0.50)*
Students examine scores and listen to a broad range of string etudes, solos, sonatas, concertos, and orchestral excerpts with attention to notable performers of the past and present. Through required readings, listening assignments, video viewing, discussion, and hands-on teaching, students engage with practical issues of teaching, repertoire selection for beginning and intermediate players, performance and basic studio management.
Prerequisites: MUSIC 214 and MUSIC 141, or permission of instructor.

MUSIC 298: *Independent Study*

MUSIC 312: *Counterpoint*
To deepen awareness and understanding of performance music, and to gain tools to produce textural interest in composition, students study the contrapuntal techniques of composers from the Renaissance, Baroque, and Modern periods including Palestrina, Bach, and Barber. Offered fall semester in alternate years.
Prerequisite: MUSIC 214.

MUSIC 313: *Analysis of Tonal Music*
Analysis is a course of discovery, using advanced tools of music theory to examine the ways in which great works of music are put together. Students examine principles of form and style and, using a range of analytical techniques, come to a deeper understanding of tonal music. The course focuses on Classical and Romantic literature, with some work in 20th-century tonality. Offered during spring semester alternate years.
Prerequisite: MUSIC 214.

MUSIC 314: *Analysis of Post-Tonal Music*
An analytical study of the wide range of musical styles found in the 20th- and 21st-centuries, this course provides an opportunity to study important modern works and to come to a deeper understanding of their structure and meaning. Students study atonal music theory in depth and examine some of the new approaches to tonality in our time. Offered during spring semester alternate years.
Prerequisite: MUSIC 214.

MUSIC 316: *Music Performance Anxiety*
Drawing from the fields of biology, neuroscience, psychology, and sociology, this course offers a deep dive into the psychology of music performance anxiety. Students develop an understanding of (1) the sympathetic and parasympathetic nervous systems, (2) causes, triggers, and symptoms of music performance anxiety, and (3) the current state of music performance anxiety research including prevention, intervention, and treatment protocols. Students complete a literature survey examining both quantitative and qualitative research on a topic related to music performance anxiety.
Prerequisite: MUSIC 141 or permission of instructor.

MUSIC 324: *Composition II: Orchestration*
Students develop more advanced technique in writing for instruments and voice through study in creative composition, focusing on large ensembles. Offered every year.
Prerequisite: MUSIC 223.

MUSIC 345: *Advanced Study in Musicology*
Students encounter in-depth studies in a specific topic or area of musicology. The content and nature of this course are determined by the instructor and the music department. Sample topics include American music, South Asian music, Opera, and Music, Gender, and Sexuality. May be repeated if topic is different. Offered each semester.
Prerequisite: MUSIC 141 or permission of instructor.

MUSIC 346: *Music, Gender, and Sexuality*
Students consider how norms of masculinity and femininity are expressed through music in historical and contemporary contexts around the world. Through investigating relationships between music, gender, and sexuality from a variety of analytical perspectives structured around ethnographic case studies, students encounter multiple models of music research, which they use to guide their own ethnographic projects.
Prerequisite: MUSIC 141 or permission of instructor.

MUSIC 347: *Somali Community Engagement through Music*
Students explore how Somali diaspora communities have made important visible and audible contributions to the cultural landscape of Minnesota, while studying and learning to perform the interconnected arts of Somali poetry, music, dance, and theater. Interactions with local Somali musicians and community leaders, a visit to the Somali mosque, and collaboratively working to discern and support the needs of a community partner organization that serves Somali families provides students with hands-on experience in community engagement.
Prerequisite: MUSIC 141 or permission of instructor.

MUSIC 354: *Advanced Conducting (0.50)*
Working with a live instrumental or choral ensemble, students learn and conduct complete movements and/or entire works and encounter a variety of advanced baton techniques. Course activities develop skills in reading, preparing, interpreting and memorizing scores, with further focus on rehearsal procedures, performance practice, and concert programming. Participants are required to observe a variety of rehearsals on- and off-campus. Offered annually in the fall semester.
Prerequisites: MUSIC 251 and either MUSIC 252 or MUSIC 253.

MUSIC 394: *Academic Internship*

MUSIC 396: *Directed Undergraduate Research*
This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to their research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.
Prerequisite: determined by individual instructor.

MUSIC 398: *Independent Research*

B.A. in Music Plan of Study

Music (Bachelor of Arts) Major - Plan of Study

This is a sample plan that meets the prescribed requirements for this major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
MUSIC 112	Introduction to Musicianship	1.00
MUSIC 161	Piano Class I (0.25)	0.25
World Language		1.00
Music Lesson		0.25
	Credits	**3.5**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
MUSIC 114	Musicianship: Tonality	1.00
MUSIC 141	Introduction to Musicology	1.00
MUSIC 162	Piano Class II (0.25)	0.25
World Language		1.00
Music Lesson		0.25
	Credits	**4.5**
Sophomore Year		
Fall Semester		
MUSIC 212 or MUSIC 214	Chromatic Musicianship and Form or Post-Tonal Musicianship	1.00
MUSIC 200-Level or 300-Level Elective course		1.00
Music Lesson		0.25
	Credits	**2.25**
Spring Semester		
MUSIC 200-Level or 300-Level Elective course		1.00
Music Lesson		0.25
	Credits	**1.25**
Junior Year		
Fall Semester		
MUSIC 200-Level or 300-Level Elective Course		1.00
Music Lesson		0.25
	Credits	**1.25**
Spring Semester		
MUSIC 200-Level or 300-Level Elective Course		1.00
Music Lesson		0.25
	Credits	**1.25**
Senior Year		
Fall Semester		
Music 300-Level Elective Course		1.00
Music Lesson		0.25
	Credits	**1.25**
Spring Semester		
Music Lesson		0.25
	Credits	**0.25**
	Total Credits	**15.5**

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the music department webpage for more information.

Faculty

Associate Chair, 2025-2026
Tracey M. Engleman (on sabbatical Fall Semester/J-Term 2025-26)
Professor of Music
voice; vocal pedagogy; vocal literature

Department Chair, 2025-2026
Louis K. Epstein
Professor of Music
music history

Kathryn E. Ananda-Owens
Professor of Music
piano; piano literature

Anton Armstrong
Harry R. and Thora H. Tosdal Professor of Music
choir; conducting; voice; pedagogy for young voices

Christopher G. Atzinger (on sabbatical J-Term and Spring Semester 2025-26)
Professor of Music
piano

James E. Bobb
Associate Professor of Music; Elliot M. and Klara Stockdal Johnson Chair of Organ and Church Music
organ; church music; choir; chapel cantor

Christine Boone
Visiting Associate Professor of Music

Rachel Brandwein
Visiting Assistant Professor of Music
harp; music theory

Eric Broker
Adjunct Instructor of Music

Sarah Burk
Adjunct Instructor of Music

Andrew Cannestra
Visiting Instructor of Music

David M. Carter
Professor of Music
cello; chamber music; string techniques; string literature/pedagogy; music appreciation

David R. Castro
Professor of Music
music theory; counterpoint; advanced analysis

Kurt Claussen
Adjunct Instructor of Music
saxophone, chamber music

Anna Clift
Adjunct Instructor of Music

cello; chamber music

Henry L. Dorn
Assistant Professor of Music
band; composition; conducting

Wesley Dunnagan
Assistant Professor of Music

Jerome Elsbernd
Visiting Instructor of Music

Alison Feldt
Professor of Music; Associate Dean of Fine Arts
voice

Leigh Ann Garner
Assistant Professor of Music
music education

Charles K. Gray
Professor of Music
violin; viola; string literature/pedagogy; chamber music

Thea Groth
Adjunct Assistant Professor of Music
bassoon

Steve Groth
Adjunct Assistant Professor of Music

Therees Hibbard
Associate Professor of Practice and Robert Scholz Endowed Chair in Music
choir; voice; voice class; conducting

Martin Hodel
Professor of Music
trumpet; orchestra; chamber music

Joseph Lee Jefferson
Associate Professor of Music
jazz trombone; jazz ensembles

Joseph Kemper
Assistant Professor of Music

Reid Kennedy
Adjunct Instructor of Music

Rehanna Landis Kheshgi
Associate Professor of Music
ethnomusicology; gamelan

April R. Kim
Associate Professor of Practice in Music
piano; piano literature

Dale H. Kruse
Associate Professor of Practice in Music
voice; lyric theater

Orin Larson
Visiting Instructor of Music

Dana L. Maeda
Instructor of Music
oboe; historic winds; woodwind techniques; chamber music

Jill Mahr
Adjunct Instructor of Music
handbell ensembles; flute

Jenna L. McBride-Harris
Visiting Assistant Professor of Music
French horn

James M. McClung
Visiting Associate Professor of Music
percussion

Alicia McQuerry
Adjunct Instructor of Music

Justin W. Merritt
Professor of Music
composition; theory; instrumentation; electronic music

Johnathan Moeller
Adjunct Instructor of Music
guitar techniques

Monica Murray
Visiting Associate Professor of Music

Chung Park
Associate Professor of Music
orchestral ensembles; conducting

Sarah Pradt
Adjunct Assistant Professor of Music
Hardanger Fiddle

Catherine Ramirez (on sabbatical Fall Semester 2025)
Artist in Residence in Music
flute; theory; chamber music

Aileen Razey
Assistant Professor of Music

Catherine R. Rodland
Artist in Residence in Music
organ; theory

Julia Sakharova
Visiting Instructor of Music

Kyle Sanborn
Adjunct Instructor of Music

Ray Shows, Jr.
Instructor of Music
violin; viola

Shari Speer
Visiting Instructor of Music
voice

Emery Stephens (on sabbatical Fall Semester/J-Term 2025-26)
Associate Professor of Music
voice

Marita Stryker
Assistant Professor of Music; Program Director of Musical Theater

voice, musical theater

Jason Tanksley
Adjunct Instructor of Music
tuba

KrisAnne Weiss
Visiting Assistant Professor of Music
voice

Peter Whitman
Adjunct Instructor of Music
jazz saxophone

Music - Bachelor of Music (B.M.)

Lisa McDermott, Tweet Hall of Music 245
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The St. Olaf Music Department creates inspiring musical experiences grounded in an inclusive liberal arts environment, challenging students to excel artistically and engage globally for lives within and beyond the professional music world.

The Music Department offers extensive opportunities to explore, practice, and celebrate the musician's art with an ongoing commitment to a distinctive ensemble program, excellent individualized instruction, and a comprehensive undergraduate music curriculum. We honor St. Olaf's rich heritage spanning more than a century of international artistry and scholarship and will continue to cultivate a spirit of exploration and innovation, seeking and celebrating the transcendent and transforming power of music.

Degrees Offered

The Music Department offers Bachelor of Arts (B.A.) and Bachelor of Music (B.M.) degrees, which are accredited by the National Association of Schools of Music. St. Olaf students may also pursue the Bachelor of Arts/Bachelor of Music double-degree option.

Bachelor of Music Degree

This is a professional music degree with approximately two-thirds of the course work in music. Students may elect one of five majors:

1. Bachelor of Music in Performance

Graduates often continue with work in performance, preparing for careers as performers and teachers. This major also serves as good preparation for graduate studies in fields like music therapy. Piano and organ performance majors may also pursue an emphasis in collaborative keyboard performance.

Intended Learning Outcomes for the Major

2. Bachelor of Music in Church Music

Graduates generally continue their studies in graduate school or move directly into parishes as church musicians. Careers in conducting, college teaching, or the ministry are also served by this major. Church Music-Organ majors may also pursue an emphasis in collaborative keyboard.

Intended Learning Outcomes for the Major

3. Bachelor of Music in Composition

Graduates generally continue their studies in graduate school, eventually moving toward careers in film music and other media, teaching, or conducting.

Intended Learning Outcomes for the Major

4. Bachelor of Music in Music Education

This professional degree prepares graduates for a career in teaching immediately after graduation. Graduate study is an option as well.

Intended Learning Outcomes for the Major

5. Bachelor of Music with Elective Studies

Substantively integrated with professional music studies, students propose and complete an individualized program of study in a second discipline. Admission to this individualized degree program is by a competitive proposal process. Graduates pursue professional careers in music with substantive connections to an additional arts area, business, science, language and culture, or other sphere of expertise.

Bachelor of Arts/Bachelor of Music Double-Degree Program

This program engages students in professional study in music and study in the liberal arts, leading to both the Bachelor of Music and Bachelor of Arts degrees. Students pursuing the double-degree option may choose from five Bachelor of Music graduation majors (church music, composition, elective studies, music education, or performance) and any of the Bachelor of Arts graduation majors except music. Students must meet the application requirements for both the Bachelor of Arts and Bachelor of Music degree programs. This program typically takes five years to complete. Students pursing this option should consult their advisor as early as possible. See worksheet for more information.

Admission to the Music Major

Students generally apply for entrance into the music major before enrolling but may also apply during the first year of studies at St. Olaf. A complete application for any music major (B.A. or B.M.) requires an audition on the principal instrument/voice, and screenings to test basic music knowledge and skills. Current St. Olaf students should contact the Music Department office by October 1 of their first year for more information. More information for prospective majors.

Admissions to Teacher Education Programs

Entrance applications for B.M. music education programs are processed in the fall of the sophomore year. Interested students must be already-admitted music majors and are classified as B.A. general music majors until accepted into a teacher education degree program. More information.

Continuance

All students in B.M. and teacher education programs are reviewed for continuance. B.M. performance, church music, composition, and elective studies students are generally reviewed at the end of the third semester in the program. Teacher education students are generally reviewed in the fall semester of their junior year. A continuance review includes a juried recital performance, a review of music and overall academic progress, and a possible interview/conference. A student not approved for continuance in any program is no longer in that program. More information.

Keyboard Proficiency

All music majors must demonstrate keyboard proficiency at a level specified for the major/instrument, and it is recommended that students complete proficiency by the end of the sophomore year. Students may demonstrate proficiency through successful completion of piano classes, or by examination. More information.

Music Ensembles

All full-time students are eligible to audition for membership in any of these musical ensembles. Participation in these ensembles fulfills ensemble graduation requirements for music majors.

Vocal Ensembles

St. Olaf Choir, Chapel Choir, St. Olaf Cantorei, Chamber Singers, Manitou Singers, Viking Chorus, Musical Theater Lab

Instrumental Ensembles

St. Olaf Band, Norseman Band, St. Olaf Orchestra, St. Olaf Philharmonia, Collegium Musicum, Jazz Ensembles, Handbell Choirs

Additional opportunities for ensemble performance include Collegiate Chorale, Horn Club, Percussion Ensemble, Gamelan, and Lars Skjervheim Spelemannslag (Norwegian Hardanger Fiddle group). Participation in these ensembles does not fulfill graduation requirements for music majors.

Distinction

The Music Department does not offer departmental distinction. Students may be eligible for membership in Pi Kappa Lambda, the music honor society.

B.M. Requirements

Requirements that apply to all B.A. and B.M. music majors:

Admission to the Music Major

See Music Admissions and Scholarship Information

- application
- principal-instrument/voice audition repertoire
- music knowledge and keyboard skills screening

S/U Policy: No required course in the major can be taken S/U.

Music majors who study away or abroad may petition the chair of the department for approval of a maximum of two (2) courses, plus performance studies. Independent study or research may count as one of these courses.

Bachelor of Music Degree
B.M. in Performance

Music Department Degree Information and Worksheets

Requirements for the Major
Additional Entrance Requirements

See Music Major Entrance Information

- academic/music review, possible interview/conference

Program Continuance
See Music Major Continuance Information

- generally during third semester in the program
- *students not approved for continuance are no longer in the BM Performance program*

Major Requirements

Code	Title	Credits
OLE Core Requirements for the Bachelor of Music Degree [1]		
General graduation requirements for all B.M. degrees [2]		
Core Music Courses		
MUSIC 114	Musicianship: Tonality	1
MUSIC 141	Introduction to Musicology	1
MUSIC 212	Chromatic Musicianship and Form	1
MUSIC 214	Post-Tonal Musicianship	1
MUSIC 237	Local and Global Musicking	1
MUSIC 251	Conducting (0.50)	0.50
Select 2 courses from Level III music electives, including at least one upper-level musicology elective (MUSIC 34x)		2
Select 2 additional courses from Level II or Level III music electives (can include secondary performance studies)		2
Performance Studies		**6**
Once accepted into the B.M. Performance program, students must register for a minimum of 6 semesters of 1.0 credit lessons (4 at Level I, subsequent at Level II)		
Required Performances [3]		
2 solo performances on a St. Olaf Student Recital (may include Entrance and Continuance)		
Entrance examination		
Continuance examination		
Junior half recital		
Senior full recital		
Official Ensemble Participation		
Every semester in an official ensemble		
Required Recital Attendance [4]		
10 recitals per semester on campus, with a minimum of 60		
S/U Policy		
No required course in the major can be taken S/U		
Total Credits		**15.5**

1 See the OLE Core requirements for the Bachelor of Music degree.

2 See the general graduation requirements for the Bachelor of Music degree.

3 See Performance Requirements for Music Majors

4 See music handbook.

Additional Requirements for Emphasis in Voice

Code	Title	Credits
MUSIC 161	Piano Class I (0.25) (minimum grade of B-) [1]	0.25
MUSIC 162	Piano Class II (0.25) (minimum grade of B-) [1]	0.25
MUSIC 261	Piano Class III (0.25) (minimum grade of B-) [1]	0.25
MUSIC 262	Piano Class IV (0.25) (minimum grade of B-) [1]	0.25
MUSIC 263	Lyric Diction I (0.25)	0.25
MUSIC 264	Lyric Diction II (0.25)	0.25
MUSIC 281	Vocal Solo Literature I (0.25)	0.25
MUSIC 282	Vocal Solo Literature II (0.25)	0.25
MUSIC 291	Vocal Development and Pedagogy	0.25
MUSIC 292	Vocal Pedagogy II	0.25
Select one of the following:		**1**
MUSIC 267	Advanced Acting for the Lyric Stage	
MUSIC 268	Opera Creation Residency in the Schools: Civic Engagement	
MUSIC 269	Opera Workshop	
Select 0.50 additional course from Level II or Level III music electives (can include secondary performance studies). Please see note below regarding the possibility of 1.50 credits being required. [1]		0.50
Required world languages:		
Students are required to do two semesters of either French or German (or proficiency exam) plus two semesters of a second world language (or proficiency exam)		
Total Credits		**4**

1 By successfully completing Keyboard Proficiency Exam Level 4, a student is exempt from MUSIC 161, MUSIC 162, MUSIC 261, and MUSIC 262; however, the student would then be required to add 1.00 credits to the major for a total of 1.50 additional music electives.

Additional Requirements for Emphasis in Strings

Code	Title	Credits
MUSIC 161	Piano Class I (0.25) (minimum grade of B-) [1]	0.25
MUSIC 162	Piano Class II (0.25) (minimum grade of B-) [1]	0.25
MUSIC 261	Piano Class III (0.25) (minimum grade of B-) [1]	0.25
MUSIC 275	Instrumental Chamber Music (0.25) (2 semesters at 0.25 each)	0.50
MUSIC 295	String Literature and Pedagogy (0.50)	0.50

Select 2.25 additional courses from Level II or Level III music electives (can include secondary performance studies). Please see note below regarding the possibility of 3.00 credits being required.	2.25
Total Credits	**4**

1

By successfully completing Keyboard Proficiency Exam Level 3, a student is exempt from MUSIC 161, MUSIC 162, and MUSIC 261; however, the student would then be required to add 0.75 credits to the major for a total of 3.00 additional music electives.

Additional Requirements for Emphasis in Piano

Code	Title	Credits
MUSIC 270	Advanced Keyboard Skills (minimum grade of B-)	0.25
MUSIC 283	Piano Literature (0.50)	0.50
MUSIC 293	Keyboard Pedagogy (0.50)	0.50
Select 2.25 additional courses from Level II or Level II music electives (can include secondary performance studies)		2.25
MUSIC 275	Instrumental Chamber Music (0.25)	0.25
1 semester of MUSPF 106, Collaborative Keyboard (0.25)		.25
Total Credits		**4**

Additional Requirements for Emphasis in Winds, Brass, Percussion

Code	Title	Credits
MUSIC 161	Piano Class I (0.25) (minimum grade of B-) [1]	0.25
MUSIC 162	Piano Class II (0.25) (minimum grade of B-) [1]	0.25
MUSIC 261	Piano Class III (0.25) (minimum grade of B-) [1]	0.25
MUSIC 275	Instrumental Chamber Music (0.25) (2 semesters)	0.50
MUSIC 298	Independent Study (Pedagogy and Literature)	1
Select 1.75 additional courses from Level II or Level II music electives (can include secondary performance studies). Please see note below regarding the possibility of 2.50 credits being required. [1]		1.75
Total Credits		**4**

1

By successfully completing Keyboard Proficiency Exam Level 3, a student is exempt from MUSIC 161, MUSIC 162, and MUSIC 261; however, the student would then be required to add 0.75 credits to the major for a total of 2.50 additional music electives.

Additional Requirements for Emphasis in Organ

Code	Title	Credits
MUSIC 270	Advanced Keyboard Skills (minimum grade of B-)	0.25
MUSIC 293	Keyboard Pedagogy (0.50)	0.50
MUSIC 298	Independent Study (Organ Literature)	1
Select 2.25 additional courses from Level II or Level II music electives (can include secondary performance studies)		2.25
Total Credits		**4**

This emphasis can be added only to a B.M. Performance major with an emphasis in either organ or piano.

Code	Title	Credits
Additional Music Courses		
MUSIC 275	Instrumental Chamber Music (0.25) (2 semesters)	0.5
MUSIC 281	Vocal Solo Literature I (0.25)	0.25
MUSIC 282	Vocal Solo Literature II (0.25)	0.25
MUSPF 106 Performance Studies: Collaborative Keyboard		1.0
Select 1.0 credit from the following:		1
MUSIC 252	Choral Conducting (0.50)	
MUSIC 253	Instrumental Conducting (0.50)	
MUSIC 263	Lyric Diction I (0.25)	
MUSIC 264	Lyric Diction II (0.25)	
MUSIC 267	Advanced Acting For The Lyric Stage	
MUSIC 268	Opera Creation Residency in the Schools: Civic Engagement	
MUSIC 269	Opera Workshop	
MUSIC 275	Instrumental Chamber Music (0.25) (additional semesters)	
MUSPF 106 Additional semester of collaborative keyboard performance study		
Total Credits		**3**

* *By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

B.M. in Church Music

Music Department Degree Information and Worksheets

Requirements for the Major

B.M. in Church Music - with Choral Emphasis

Special Entrance Requirements

See Music Major Entrance Information

Students must already be enrolled at the college and may apply for entrance in first year, spring semester.

Entrance requirements:

- complete application (due October 15, March 15)
- vocal audition in a student recital
- academic/music review, possible interview/conference

Program Continuance

See Music Major Continuance Information

- generally during Junior year, fall semester
- *students not approved for continuance are no longer in the B.M. Church Music program*

Major Requirements

Code	Title	Credits
OLE Core Requirements for the Bachelor of Music Degree [1]		
General graduation requirements for the Bachelor of Music degrees [2]		
Core Music Courses		
MUSIC 114	Musicianship: Tonality	1
MUSIC 141	Introduction to Musicology	1
MUSIC 212	Chromatic Musicianship and Form	1
MUSIC 214	Post-Tonal Musicianship	1
MUSIC 235	Music in Christian Worship	1
MUSIC 236	Church Music Practicum	0.50
MUSIC 237	Local and Global Musicking	1
MUSIC 251	Conducting (0.50)	0.5
MUSIC 252	Choral Conducting (0.50)	0.50
MUSIC 262	Piano Class IV (0.25)	0.25
MUSIC 263	Lyric Diction I (0.25)	0.25
MUSIC 264	Lyric Diction II (0.25)	0.25
MUSIC 287	Choral Literature I (0.50)	0.50
MUSIC 291	Vocal Development and Pedagogy	0.25
MUSIC 292	Vocal Pedagogy II	0.25
MUSIC 354	Advanced Conducting (0.50)	0.50
Select 2 courses from Level III electives, including at least one upper-level musicology elective (MUSIC 34x)		2
Select 2 additional courses from Level II or Level III music electives		2
EDUC 355	Teaching of Music in the Elementary School	1
Voice Performance Studies Lessons		
6 semesters (0.50 credit following admission to the major)		3
Keyboard Performance Studies Lessons		
5 semesters in addition to MUSIC 262 (any combination of 0.25-credit piano lessons, organ lessons, or piano classes: MUSIC 161, MUSIC 162, MUSIC 261)		1.25
Required Performances [3]		
2 solo performances on a St. Olaf Student Recital (may include Entrance/Continuance)		
Entrance examination		
Continuance examination		
Junior or Senior Half Voice Recital		
MUSPF 330 Capstone Performance Project/ Conducting Lessons		.5
Official Ensemble Participation		
Every semester in an official choral ensemble		
Required Recital Attendance [4]		
10 recitals per semester on campus, with a minimum of 60		
Total Credits		**19.5**

1 The OLE Core requirements for the Bachelor of Music degree.

2 See the general graduation requirements for the Bachelor of Music degree.

3 See Performance Requirements for Music Majors

4 See music handbook.

B.M. in Church Music - with Emphasis in Organ

Music Department Degree Information and Worksheets

Special Entrance Requirements

See Music Major Entrance Information

Students may apply/audition and enroll at the time of matriculation, or they may apply during their first year to enter program.

Students already enrolled at St. Olaf:

- complete application (due October 15, March 15)
- organ audition in a student recital
- academic/music review, possible interview/conference

Program Continuance

See See Music Major Continuance Information

- generally during third semester in the program
- *students not approved for continuance are no longer in the BM Church Music program*

Major Requirements

Code	Title	Credits
OLE Core Requirements for the Bachelor of Music Degree [1]		
General graduation requirements for the Bachelor of Music degree [2]		
Core Music Courses		
MUSIC 114	Musicianship: Tonality	1
MUSIC 141	Introduction to Musicology	1
MUSIC 212	Chromatic Musicianship and Form	1
MUSIC 214	Post-Tonal Musicianship	1

MUSIC 235	Music in Christian Worship	1
MUSIC 236	Church Music Practicum	0.5
MUSIC 237	Local and Global Musicking	1
MUSIC 251	Conducting (0.50)	0.5
MUSIC 252	Choral Conducting (0.50)	0.5
MUSIC 270	Advanced Keyboard Skills (minimum grade of B-)	0.25
MUSIC 290	Fundamentals of Vocal Development for Instrumentalists	0.5
Select one of the following:		0.5
MUSIC 253	Instrumental Conducting (0.50)	
MUSIC 354	Advanced Conducting (0.50)	
Select 2 courses from Level III music electives, including at least one upper-level musicology elective (MUSIC 34x)		2
Select 3 additional courses from Level II or Level III music electives		3
MUSPF 128 Organ Performance Studies		4
MUSPF 228 Organ Performance Studies		2
Once accepted into the B.M. in Church Music program, students must register for a minimum of 6 semesters of 1.0 credit organ lessons (4 at Level I, subsequent at Level II)		
MUSPF 152 Voice Performance Studies: 1 semester		.25
Required Performances [3]		
2 solo performances on a St. Olaf Student Recital (may include Entrance and Continuance)		
Entrance examination		
Continuance examination		
Junior Half Recital		
Senior Full Recital		
Official Ensemble Participation		
Every semester in an official choral ensemble		
Required Recital Attendance: [4]		
10 recitals per semester on campus, with a minimum of 60		
Total Credits		**20**

1

See the OLE Core requirements for the Bachelor of Music degree.

2

See the general graduation requirements for the Bachelor of Music degree.

3

See Performance Requirements for Music Majors

4

See music handbook.

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

B.M. in Composition

Music Department Degree Information and Worksheets

Requirements for the Major

Additional Entrance Requirements

- apply during first or second year of study at St. Olaf, and after completion of one composition course
- composition portfolio, interview with composition faculty

See Music Major Entrance Information

Program Continuance

- generally during third semester in the program
- *students not approved for continuance are no longer in the BM Composition program*

See Music Major Continuance Information

Major Requirements

Code	Title	Credits
OLE Core requirements for all B.M. degrees [1]		
General graduation requirements for all B.M. degrees [2]		
Core courses		
MUSIC 114	Musicianship: Tonality	1
MUSIC 141	Introduction to Musicology	1
MUSIC 161	Piano Class I (0.25) (minimum grade of B-) [3]	0.25
MUSIC 162	Piano Class II (0.25) (minimum grade of B-) [3]	0.25
MUSIC 166	Brass Techniques (0.25)	0.25
MUSIC 167	Percussion Techniques (0.25)	0.25
MUSIC 168	String Techniques (0.25)	0.25
MUSIC 169	Woodwind Techniques (0.25)	0.25
MUSIC 212	Chromatic Musicianship and Form	1
MUSIC 214	Post-Tonal Musicianship	1
MUSIC 223	Composition I	1
MUSIC 225	Music in the Electronic Medium	1
MUSIC 237	Local and Global Musicking	1
MUSIC 251	Conducting (0.50)	0.5
MUSIC 261	Piano Class III (0.25) (minimum grade of B-) [3]	0.25
MUSIC 262	Piano Class IV (0.25) (minimum grade of B-) [3]	0.25
MUSIC 314	Analysis of Post-Tonal Music	1
MUSIC 324	Composition II: Orchestration	1
MUSPF 326 Composition Lesson (4 semesters) (0.25 each)		1
Select one of:		0.5
MUSIC 252	Choral Conducting (0.50)	
MUSIC 253	Instrumental Conducting (0.50)	
Select 2 courses from Level III music electives, including at least one upper-level musicology elective (MUSIC 34x)		2
Select 3 additional courses from Level II or Level III music electives		3
PHYS 252	Musical Acoustics	1

Performance Studies	
6 semesters (0.25 each); 4 in the same instrument/voice	1.5
Official Ensemble Participation	
Every semester in an official ensemble	
Required Performances [4]	
2 solo performances on a St. Olaf Student Recital	
Required Recital Attendance [5]	
10 recitals per semester on campus, with a minimum of 60	
Continuance examination must be completed before senior recital	
Required Portfolio	
With approval of the composition faculty, the student submits a portfolio of at least 3 compositions previously submitted for Level III composition courses to the music office by May 1 of the senior year	
Senior recital of original works	
Total Credits	**20.5**

1

See the OLE Core requirements for the Bachelor of Music degree.

2

See the General Education requirements for the Bachelor of Music degree.

3

By successfully completing Keyboard Proficiency Exam Level 4, a student is exempt from MUSIC 161, 162, 261, and MUSIC 262; see Keyboard Proficiency Requirements

4

See Performance Requirements for Music Majors

5

See music handbook.

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

B.M. in Music Education

Music Department Degree Information and Worksheets

Requirements for the Major B.M. in Music Education - Instrumental

Please see Overview of St. Olaf's Teacher Education Program (p. 115) and General Requirements and Procedures (p. 116)

Additional Entrance Requirements

See Music Major Entrance Information

In sophomore year, spring semester:

- complete application (due October 15, March 15): BM Music Education
- full academic review
- recital performance on principal instrument/voice

Program Continuance

See Music Major Continuance Information

- generally in junior year, second semester
- juried recital performance, academic review, possible interview/conference
- *students not approved for continuance are no longer in the Teacher Education Program*

Major Requirements

Code	Title	Credits
OLE Core requirements for all B.M. degrees [1]		
General graduation requirements for all B.M. degrees [2]		
Core Music Courses		
MUSIC 114	Musicianship: Tonality	1
MUSIC 141	Introduction to Musicology	1
MUSIC 161	Piano Class I (0.25) (with grade of B-) [3]	0.25
MUSIC 162	Piano Class II (0.25) (with grade of B-) [3]	0.25
MUSIC 165	Guitar Techniques (0.25)	0.25
MUSIC 166	Brass Techniques (0.25)	0.25
MUSIC 167	Percussion Techniques (0.25)	0.25
MUSIC 168	String Techniques (0.25)	0.25
MUSIC 169	Woodwind Techniques (0.25)	0.25
MUSIC 212	Chromatic Musicianship and Form	1
MUSIC 214	Post-Tonal Musicianship	1
MUSIC 221	Instrumental Literature and Arranging	0.50
MUSIC 237	Local and Global Musicking	1
MUSIC 251	Conducting (0.50)	0.50
MUSIC 253	Instrumental Conducting (0.50)	0.50
MUSIC 261	Piano Class III (0.25) (with grade of B-) [4]	0.25
MUSIC 290	Fundamentals of Vocal Development for Instrumentalists	0.50
Select one of the following:		0.50
MUSIC 252	Choral Conducting (0.50)	
MUSIC 354	Advanced Conducting (0.50)	
Select 2 courses from Level III music electives, including at least one upper-level musicology elective (MUSIC 34x)		2
Select 1 additional course from Level II or Level III music electives		1
Performance Studies		**2.5**
6 semesters. Prior to entrance into the B.M. Music Education program, lessons on licensure instrument will be 0.25 credits; following entrance, typically spring of sophomore year, lessons will be 0.50 credits.		

EDUC 355	Teaching of Music in the Elementary School	1
EDUC 356	Teaching of Music in the Middle and High School (0.50)	0.50
EDUC 359	Teaching of Instrumental Music (0.50)	0.50
Official Ensemble Participation		
Every semester in an official instrumental ensemble		
1 semester in an official choral ensemble		
Required Performances [5]		
2 solo performances on a St. Olaf Student Recital		
2 chamber music performances		
Senior Half Recital		
Required Recital Attendance [6]		
10 recitals per semester on campus, with a minimum of 60		
Education Courses		
Required elective in Art, Theater, or Lyric Theater		1
EDUC 231	Understanding Substance Abuse (0 credit)	0
EDUC 272	Counseling and Communication in Schools (0.50)	0.50
EDUC 291	Instructional Technology (0 credit)	0
EDUC 295	Foundations of Education	1
EDUC 330	Planning, Instruction, and Assessment	1
EDUC 374	Reading in the Content Area (0.50)	0.50
EDUC 375	Differentiated Instruction for Exceptional Learners (0.50)	0.50
Required Elective Education Course: Select One of the Following:		**1**
EDUC 170	Urban Schools and Communities (study away)	
EDUC 378	Multicultural Education in Hawaii: Seminar and Practicum (study away)	
EDUC 379	Urban Education Practicum and Seminar (study away)	
Professional Semester Education Courses		
EDUC 381	Senior Seminar (0.50)	0.50
EDUC 382	Human Relations (0 Cr)	0
EDUC 385	Issues in Education (0.50)	0.50
EDUC 389	Student Teaching (3.0)	3
Total Credits		**26.5**

1

See the OLE Core requirements for the Bachelor of Music degree.

2

See the general graduation requirements for the Bachelor of Music degree.

3

By successfully completing Keyboard Proficiency Exam Level 2, a student is exempt from MUSIC 161 and MUSIC 162

4

By successfully completing Keyboard Proficiency Exam Level 3, a student is exempt from MUSIC 161, MUSIC 162, and MUSIC 261

5

See Performance Requirements for Music Majors

6

See music handbook.

B.M. in Music Education - Vocal

Please see Overview of St. Olaf's Teacher Education Program (p. 115) and General Requirements and Procedures (p. 116)

Music Department Degree Information and Worksheets

Additional Entrance Requirements

See Music Major Entrance Information

In sophomore year, spring semester:

- complete application (due October 15, March 15): B.M. Music Education
- full academic review
- recital performance on principal instrument/voice

Program Continuance

See Music Major Continuance Information

- generally in junior year, second semester
- juried recital performance, academic review, possible interview/conference
- *students not approved for continuance are no longer in the Teacher Education Program*

Major Requirements

Code	Title	Credits
OLE Core Requirements for the Bachelor of Music Degree [1]		
General graduation requirements for all B.M. degrees [2]		
Core Music Courses		
MUSIC 114	Musicianship: Tonality	1
MUSIC 141	Introduction to Musicology	1
MUSIC 161	Piano Class I (0.25) (with a grade of B-) [3]	0.25
MUSIC 162	Piano Class II (0.25) (with a grade of B-) [3]	0.25
MUSIC 165	Guitar Techniques (0.25)	0.25
MUSIC 212	Chromatic Musicianship and Form	1
MUSIC 214	Post-Tonal Musicianship	1
MUSIC 237	Local and Global Musicking	1
MUSIC 251	Conducting (0.50)	0.50
MUSIC 252	Choral Conducting (0.50)	0.50
Select one of the following:		0.50

MUSIC 253	Instrumental Conducting (0.50)	
MUSIC 354	Advanced Conducting (0.50)	
MUSIC 261	Piano Class III (0.25) (with a grade of B-) [4]	0.25
MUSIC 262	Piano Class IV (0.25) (with a grade of B-)	0.25
MUSIC 287	Choral Literature I (0.50)	0.50
MUSIC 291	Vocal Development and Pedagogy	0.25
MUSIC 292	Vocal Pedagogy II	0.25
Select 2 courses from Level III music electives, including at least one upper-level musicology elective (MUSIC 34x)		2
Select 1.75 additional courses from Level II or Level III music electives		1.75
Performance Studies		**2.5**
6 semesters. Prior to entrance into the BM Music Education program, voice lessons will be 0.25 credits; following entrance, typically spring of sophomore year, lessons will be 0.50 credits.		
EDUC 355	Teaching of Music in the Elementary School	1
EDUC 356	Teaching of Music in the Middle and High School (0.50)	0.50
EDUC 358	Teaching of Vocal Music in the Secondary School (0.50)	0.50
Official Ensemble Participation		
Every semester in an official choral ensemble		
Required Performances [5]		
2 solo performances on a St. Olaf Student Recital		
2 vocal chamber music performances		
Senior Half Recital		
Required Recital Attendance [6]		
10 recitals per semester on campus, with a minimum of 60		
Professional Education		
Required elective in Art, Theater, or Lyric Theater		1
EDUC 231	Understanding Substance Abuse (0 credit)	0
EDUC 291	Instructional Technology (0 credit)	0
EDUC 295	Foundations of Education	1
EDUC 330	Planning, Instruction, and Assessment	1
EDUC 374	Reading in the Content Area (0.50)	0.50
EDUC 375	Differentiated Instruction for Exceptional Learners (0.50)	0.50
Required Elective Education Course: Select One of the Following:		**1**
EDUC 170	Urban Schools and Communities (study away)	
EDUC 378	Multicultural Education in Hawaii: Seminar and Practicum (study away)	
EDUC 379	Urban Education Practicum and Seminar (study away)	
Professional Semester Education Courses		
EDUC 381	Senior Seminar (0.50)	0.50
EDUC 382	Human Relations (0 Cr)	0
EDUC 385	Issues in Education (0.50)	0.50
EDUC 389	Student Teaching (3.0)	3
Total Credits		**26**

1

See the OLE Core requirements for the Bachelor of Music degree.

2

See the general graduation requirements for the Bachelor of Music degree.

3

By successfully completing Keyboard Proficiency Exam Level 2, a student is exempt from MUSIC 161 and MUSIC 162

4

By successfully completing Keyboard Proficiency Exam Level 3, a student is exempt from MUSIC 161, MUSIC 162, and MUSIC 261

5

See Performance Requirements for Music Majors

6

See music handbook.

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

B.M. with Elective Studies

Music Department Degree Information and Worksheets

Requirements for the Major

Additional Entrance Requirements

Music Major Entrance Information

- applicants must be already-enrolled music majors (BA or BM) and may apply as early as first year, spring semester; application packets available in the music office (CHM 101) (due October 15, March 15)
- identify music and elective studies advisors
- application portfolio, including explanation of intended integration between music and the area of elective studies, list of proposed elective courses and other learning experiences, draft proposal for synthesis project
- performance audition
- academic review, interview

Program Continuance

Music Major Continuance Information

- at the end of third semester in the program, not later than Junior year, spring semester
- *students not approved for continuance are no longer in the BM Elective Studies program*

Major Requirements

Code	Title	Credits
OLE Core Requirements for the Bachelor of Music Degree [1]		
General graduation requirements for all B.M. degrees [2]		
Core Music Courses		
MUSIC 114	Musicianship: Tonality	1
MUSIC 141	Introduction to Musicology	1
MUSIC 161	Piano Class I (0.25) (with a grade of B-) [3]	0.25
MUSIC 162	Piano Class II (0.25) (with a grade of B-) [3]	0.25
MUSIC 212	Chromatic Musicianship and Form	1
MUSIC 214	Post-Tonal Musicianship	1
MUSIC 237	Local and Global Musicking	1
MUSIC 251	Conducting (0.50)	0.5
MUSIC 261	Piano Class III (0.25) (with a grade of B-) [4]	0.25
MUSIC 298	Independent Study (Synthesis Project: Capstone project that combines Music with the second discipline)	1
Select 3 courses from Level III music electives, including at least one upper-level musicology elective (MUSIC 34x)		3
Select 5 additional courses from Level II and Level III music electives		5
Performance Studies Lessons		
6 semesters (0.25 credit prior to admission into BM Elective Studies and 0.5 credit after admission, with a minimum of 4 semesters of 0.5 credit lessons)		2.5
Official Ensemble Participation		
Every semester in an official ensemble		
Required Performances [5]		
2 solo performances on a St. Olaf Student Recital		
Required Application Process		
Entrance examination as outlined in the catalog		
Continuance examination as outlined in the catalog		
Required Recital Attendance [6]		
10 recitals per semester, with a minimum of 60		
Electives in secondary field of study		**6**
Total Credits		**23.75**

1 See the OLE Core requirements for the Bachelor of Music degree.

2 See the general graduation requirements for the Bachelor of Music degree.

3 By successfully completing Keyboard Proficiency Exam Level III, a student is exempt from MUSIC 161 and MUSIC 162

4 By successfully completing Keyboard Proficiency Exam Level III, a student is exempt from MUSIC 161, MUSIC 162, and MUSIC 261.

5 See Performance Requirements for Music Majors

6 See music handbook.

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Courses

Music Performance Studies

Music performance studies provide a direct opportunity to think and speak the language of music. Lessons integrate aspects of music's cultural and historical contexts, its theoretical properties, and the physical and psychological facets of performance. All music performance studies courses are repeatable up to a total of eight times (ten times if a student is pursuing the double-degree option (p. 12)).

Variable credit private lessons are available in bassoon, clarinet, collaborative piano, composition, cornet, drum set, euphonium, flute, French horn, Hardanger fiddle, harp, harpsichord, historic winds, jazz trombone, jazz saxophone, oboe, organ, percussion, piano, jazz piano, saxophone, string bass, trombone, trumpet, tuba, viola, violin, violoncello, and voice. Lessons are catalogued as level I and level II Music Performance Studies (MUSPF) courses, and course numbers are referenced in the St. Olaf class and lab schedule.

Music performance studies are offered at three credit levels:

- 0.25 credit: weekly half-hour lessons, daily minimum one-hour practice expectation
- 0.50 credit: weekly one-hour lessons, daily minimum two-hour practice expectation
- 1.00 credit: weekly one-hour lessons, daily minimum three-hour practice expectation

Registration for all applied music lessons is processed through the Music Office (HOM 245). Elective private study for non-music majors (0.25 credit) is available on a space-available basis to students demonstrating sufficient skill level gained through prior study.

All Bachelor of Arts Music students and all Bachelor of Music majors receive a lesson scholarship for principal instrument/voice study.

For all elective and secondary instrument/voice performance studies, students are assessed a fee of $650 per 0.25 credit. Fees will be refunded only if a student drops the course by the 6th day of classes each semester. No refund is given thereafter.

Enrolled students are expected to participate in studio classes, attend music department-approved events, and fulfill performance-related requirements as detailed by individual instructors. An individual performance jury is required each semester.

To perform solo on any official recital, students must be concurrently enrolled in lessons on the performing instrument/voice.

Music Courses

MUSIC 112: *Introduction to Musicianship*
First-semester music majors begin formal musicianship studies. Students perform basic melodies and rhythms at sight, and notate dictations of basic rhythms, melodies and harmonic progressions. Students also analyze and compose Western tonal music employing the rubrics of rhythm and meter, pitch, intervals, scales, tertian chords, inversions, harmonic progression, and SATB voice leading. Offered annually in the fall semester. Does not count toward B.A. music major or any B.M. music major.
Prerequisite: concurrent registration in MUSIC 161 is strongly encouraged.

MUSIC 114: *Musicianship: Tonality*
First-semester music majors begin formal musicianship studies. Students perform rhythms and melodies at sight. Students also analyze and compose Western tonal music that employs non-dominant seventh chords, applied chords, sequences, modulations, and small forms. These topics are closely integrated into melodic and harmonic dictations. Class meets four times weekly. Offered annually.
Prerequisite: MUSIC 112. Concurrent registration in MUSIC 162 is strongly encouraged.

MUSIC 130: *The Music Spectrum*
Designed for students with little or no background in music, this hands-on course presents the fundamental materials of music through creative keyboard experiences, music listening, music reading, and aural and visual analysis. Students gain a basic introduction to the piano and to music notation and music theory. Offered periodically during January term. Does not count toward B.A. music major or any B.M. music major.

MUSIC 131: *The Art of Music*
Primarily for non-music majors, this course presents the fundamental materials of music and exposes students to the development of styles, ideals, practices, and technologies that provide context for listening with understanding. Through a study of landmark works from the 17th to the 20th century, students develop and practice listening techniques that sharpen critical perception and open the door to a fuller enjoyment of all styles of music. The ability to read musical scores is helpful but not required. Offered periodically. Does not count toward B.A. music major or any B.M. music major.

MUSIC 134: *Rock Music: Style and Context*
This course explores the history and evolution of rock music from rhythm and blues through the present. In addition to covering stylistic trends and significant artists, emphasis is placed on the analysis of rock styles and on the social contexts in which rock music has been and continues to be performed and received. No formal training in music is necessary. Offered periodically. Does not count toward B.A. music major or any B.M. music major.

MUSIC 135: *Race in 20th Century Music*
This course examines how race influences 20th century music. Students study a representative body of music from both popular and art music traditions, learn the basic elements of music and critical listening skills. Offered periodically during January term. Does not count toward B.A. music major or any B.M. music major.

MUSIC 141: *Introduction to Musicology*
This course introduces students to the study of music in cultural and historical perspective. Students explore a broad array of classical and vernacular traditions from throughout the world with the goal of formulating and answering questions about music's nature and about its use by people in diverse times and places. Students also develop essential skills for thinking and writing critically about music-related subjects. Offered every fall and spring semester.

MUSIC 148: *Contemporary Styles Voice Class*
Contemporary Styles Voice Class is open to all students regardless of music background and will focus on singing techniques utilized in contemporary music. Students will develop healthy techniques for breathing and vocalizing in the three core singing techniques used in all contemporary genres: belt, mix, and legit. Students will choose their own repertoire from any style, including but not limited to: pop, jazz, rock, blues, country, R&B, gospel, contemporary music theater, hip hop, etc. Offered annually each semester.

MUSIC 161: *Piano Class I (0.25)*
For music majors with little or no prior keyboard experience, this course introduces basic keyboard patterns and technical foundations, applied music theory, harmonization and transposition, and playing by ear. Development of sight playing skill is a central focus. Class sessions include reading, ensemble playing, performance, skill development and drill, and structured improvisation. A grade of B- or higher satisfies Piano Proficiency Level 1 requirements. Offered annually in the fall semester. Concurrent registration in MUSIC 112 is strongly encouraged.
Prerequisite: declared music major.

MUSIC 162: *Piano Class II (0.25)*
In this continuation of MUSIC 161, students further develop their reading fluency and technical skill, and work with more advanced harmonic idioms. Class activities include harmonization and transposition, score reading, performance, by-ear playing, and improvisation. A grade of B- or higher satisfies Piano Proficiency Level 2 requirements. Offered annually in the spring semester. Concurrent registration in MUSIC 114 is strongly encouraged.
Prerequisite: MUSIC 161, completion of Piano Proficiency Level 1, or audition placement.

MUSIC 164: *Voice Class (0.25)*
Through group instruction, students encounter the fundamentals of singing and an introduction to song literature. In-class performance is required. May be repeated once. Offered each semester.

MUSIC 165: *Guitar Techniques (0.25)*
Students learn the basics of guitar playing as well as how to teach guitar classes. Course topics include: learning to play guitar at a basic level; tuning and maintaining a guitar; common performance issues and possible solutions; best practices for teaching class guitar; materials, methods and assessments for teaching guitar classes; the guitar as a tool for composition; technology for teaching, learning or composing for guitar. Required for BM music education majors. Others may register if space allows. Offered annually in fall semester.
Prerequisite: declared music education major.

MUSIC 166: ***Brass Techniques (0.25)***
Students learn basic performance practice on core instruments in each instrument family. Additional topics include: common performance issues and their possible solution; Best Practices in teaching and learning core instruments of the family; and technology for teaching, learning, or composing for instruments as appropriate. Offered annually in the spring semester.
Prerequisite: declared music education or composition major or permission of the instructor.

MUSIC 167: ***Percussion Techniques (0.25)***
Students learn basic performance practice on core instruments in each instrument family. Additional topics include: common performance issues and their possible solution; Best Practices in teaching and learning core instruments of the family; and technology for teaching, learning, or composing for instruments as appropriate. Offered annually in the spring semester.
Prerequisite:declared music education or composition major or permission of the instructor.

MUSIC 168: ***String Techniques (0.25)***
Students learn basic performance practice on core instruments in each instrument family. Additional topics include: common performance issues and their possible solution; Best Practices in teaching and learning core instruments of the family; and technology for teaching, learning, or composing for instruments as appropriate. Offered annually in the fall semester.
Prerequisite: declared music education or composition major or permission of the instructor.

MUSIC 169: ***Woodwind Techniques (0.25)***
Students learn basic performance practice on core instruments in each instrument family. Additional topics include: common performance issues and their possible solution; Best Practices in teaching and learning core instruments of the family; and technology for teaching, learning, or composing for instruments as appropriate. Offered annually in the fall semester.
Prerequisite: declared music education or composition major or permission of the instructor.

MUSIC 170: ***Introduction to Kodály Pedagogy (0.25)***
This course introduces students to philosophical, methodological, and pedagogical principles developed by 20th-century composer and ethnomusicologist Zoltán Kodály. Students actively engage in aural skills training, movement, instrumental, and creative work. In-depth readings and discussions of historical foundations of the Kodály-inspired movement challenge students to critically examine its Euro-centric roots and subsequent connections to 21st-century topics in music. This course is open to music majors and non-majors. Offered periodically.
Prerequisite: MUSIC 112 or MUSIC 114 or permission of the instructor.

MUSIC 212: ***Chromatic Musicianship and Form***
Second-semester music majors continue formal musicianship studies. Students perform advanced rhythms and increasingly chromatic melodies at sight. Students analyze and compose Western tonal music that employs modal mixture, Neapolitan chords, augmented-sixth chords, and remote modulations, all of which are closely integrated into melodic and harmonic dictations. Students analyze the principle movement-length forms. Class meets four times weekly. Offered annually in the fall semester.
Prerequisite: MUSIC 114.

MUSIC 214: ***Post-Tonal Musicianship***
Music majors continue formal musicianship studies. Students analyze and compose Western art music in styles from 1875 to the present, including late-nineteenth-century chromaticism, serialism and set theory, impressionism and neoclassicism, and blues and jazz styles. Performance and dictation studies follow these topics closely, including an introduction to jazz improvisation. Class meets four times weekly. Offered annually in spring.
Prerequisite: MUSIC 114.

MUSIC 221: ***Instrumental Literature and Arranging***
The music found in rehearsal folders plays a pivotal role in shaping the curricular focus of a school band or orchestra. This class helps students develop skills in assessing, selecting, and creating high-quality music literature appropriate for instructing instrumental ensembles in elementary and secondary schools. A comprehensive review of recommended published repertoire culminates in programming projects. Additionally, students acquire the technical craft and artistic sensibilities needed to create successful arrangements for instrumental ensembles. Required for BM music instrumental education majors. Offered alternate years in the fall semester.
Prerequisite: MUSIC 114.

MUSIC 223: ***Composition I***
Students are introduced to a number of compositional techniques and apply them in creating original works of music and hearing them performed. Participants listen to important 20th- and 21st-century compositions, and discuss current trends in music, the changing role of the composer in society, and practical composition issues. Offered each semester.
Prerequisite: MUSIC 114, or permission of instructor.

MUSIC 225: ***Music in the Electronic Medium***
This course is a hands-on study of the science, aesthetics, history and current practices of electronic music. Creative projects include work with MIDI synthesizers and sequencers, as well as digital sampling and software synthesis. Offered alternate years during January term.
Prerequisite: sophomore standing or above.

MUSIC 226: ***Coding Music***
Most music encountered today is either processed by computer or created entirely digitally. This course provides an introduction to the creation of computer music using programming languages and emphasizing object-oriented programming. Students develop skills in abstract and quantitative reasoning in a musical context. They develop their ability to recognize and employ musical patterns and structures in creating new pieces of music. Topics include digital synthesis, timbral design, live coding, and intonation. Offered periodically.
Prerequisite: a basic knowledge of musical theory or notation is helpful but not necessary.

MUSIC 227: ***Practicing for Musical Success***
The musical product is an artistic expression; acquiring the skills necessary to make good music depends on the performer's analytical thinking and good time management - also, at times, imagination. This performance-based course will help students develop good practice management skills, working with several strategies and techniques that may enable them to better discern and achieve their musical objectives. Offered periodically during January term.
Prerequisite: permission of instructor.

MUSIC 229: ***Jazz Improvisation (0.50)***
Students learn to create improvised solos based on standard jazz practice from different historical eras. To internalize the styles of jazz masters from different time periods, participants transcribe recorded jazz solos by ear and perform them in class. Students gain appreciation of and experience with different harmonic and scalar conceptions through performing and analyzing selected jazz solos. Open to instrumentalists and vocalists. Offered annually in the spring semester.

MUSIC 230: ***African American Song Literature***
This course invites students into a relationship with song literature by African American composers. Students will examine this genre through the lens of social movements that shaped and impacted musical development despite under-representation in the canon. Additionally, students will focus on Black identity and aesthetics while analyzing poetry and researching historical and living composer narratives. This course's primary goal is to prepare students to advocate and perform these works for 21st-century audiences. Offered periodically.

MUSIC 231: ***History of Jazz***
This course presents a study of the historical development of jazz, from its roots in blues and ragtime at the "beginning" of the 20th century to the present, focusing on its principal forms and styles, its role in American culture, and contributions of major artists. Offered periodically.

MUSIC 234: ***Perspectives on Flamenco in Seville, Granada and Madrid (study abroad)***
Flamenco is the collective protest of an oppressed people, a melting pot of musical influences, an oral tradition, a folkloric art, a fine art, and one of Spain's major cultural practices, globalized and marketed to the world as an expression of national identity. In this course, students study the history, theory, and practice of flamenco music in the region that produced it - Andalusia. Students also visit Madrid, exploring Spain's capital city and examining flamenco's influence on popular and classical music. Offered periodically during January term.
Prerequisite: sophomore standing.

MUSIC 235: ***Music in Christian Worship***
Students study the musical history of hymnody and its relationship to the history of the church. In addition, this course explores the Biblical Psalms and their use in worship of the church and includes references to their musical settings in Gregorian chant, Anglican chant, responsorial settings, and choral music. Offered periodically during January term.
Prerequisite: declared music major.

MUSIC 236: ***Church Music Practicum***
Students develop skills and study materials essential to planning and leading worship and training/rehearsing ensembles in a church music program in various traditions. Musical topics include rehearsing and conducting from the keyboard, hymn playing in various styles, playing from chord symbols, global percussion and handbell techniques. Repertoire includes choral music for all ages and for all parts of the church year. Students also explore current issues in church music, the vocation/philosophy of the church musician, organization and administration. Required for B.M. church music major. Offered alternate years in spring semester.
Prerequisite: declared music major.

MUSIC 237: ***Local and Global Musicking***
This course explores how musicians and music researchers impact society. Building on skills and concepts developed in Music 141, this course addresses questions related to ethical musicking in an unequal world. Students study a series of case studies, experience hands-on workshops with local performers, and design community engaged music research proposals. Studying local examples of engagement with music and musicians from around the world prepares students to carry out collaborative musical work wherever they are.
Prerequisites: MUSIC 141 or permission of instructor.

MUSIC 239: ***Javanese Gamelan***
This course introduces students to the cultural, theoretical, and aesthetic discourses of the Javanese Gamelan tradition. Incorporating lectures, discussions, audiovisual materials, and performance sessions with internationally renowned artists, this interdisciplinary course teaches students about historical and contemporary contexts for gamelan performance, shadow puppet theatre, and dance, and their relationship to religious practice, gender roles, and social and political life in Java and beyond. No previous musical experience required. Offered annually.

MUSIC 241: ***History and Literature of Music I***
Students encounter the history and development of Western European music from the Middle Ages to ca. 1750 and study the genres and styles of music from monophonic chant to concerted music of the Baroque. Offered periodically in the fall semester.
Prerequisite: MUSIC 114.

MUSIC 242: ***History and Literature of Music II***
Continuing the study begun in MUSIC 241, students encounter the history and development of Western European music from ca. 1750 to the present and study the major forms, styles and representative literature of the Classic and Romantic eras and the 20th and 21st centuries. Offered periodically during spring semester.
Prerequisite: MUSIC 114.

MUSIC 245: ***Music and Social Justice***
In this course, students explore the profound relationship between music and social change, examining how songs and sound have served as powerful tools for activism across cultures and movements. Through historical case studies, critical listening, and hands-on workshops, this class emphasizes experiential learning, culminating in a group project where students organize and lead a community event in collaboration with local organizations. This course carries an ACE component.

MUSIC 251: ***Conducting (0.50)***
Students learn basic conducting gestures (with and without baton) through exercises in meter patterns, preparatory beats and cut-offs, cueing, dynamics, fermata, articulations, phrasing, left hand independence, and face/eye usage. Offered annually in the spring semester.
Prerequisite: MUSIC 114 and sophomore status, or permission of instructor.

MUSIC 252: ***Choral Conducting (0.50)***
Students learn conducting techniques for choral literature including research-based rehearsal techniques, vocal preparation, score study, and video self-evaluation of gesture and rehearsal. Course work also includes observation of conductors on campus and in the community. Offered annually in the fall semester.
Prerequisite: MUSIC 251.

MUSIC 253: ***Instrumental Conducting (0.50)***
Students learn conducting techniques for instrumental literature, including rehearsal techniques, score preparation, and reading full score. Repertoire includes characteristic examples from standard band and orchestra literature. Students gain practical experience in conducting an instrumental ensemble. Course work includes observation of conducting faculty. Offered annually in the spring semester.
Prerequisite: MUSIC 251.

MUSIC 261: ***Piano Class III (0.25)***
This advanced piano class for music majors only emphasizes sight playing, score reading, harmonization and transposition, advanced harmonic idioms, improvisation, ensemble playing, and performance preparation. A grade of B- or higher satisfies Piano Proficiency Level 3 requirements. Offered annually in the fall semester.
Prerequisite: MUSIC 162, completion of Piano Proficiency Level 2, or audition placement; concurrent registration in MUSIC 212 recommended.

MUSIC 262: ***Piano Class IV (0.25)***
This continuation of 261 emphasizes sight playing, score reading, harmonization and transposition, more advanced improvisation and harmonic usage, performance preparation, and leadership from the keyboard. A grade of B- or higher satisfies Piano Proficiency Level 4 requirements. Offered annually in the spring semester.
Prerequisite: MUSIC 261, completion of Piano Proficiency 3, or audition placement; concurrent registration in MUSIC 214 recommended.

MUSIC 263: ***Lyric Diction I (0.25)***
Students study and practice principles for singing in English and Italian with good pronunciation, enunciation, and expression. Course content includes phonetic analysis using the International Phonetic Alphabet and identifying and exercising the phonemic features of English and Italian through class performances and listening assignments. Offered alternate years.
Prerequisite: two semesters of voice lessons.

MUSIC 264: ***Lyric Diction II (0.25)***
Students study and practice principles for singing in French and German with good pronunciation, enunciation, and expression. Course content includes phonetic analysis using the International Phonetic Alphabet and identifying and exercising the phonemic features of French and German through class performances and listening assignments. Offered spring semester in alternate years.
Prerequisite: MUSIC 263 and two semesters of voice lessons.

MUSIC 265: ***Musical Theater in Japan (study abroad)***
This course delves into the unique history of Musical Theatre in Japan. Students explore Japanese theatrical traditions and observe their influence on contemporary productions and pop culture. Activities include performances of Noh, Kabuki, Takarazuka, translated American musicals, Disneyland, and original Japanese musicals. Guest lectures from industry professionals provide insights into training, career trajectory, and considerations for translation. The course culminates in reflections on the role of musical theater in society, both locally and globally. Offered alternate years during January term.

MUSIC 266: ***Opera in Context: Austria and Germany (study abroad)***
Opera was conceived in Italy in the 16th century and has continued to evolve into the living artistic expression presented worldwide today. In this course, students explore and reflect on opera while being embedded in the unique cultural settings of two countries of its origin: Austria and Germany. Through readings, research, reflection, discussion, and group projects, students connect history, architecture, politics, society, and art to performances on the stage and the places that shaped them. Offered periodically during January Term. Apply through Smith Center for Global Engagement. Open to all students.

MUSIC 267: ***Advanced Acting for the Lyric Stage***
This studio course focuses on advanced techniques of acting and singing for the musical stage with emphasis on opera. Students explore voice, movement, improvisation, and characterization at an advanced level. Participants receive coaching in musical and dramatic style through solo and small ensemble literature and prepare scenes for class performance. The course culminates with public performances of a fully staged and costumed lyric theater work. May be repeated once. A production fee will be charged to all students participating in the production. Offered annually during fall semester.
Prerequisites: two semesters of voice study or permission of instructor.

MUSIC 268: ***Opera Creation Residency in the Schools: Civic Engagement***
This course is designed for students interested in civic engagement in the arts and arts fusion projects. Participants mentor students from a local elementary school in an Opera Creation Residency as the elementary students compose and perform their own original works. The course culminates in staged public performances. Enrollment is subject to a fall interview/audition. Open to all students. May be repeated once. A class fee may be required. Offered during January term in alternate years.
Prerequisites: two semesters of voice study or permission of instructor.

MUSIC 269: ***Opera Workshop***
Participants prepare for performance of a one-act opera or opera scenes. Students receive coaching and performance experience through individual and group singing/acting exercises. The course culminates with staged and costumed public performances. Open to all students. May be repeated once. A class fee may be required. Offered periodically during January term.
Prerequisites: two semesters of voice study or permission of instructor.

MUSIC 270: ***Advanced Keyboard Skills***
For music majors with organ or piano as their principal instrument, this course provides intensive practical experience with and development of functional keyboard skills including sight-reading, score reading, keyboard harmonization, transposition, improvisation, and figured bass/continuo realization. Open to other advanced organists and pianists by permission of instructor. A grade of B- or higher satisfies the keyboard proficiency level 4 requirements. Offered alternate years.
Prerequisite: concurrent registration in, or successful completion of, MUSIC 114.

MUSIC 271: ***Music Performance Science***
Drawing from the fields of biology, neuroscience, physics, and psychology, this course introduces students to the biological and psychological aspects of music performance. Students develop an understanding of the origins of performance-related injury, the mechanism of hearing, the sources of workplace stress in the lives of professional musicians. Each student will design and complete an exercise program tailored to their individual needs as a musician. Offered periodically during January term.

MUSIC 273: ***Professional Practices for the Individual Musician***
How does a musician find work with little or no prior professional experience? What skills do musicians need to refine before and after graduation? This course invites students to engage in self-reflection, topical discussions, capacity-building, and best professional practices for individual musicians in the performance industry. Topics include the basics of the music business (roles in the industry, copyright law and contracts), artist identity development, and practical skills for a musical career. Offered periodically in the fall semester of January term.

MUSIC 275: ***Instrumental Chamber Music (0.25)***
Through regular rehearsals and coaching sessions, new or already-formed chamber groups prepare and perform selected literature, learn about related repertoire, and cultivate observation, communication, and leadership skills. Typical ensembles include string quartets, brass or woodwind quintets, piano trios, saxophone quartets, etc. May be repeated. Offered each semester.
Prerequisite: permission of instructor.

MUSIC 281: ***Vocal Solo Literature I (0.25)***
Students survey the solo art song repertoire of Germany, Italy, the Iberian peninsula, and Latin America. The course highlights the significant features and development of the art song; provides context, approaches, and resources for studying this literature; and explores the differences and similarities between art song and other solo vocal literature. Offered fall semester in alternate years.
Prerequisite: MUSIC 141 and MUSIC 214 or permission of instructor; MUSIC 263 and MUSIC 264 preferred.

MUSIC 282: ***Vocal Solo Literature II (0.25)***
Students survey the solo art song repertoire of France, England, the Nordic countries, and the United States. The course highlights the significant features and development of the art song; provides context, approaches, and resources for studying this literature; and explores the differences and similarities between art song and other solo vocal literature, with a focus on the Great American Songbook. Offered spring semester in alternate years.
Prerequisites: MUSIC 141 and MUSIC 214 or permission of instructor; MUSIC 263 and MUSIC 264 preferred.

MUSIC 283: ***Piano Literature (0.50)***
Beginning with the 17th century, students trace the evolution of literature for piano through the major works of such diverse composers as Bach, Boulez, Couperin, and Cage. Course content includes lectures, readings, listening, analysis, performance, and written assignments. Special attention is paid to performance practice traditions and historical context. Offered periodically.
Prerequisites: MUSIC 141, MUSIC 212, and one 300-level musicology or music theory elective, or permission of instructor.

MUSIC 287: ***Choral Literature I (0.50)***
This course is a study of the smaller forms of choral music from the Renaissance to the present with an emphasis on music suitable for junior and senior high school and church choirs. Students study scores and recordings and discuss representative style features and characteristics, interpretation, and conducting problems. Offered annually in the spring semester.
Prerequisites: MUSIC 252.

MUSIC 290: ***Fundamentals of Vocal Development for Instrumentalists***
Through group instruction, students encounter the fundamentals of singing and an introduction to song literature. In-class performance is required. Additionally during the second half of the course, class participants are introduced to the principles of vocal pedagogy as applied to the child and adolescent voice in the class or ensemble rehearsal. There is an emphasis on understanding the developing young voice and establishing good vocal habits with healthy pedagogical techniques as well as exploration of appropriate choral literature. Required for BM instrumental music education majors. Offered annually in the fall semester.
Prerequisite: MUSIC 251 or permission of instructor.

MUSIC 291: ***Vocal Development and Pedagogy***
This course introduces a systematic approach to the study of voice production for use in the studio or classroom. Students examine basic vocal anatomy and physiology approached through body mapping strategies. Students then apply these principles of vocal pedagogy to the child and adolescent voice with emphasis on the developing voice, establishing healthy vocal habits, appropriate teaching techniques, and literature. Offered annually during fall semester.
Prerequisite: at least three semesters of MUSPF 152 (voice lessons) or permission of instructor.

MUSIC 292: ***Vocal Pedagogy II***
This course focuses on applying the foundations of vocal production learned in MUSIC 291 - Vocal Development and Pedagogy to the practice of teaching voice in a solo setting. Students in this course take on a private voice student for the semester and develop a systematic, personalized curriculum for this student. Topics include developing a pedagogical approach to warm-ups and vocalizations, choosing repertoire, vocal registration, vocal acoustics and format training, training different voice types, musical theater belting technique, and the aging voice. Offered annually in spring semester.
Prerequisite: MUSIC 291.

MUSIC 293: ***Keyboard Pedagogy (0.50)***
An introduction to principles, methods and resources for effective and creative music teaching through the piano. Students observe demonstration teaching at various levels and individual and group settings, engage in peer teaching, analyze and perform teaching literature, and discuss topics such as technical development, learning stages and styles, and studio management. Offered spring semester in alternate years.
Prerequisite: permission of instructor.

MUSIC 294: ***Academic Internship***

MUSIC 295: ***String Literature and Pedagogy (0.50)***
Students examine scores and listen to a broad range of string etudes, solos, sonatas, concertos, and orchestral excerpts with attention to notable performers of the past and present. Through required readings, listening assignments, video viewing, discussion, and hands-on teaching, students engage with practical issues of teaching, repertoire selection for beginning and intermediate players, performance and basic studio management.
Prerequisites: MUSIC 214 and MUSIC 141, or permission of instructor.

MUSIC 298: ***Independent Study***

MUSIC 312: ***Counterpoint***
To deepen awareness and understanding of performance music, and to gain tools to produce textural interest in composition, students study the contrapuntal techniques of composers from the Renaissance, Baroque, and Modern periods including Palestrina, Bach, and Barber. Offered fall semester in alternate years.
Prerequisite: MUSIC 214.

MUSIC 313: ***Analysis of Tonal Music***
Analysis is a course of discovery, using advanced tools of music theory to examine the ways in which great works of music are put together. Students examine principles of form and style and, using a range of analytical techniques, come to a deeper understanding of tonal music. The course focuses on Classical and Romantic literature, with some work in 20th-century tonality. Offered during spring semester alternate years.
Prerequisite: MUSIC 214.

MUSIC 314: ***Analysis of Post-Tonal Music***
An analytical study of the wide range of musical styles found in the 20th- and 21st-centuries, this course provides an opportunity to study important modern works and to come to a deeper understanding of their structure and meaning. Students study atonal music theory in depth and examine some of the new approaches to tonality in our time. Offered during spring semester alternate years.
Prerequisite: MUSIC 214.

MUSIC 316: ***Music Performance Anxiety***
Drawing from the fields of biology, neuroscience, psychology, and sociology, this course offers a deep dive into the psychology of music performance anxiety. Students develop an understanding of (1) the sympathetic and parasympathetic nervous systems, (2) causes, triggers, and symptoms of music performance anxiety, and (3) the current state of music performance anxiety research including prevention, intervention, and treatment protocols. Students complete a literature survey examining both quantitative and qualitative research on a topic related to music performance anxiety.
Prerequisite: MUSIC 141 or permission of instructor.

MUSIC 324: ***Composition II: Orchestration***
Students develop more advanced technique in writing for instruments and voice through study in creative composition, focusing on large ensembles. Offered every year.
Prerequisite: MUSIC 223.

MUSIC 345: ***Advanced Study in Musicology***
Students encounter in-depth studies in a specific topic or area of musicology. The content and nature of this course are determined by the instructor and the music department. Sample topics include American music, South Asian music, Opera, and Music, Gender, and Sexuality. May be repeated if topic is different. Offered each semester.
Prerequisite: MUSIC 141 or permission of instructor.

MUSIC 346: ***Music, Gender, and Sexuality***
Students consider how norms of masculinity and femininity are expressed through music in historical and contemporary contexts around the world. Through investigating relationships between music, gender, and sexuality from a variety of analytical perspectives structured around ethnographic case studies, students encounter multiple models of music research, which they use to guide their own ethnographic projects.
Prerequisite: MUSIC 141 or permission of instructor.

MUSIC 347: ***Somali Community Engagement through Music***
Students explore how Somali diaspora communities have made important visible and audible contributions to the cultural landscape of Minnesota, while studying and learning to perform the interconnected arts of Somali poetry, music, dance, and theater. Interactions with local Somali musicians and community leaders, a visit to the Somali mosque, and collaboratively working to discern and support the needs of a community partner organization that serves Somali families provides students with hands-on experience in community engagement.
Prerequisite: MUSIC 141 or permission of instructor.

MUSIC 354: ***Advanced Conducting (0.50)***
Working with a live instrumental or choral ensemble, students learn and conduct complete movements and/or entire works and encounter a variety of advanced baton techniques. Course activities develop skills in reading, preparing, interpreting and memorizing scores, with further focus on rehearsal procedures, performance practice, and concert programming. Participants are required to observe a variety of rehearsals on- and off-campus. Offered annually in the fall semester.
Prerequisites: MUSIC 251 and either MUSIC 252 or MUSIC 253.

MUSIC 394: ***Academic Internship***

MUSIC 396: ***Directed Undergraduate Research***
This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to their research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.
Prerequisite: determined by individual instructor.

MUSIC 398: ***Independent Research***

Plan of Study - Church Music

B.M. Church Music Major (Choral) - Plan of Study

This is a sample plan that meets the prescribed requirements for this major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
MUSIC 112	Introduction to Musicianship	1.00
MUSIC 161	Piano Class I (0.25)	0.25
World Language		1.00
Music Lesson		0.25
	Credits	**3.5**

Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
MUSIC 114	Musicianship: Tonality	1.00
MUSIC 141	Introduction to Musicology	1.00
MUSIC 162	Piano Class II (0.25)	0.25
World Language		1.00
Music Lesson		0.25
	Credits	**4.5**
Sophomore Year		
Fall Semester		
MUSIC 212	Chromatic Musicianship and Form	1.00
MUSIC 237	Local and Global Musicking	1.00
MUSIC 261	Piano Class III (0.25)	0.25
Music Lesson		0.25
	Credits	**2.5**
January Term		
MUSIC 235	Music in Christian Worship (if available - offered alternate J-Terms)	1.00
	Credits	**1**
Spring Semester		
MUSIC 214	Post-Tonal Musicianship	1.00
MUSIC 236	Church Music Practicum	0.50
MUSIC 251	Conducting (0.50)	0.50
MUSIC 262	Piano Class IV (0.25)	0.25
Music Lesson		0.25
	Credits	**2.5**
Junior Year		
Fall Semester		
MUSIC 252	Choral Conducting (0.50)	0.50
MUSIC 263	Lyric Diction I (0.25)	0.25
MUSIC 291	Vocal Development and Pedagogy	0.25
MUSIC 200-Level or 300-Level Elective Course		1.00
Music Lesson		0.25
	Credits	**2.25**
January Term		
MUSIC 235	Music in Christian Worship (if not taken sophomore year)	1.00
	Credits	**1**
Spring Semester		
EDUC 355	Teaching of Music in the Elementary School	1.00
MUSIC 236	Church Music Practicum	0.50
MUSIC 264	Lyric Diction II (0.25)	0.25
MUSIC 287	Choral Literature I (0.50)	0.50
MUSIC 292	Vocal Pedagogy II	0.25
Music Lesson		0.25
	Credits	**2.75**
Senior Year		
Fall Semester		
MUSIC 354	Advanced Conducting (0.50)	0.50
Music 300-Level Elective Course		1.00
MUSIC 34X		1.00
MUSPF Keyboard Lessons		0.25
Music Lesson		0.25
	Credits	**3**
Spring Semester		
MUSPF 330		0.50
Music 300-Level Elective Course		1.00
Music Lesson		0.25
	Credits	**1.75**
	Total Credits	**24.75**

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Music degree**.**

Visit the music department webpage for more information.

B.M. Church Music Major (Organ) - Plan of Study

This is a sample plan that meets the prescribed requirements for this major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
MUSIC 112	Introduction to Musicianship	1.00
MUSPF 128 - Organ		1.00
World Language		1.00
	Credits	**4**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
MUSIC 114	Musicianship: Tonality	1.00
MUSIC 141	Introduction to Musicology	1.00
MUSPF 128 - Organ		1.00
World Language		1.00
	Credits	**5**
Sophomore Year		
Fall Semester		
MUSIC 212	Chromatic Musicianship and Form	1.00
MUSIC 237	Local and Global Musicking	1.00
MUSPF 128 - Organ		1.00
Music Lesson		0.25
	Credits	**3.25**
January Term		
MUSIC 235	Music in Christian Worship (if available)	1.00
	Credits	**1**
Spring Semester		
MUSIC 214	Post-Tonal Musicianship	1.00
MUSIC 236	Church Music Practicum	0.50
MUSIC 251	Conducting (0.50)	0.50
MUSPF 128 - Organ		1.00
MUSPF 152 - Voice		0.25
	Credits	**3.25**
Junior Year		
Fall Semester		
MUSIC 252	Choral Conducting (0.50)	0.50
MUSIC 270	Advanced Keyboard Skills	0.25
MUSIC 290	Fundamentals of Vocal Development for Instrumentalists	0.50
MUSPF 228 - Organ		1.00
	Credits	**2.25**
Spring Semester		
MUSIC 253 or MUSIC 354	Instrumental Conducting (0.50) or Advanced Conducting (0.50)	0.50
MUSPF 228 - Organ		1.00
Voice Lesson		0.25
	Credits	**1.75**

Senior Year		
Fall Semester		
MUSIC 354 or MUSIC 253	Advanced Conducting (0.50) or Instrumental Conducting (0.50)	0.50
MUSIC 34X		1.00
MUSIC 34X		1.00
MUSPF 228 - Organ		1.00
	Credits	**3.5**
Spring Semester		
MUSPF 228 - Organ		1.00
	Credits	**1**
	Total Credits	**25**

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Music degree**.**

Visit the music department webpage for more information.

Plan of Study - Composition

B.M. Composition Major - Plan of Study

This is a sample plan that meets the prescribed requirements for this major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
World Language		1.00
MUSIC 112	Introduction to Musicianship	1.00
MUSIC 161	Piano Class I (0.25)	0.25
Music Lesson		0.25
	Credits	**3.5**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
World Language		1.00
MUSIC 114	Musicianship: Tonality	1.00
MUSIC 141	Introduction to Musicology	1.00
MUSIC 162	Piano Class II (0.25)	0.25
Music Lesson		0.25
	Credits	**4.5**
Sophomore Year		
Fall Semester		
MUSIC 212	Chromatic Musicianship and Form	1.00
MUSIC 237	Local and Global Musicking	1.00
MUSIC 261	Piano Class III (0.25)	0.25
Music Lesson		0.25
	Credits	**2.5**
January Term		
MUSIC 225 or PHYS 252	Music in the Electronic Medium or Musical Acoustics	1.00
	Credits	**1**
Spring Semester		
MUSIC 166	Brass Techniques (0.25)	0.25
MUSIC 167	Percussion Techniques (0.25)	0.25
Music Lesson		0.25
MUSIC 214	Post-Tonal Musicianship	1.00
MUSIC 223	Composition I	1.00
MUSIC 251	Conducting (0.50)	0.50
MUSIC 262	Piano Class IV (0.25)	0.25
	Credits	**3.5**
Junior Year		
Fall Semester		
MUSIC 168	String Techniques (0.25)	0.25
MUSIC 169	Woodwind Techniques (0.25)	0.25
MUSIC 252 or MUSIC 253	Choral Conducting (0.50) or Instrumental Conducting (0.50)	0.50
MUSIC 314	Analysis of Post-Tonal Music	1.00
MUSIC 324	Composition II: Orchestration	1.00
MUSPF 325 - Composition Lessons		0.25
Music Lesson		0.25
	Credits	**3.5**
Spring Semester		
MUSPF 326 Composition Lessons		0.25
Music Lesson		0.25
MUSIC 2XX or 34X		1.00
	Credits	**1.5**
Senior Year		
Fall Semester		
MUSIC 34X		1.00
MUSIC 34SX		1.00
MUSPF 326 - Composition Lessons		0.25
	Credits	**2.25**
Spring Semester		
MUSIC 2XX or 34X		1.00
MUSPF - Composition Lessons		0.25
	Credits	**1.25**
	Total Credits	**23.5**

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Music degree**.**

Visit the music department webpage for more information.

Plan of Study - Elective Studies

B.M. Elective Studies Major - Plan of Study

This is a sample first-year plan that meets the requirements for the B.M. Elective Studies major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
World Language		1.00
MUSIC 112	Introduction to Musicianship	1.00
MUSIC 161	Piano Class I (0.25)	0.25
Music Lesson		0.25
	Credits	**3.5**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
World Language		1.00
MUSIC 114	Musicianship: Tonality	1.00
MUSIC 141	Introduction to Musicology	1.00

MUSIC 162	Piano Class II (0.25)	0.25
Music Lesson		0.25
	Credits	**4.5**
Sophomore Year		
Fall Semester		
MUSIC 212	Chromatic Musicianship and Form	1.00
MUSIC 237	Local and Global Musicking	1.00
MUSIC 261	Piano Class III (0.25)	0.25
MUSIC 200-Level or 300-Level Elective Course		1.00
Music Lesson		0.25
	Credits	**3.5**
Spring Semester		
MUSIC 214	Post-Tonal Musicianship	1.00
MUSIC 251	Conducting (0.50)	0.50
MUSIC 200-Level or 300-Level Elective Course		1.00
MUSIC 200-Level or 300-Level Elective Course		1.00
Music Lesson		0.25
	Credits	**3.75**
Junior Year		
Fall Semester		
Music 300-Level Elective Course		1.00
Music Lesson		0.25
	Credits	**1.25**
Spring Semester		
MUSIC 298	Independent Study	1.00
MUSIC 200-Level or 300-Level Elective Course		1.00
Music Lesson		0.25
	Credits	**2.25**
Senior Year		
Fall Semester		
MUSIC 298	Independent Study	1.00
MUSIC 34X		1.00
Music Lesson		0.25
	Credits	**2.25**
Spring Semester		
MUSIC 200-Level or 300-Level Elective Course		1.00
MUSIC 200-Level or 300-Level Elective Course		1.00
Music Lesson		0.25
	Credits	**2.25**
	Total Credits	**23.25**

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Music degree**.**

Visit the music department webpage for more information.

Plan of Study - Music Education

B.M. Music Education Major - Plan of Study

Entrance applications for B.M. music education programs are most often processed in the sophomore year. Interested students must be already-admitted music majors and are classified as B.A. general music majors until accepted into a teacher education degree program.

Every student planning to pursue the B.M. Music Education - Vocal or Instrumental - should begin with the B.A. Music plan of study, and then once admitted, should meet with Leigh Ann Garner, Assistant Professor of Music for an interview and planning session. More information.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
MUSIC 112	Introduction to Musicianship	1.00
MUSIC 161	Piano Class I (0.25)	0.25
World Language		1.00
Music Lesson		0.25
	Credits	**3.5**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
MUSIC 114	Musicianship: Tonality	1.00
MUSIC 141	Introduction to Musicology	1.00
MUSIC 162	Piano Class II (0.25)	0.25
World Language		1.00
Music Lesson		0.25
	Credits	**4.5**
Sophomore Year		
Fall Semester		
MUSIC 212 or MUSIC 214	Chromatic Musicianship and Form or Post-Tonal Musicianship	1.00
MUSIC 200-Level or 300-Level Elective Course		1.00
Music Lesson		0.25
	Credits	**2.25**
Spring Semester		
MUSIC 200-Level or 300-Level Elective Course		1.00
Music Lesson		0.25
	Credits	**1.25**
	Total Credits	**11.5**

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Music degree**.**

Visit the music department webpage for more information.

Plan of Study - Performance

B.M. Performance Major - Plan of Study

This is a sample first-year plan that meets the requirements for the B.M. Performance major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
MUSIC 112	Introduction to Musicianship	1.00
MUSIC 161	Piano Class I (0.25)	0.25
World Language		1.00
	Credits	**3.25**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
MUSIC 114	Musicianship: Tonality	1.00
MUSIC 141	Introduction to Musicology	1.00
MUSIC 162	Piano Class II (0.25)	0.25
Music Lesson		0.25

World Language		
	Credits	**3.5**
Sophomore Year		
Fall Semester		
MUSIC 212	Chromatic Musicianship and Form	1.00
MUSIC 237	Local and Global Musicking	1.00
MUSIC 261	Piano Class III (0.25)	0.25
Music Lesson		0.25
	Credits	**2.5**
Spring Semester		
MUSIC 214	Post-Tonal Musicianship	1.00
MUSIC 251	Conducting (0.50)	0.50
MUSIC 275	Instrumental Chamber Music (0.25)	0.25
MUSIC 200-Level or 300-Level Elective Course		1.00
Music Lesson		0.25
	Credits	**3**
Junior Year		
Fall Semester		
MUSIC 237	Local and Global Musicking	1.00
MUSIC 295	String Literature and Pedagogy (0.50)	0.50
MUSIC 200-Level or 300-Level Elective Course		1.00
Music Lesson		0.25
	Credits	**2.75**
Spring Semester		
MUSIC 275	Instrumental Chamber Music (0.25)	0.25
MUSIC 2XX or 34X		1.00
Music Lesson		0.25
	Credits	**1.5**
Senior Year		
Fall Semester		
MUSIC 295	String Literature and Pedagogy (0.50)	0.50
MUSIC 34X		1.00
MUSIC 34X		1.00
Music Lesson		0.25
	Credits	**2.75**
Spring Semester		
MUSIC 200-Level or 300-Level Elective Course		1.00
Music Lesson		0.25
	Credits	**1.25**
	Total Credits	**20.5**

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Music degree**.**

Visit the music department webpage for more information.

Faculty

Associate Chair, 2025-2026
Tracey M. Engleman (on sabbatical Fall Semester/J-Term 2025-26)
Professor of Music
voice; vocal pedagogy; vocal literature

Department Chair, 2025-2026
Louis K. Epstein
Professor of Music
music history

Kathryn E. Ananda-Owens
Professor of Music
piano; piano literature

Anton Armstrong
Harry R. and Thora H. Tosdal Professor of Music
choir; conducting; voice; pedagogy for young voices

Christopher G. Atzinger (on sabbatical J-Term and Spring Semester 2025-26)
Professor of Music
piano

James E. Bobb
Associate Professor of Music; Elliot M. and Klara Stockdal Johnson Chair of Organ and Church Music
organ; church music; choir; chapel cantor

Christine Boone
Visiting Associate Professor of Music

Rachel Brandwein
Visiting Assistant Professor of Music
harp; music theory

Eric Broker
Adjunct Instructor of Music

Sarah Burk
Adjunct Instructor of Music

Andrew Cannestra
Visiting Instructor of Music

David M. Carter
Professor of Music
cello; chamber music; string techniques; string literature/pedagogy; music appreciation

David R. Castro
Professor of Music
music theory; counterpoint; advanced analysis

Kurt Claussen
Adjunct Instructor of Music
saxophone, chamber music

Anna Clift
Adjunct Instructor of Music
cello; chamber music

Henry L. Dorn
Assistant Professor of Music
band; composition; conducting

Wesley Dunnagan
Assistant Professor of Music

Jerome Elsbernd
Visiting Instructor of Music

Alison Feldt
Professor of Music; Associate Dean of Fine Arts
voice

Leigh Ann Garner
Assistant Professor of Music
music education

Charles K. Gray
Professor of Music
violin; viola; string literature/pedagogy; chamber music

Thea Groth
Adjunct Assistant Professor of Music
bassoon

Steve Groth
Adjunct Assistant Professor of Music

Therees Hibbard
Associate Professor of Practice and Robert Scholz Endowed Chair in Music
choir; voice; voice class; conducting

Martin Hodel
Professor of Music
trumpet; orchestra; chamber music

Joseph Lee Jefferson
Associate Professor of Music
jazz trombone; jazz ensembles

Joseph Kemper
Assistant Professor of Music

Reid Kennedy
Adjunct Instructor of Music

Rehanna Landis Kheshgi
Associate Professor of Music
ethnomusicology; gamelan

April R. Kim
Associate Professor of Practice in Music
piano; piano literature

Dale H. Kruse
Associate Professor of Practice in Music
voice; lyric theater

Orin Larson
Visiting Instructor of Music

Dana L. Maeda
Instructor of Music
oboe; historic winds; woodwind techniques; chamber music

Jill Mahr
Adjunct Instructor of Music
handbell ensembles; flute

Jenna L. McBride-Harris
Visiting Assistant Professor of Music
French horn

James M. McClung
Visiting Associate Professor of Music
percussion

Alicia McQuerry
Adjunct Instructor of Music

Justin W. Merritt
Professor of Music
composition; theory; instrumentation; electronic music

Johnathan Moeller
Adjunct Instructor of Music
guitar techniques

Monica Murray
Visiting Associate Professor of Music

Chung Park
Associate Professor of Music
orchestral ensembles; conducting

Sarah Pradt
Adjunct Assistant Professor of Music
Hardanger Fiddle

Catherine Ramirez (on sabbatical Fall Semester 2025)
Artist in Residence in Music
flute; theory; chamber music

Aileen Razey
Assistant Professor of Music

Catherine R. Rodland
Artist in Residence in Music
organ; theory

Julia Sakharova
Visiting Instructor of Music

Kyle Sanborn
Adjunct Instructor of Music

Ray Shows, Jr.
Instructor of Music
violin; viola

Shari Speer
Visiting Instructor of Music
voice

Emery Stephens (on sabbatical Fall Semester/J-Term 2025-26)
Associate Professor of Music
voice

Marita Stryker
Assistant Professor of Music; Program Director of Musical Theater
voice, musical theater

Jason Tanksley
Adjunct Instructor of Music
tuba

KrisAnne Weiss
Visiting Assistant Professor of Music
voice

Peter Whitman
Adjunct Instructor of Music
jazz saxophone

Music for Social Impact

Louis Epstein, Tweet Hall of Music 245A
507-786-3181
epstein@stolaf.edu

St. Olaf is already distinctive among top music programs because musicians at the College can study and perform at a high level without pursuing a major in music performance. This major exists to support the many musicians at St. Olaf whose strengths lie in traditions that may not rely on notational literacy or that may not involve European classical instruments. And whereas other music majors focus primarily on developing proficiency in music performance for the sake of becoming a better performer, this major anchors the study of music in a performance-oriented commitment to community engaged learning, asking the question, "how can we develop and deploy our musical gifts to address the needs of underserved communities?"

Drawing on St. Olaf's longstanding tradition of service learning and academic civic engagement, students in this major will learn to think critically about music's ability to foster connection, strengthen community, and effect reparative justice. Balancing studies in music performance, music theory, musicology, and civic engagement, students will develop habits of critical inquiry as well as deep appreciation for a variety of musical approaches to community building and repair. Students will also develop skills as performers, composers, listeners, and writers, and will apply those skills in the service of a purpose inclusive of - but ultimately broader than - self-improvement.

This major embraces students with backgrounds in diverse musical traditions. The major's offerings introduce students to European music theory as a springboard for developing a more thorough theoretical appreciation of a number of musical traditions. Level one offerings in both music theory and musicology support students in developing critical thinking skills about how musicians use music to create meaning and communicate with audiences. Level two offerings explore the global contexts for local music and encourage students to apply their developing skills through community engagement. Level three offerings, including a capstone course through which students will collaborate with community partners on projects defined by those partners.

Students may not double major with Music for Social Impact (B.A.) and any other music major (B.A. or B.M.)

Admission to the Music for Social Impact Major

Students generally apply for entrance into the music major in the spring of their first year of studies at St. Olaf. A complete application for the major includes a brief statement of purpose and evidence of musicianship, which may take the form of a video, an audio recording, a score, or live performance. Current St. Olaf students should contact the Music Department office by March 1 of their first year for more information.

Keyboard/Guitar Proficiency

All Music for Social Impact majors must demonstrate keyboard or guitar proficiency at a level specified for the major/instrument, and it is recommended that students complete proficiency by the end of the sophomore year. Students may demonstrate proficiency through successful completion of piano or guitar classes, or by examination. More information

Music Ensembles

All full-time students are eligible to audition for membership in any of these musical ensembles. Participation in these ensembles fulfills ensemble graduation requirements for music majors.

Vocal Ensembles

St. Olaf Choir, Chapel Choir, St. Olaf Cantorei, Chamber Singers, Manitou Singers, Viking Chorus

Instrumental Ensembles

St. Olaf Band, Norseman Band, St. Olaf Orchestra, St. Olaf Philharmonia, Collegium Musicum, Jazz Ensembles, Handbell Choirs

Additional opportunities for ensemble performance include Collegiate Chorale, Horn Club, Percussion Ensemble, Trombone Choir, Tuba-Euphonium Ensemble, and Lars Skjervheim Spelemannslag (Norwegian Hardanger Fiddle group). Participation in these ensembles does not fulfill graduation requirements for music majors.

Intended Learning Outcomes for the Major

Distinction

The Music Department does not offer departmental distinction. Students may be eligible for membership in Pi Kappa Lambda, the music honor society.

Requirements

Admission to the Music for Social Impact Major

- By application and interview
- Perform live audition or submit recording to demonstrate musicianship
- Music Theory evaluation and keyboard/guitar skills screening

Requirements for the Major

Code	Title	Credits
OLE Core Requirements for the Bachelor of Arts Degree [1]		
Choose two from the following:		**2.00**
MUSIC 112	Introduction to Musicianship	
MUSIC 114	Musicianship: Tonality	
MUSIC 212	Chromatic Musicianship and Form	
MUSIC 214	Post-Tonal Musicianship	
Choose one from the following (keyboard or guitar studies) or lessons:		**0.25**
MUSIC 161	Piano Class I (0.25) [2]	
MUSIC 162	Piano Class II (0.25) [2]	
MUSIC 165	Guitar Techniques (0.25)	
MUSIC 261	Piano Class III (0.25)	
MUSIC 262	Piano Class IV (0.25)	

MUSIC 270	Advanced Keyboard Skills	
MUSIC 141	Introduction to Musicology	1.00
MUSIC 237	Local and Global Musicking	1.00
MUSIC 245	Music and Social Justice	1.00
One 300-level music elective		**1.00**
Two additional credits from 200- or 300-level music electives w/ACE component		**2.00**
Performance Studies		**1.50**
6 semesters (0.25 each) - 4 in the same instrument		
Official Ensemble Participation		
4 semesters		
Required Performances [3]		
2 solo performances on a St. Olaf Student Recital		
Required Recital Attendance [4]		
10 recitals per semester on or off campus with a minimum of 60		
MUSIC - Capstone Course - Music for Social Impact (proposal coming Fall 2025 - open to the junior and senior cohorts and other music majors - offered every other year)		**1.00**
Total:		**10.75**

[1]

See the Bachelor of Arts General Education requirements (OLE Core)

[2]

By successfully completing Keyboard Proficiency Exam Level II, a student is exempt from MUSIC 161 and MUSIC 162 (see Keyboard Proficiency Requirements)

[3]

See Performance Requirements for Music Majors (required performances)

[4]

See music handbook (required recital attendance)

Students may not double major in Music for Social Impact (B.A.) and any other music major (B.A. or B.M.)

Courses

MUSIC 112: *Introduction to Musicianship*
First-semester music majors begin formal musicianship studies. Students perform basic melodies and rhythms at sight, and notate dictations of basic rhythms, melodies and harmonic progressions. Students also analyze and compose Western tonal music employing the rubrics of rhythm and meter, pitch, intervals, scales, tertian chords, inversions, harmonic progression, and SATB voice leading. Offered annually in the fall semester. Does not count toward B.A. music major or any B.M. music major.
Prerequisite: concurrent registration in MUSIC 161 is strongly encouraged.

MUSIC 114: *Musicianship: Tonality*
First-semester music majors begin formal musicianship studies. Students perform rhythms and melodies at sight. Students also analyze and compose Western tonal music that employs non-dominant seventh chords, applied chords, sequences, modulations, and small forms. These topics are closely integrated into melodic and harmonic dictations. Class meets four times weekly. Offered annually.
Prerequisite: MUSIC 112. Concurrent registration in MUSIC 162 is strongly encouraged.

MUSIC 130: *The Music Spectrum*
Designed for students with little or no background in music, this hands-on course presents the fundamental materials of music through creative keyboard experiences, music listening, music reading, and aural and visual analysis. Students gain a basic introduction to the piano and to music notation and music theory. Offered periodically during January term. Does not count toward B.A. music major or any B.M. music major.

MUSIC 131: *The Art of Music*
Primarily for non-music majors, this course presents the fundamental materials of music and exposes students to the development of styles, ideals, practices, and technologies that provide context for listening with understanding. Through a study of landmark works from the 17th to the 20th century, students develop and practice listening techniques that sharpen critical perception and open the door to a fuller enjoyment of all styles of music. The ability to read musical scores is helpful but not required. Offered periodically. Does not count toward B.A. music major or any B.M. music major.

MUSIC 134: *Rock Music: Style and Context*
This course explores the history and evolution of rock music from rhythm and blues through the present. In addition to covering stylistic trends and significant artists, emphasis is placed on the analysis of rock styles and on the social contexts in which rock music has been and continues to be performed and received. No formal training in music is necessary. Offered periodically. Does not count toward B.A. music major or any B.M. music major.

MUSIC 135: *Race in 20th Century Music*
This course examines how race influences 20th century music. Students study a representative body of music from both popular and art music traditions, learn the basic elements of music and critical listening skills. Offered periodically during January term. Does not count toward B.A. music major or any B.M. music major.

MUSIC 141: *Introduction to Musicology*
This course introduces students to the study of music in cultural and historical perspective. Students explore a broad array of classical and vernacular traditions from throughout the world with the goal of formulating and answering questions about music's nature and about its use by people in diverse times and places. Students also develop essential skills for thinking and writing critically about music-related subjects. Offered every fall and spring semester.

MUSIC 148: *Contemporary Styles Voice Class*
Contemporary Styles Voice Class is open to all students regardless of music background and will focus on singing techniques utilized in contemporary music. Students will develop healthy techniques for breathing and vocalizing in the three core singing techniques used in all contemporary genres: belt, mix, and legit. Students will choose their own repertoire from any style, including but not limited to: pop, jazz, rock, blues, country, R&B, gospel, contemporary music theater, hip hop, etc. Offered annually each semester.

MUSIC 161: ***Piano Class I (0.25)***
For music majors with little or no prior keyboard experience, this course introduces basic keyboard patterns and technical foundations, applied music theory, harmonization and transposition, and playing by ear. Development of sight playing skill is a central focus. Class sessions include reading, ensemble playing, performance, skill development and drill, and structured improvisation. A grade of B- or higher satisfies Piano Proficiency Level 1 requirements. Offered annually in the fall semester. Concurrent registration in MUSIC 112 is strongly encouraged.
Prerequisite: declared music major.

MUSIC 162: ***Piano Class II (0.25)***
In this continuation of MUSIC 161, students further develop their reading fluency and technical skill, and work with more advanced harmonic idioms. Class activities include harmonization and transposition, score reading, performance, by-ear playing, and improvisation. A grade of B- or higher satisfies Piano Proficiency Level 2 requirements. Offered annually in the spring semester. Concurrent registration in MUSIC 114 is strongly encouraged.
Prerequisite: MUSIC 161, completion of Piano Proficiency Level 1, or audition placement.

MUSIC 164: ***Voice Class (0.25)***
Through group instruction, students encounter the fundamentals of singing and an introduction to song literature. In-class performance is required. May be repeated once. Offered each semester.

MUSIC 165: ***Guitar Techniques (0.25)***
Students learn the basics of guitar playing as well as how to teach guitar classes. Course topics include: learning to play guitar at a basic level; tuning and maintaining a guitar; common performance issues and possible solutions; best practices for teaching class guitar; materials, methods and assessments for teaching guitar classes; the guitar as a tool for composition; technology for teaching, learning or composing for guitar. Required for BM music education majors. Others may register if space allows. Offered annually in fall semester.
Prerequisite: declared music education major.

MUSIC 166: ***Brass Techniques (0.25)***
Students learn basic performance practice on core instruments in each instrument family. Additional topics include: common performance issues and their possible solution; Best Practices in teaching and learning core instruments of the family; and technology for teaching, learning, or composing for instruments as appropriate. Offered annually in the spring semester.
Prerequisite: declared music education or composition major or permission of the instructor.

MUSIC 167: ***Percussion Techniques (0.25)***
Students learn basic performance practice on core instruments in each instrument family. Additional topics include: common performance issues and their possible solution; Best Practices in teaching and learning core instruments of the family; and technology for teaching, learning, or composing for instruments as appropriate. Offered annually in the spring semester.
Prerequisite:declared music education or composition major or permission of the instructor.

MUSIC 168: ***String Techniques (0.25)***
Students learn basic performance practice on core instruments in each instrument family. Additional topics include: common performance issues and their possible solution; Best Practices in teaching and learning core instruments of the family; and technology for teaching, learning, or composing for instruments as appropriate. Offered annually in the fall semester.
Prerequisite: declared music education or composition major or permission of the instructor.

MUSIC 169: ***Woodwind Techniques (0.25)***
Students learn basic performance practice on core instruments in each instrument family. Additional topics include: common performance issues and their possible solution; Best Practices in teaching and learning core instruments of the family; and technology for teaching, learning, or composing for instruments as appropriate. Offered annually in the fall semester.
Prerequisite: declared music education or composition major or permission of the instructor.

MUSIC 170: ***Introduction to Kodály Pedagogy (0.25)***
This course introduces students to philosophical, methodological, and pedagogical principles developed by 20th-century composer and ethnomusicologist Zoltán Kodály. Students actively engage in aural skills training, movement, instrumental, and creative work. In-depth readings and discussions of historical foundations of the Kodály-inspired movement challenge students to critically examine its Euro-centric roots and subsequent connections to 21st-century topics in music. This course is open to music majors and non-majors. Offered periodically.
Prerequisite: MUSIC 112 or MUSIC 114 or permission of the instructor.

MUSIC 212: ***Chromatic Musicianship and Form***
Second-semester music majors continue formal musicianship studies. Students perform advanced rhythms and increasingly chromatic melodies at sight. Students analyze and compose Western tonal music that employs modal mixture, Neapolitan chords, augmented-sixth chords, and remote modulations, all of which are closely integrated into melodic and harmonic dictations. Students analyze the principle movement-length forms. Class meets four times weekly. Offered annually in the fall semester.
Prerequisite: MUSIC 114.

MUSIC 214: ***Post-Tonal Musicianship***
Music majors continue formal musicianship studies. Students analyze and compose Western art music in styles from 1875 to the present, including late-nineteenth-century chromaticism, serialism and set theory, impressionism and neoclassicism, and blues and jazz styles. Performance and dictation studies follow these topics closely, including an introduction to jazz improvisation. Class meets four times weekly. Offered annually in spring.
Prerequisite: MUSIC 114.

MUSIC 221: ***Instrumental Literature and Arranging***
The music found in rehearsal folders plays a pivotal role in shaping the curricular focus of a school band or orchestra. This class helps students develop skills in assessing, selecting, and creating high-quality music literature appropriate for instructing instrumental ensembles in elementary and secondary schools. A comprehensive review of recommended published repertoire culminates in programming projects. Additionally, students acquire the technical craft and artistic sensibilities needed to create successful arrangements for instrumental ensembles. Required for BM music instrumental education majors. Offered alternate years in the fall semester.
Prerequisite: MUSIC 114.

MUSIC 223: *Composition I*
Students are introduced to a number of compositional techniques and apply them in creating original works of music and hearing them performed. Participants listen to important 20th- and 21st-century compositions, and discuss current trends in music, the changing role of the composer in society, and practical composition issues. Offered each semester.
Prerequisite: MUSIC 114, or permission of instructor.

MUSIC 225: *Music in the Electronic Medium*
This course is a hands-on study of the science, aesthetics, history and current practices of electronic music. Creative projects include work with MIDI synthesizers and sequencers, as well as digital sampling and software synthesis. Offered alternate years during January term.
Prerequisite: sophomore standing or above.

MUSIC 226: *Coding Music*
Most music encountered today is either processed by computer or created entirely digitally. This course provides an introduction to the creation of computer music using programming languages and emphasizing object-oriented programming. Students develop skills in abstract and quantitative reasoning in a musical context. They develop their ability to recognize and employ musical patterns and structures in creating new pieces of music. Topics include digital synthesis, timbral design, live coding, and intonation. Offered periodically.
Prerequisite: a basic knowledge of musical theory or notation is helpful but not necessary.

MUSIC 227: *Practicing for Musical Success*
The musical product is an artistic expression; acquiring the skills necessary to make good music depends on the performer's analytical thinking and good time management - also, at times, imagination. This performance-based course will help students develop good practice management skills, working with several strategies and techniques that may enable them to better discern and achieve their musical objectives. Offered periodically during January term.
Prerequisite: permission of instructor.

MUSIC 229: *Jazz Improvisation (0.50)*
Students learn to create improvised solos based on standard jazz practice from different historical eras. To internalize the styles of jazz masters from different time periods, participants transcribe recorded jazz solos by ear and perform them in class. Students gain appreciation of and experience with different harmonic and scalar conceptions through performing and analyzing selected jazz solos. Open to instrumentalists and vocalists. Offered annually in the spring semester.

MUSIC 230: *African American Song Literature*
This course invites students into a relationship with song literature by African American composers. Students will examine this genre through the lens of social movements that shaped and impacted musical development despite under-representation in the canon. Additionally, students will focus on Black identity and aesthetics while analyzing poetry and researching historical and living composer narratives. This course's primary goal is to prepare students to advocate and perform these works for 21st-century audiences. Offered periodically.

MUSIC 231: *History of Jazz*
This course presents a study of the historical development of jazz, from its roots in blues and ragtime at the "beginning" of the 20th century to the present, focusing on its principal forms and styles, its role in American culture, and contributions of major artists. Offered periodically.

MUSIC 234: *Perspectives on Flamenco in Seville, Granada and Madrid (study abroad)*
Flamenco is the collective protest of an oppressed people, a melting pot of musical influences, an oral tradition, a folkloric art, a fine art, and one of Spain's major cultural practices, globalized and marketed to the world as an expression of national identity. In this course, students study the history, theory, and practice of flamenco music in the region that produced it - Andalusia. Students also visit Madrid, exploring Spain's capital city and examining flamenco's influence on popular and classical music. Offered periodically during January term.
Prerequisite: sophomore standing.

MUSIC 235: *Music in Christian Worship*
Students study the musical history of hymnody and its relationship to the history of the church. In addition, this course explores the Biblical Psalms and their use in worship of the church and includes references to their musical settings in Gregorian chant, Anglican chant, responsorial settings, and choral music. Offered periodically during January term.
Prerequisite: declared music major.

MUSIC 236: *Church Music Practicum*
Students develop skills and study materials essential to planning and leading worship and training/rehearsing ensembles in a church music program in various traditions. Musical topics include rehearsing and conducting from the keyboard, hymn playing in various styles, playing from chord symbols, global percussion and handbell techniques. Repertoire includes choral music for all ages and for all parts of the church year. Students also explore current issues in church music, the vocation/philosophy of the church musician, organization and administration. Required for B.M. church music major. Offered alternate years in spring semester.
Prerequisite: declared music major.

MUSIC 237: *Local and Global Musicking*
This course explores how musicians and music researchers impact society. Building on skills and concepts developed in Music 141, this course addresses questions related to ethical musicking in an unequal world. Students study a series of case studies, experience hands-on workshops with local performers, and design community engaged music research proposals. Studying local examples of engagement with music and musicians from around the world prepares students to carry out collaborative musical work wherever they are.
Prerequisites: MUSIC 141 or permission of instructor.

MUSIC 239: *Javanese Gamelan*
This course introduces students to the cultural, theoretical, and aesthetic discourses of the Javanese Gamelan tradition. Incorporating lectures, discussions, audiovisual materials, and performance sessions with internationally renowned artists, this interdisciplinary course teaches students about historical and contemporary contexts for gamelan performance, shadow puppet theatre, and dance, and their relationship to religious practice, gender roles, and social and political life in Java and beyond. No previous musical experience required. Offered annually.

MUSIC 241: *History and Literature of Music I*
Students encounter the history and development of Western European music from the Middle Ages to ca. 1750 and study the genres and styles of music from monophonic chant to concerted music of the Baroque. Offered periodically in the fall semester.
Prerequisite: MUSIC 114.

MUSIC 242: *History and Literature of Music II*
Continuing the study begun in MUSIC 241, students encounter the history and development of Western European music from ca. 1750 to the present and study the major forms, styles and representative literature of the Classic and Romantic eras and the 20th and 21st centuries. Offered periodically during spring semester.
Prerequisite: MUSIC 114.

MUSIC 245: *Music and Social Justice*
In this course, students explore the profound relationship between music and social change, examining how songs and sound have served as powerful tools for activism across cultures and movements. Through historical case studies, critical listening, and hands-on workshops, this class emphasizes experiential learning, culminating in a group project where students organize and lead a community event in collaboration with local organizations. This course carries an ACE component.

MUSIC 251: *Conducting (0.50)*
Students learn basic conducting gestures (with and without baton) through exercises in meter patterns, preparatory beats and cut-offs, cueing, dynamics, fermata, articulations, phrasing, left hand independence, and face/eye usage. Offered annually in the spring semester.
Prerequisite: MUSIC 114 and sophomore status, or permission of instructor.

MUSIC 252: *Choral Conducting (0.50)*
Students learn conducting techniques for choral literature including research-based rehearsal techniques, vocal preparation, score study, and video self-evaluation of gesture and rehearsal. Course work also includes observation of conductors on campus and in the community. Offered annually in the fall semester.
Prerequisite: MUSIC 251.

MUSIC 253: *Instrumental Conducting (0.50)*
Students learn conducting techniques for instrumental literature, including rehearsal techniques, score preparation, and reading full score. Repertoire includes characteristic examples from standard band and orchestra literature. Students gain practical experience in conducting an instrumental ensemble. Course work includes observation of conducting faculty. Offered annually in the spring semester.
Prerequisite: MUSIC 251.

MUSIC 261: *Piano Class III (0.25)*
This advanced piano class for music majors only emphasizes sight playing, score reading, harmonization and transposition, advanced harmonic idioms, improvisation, ensemble playing, and performance preparation. A grade of B- or higher satisfies Piano Proficiency Level 3 requirements. Offered annually in the fall semester.
Prerequisite: MUSIC 162, completion of Piano Proficiency Level 2, or audition placement; concurrent registration in MUSIC 212 recommended.

MUSIC 262: *Piano Class IV (0.25)*
This continuation of 261 emphasizes sight playing, score reading, harmonization and transposition, more advanced improvisation and harmonic usage, performance preparation, and leadership from the keyboard. A grade of B- or higher satisfies Piano Proficiency Level 4 requirements. Offered annually in the spring semester.
Prerequisite: MUSIC 261, completion of Piano Proficiency 3, or audition placement; concurrent registration in MUSIC 214 recommended.

MUSIC 263: *Lyric Diction I (0.25)*
Students study and practice principles for singing in English and Italian with good pronunciation, enunciation, and expression. Course content includes phonetic analysis using the International Phonetic Alphabet and identifying and exercising the phonemic features of English and Italian through class performances and listening assignments. Offered alternate years.
Prerequisite: two semesters of voice lessons.

MUSIC 264: *Lyric Diction II (0.25)*
Students study and practice principles for singing in French and German with good pronunciation, enunciation, and expression. Course content includes phonetic analysis using the International Phonetic Alphabet and identifying and exercising the phonemic features of French and German through class performances and listening assignments. Offered spring semester in alternate years.
Prerequisite: MUSIC 263 and two semesters of voice lessons.

MUSIC 265: *Musical Theater in Japan (study abroad)*
This course delves into the unique history of Musical Theatre in Japan. Students explore Japanese theatrical traditions and observe their influence on contemporary productions and pop culture. Activities include performances of Noh, Kabuki, Takarazuka, translated American musicals, Disneyland, and original Japanese musicals. Guest lectures from industry professionals provide insights into training, career trajectory, and considerations for translation. The course culminates in reflections on the role of musical theater in society, both locally and globally. Offered alternate years during January term.

MUSIC 266: *Opera in Context: Austria and Germany (study abroad)*
Opera was conceived in Italy in the 16th century and has continued to evolve into the living artistic expression presented worldwide today. In this course, students explore and reflect on opera while being embedded in the unique cultural settings of two countries of its origin: Austria and Germany. Through readings, research, reflection, discussion, and group projects, students connect history, architecture, politics, society, and art to performances on the stage and the places that shaped them. Offered periodically during January Term. Apply through Smith Center for Global Engagement. Open to all students.

MUSIC 267: *Advanced Acting for the Lyric Stage*
This studio course focuses on advanced techniques of acting and singing for the musical stage with emphasis on opera. Students explore voice, movement, improvisation, and characterization at an advanced level. Participants receive coaching in musical and dramatic style through solo and small ensemble literature and prepare scenes for class performance. The course culminates with public performances of a fully staged and costumed lyric theater work. May be repeated once. A production fee will be charged to all students participating in the production. Offered annually during fall semester.
Prerequisites: two semesters of voice study or permission of instructor.

MUSIC 268: *Opera Creation Residency in the Schools: Civic Engagement*
This course is designed for students interested in civic engagement in the arts and arts fusion projects. Participants mentor students from a local elementary school in an Opera Creation Residency as the elementary students compose and perform their own original works. The course culminates in staged public performances. Enrollment is subject to a fall interview/audition. Open to all students. May be repeated once. A class fee may be required. Offered during January term in alternate years.
Prerequisites: two semesters of voice study or permission of instructor.

MUSIC 269: *Opera Workshop*
Participants prepare for performance of a one-act opera or opera scenes. Students receive coaching and performance experience through individual and group singing/acting exercises. The course culminates with staged and costumed public performances. Open to all students. May be repeated once. A class fee may be required. Offered periodically during January term.
Prerequisites: two semesters of voice study or permission of instructor.

MUSIC 270: *Advanced Keyboard Skills*
For music majors with organ or piano as their principal instrument, this course provides intensive practical experience with and development of functional keyboard skills including sight-reading, score reading, keyboard harmonization, transposition, improvisation, and figured bass/continuo realization. Open to other advanced organists and pianists by permission of instructor. A grade of B- or higher satisfies the keyboard proficiency level 4 requirements. Offered alternate years.
Prerequisite: concurrent registration in, or successful completion of, MUSIC 114.

MUSIC 271: *Music Performance Science*
Drawing from the fields of biology, neuroscience, physics, and psychology, this course introduces students to the biological and psychological aspects of music performance. Students develop an understanding of the origins of performance-related injury, the mechanism of hearing, the sources of workplace stress in the lives of professional musicians. Each student will design and complete an exercise program tailored to their individual needs as a musician. Offered periodically during January term.

MUSIC 273: *Professional Practices for the Individual Musician*
How does a musician find work with little or no prior professional experience? What skills do musicians need to refine before and after graduation? This course invites students to engage in self-reflection, topical discussions, capacity-building, and best professional practices for individual musicians in the performance industry. Topics include the basics of the music business (roles in the industry, copyright law and contracts), artist identity development, and practical skills for a musical career. Offered periodically in the fall semester of January term.

MUSIC 275: *Instrumental Chamber Music (0.25)*
Through regular rehearsals and coaching sessions, new or already-formed chamber groups prepare and perform selected literature, learn about related repertoire, and cultivate observation, communication, and leadership skills. Typical ensembles include string quartets, brass or woodwind quintets, piano trios, saxophone quartets, etc. May be repeated. Offered each semester.
Prerequisite: permission of instructor.

MUSIC 281: *Vocal Solo Literature I (0.25)*
Students survey the solo art song repertoire of Germany, Italy, the Iberian peninsula, and Latin America. The course highlights the significant features and development of the art song; provides context, approaches, and resources for studying this literature; and explores the differences and similarities between art song and other solo vocal literature. Offered fall semester in alternate years.
Prerequisite: MUSIC 141 and MUSIC 214 or permission of instructor; MUSIC 263 and MUSIC 264 preferred.

MUSIC 282: *Vocal Solo Literature II (0.25)*
Students survey the solo art song repertoire of France, England, the Nordic countries, and the United States. The course highlights the significant features and development of the art song; provides context, approaches, and resources for studying this literature; and explores the differences and similarities between art song and other solo vocal literature, with a focus on the Great American Songbook. Offered spring semester in alternate years.
Prerequisites: MUSIC 141 and MUSIC 214 or permission of instructor; MUSIC 263 and MUSIC 264 preferred.

MUSIC 283: *Piano Literature (0.50)*
Beginning with the 17th century, students trace the evolution of literature for piano through the major works of such diverse composers as Bach, Boulez, Couperin, and Cage. Course content includes lectures, readings, listening, analysis, performance, and written assignments. Special attention is paid to performance practice traditions and historical context. Offered periodically.
Prerequisites: MUSIC 141, MUSIC 212, and one 300-level musicology or music theory elective, or permission of instructor.

MUSIC 287: *Choral Literature I (0.50)*
This course is a study of the smaller forms of choral music from the Renaissance to the present with an emphasis on music suitable for junior and senior high school and church choirs. Students study scores and recordings and discuss representative style features and characteristics, interpretation, and conducting problems. Offered annually in the spring semester.
Prerequisites: MUSIC 252.

MUSIC 290: *Fundamentals of Vocal Development for Instrumentalists*
Through group instruction, students encounter the fundamentals of singing and an introduction to song literature. In-class performance is required. Additionally during the second half of the course, class participants are introduced to the principles of vocal pedagogy as applied to the child and adolescent voice in the class or ensemble rehearsal. There is an emphasis on understanding the developing young voice and establishing good vocal habits with healthy pedagogical techniques as well as exploration of appropriate choral literature. Required for BM instrumental music education majors. Offered annually in the fall semester.
Prerequisite: MUSIC 251 or permission of instructor.

MUSIC 291: *Vocal Development and Pedagogy*
This course introduces a systematic approach to the study of voice production for use in the studio or classroom. Students examine basic vocal anatomy and physiology approached through body mapping strategies. Students then apply these principles of vocal pedagogy to the child and adolescent voice with emphasis on the developing voice, establishing healthy vocal habits, appropriate teaching techniques, and literature. Offered annually during fall semester.
Prerequisite: at least three semesters of MUSPF 152 (voice lessons) or permission of instructor.

MUSIC 292: *Vocal Pedagogy II*
This course focuses on applying the foundations of vocal production learned in MUSIC 291 - Vocal Development and Pedagogy to the practice of teaching voice in a solo setting. Students in this course take on a private voice student for the semester and develop a systematic, personalized curriculum for this student. Topics include developing a pedagogical approach to warm-ups and vocalizations, choosing repertoire, vocal registration, vocal acoustics and format training, training different voice types, musical theater belting technique, and the aging voice. Offered annually in spring semester.
Prerequisite: MUSIC 291.

MUSIC 293: *Keyboard Pedagogy (0.50)*
An introduction to principles, methods and resources for effective and creative music teaching through the piano. Students observe demonstration teaching at various levels and individual and group settings, engage in peer teaching, analyze and perform teaching literature, and discuss topics such as technical development, learning stages and styles, and studio management. Offered spring semester in alternate years.
Prerequisite: permission of instructor.

MUSIC 294: *Academic Internship*

MUSIC 295: *String Literature and Pedagogy (0.50)*
Students examine scores and listen to a broad range of string etudes, solos, sonatas, concertos, and orchestral excerpts with attention to notable performers of the past and present. Through required readings, listening assignments, video viewing, discussion, and hands-on teaching, students engage with practical issues of teaching, repertoire selection for beginning and intermediate players, performance and basic studio management.
Prerequisites: MUSIC 214 and MUSIC 141, or permission of instructor.

MUSIC 298: *Independent Study*

MUSIC 312: *Counterpoint*
To deepen awareness and understanding of performance music, and to gain tools to produce textural interest in composition, students study the contrapuntal techniques of composers from the Renaissance, Baroque, and Modern periods including Palestrina, Bach, and Barber. Offered fall semester in alternate years.
Prerequisite: MUSIC 214.

MUSIC 313: *Analysis of Tonal Music*
Analysis is a course of discovery, using advanced tools of music theory to examine the ways in which great works of music are put together. Students examine principles of form and style and, using a range of analytical techniques, come to a deeper understanding of tonal music. The course focuses on Classical and Romantic literature, with some work in 20th-century tonality. Offered during spring semester alternate years.
Prerequisite: MUSIC 214.

MUSIC 314: *Analysis of Post-Tonal Music*
An analytical study of the wide range of musical styles found in the 20th- and 21st-centuries, this course provides an opportunity to study important modern works and to come to a deeper understanding of their structure and meaning. Students study atonal music theory in depth and examine some of the new approaches to tonality in our time. Offered during spring semester alternate years.
Prerequisite: MUSIC 214.

MUSIC 316: *Music Performance Anxiety*
Drawing from the fields of biology, neuroscience, psychology, and sociology, this course offers a deep dive into the psychology of music performance anxiety. Students develop an understanding of (1) the sympathetic and parasympathetic nervous systems, (2) causes, triggers, and symptoms of music performance anxiety, and (3) the current state of music performance anxiety research including prevention, intervention, and treatment protocols. Students complete a literature survey examining both quantitative and qualitative research on a topic related to music performance anxiety.
Prerequisite: MUSIC 141 or permission of instructor.

MUSIC 324: *Composition II: Orchestration*
Students develop more advanced technique in writing for instruments and voice through study in creative composition, focusing on large ensembles. Offered every year.
Prerequisite: MUSIC 223.

MUSIC 345: *Advanced Study in Musicology*
Students encounter in-depth studies in a specific topic or area of musicology. The content and nature of this course are determined by the instructor and the music department. Sample topics include American music, South Asian music, Opera, and Music, Gender, and Sexuality. May be repeated if topic is different. Offered each semester.
Prerequisite: MUSIC 141 or permission of instructor.

MUSIC 346: *Music, Gender, and Sexuality*
Students consider how norms of masculinity and femininity are expressed through music in historical and contemporary contexts around the world. Through investigating relationships between music, gender, and sexuality from a variety of analytical perspectives structured around ethnographic case studies, students encounter multiple models of music research, which they use to guide their own ethnographic projects.
Prerequisite: MUSIC 141 or permission of instructor.

MUSIC 347: *Somali Community Engagement through Music*
Students explore how Somali diaspora communities have made important visible and audible contributions to the cultural landscape of Minnesota, while studying and learning to perform the interconnected arts of Somali poetry, music, dance, and theater. Interactions with local Somali musicians and community leaders, a visit to the Somali mosque, and collaboratively working to discern and support the needs of a community partner organization that serves Somali families provides students with hands-on experience in community engagement.
Prerequisite: MUSIC 141 or permission of instructor.

MUSIC 354: *Advanced Conducting (0.50)*
Working with a live instrumental or choral ensemble, students learn and conduct complete movements and/or entire works and encounter a variety of advanced baton techniques. Course activities develop skills in reading, preparing, interpreting and memorizing scores, with further focus on rehearsal procedures, performance practice, and concert programming. Participants are required to observe a variety of rehearsals on- and off-campus. Offered annually in the fall semester.
Prerequisites: MUSIC 251 and either MUSIC 252 or MUSIC 253.

MUSIC 394: *Academic Internship*

MUSIC 396: *Directed Undergraduate Research*
This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to their research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.
Prerequisite: determined by individual instructor.

MUSIC 398: *Independent Research*

Examples of Previously Approved Music Elective Courses with the ACE Component (depending on topic)

MUSIC 268 Opera Creation Residency in the Schools: Civic Engagement

MUSIC 269 Opera Workshop

MUSIC 273 Professional Practices for the Individual Musician

MUSIC 345 Advanced Study in Musicology

MUSIC 346 Music, Gender, and Sexuality

Plan of Study

Music for Social Impact Major - Plan of Study

This is a sample plan that meets the prescribed requirements for this major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
World Language		1.00
MUSIC 112	Introduction to Musicianship	1.00
MUSIC 161	Piano Class I (0.25)	0.25
Music Lesson		0.25
	Credits	**3.5**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
World Language		1.00
MUSIC 114	Musicianship: Tonality	1.00
MUSIC 141	Introduction to Musicology	1.00
MUSIC 162	Piano Class II (0.25)	0.25
Music Lesson		0.25
	Credits	**4.5**
Sophomore Year		
Fall Semester		
MUSIC 237	Local and Global Musicking	1.00
MUSIC 261	Piano Class III (0.25) (or MUSIC 165 or MUSIC 270)	0.25
Music Lesson		0.25
	Credits	**1.5**
January Term		
MUSIC 245	Music and Social Justice	1.00
	Credits	**1**
Spring Semester		
MUSIC 200-level or 300-level Elective course with ACE		1.00
Music Lesson		0.25
	Credits	**1.25**
Junior Year		
Fall Semester		
MUSIC 300-level Elective course		1.00
Music Lesson		0.25
	Credits	**1.25**
Spring Semester		
MUSIC Capstone Project		1.00
Music Lesson		0.25
	Credits	**1.25**
Senior Year		
Fall Semester		
MUSIC 200-level or 300-level Elective course with ACE		1.00
	Credits	**1**
	Total Credits	**15.25**

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the Music for Social Impact department webpage for more information.

Faculty

Associate Chair, 2025-2026
Tracey M. Engleman (on sabbatical Fall Semester/J-Term 2025-26)
Professor of Music
voice; vocal pedagogy; vocal literature

Department Chair, 2025-2026
Louis K. Epstein
Professor of Music
music history

Kathryn E. Ananda-Owens
Professor of Music
piano; piano literature

Anton Armstrong
Harry R. and Thora H. Tosdal Professor of Music
choir; conducting; voice; pedagogy for young voices

Christopher G. Atzinger (on sabbatical J-Term and Spring Semester 2025-26)
Professor of Music
piano

James E. Bobb
Associate Professor of Music; Elliot M. and Klara Stockdal Johnson Chair of Organ and Church Music
organ; church music; choir; chapel cantor

Christine Boone
Visiting Associate Professor of Music

Rachel Brandwein
Visiting Assistant Professor of Music
harp; music theory

Eric Broker
Adjunct Instructor of Music

Sarah Burk
Adjunct Instructor of Music

Andrew Cannestra
Visiting Instructor of Music

David M. Carter
Professor of Music
cello; chamber music; string techniques; string literature/pedagogy; music appreciation

David R. Castro
Professor of Music
music theory; counterpoint; advanced analysis

Kurt Claussen
Adjunct Instructor of Music

saxophone, chamber music

Anna Clift
Adjunct Instructor of Music
cello; chamber music

Henry L. Dorn
Assistant Professor of Music
band; composition; conducting

Wesley Dunnagan
Assistant Professor of Music

Jerome Elsbernd
Visiting Instructor of Music

Alison Feldt
Professor of Music; Associate Dean of Fine Arts
voice

Leigh Ann Garner
Assistant Professor of Music
music education

Charles K. Gray
Professor of Music
violin; viola; string literature/pedagogy; chamber music

Thea Groth
Adjunct Assistant Professor of Music
bassoon

Steve Groth
Adjunct Assistant Professor of Music

Therees Hibbard
Associate Professor of Practice and Robert Scholz Endowed Chair in Music
choir; voice; voice class; conducting

Martin Hodel
Professor of Music
trumpet; orchestra; chamber music

Joseph Lee Jefferson
Associate Professor of Music
jazz trombone; jazz ensembles

Joseph Kemper
Assistant Professor of Music

Reid Kennedy
Adjunct Instructor of Music

Rehanna Landis Kheshgi
Associate Professor of Music
ethnomusicology; gamelan

April R. Kim
Associate Professor of Practice in Music
piano; piano literature

Dale H. Kruse
Associate Professor of Practice in Music
voice; lyric theater

Orin Larson
Visiting Instructor of Music

Dana L. Maeda
Instructor of Music
oboe; historic winds; woodwind techniques; chamber music

Jill Mahr
Adjunct Instructor of Music
handbell ensembles; flute

Jenna L. McBride-Harris
Visiting Assistant Professor of Music
French horn

James M. McClung
Visiting Associate Professor of Music
percussion

Alicia McQuerry
Adjunct Instructor of Music

Justin W. Merritt
Professor of Music
composition; theory; instrumentation; electronic music

Johnathan Moeller
Adjunct Instructor of Music
guitar techniques

Monica Murray
Visiting Associate Professor of Music

Chung Park
Associate Professor of Music
orchestral ensembles; conducting

Sarah Pradt
Adjunct Assistant Professor of Music
Hardanger Fiddle

Catherine Ramirez (on sabbatical Fall Semester 2025)
Artist in Residence in Music
flute; theory; chamber music

Aileen Razey
Assistant Professor of Music

Catherine R. Rodland
Artist in Residence in Music
organ; theory

Julia Sakharova
Visiting Instructor of Music

Kyle Sanborn
Adjunct Instructor of Music

Ray Shows, Jr.
Instructor of Music
violin; viola

Shari Speer
Visiting Instructor of Music
voice

Emery Stephens (on sabbatical Fall Semester/J-Term 2025-26)
Associate Professor of Music
voice

Marita Stryker
Assistant Professor of Music; Program Director of Musical Theater
voice, musical theater

Jason Tanksley
Adjunct Instructor of Music
tuba

KrisAnne Weiss
Visiting Assistant Professor of Music
voice

Peter Whitman
Adjunct Instructor of Music
jazz saxophone

Musical Theater

Marita Stryker, Program Director, Christiansen Hall of Music 210
507-786-3687
stryke2@stolaf.edu
stolaf.edu/musical-theater/

Overview

The Musical Theater concentration is open to all majors in the Bachelor of Arts program. Musical theater is an interdisciplinary art form that is culturally relevant by offering opportunities for discourse and dialogue on social issues, societal change and culture through its performance. This genre of theater has deep roots in American culture and is wildly popular offering ample, consistent, and financially supported professional opportunities for those who wish to have careers as artists. The rise in popularity of musical theater has also extended over to film and television.

Intended Learning Outcomes for the Concentration

Requirements

Requirements for the Concentration

Code	Title	Credits
Required (Core) Courses:		
THEAT 131	Musical Theater	1.00
MUSIC 267	Advanced Acting For The Lyric Stage	1.00
Dance: 3 semesters of movement intensive (any style)		.75
Voice Lessons: 3 semesters at 0.25 [1]		.75
Performance or Tech Lab: 2 semesters at 0.25 [2]		.50
THEAT 271	History of Theater since 1700	1.00
Electives: Students elect to take 1.0 credit from the following list: [3]		**1.00**
DANCE 231	Fundamentals of Choreography and Improvisation	
MUSPF 124 Jazz piano lessons (4 semesters at 0.25 credits)		
MUSIC 268	Opera Creation Residency in the Schools: Civic Engagement	
MUSIC 269	Opera Workshop	
THEAT 115	Acting for the Non Major	
THEAT 130	Introduction to Acting	
THEAT 140	Introduction to Design for Performance	
THEAT 180	Text and Performance	
THEAT 230	Intermediate Acting	
THEAT 232	Stage Direction	
THEAT 240	Scenery and Costume Design and Production	
THEAT 250	Lighting and Sound-Design and Production	
Total Credits		**6**

1

One semester of MUSIC 148 Contemporary Styles Voice Class can count toward voice lesson credits.

2

THEAT 233, THEAT 253, or 2 productions directed by a St. Olaf Theater/Music faculty/staff; student directed shows do not count.

3

Other courses not listed may count with prior approval of the Department Chair of Music or Chair of Theater.

Neuroscience

Katherine Towler, Regents Science 260
507-786-3100
towler2@stolaf.edu
wp.stolaf.edu/neuroscience

Neuroscience is the study of nervous systems: organized collections of neurons, such as brains, that sense the environment, process and store information and generate physiological and behavioral responses in animals, including humans. An interdisciplinary field, neuroscience integrates diverse academic perspectives (such as biology, psychology, chemistry, computer science, and philosophy) and employs numerous levels of inquiry (from the molecular to the cognitive). Modern neuroscience research ranges from basic science questions examining how nerve cells generate signals to clinical research exploring treatments for Alzheimer's disease.

Overview of the Concentration

Neuroscience is a multidisciplinary program that provides students access to the field by linking curricula, faculty, and students in a contract concentration that requires foundations in at least two natural sciences and allows students to explore connections with courses in the arts, humanities, and social sciences. It provides students with a broad introductory exposure to the field of neuroscience by requiring students to integrate material from several disciplines to answer questions about the brain and behavior. Students must first consult with the director of the neuroscience concentration by the end of the sophomore year and develop a contract. The contract may be altered by mutual consent at any time.

Intended Learning Outcomes for the Concentration

Recommendations for Graduate Study

Graduate programs in neuroscience vary widely in their admission requirements, so students intending to attend graduate school in neuroscience are advised to determine the requirements of the specific programs they are considering. In general, however, a number of neuroscience graduate programs recommend chemistry, genetics, and statistics; many cognitive neuroscience programs emphasize coursework in psychology.

Requirements

Requirements for the Concentration

Code	Title	Credits
Foundation courses (taken in either order):		
PSYCH 238	Biopsychology (PSYCH 238 introduces students to the fundamental principles underlying the relationship between the brain and behavior, with an emphasis on the systems and cognitive levels.)	1.00

NEURO 239	Cellular and Molecular Neuroscience (NEURO 239 focuses on the physiology and development of neurons and neural circuits across the animal kingdom.)	1.00
Select two lab electives. The first must be from the approved list of Neuroscience Core courses (see Category A list on courses tab). The second may be from either Category A or Category B. If the second is NOT from Category A, it must be from Category B and from a different department. (See Category B list on courses tab).		2.00
Elective:		1.00
Any course from Category A, B, or C. (See lists on courses tab.)		
One level III seminar. (See lists on courses tab.)		1.00
Total Credits		**6**

Courses

NEURO 239: *Cellular and Molecular Neuroscience*
Neuroscience is one of the fastest-growing fields in the sciences, with research interests ranging from molecular genetics to whole animal behavior. Topics include membrane biophysics, synaptic transmission and plasticity, intracellular signaling, sensory transduction, motor control systems, and development. Students attend lectures plus one three-hour laboratory per week. Offered annually in the spring semester.
Prerequisite: BIO 143 or BIO 227 or PSYCH 238.

NEURO 294: *Academic Internship*

NEURO 298: *Independent Study*

NEURO 394: *Academic Internship*

NEURO 398: *Independent Research*

Neuroscience Electives and Seminars

Category A: Core Neuroscience Courses

BIO 247 Animal Physiology

BIO 386 Animal Behavior

PSYCH 235 Sensation and Perception

PSYCH 236 Conditioning and Learning

PSYCH 237 Cognitive Psychology

PSYCH 393 Advanced Research Collaborations (ARC) (when topic is Neuroscience-based and in consultation with neuroscience program director)

Category B: Lab Elective Courses (from different department than first elective in Category A)

BIO 227 Cell Biology

BIO 233 Intermediate Genetics

BIO 364 Molecular Biology

BIO 372 Developmental Biology

PHYS 246 Electronics

* Directed Undergraduate Research (396) and Independent Research (398) courses allowed with pre-approval of the program director

Category C: Additional Elective (examples)

CHEM 379 Biochemistry I

CSCI 121 Principles of Computer Science

MATH 220 Elementary Linear Algebra

MATH 230 Differential Equations I

PHIL 231 Philosophy of Mind

PHIL 244 Philosophy of Science

PHIL 250 Biomedical Ethics

PHIL 251 Science, Ethics, and Religion

PHYS 390 Selected Topics (if neuroscience focus)

PSYCH 239 Drugs, the Brain and Behavior

SDS 164 Data Science 1

SDS 264 Data Science 2

SDS 272 Statistics 2

SDS 341 Algorithms for Decision Making

NOTE: Independent Study (298) courses and courses from other institutions (e.g., Carleton or DIS) may be counted as Category C with pre-approval of the program director

Seminars

BIO 391 Selected Topics (when topic is "Developmental Neurobiology or Computational Neuroscience")

PSYCH 336 Neuroscience of Addiction

PSYCH 337 Neurobiology of Learning and Memory

PSYCH 338 Neurobiology of Psychopathology

PSYCH 339 Cognitive Neuroscience

PSYCH 340 Frontiers in Aging: Cells to Society

PSYCH 390 Issues in Psychology (when topic is "Stress and Development" or "Aging Brain and Cognition")

Faculty

Program Director, 2025-2026
Norman Lee
Associate Professor of Biology

Kevin M. Crisp (on sabbatical 2025-26)
Professor of Biology; Health Professions Committee Chair
electrophysiology; computational neuroscience; microglia

Jay A. Demas
Associate Professor of Physics and Biology

neuronal biophysics; sensory circuits; retinal neurophysiology

Shelly D. Dickinson
Associate Professor of Psychology
behavioral neuroscience; addiction; conditioning and learning; psychopharmacology

Jeremy L. Loebach
Associate Professor of Psychology
cognitive neuroscience; speech and hearing sciences; psycholinguistics

Gary M. Muir (on sabbatical 2025-26)
Professor of Psychology; Grace A. Whittier Endowed Chair of Science
behavioral neuroscience; cognitive neuroscience; neurobiology of spatial navigation; neurobiology of learning and memory

Jessica R. Petok
Professor of Psychology
aging; adult development; cognition; memory and learning

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Affiliated Kinesiology Faculty

Charles Fountaine - Professor of Kinesiology; Department Chair of Kinesiology

Jenny Miller - Assistant Professor of Kinesiology

Matthew Neuger - Visiting Assistant Professor of Kinesiology

Nordic Studies

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The Nordic studies program enables students who enter St. Olaf with advanced competence in Norwegian (or another Nordic language) or those who wish a more interdisciplinary approach than that offered by the Norwegian major an opportunity to pursue their interest in Nordic language, culture, and society.

Overview of the Major

The Nordic studies major at St. Olaf College is designed to meet the needs of students who wish to pursue both advanced proficiency in the Norwegian language and an interdisciplinary understanding of the Nordic region. Students complete foundational courses in Norwegian language before pursuing advanced proficiency. In addition, students take a variety of courses on Nordic language, culture, and society from a variety of departments and/or disciplinary perspectives, including at least one course that explores diversity, inequity, and social justice in the Nordic context. Students also have many opportunities to complete coursework through study and/or internship opportunities in one or more Nordic countries. Finally, students participate in an upper-level research seminar in which they design and complete a research project that explores an academic question about Nordic language, culture, or society through an interdisciplinary lens. Students wanting to complete both the Nordic Studies and the Norwegian majors must complete a minimum of 10 credits beyond the foundational course requirement.

Intended Learning Outcomes for the Major

Overview of the Concentration

The Nordic studies concentration is designed for students who wish to gain an interdisciplinary understanding of the Nordic region, including its languages, cultures, and societies. The Nordic studies concentration provides students with a foundation of Norwegian language knowledge and skills. From there, students undertake coursework that situates Norway within the broader social and cultural region of the Nordic countries. Students compare and contrast the Nordic languages, cultures, and societies and engage critically with the question of what makes the Nordic countries distinctive.

Intended Learning Outcomes for the Concentration

Overview of the Sámi and Critical Indigenous Studies Emphasis

The Sámi and Critical Indigenous Studies emphasis is a collaboration between the Norwegian Department, the Nordic Studies program, and the Race and Ethnic Studies program. In addition to courses in these programs, the emphasis includes courses from a variety of other programs to create a space to critically examine indigenous academic knowledge and Nordic colonialism. The emphasis provides an in-depth understanding of the historical experiences, cultural traditions and

innovations, and political status of the Sámi and the interconnections among the Sámi and other indigenous peoples worldwide.

St. Olaf College stands on the homelands of the Wahpekute Band of the Dakota Nation. We honor with gratitude the people who have stewarded the land throughout the generations and their ongoing contributions to this region. We acknowledge the ongoing injustices that we have committed against the Dakota Nation, and we wish to interrupt this legacy, beginning with acts of healing and honest storytelling about this place.

The emphasis consists of four total courses: two required foundational courses and two electives. Note that RACE 252 cannot be used for the Norwegian major.

Special Programs

The Norwegian Department sponsors many speakers and activities relevant to the Nordic studies concentration such as the annual Christmas service and Seventeenth of May celebration and provides students with the opportunity to live in a language house with a native speaker assistant. The Norwegian-American Historical Association, a rich source of information on Norwegian immigration, is housed in Rølvaag Memorial Library. Many students choose to study in a Nordic country on a variety of programs such as the Oslo International Summer School and the St. Olaf-sponsored programs in Norway, Sweden and Denmark (p. 342). Norwegian professors also participate in the Language Across the Curriculum (LAC) program (p. 190), collaborating with disciplinary professors to offer students the opportunity to use their world language skills in selected courses in other departments.

Requirements

Requirements for the Major

Code	Title	Credits
Foundational Courses (in Norwegian)		
NORW 111	Beginning Norwegian I	1.00
NORW 112	Beginning Norwegian II	1.00
NORW 231	Intermediate Norwegian I	1.00
NORW 232	Intermediate Norwegian II	1.00
One (1) additional level II or level III course taught partially or fully in Norwegian (must total at least 0.5 credit)		**0.5-1.00**
NORST 277	Islamic Communities in Scandinavia (LAC .25 credit)	
NORW 205	Nature in Nordic Literature and Culture (Taught in English) (LAC .25 credit)	
NORW 244	The Sámi: Traditions in Transition (Taught in English) (LAC .25 credit)	
NORW 296	Oslo, Norway Internship Reflection Seminar	
NORW 371	Norwegian Literature: An Overview	
NORW 372	Topics in Norwegian Literature/ Culture	
NORW 373	Topics in Norwegian Literature/ Culture	
Study abroad or away courses: grammar course, Nynorsk course (ISS)		
Cultural and Historical Perspectives (in English)		
One (1) course that critically examines questions of Nordic diversity, inequity, and social justice		**1.00**
NORST 100	Nordic Values: From Origins to Obstacles	
ENVST 283	Topics in Environmental Studies ("Arctic Journeys: Literature of the North" only)	
NORST 264	Nordic Explorations of Sexualities and Genders	
NORST 277	Islamic Communities in Scandinavia	
NORW 224	Topics in Contemporary Nordic Lit:Window on Society (Taught in English	
NORW 244	The Sámi: Traditions in Transition (Taught in English)	
NORW 280	Nordic Mythology and Christianization (Taught in English)	
PSYCH 232	Gender Equality in Norway (study abroad)	
One (1) course that examines the Nordic languages from a comparative perspective		**1.00**
NORW 260	Introduction to Germanic Linguistics (Taught in English) (additional courses coming soon)	
Two (2) additional courses selected from those listed above; students may also select from the following:		**2.00**
GERM 247	Germanic Fairy Tales (Taught in English)	
HIST 211	Vikings: Past and Present	
HIST 271	In their own words: Literature by Immigrants in Minnesota	
NORST 219	Transdisciplinary Topics in Nordic Studies	
NORST 280	Nordic Film Directors	
NORST 396	Directed Undergraduate Research	
NORST 398	Independent Research	
NORW 260	Introduction to Germanic Linguistics (Taught in English)	
NORW 396	Directed Undergraduate Research	
NORW 398	Independent Research	
PHIL 233	Kierkegaard and Existentialism	
REL 238	Tolkien and Theology	
MUSPF 118	Hardanger Fiddle	
Advanced Course (in English)		
One (1) Level III Research Course		**1.00**
NORST 396	Directed Undergraduate Research	

NORST 398	Independent Research	
NORW 396	Directed Undergraduate Research	
NORW 398	Independent Research	
Total Credits		**9.5-10**

Please note: Students completing both the Norwegian and the Nordic Studies majors must have at least 15 total courses. In the case of a student who tests out of the foundational courses, 11 courses are required.

***Up to three credits** from study abroad or away may be counted toward the major at discretion of program director.

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Requirements for the Concentration

Code	Title	Credits
Foundational courses (in Norwegian):		**3**
NORW 111	Beginning Norwegian I	
NORW 112	Beginning Norwegian II	
NORW 231	Intermediate Norwegian I	
Intermediate Course (in Norwegian):		
One (1) additional level II or level III course taught partially or fully in Norwegian (must total at least 0.5 credit):		0.5-1.00
NORW 232	Intermediate Norwegian II	
NORW 205	Nature in Nordic Literature and Culture (Taught in English) (LAC)	
NORW 244	The Sámi: Traditions in Transition (Taught in English) (LAC)	
NORST 277	Islamic Communities in Scandinavia (LAC)	
NORW 296	Oslo, Norway Internship Reflection Seminar	
NORW 371	Norwegian Literature: An Overview	
NORW 372	Topics in Norwegian Literature/ Culture	
NORW 373	Topics in Norwegian Literature/ Culture	
Study abroad or away courses: grammar course, Nynorsk course (ISS)		
Cultural and Historical Perspectives (in English)		
One (1) course that critically examines questions of Nordic diversity, inequity, and social justice:		1.00
ENVST 283	Topics in Environmental Studies (When topic is 'Journeys: Lit of the North')	
LNGST 301	Germanic Multiethnolects-A Story of Birth	
NORST 264	Nordic Explorations of Sexualities and Genders	
NORST 277	Islamic Communities in Scandinavia	
NORW 224	Topics in Contemporary Nordic Lit: Window on Society (Taught in Englis	
NORW 244	The Sámi: Traditions in Transition (Taught in English)	
NORW 280	Nordic Mythology and Christianization (Taught in English)	
PSYCH 232	Gender Equality in Norway (study abroad)	
Three (3) additional courses selected from those listed above; students may also select from the following:		**3.00**
GERM 247	Germanic Fairy Tales (Taught in English)	
HIST 211	Vikings: Past and Present	
HIST 271	In their own words: Literature by Immigrants in Minnesota	
MUSPF 118 Hardanger Fiddle		
NORST 100	Nordic Values: From Origins to Obstacles	
NORST 219	Transdisciplinary Topics in Nordic Studies	
NORST 280	Nordic Film Directors	
NORST 396	Directed Undergraduate Research	
NORST 398	Independent Research	
NORW 260	Introduction to Germanic Linguistics (Taught in English)	
NORW 396	Directed Undergraduate Research	
NORW 398	Independent Research	
PHIL 233	Kierkegaard and Existentialism	
REL 238	Tolkien and Theology	
Total Credits		**7.5-8**

***Please note:** Students are not allowed to combine the Nordic Studies major with the Nordic studies concentration. If a student double majors in Norwegian and Nordic studies they may also add the Sámi and Critical Indigenous Studies emphasis. Students are not allowed to count the emphasis in Sámi and Critical Indigenous Studies twice (once for the Norwegian major and once for the Nordic Studies major).

Requirements for the Sámi and Critical Indigenous Studies Emphasis

The emphasis consists of four total courses: two required foundational courses and two electives. Note that RACE 252 cannot be used for the Norwegian major.

Code	Title	Credits
Foundational courses		
NORW 244	The Sámi: Traditions in Transition	1.00
RACE 252	Topical Seminar (Theories of Race, Ethnicity, and Indigeneity)	1.00

Elective courses (minimum of two)		**2.00**
To count towards the emphasis, students must have a project/paper connected to Norwegian/Nordic colonialism.		
ENVST 283	Topics in Environmental Studies (Arctic Journeys: Literature of the North)	
NORW 205	Nature in Nordic Literature and Culture	
NORW 372	Topics in Norwegian Literature/ Culture (taught in Norwegian; counts if topic is relevant)	
MUSIC 141	Introduction to Musicology	
MUSIC 245	Music and Social Justice	
MUSIC 237	Local and Global Musicking	
SOAN 233	A Sociology of Colonialism and Postcolonialism	
Study abroad courses from DIS-Copenhagen; Postcolonial Europe: Narrative, Nationalism, and Race; and Arctic Geopolitics		
Total Credits		**4**

Courses

NORST 100: *Nordic Values: From Origins to Obstacles*
The Nordic countries consistently top the list of the best places in the world to live, but what values have supported this outcome? This course examines three core Nordic values--equality, social solidarity, and sustainability--in light of Lutheran and secular traditions. Students examine texts that reflect how these core Nordic values developed and the current challenges facing them. Offered annually.

NORST 219: *Transdisciplinary Topics in Nordic Studies*
Students explore an interdisciplinary topic in language, literature, history, or culture through close reading, discussion, analysis, and interpretation of selected works, including theoretical texts. Recent topics include: Peace and non-violence from a Nordic Perspective, The Immigrant Experience: From Nordic to Contemporary Immigration to Minnesota, Nordic American heritage, Social Welfare in the Nordic context. Taught in English. May be repeated if topics are different. Offered periodically. Some topics may count toward Norwegian major.

NORST 264: *Nordic Explorations of Sexualities and Genders*
This course examines how women writers from the Nordic region represent gendered identities and sexualities. Using a variety of texts from the nineteenth century to today, students learn how authors have challenged the socio-political role of women over time. Additionally, students investigate how authors make use of different literary genres such as dystopian writing, crime fiction, magical realism, or sci-fi to shine a light on gendered identities in society. Offered alternate years during the spring semester.
Prerequisite: WRIT 120 or equivalent.

NORST 277: *Islamic Communities in Scandinavia*
This course investigates intersections of faith, culture, and politics in Scandinavian and Islamic communities. Students study early encounters between Islamic and Nordic societies and the history of migration to Norway, Denmark, and Sweden from traditionally Islamic countries. Students will examine the cultural challenges faced by Muslims, in particular women, media representations of the Muslim community in politics and society, and extreme reactions that have arisen in the face of multi-religious communities in Scandinavia. Offered alternate years.

NORST 280: *Nordic Film Directors*
Numerous Nordic film directors have been celebrated around the world for their important contributions to the art of cinema. In this course students both survey Nordic cinema through chosen examples of such celebrated directors, while also scrutinizing the idea of the film author itself. It asks students to consider what it is about these particular filmmakers that make them special and different from both mainstream and non-Nordic ones. Offered periodically.

NORST 294: *Academic Internship*

NORST 298: *Independent Study*

NORST 394: *Academic Internship*

NORST 396: *Directed Undergraduate Research*
This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to their research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.
Prerequisite: determined by individual instructor.

NORST 398: *Independent Research*

Examples of Courses from Outside the Nordic Studies Program

ENVST 283 Topics in Environmental Studies

GERM 247 Germanic Fairy Tales (Taught in English)

HIST 188 Topical Seminar(when topic is related to Scandinavia/Arctic Passages)

HIST 211 Vikings: Past and Present

HIST 225 The Journey North: Migrations To, From, & Within Norway (study abroad)

HIST 271 In their own words: Literature by Immigrants in Minnesota

NORW 205 Nature in Nordic Literature and Culture (Taught in English)

NORW 224 Topics in Contemp Nordic Lit: Window on Society (Taught in English)

NORW 244 The Sámi: Traditions in Transition (Taught in English)

NORW 260 Introduction to Germanic Linguistics (Taught in English)

NORW 280 Nordic Mythology and Christianization (Taught in English)

NORW 373 Topics in Norwegian Literature/Culture

PHIL 233 Kierkegaard and Existentialism

PHIL 266 Kierkegaard in Copenhagen (study abroad)

PSYCH 232 Gender Equality in Norway (study abroad)

Plan of Study

Nordic Studies Major - Plan of Study

This is a sample plan that meets the prescribed requirements for the Nordic Studies major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

All students with prior experience in Norwegian must complete the **online placement exam** in early summer before their first year to determine which level they should begin.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
NORW 111	Beginning Norwegian I [1]	1.00
	Credits	**2**
January Term		
NORW 112	Beginning Norwegian II (fast track option)	1.00
	Credits	**1**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
NORW 112	Beginning Norwegian II (NORW 231 if fast track option)	1.00
	Credits	**2**
Sophomore Year		
Fall Semester		
NORW 231	Intermediate Norwegian I	1.00
	Credits	**1**
Spring Semester		
NORW 232	Intermediate Norwegian II	1.00
Intermediate Course in Norwegian (200 or 300-level)		1.00
	Credits	**2**
Junior Year		
Fall Semester		
NORW 260	Introduction to Germanic Linguistics (Taught in English)	1.00
	Credits	**1**
Spring Semester		
Cultural and Historical Perspectives Course (in English)		1.00
One approved course from approved list		1.00
	Credits	**2**
Senior Year		
Fall Semester		
One additional course from approved list		1.00
	Credits	**1**
Spring Semester		
300-level Course (NORST 396 or NORW 396 or NORST 398 or NORW 398)		1.00
	Credits	**1**
	Total Credits	**13**

1

*Assumes that the individual has no prior experience in Norwegian; higher coursework can be taken if prerequisites are met.

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the Nordic Studies department webpage for more information.

Faculty

Program Director , 2025-2026
Kari Lie Dorer
Professor of Norwegian and Race, Ethnic, Gender and Sexuality Studies, King Olav V Chair of Scandinavian-American Studies
Norwegian language and culture; applied linguistics; Sami studies; Nordic film

Jenna M. Coughlin (on sabbatical 2025-26)
Associate Professor of Norwegian
Norwegian language and culture; Nordic literature and media; ecocriticism; gender studies

Carl Graefe
Visiting Assistant Professor of Political Science

Andrew (Andy) Meyer
Visiting Assistant Professor of Norwegian

Caitlin Sackrison
Visiting Assistant Professor of Norwegian

Tanya Thresher
Associate Professor of Norwegian
Norwegian language and culture; gender studies, Nordic theater and film, Ibsen, Nordic multiculturalism

Norwegian

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Students at St. Olaf have the opportunity to study a unique subject — Norwegian. St. Olaf is one of a few colleges and universities where students can use Norwegian to complete their world language requirement — and beyond the requirement can study in depth the language, literature, culture, and history of Norway. In addition to graduating with a major in Norwegian, St. Olaf students have many opportunities to study and travel in Norway.

The study of Norwegian opens the door to another culture and another way of viewing the world. Students develop skills in communication, research, analytical thinking, and writing that are essential to a liberal education and are useful in a wide range of careers. They learn about Norway's role in technology, environmental awareness, social equality, and international peace initiatives. Some of the world's best literature awaits discovery by students of Norwegian: works by authors like Ibsen, Hamsun, and Undset, as well as by writers who have not been translated into English. Norwegian also enables many students to explore their cultural heritage and encourages contact with relatives and friends in Norway.

Overview of the Major

The Norwegian major is designed for students who wish to gain advanced competency in the Norwegian language along with an understanding of Norwegian society and culture. Following foundational courses in Norwegian language, students undertake coursework in advanced language and in topics relating to culture, history, and literature to engage critically with what makes Norway and its people distinctive.

Intended Learning Outcomes for the Major

Overview of the Sámi and Critical Indigenous Studies Emphasis

The Sámi and Critical Indigenous Studies emphasis is a collaboration between the Norwegian Department, the Nordic Studies program, and the Race and Ethnic Studies program. In addition to courses in these programs, the emphasis includes courses from a variety of other programs to create a space to critically examine indigenous academic knowledge and Nordic colonialism. The emphasis provides an in-depth understanding of the historical experiences, cultural traditions and innovations, and political status of the Sámi and the interconnections among the Sámi and other indigenous peoples worldwide.

St. Olaf College stands on the homelands of the Wahpekute Band of the Dakota Nation. We honor with gratitude the people who have stewarded the land throughout the generations and their ongoing contributions to this region. We acknowledge the ongoing injustices that we have committed against the Dakota Nation, and we wish to interrupt this legacy, beginning with acts of healing and honest storytelling about this place.

The emphasis consists of four total courses: two required foundational courses and two electives. Note that RACE 252 Topical Seminar cannot be used for the Norwegian major.

Distinction

See Academic Honors (p. 18)

Distinction in Norwegian should reflect a special interest in some aspect of Norwegian language and culture. A distinction paper or project may spring out of coursework but must go beyond and must incorporate some public activity, whether that be print publication, website development, oral presentation, or other public performance.

Special Programs

The Norwegian Department sponsors many speakers and activities such as the annual Christmas service and Seventeenth of May celebration and provides students with the opportunity to live in a language house with a native speaker assistant. The Norwegian-American Historical Association, a rich source of information on Norwegian immigration, is housed in Rølvaag Memorial Library. Many students choose to study in Norway on a variety of programs such as the Oslo International Summer School and the St. Olaf-sponsored programs in Norway (p. 342). Norwegian professors also participate in the Language Across the Curriculum (LAC) program (p. 190), collaborating with disciplinary professors to offer students the opportunity to use their world language skills in selected courses in other departments.

Requirements

Requirements for the Major

Code	Title	Credits
Foundational courses		**5.0**
NORW 111	Beginning Norwegian I	
NORW 112	Beginning Norwegian II	
NORW 231	Intermediate Norwegian I	
NORW 232	Intermediate Norwegian II	
NORW 253	Social Debates in Historical Context	
Advanced Courses (in Norwegian):		
Select one (1) option:		**1.50-2**
Option Æ: two (2) 370-level courses taught in Norwegian:		
NORW 371	Norwegian Literature: An Overview	
NORW 372	Topics in Norwegian Literature/ Culture	
NORW 373	Topics in Norwegian Literature/ Culture	
Option Å: one (1) level II or 370-level course partially in Norwegian (must total at least 0.50 credit) and one (1) level III course entirely in Norwegian		
Level II courses partially or entirely in Norwegian:		
NORST 277 Islamic Communities in Scandinavia (LAC .25 credit)		

NORW 205	Nature in Nordic Literature and Culture (Taught in English) (LAC .25 credit)	
NORW 244	The Sámi: Traditions in Transition (Taught in English) (LAC .25 credit)	
NORW 294	Academic Internship (.25 or .50 credit)	
NORW 296	Oslo, Norway Internship Reflection Seminar	
Study Away/Study Abroad courses: grammar course, Nynorsk course (ISS)		
370-level courses entirely in Norwegian:		
NORW 371	Norwegian Literature: An Overview	
NORW 372	Topics in Norwegian Literature/ Culture	
NORW 373	Topics in Norwegian Literature/ Culture	
Cultural and Historical Perspectives (in English):		
Select one (1) course that critically examines questions of Nordic diversity, inequity, and social justice:		**1.00**
ENVST 283	Topics in Environmental Studies (Arctic Journeys: Literature of the North)	
LNGST 301	Germanic Multiethnolects-A Story of Birth	
NORST 100	Nordic Values: From Origins to Obstacles	
NORST 264	Nordic Explorations of Sexualities and Genders	
NORST 277	Islamic Communities in Scandinavia	
NORW 224	Topics in Contemporary Nordic Lit: Window on Society (Taught in Englis	
NORW 244	The Sámi: Traditions in Transition (Taught in English)	
PSYCH 232	Gender Equality in Norway (study abroad)	
Select one (1) additional humanities course:		**1.00**
HIST 188	Topical Seminar (when topic is related to Scandinavia/Arctic Passages)	
HIST 211	Vikings: Past and Present	
HIST 222	Modern Scandinavia	
HIST 225	The Journey North: Migrations To, From, & Within Norway (study abroad)	
HIST 271	In their own words: Literature by Immigrants in Minnesota	
NORW 180	The Nordic Child in Literature and Film	
NORW 240	Vikings Past and Present	
NORW 244	The Sámi: Traditions in Transition (Taught in English)	
NORW 260	Introduction to Germanic Linguistics (Taught in English)	
NORW 282	The Drama of Henrik Ibsen (Taught in English)	
PHIL 266	Kierkegaard in Copenhagen (study abroad)	
Select one (1) additional Norwegian or Nordic Studies course from courses listed above; students may also select from the following:		**1.00**
LNGST 301	Germanic Multiethnolects-A Story of Birth	
NORST 264	Nordic Explorations of Sexualities and Genders	
NORST 277	Islamic Communities in Scandinavia	
NORST 280	Nordic Film Directors	
NORST 396	Directed Undergraduate Research	
NORW 280	Nordic Mythology and Christianization (Taught in English)	
One course may be taken S/U.		
A maximum of three courses may count from study in Norway.		
Total Credits		**9.5-10**

Please note: Students completing both the Norwegian and the Nordic Studies Major must have at least 15 total courses. In the case of a student who tests out of the foundational courses, 11 courses are required.

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Requirements for the Sámi and Critical Indigenous Studies emphasis

The emphasis consists of four total courses: two required foundational courses and two electives. Note that RACE 252 cannot be used for the Norwegian major.

Code	Title	Credits
Foundational courses		
NORW 244	The Sámi: Traditions in Transition	1.00
RACE 252	Topical Seminar (Theories of Race, Ethnicity, and Indigeneity)	1.00
Elective courses (minimum of two)		**2.00**
To count towards the emphasis, students must have a project/paper connected to Norwegian/Nordic colonialism.		
ENVST 283	Topics in Environmental Studies (Arctic Journeys: Literature of the North)	
NORW 205	Nature in Nordic Literature and Culture	
NORW 372	Topics in Norwegian Literature/ Culture (taught in Norwegian; counts if topic is relevant)	

MUSIC 141	Introduction to Musicology
MUSIC 245	Music and Social Justice
MUSIC 237	Local and Global Musicking
SOAN 233	A Sociology of Colonialism and Postcolonialism
Study abroad courses from DIS-Copenhagen; Postcolonial Europe: Narrative, Nationalism, and Race; and Arctic Geopolitics	
Total Credits	**4**

Courses

Language Courses

NORW 111: *Beginning Norwegian I*
Proficiency in a second language opens the door to another culture and another way of viewing the world. This course starts students on the road to achieving such a proficiency. Students begin learning to speak, understand, read, and write Norwegian and learn about Norwegian culture through the language. Offered annually in the fall semester.

NORW 112: *Beginning Norwegian II*
Students continue developing proficiency in spoken and written Norwegian, increasing their vocabulary, improving grammatical accuracy, and gaining experience reading and listening to authentic materials. Offered annually during January term and spring semester.
Prerequisite: NORW 111 or by placement test.

NORW 231: *Intermediate Norwegian I*
Students improve proficiency in listening, speaking, reading, and writing, with an emphasis on communication as well as improved grammatical accuracy. Reading and discussion of authentic literary and cultural texts allow students to expand their vocabulary and knowledge of the Norwegian way of life. Offered each semester.
Prerequisite: NORW 112 or by placement test.

NORW 232: *Intermediate Norwegian II*
This course is a continuation of the approach of NORW 231, in which authentic cultural and literary texts provide the basis for writing and discussion on topics such as health, work, Norwegian history, society, politics, environmental issues, and minorities in Norway. Materials include a contemporary novel. Offered annually in the spring semester.
Prerequisite: NORW 231 or by placement test.

NORW 253: *Social Debates in Historical Context*
In this course students work to develop competence in Norwegian culture, history and society through a survey of the state and politics and the Norwegian population. Through these topics, students learn about important moments in Norwegian history. They explore some of the most important debates that are taking place in Norway now, and learn to formulate themselves in several oral and written contexts, including informative presentations and discussion and argumentative texts.
Prerequisite: NORW 232 or by placement test.

NORW 371: *Norwegian Literature: An Overview*
This course is a historical survey of Norwegian literary and cultural history from the medieval period to contemporary times. Students read a selection of short texts and a play by Henrik Ibsen. They gain knowledge of the most important periods of Norwegian literature and develop skills of close reading and critical reflection. The course emphasizes the understanding of individual texts in the light of their historical period, while also addressing how Norwegian literature has been used in modern constructions of cultural identity and how it has influenced and reflected larger societal developments. Taught in Norwegian.
Prerequisite: NORW 253 or equivalent.

NORW 372: *Topics in Norwegian Literature/Culture*
This course offers an in-depth investigation of a selected topic from Norwegian literary or cultural history. Topics may be organized by period (Realism, Postwar literature), historical events (literature and World War II), important themes (feminism, social democracy, religion and secularism), or genre (Norwegian poetry, literature and film). The course also emphasizes development of critical, interpretive, and research skills, as well as refinement of Norwegian language proficiency. This course is taught in Norwegian. Offered annually.
Prerequisite: NORW 253 or equivalent.

NORW 373: *Topics in Norwegian Literature/Culture*
This course offers an in-depth investigation of a selected topic from Norwegian literary or cultural history. Topics may be organized by period (Realism, Postwar literature), historical events (literature and World War II), important themes (feminism, social democracy, religion and secularism), or genre (Norwegian poetry, literature and film). The course also emphasizes development of critical, interpretive, and research skills, as well as refinement of Norwegian language proficiency. This course is taught in Norwegian. Offered annually.
Prerequisite: NORW 253 or equivalent.

Nordic Literature and Culture (Taught in English)

NORW 205: *Nature in Nordic Literature and Culture (Taught in English)*
This course examines the representation of nature from creation narratives of Norse myth, 19th century nation-building, and up to present concerns about climate change and environmental destruction in the Nordic region. Students examine central works and contested notions of nature. Alongside these, they will be introduced to ecocriticism as a method of textual analysis. This provides an entryway into the environmental humanities, and an opportunity to explore what makes Nordic literature and culture unique. Offered periodically.

NORW 224: *Topics in Contemp Nordic Lit: Window on Society (Taught in English)*
Recently there has been an explosion in Nordic literature translated into English, providing unprecedented access to contemporary literary texts produced in Norway, Sweden, Denmark, Finland, and Iceland. In this course students read and analyze contemporary Nordic literary texts and examine those societies through a literary perspective. Sample topics: "Murder Nordic Style: Contemporary Crime Fiction" and "Gender and Nordic Society." Taught in English. Offered periodically.
Prerequisite: WRIT 120 or equivalent.

NORW 244: ***The Sámi: Traditions in Transition (Taught in English)***
This interdisciplinary course explores the Sámi, an Indigenous people living mainly in the northern parts of Norway, Sweden, Finland, and Russia. Students first place the Sámi in a historical-cultural context by examining the Sámi's social and economic systems, religion, customs, and values. The major portion of the course examines the Sámi primarily from within: the Sámi will present themselves through their literature, film, music, and art. Taught in English. Offered periodically.

NORW 260: ***Introduction to Germanic Linguistics (Taught in English)***
This course explores linguistic and social processes that underlie language change with a focus on the Germanic language family. Students learn the fundamental methods of comparative historical linguistics to analyze the development of modern Germanic languages (e.g., English, German, Norwegian, etc.) from a common ancestor. These processes concern how language operates as a cognitive system, as well as core social factors that impact language practices. Students also learn to critically engage with linguistic scholarship and develop their research and writing skills through a project on a topic of their choosing. Offered periodically.
Prerequisites: LNGST 250 or NORW 231 or GERM 231 or permission of the instructor.

NORW 280: ***Nordic Mythology and Christianization (Taught in English)***
This course introduces students to the religious situation of Viking and Medieval Scandinavia before and after the advent of Christianity. Through exploring Norse mythology, Nordic Christianization, and Nordic memory of the pagan past, students examine the relationship between religion (both structure and belief) and the everyday lifeworld of a people. Offered annually.

NORW 282: ***The Drama of Henrik Ibsen (Taught in English)***
Students analyze the plays of Henrik Ibsen in English translation using a variety of critical approaches. Students investigate ethical issues and themes in Ibsen's plays by examining the plays through the lens of ethics, using readings in ethical theory to better understand both the ethical issues and the plays themselves. Students also study Ibsen's dramatic technique and the historical and literary context of his work. Taught in English. Offered annually.

NORW 294: ***Academic Internship***

NORW 296: ***Oslo, Norway Internship Reflection Seminar***
This seminar integrates the experience of work and the search for career in the context of Norway. Course content includes both an internship in Oslo and a reflection seminar. The reflection seminar connects academic theories/analyses of work and Norwegian culture with the internship experience. Through reading, writing, and discussion, this course provides a space in which to reflect on the challenges, hopes, and fears facing students embarking on their post graduation careers. Offered alternate years during January term.
Prerequisite: completion of the World Languages and Cultures requirement in Norwegian.

NORW 298: ***Independent Study***

NORW 394: ***Academic Internship***

NORW 396: ***Directed Undergraduate Research***
This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to their research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.
Prerequisite: determined by individual instructor.

NORW 398: ***Independent Research***

NORW 399: ***Seminar***
May be repeated if topics are different.

Related Course

HIST 211: ***Vikings: Past and Present***
This course begins by offering a historical survey of the Viking expansion with a particular emphasis on primary written sources, including Eddaic poetry, Sagas of Icelanders and King's sagas (including material on St. Olaf). The second half conversely is focused on contemporary accounts (including literature, comic books and films), both Nordic and English/American, that rework this historical heritage in the present day. Offered annually.

Plan of Study

Norwegian Major - Plan of Study

This is a sample plan that meets the prescribed requirements for the Norwegian major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Students can major in Norwegian whether they start at the beginner level (NORW 111) or have prior experience in the language.

All students with prior experience in Norwegian must complete the **placement exam** in early Summer before their first year.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
HIST 188	Topical Seminar	1.00
NORW 111	Beginning Norwegian I	1.00
	Credits	**3**
January Term		
NORW 112	Beginning Norwegian II (fast track option)	1.00
	Credits	**1**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
NORW 112	Beginning Norwegian II (NORW 231 if fast track option)	1.00
	Credits	**2**
Sophomore Year		
Fall Semester		
NORW 231	Intermediate Norwegian I	1.00
	Credits	**1**
Spring Semester		
NORW 232	Intermediate Norwegian II	1.00
	Credits	**1**
Junior Year		
Fall Semester		
NORW 253	Social Debates in Historical Context	1.00
	Credits	**1**
January Term		
HIST 225	The Journey North: Migrations To, From, & Within Norway (study abroad)	1.00
	Credits	**1**

Spring Semester		
NORW 371 or NORW 372 or NORW 373	Norwegian Literature: An Overview or Topics in Norwegian Literature/Culture or Topics in Norwegian Literature/Culture	1.00
	Credits	**1**
Senior Year		
Fall Semester		
NORW 244 or NORST 264 or NORW 205	The Sámi: Traditions in Transition (Taught in English) or Nordic Explorations of Sexualities and Genders or Nature in Nordic Literature and Culture (Taught in English)	1.00
NORW LAC 244, NORW LAC 264, OR NORW LAC 205 [1]		0.25
	Credits	**1.25**
Spring Semester		
NORW 372 or NORW 371 or NORW 373	Topics in Norwegian Literature/Culture or Norwegian Literature: An Overview or Topics in Norwegian Literature/Culture	1.00
	Credits	**1**
	Total Credits	**13.25**

1

Only one of the listed LAC courses (0.25 credit) will be offered per semester periodically

Also recommended:

- Summer between Sophomore and Junior Years: NAHA Summer Internship
- Summer between Junior and Senior Years: Oslo International Summer School

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the Norwegian department webpage or the planning worksheet for more information.

Faculty

Department Chair, 2025-2026
Kari Lie Dorer
Professor of Norwegian and Race, Ethnic, Gender and Sexuality Studies, King Olav V Chair of Scandinavian-American Studies
Norwegian language and culture; applied linguistics; Sami studies; Nordic film

Jenna M. Coughlin (on sabbatical 2025-26)
Associate Professor of Norwegian
Norwegian language and culture; Nordic literature and media; ecocriticism; gender studies

Thea Lund
Visiting Instructor of Norwegian

Andrew (Andy) Meyer
Visiting Assistant Professor of Norwegian

Caitlin Sackrison
Visiting Assistant Professor of Norwegian

Tanya Thresher
Associate Professor of Norwegian
Norwegian language and culture; gender studies, Nordic theater and film, Ibsen, Nordic multiculturalism

Nursing

Susan Huehn, Ph.D, R.N., Regents 160G
507-786-3430
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wp.stolaf.edu/nursing

St. Olaf nurses are prepared for meaningful vocation with coursework in the humanities, social sciences, and arts alongside nursing coursework. This liberal arts foundation prepares professional nurses who think critically, communicate and collaborate effectively, act ethically, and advocate for health equity to enhance the well-being of all people within dynamic, complex healthcare systems. By combining a liberal arts background with the acquisition of professional knowledge, the nursing program at St. Olaf integrates development of the whole person, a commitment to life-long learning, and service to others with a holistic approach to the practice of professional nursing.

Accreditation and Approval

The baccalaureate degree program in nursing at St. Olaf College is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

The St. Olaf nursing program meets the requirements of all 50 states to be eligible for licensure. The Minnesota Board of Nursing has approved the St. Olaf nursing program for the purpose of meeting the education requirements for licensure as a registered nurse. Approval is the authority granted by the board for a controlling body to offer a program designed to prepare students to meet the education requirements for licensure as a practical, professional, or advanced practice registered nurse.

Information regarding state approval of the program is available from the:

Minnesota Board of Nursing
2829 University Ave SE Suite 200
Minneapolis, MN 55414
Phone: 612-317-3000
Fax: 612-617-2190
Email: Nursing.Board@state.mn.us

Intended Learning Outcomes for the Major

Distinction

See Academic Honors (p. 18)

The nursing department proposes two pathways for Departmental Distinction.

Departmental Distinction: Creative and Innovative Project
To qualify for Creative and Innovative Project Distinction, students will complete a project that demonstrates a significant contribution to the nursing profession. Students will create a project proposal which will be presented to the nursing department chair for approval. Once approved, students will work with a designated faculty member to complete the project. For final distinction, students will present the project to the nursing department faculty in the spring of the senior year. Distinction will be awarded with faculty approval.

Departmental Distinction: Academic
To qualify for Academic Departmental Distinction, students must have a cumulative 3.5 GPA in all nursing courses. Students will create a project proposal which will be presented to the nursing department chair for approval. Once approved, students will work with a designated faculty member to complete the project. For final distinction, students will present the project to the nursing department faculty in the spring of the senior year. Distinction will be awarded with faculty approval.

Special Programs

Study Abroad
Nursing students at St. Olaf have the opportunity to participate in study abroad programs. Many nursing majors study abroad during J-term. Semester-long study abroad programs require additional planning and consultation with the nursing department chair.

Second Majors
Second majors may be desirable but not attainable for nursing majors without extensive planning and possibly additional years of college. There is no guarantee that nursing students will be able to complete a second major in four years.

Requirements

Applying & Admission to the Nursing Program

Students are encouraged to express an interest in the nursing major upon application for admission to St. Olaf College. The admissions office will direct you to the necessary additional application required for the nursing major. It is advised that you apply as early as possible.

Direct Admission to the Nursing Program
Students intending to major in nursing at the time of application to St. Olaf College may be considered for direct admission to the nursing program as a first-year student. Students seeking direct admission to the nursing program must complete an additional application at the same time that they submit an application to the College. Students who did not apply or were not selected for first-year direct admission to the nursing program may apply for admission during the fall of the sophomore year.

Applying to the Nursing Program
The nursing major begins in the spring semester of the sophomore year if the following criteria are met. All students applying to the nursing program (direct admit students and students who apply at a later time) must meet the criteria:

1. Minimum cumulative grade point average (GPA) of 2.85.
2. Prerequisites must be taken for a letter grade, cumulative grade point average (GPA) of 2.70.
3. Only one prerequisite course may be below C- and this course (or an alternate course approved by the nursing department chair) may be repeated once.
4. Minimum grade of C- must be achieved in the repeated or substituted course.
5. If a grade of C- is not achieved in the repeated or substituted course, the student may not continue in the major.

6. If two or more prerequisite courses are below C-, the student may not continue in the major.
7. Four of the eight prerequisite courses must be completed by the end of the fall semester of the sophomore year. All prerequisite courses must be completed by the beginning of the junior year.

Students not accepted may choose to be placed on a waiting list and will be notified of their rank on that list. If openings occur, admission will be offered to waiting list students by rank, highest rank first. Students on the waiting list may reapply for admission to the nursing program the following year. They will be considered in the next pool of applicants but will not be guaranteed admission because they apply a second time.
In addition to the college health requirements, clinical agency partners require documentation of current health and immunization status to be updated annually. For the most current information regarding requirements, please contact the St. Olaf Nursing Department.

In order to be qualified to provide direct patient services, students must complete a criminal background study conducted by the Minnesota Department of Human Services (DHS). If a student is disqualified by DHS, the student will be unable to provide direct patient care and the student will be dismissed from the nursing program.

Progression in the Nursing Program

In order to continue in the nursing program, the student must:

1. Complete all course requirements.
2. Achieve 75% or above on the examination component of the course. If the examination grade is less than 75%, the grade on the examination component becomes the grade in the course.
3. Achieve 75% or above in the clinical experience component of the course. If the clinical experience grade is less than 75%, the grade on the clinical experience component becomes the grade in the course.
4. If the above criteria are not met, the student will be referred to the Nursing Department Chair.

If the above criteria are not met, the following actions may be taken:

1. The student may be given the option of repeating the course. A student may repeat a maximum of one course in the nursing major one time. If the student is unsuccessful in repeating a nursing course in the major, the student will be required to withdraw permanently from the nursing major.
2. The student may be required to withdraw permanently from the major. If a student receives less than 75% in more than one nursing course in a semester or in more than one course throughout the nursing major, the student must withdraw.

Dismissal from the Nursing Program

If the nursing department faculty determines that a student's performance merits dismissal from the program, the Nursing Department Chair will communicate this information to the student in writing.

Students can be dismissed from the nursing program for one of three reasons:

1. Failure to maintain 75% in all nursing courses required for the nursing major.
2. Failure to conform to safe and/or ethical nursing practices as stated in the Safe Nursing Practice Guidelines outlined in the Nursing Student Handbook.
3. Failure to attend a significant number of clinical experiences, skills lab and/or simulations as determined by the nursing faculty.

Requirements for the Major

Code	Title	Credits
Prerequisite Courses (to be completed before beginning level III nursing courses)		
BIO 143	Human Anatomy and Physiology: Cells and Tissues	1.00
BIO 243	Human Anatomy and Physiology: Organs and Organ Systems	1.00
NURS 110	Nutrition and Wellness	1.00
PSYCH 125	Principles of Psychology	1.00
PSYCH 241	Developmental Psychology	1.00
Select one of the following:		1.00
BIO 140	Explorations in Microbiology	
BIO 231	Microbiology	
Select one of the following:		1.00
CHEM 122	Introductory Chemistry	
CHEM 125	Structural Chemistry and Equilibrium	
Select one of the following:		1.00
SOAN 121	Introduction to Sociology	
SOAN 128	Introduction to Cultural Anthropology	
SOAN 248	Sociology of Dying, Death, and Bereavement	
SOAN 260	Families, Marriage, & Relationships	
SOAN 261	Gender in Cross-Cultural Perspective	
SOAN 262	Global Interdependence	
SOAN 264	Race and Class in American Culture	
SOAN 267	Medical Anthropology	
Requirements for Graduation		
NURS 211	Holistic Health Assessment and Health Promotion	1.00
NURS 212	Foundations of Professional Nursing	1.00
NURS 310	Pathopharmacology	1.00
NURS 312	Family Health	1.00
NURS 313	Gerontological Nursing	1.00
NURS 314	Lifespan Medical-Surgical Nursing I	1.00
NURS 315	Medical-Surgical Nursing II	1.00
NURS 316	Public Health Nursing	1.00
NURS 317	Behavioral Health	1.00
NURS 318	Nursing Leadership (1.50)	1.50
NURS 319	Complex Patient Care	1.00

NURS 399	Senior Nursing Seminar (0.50)	0.50
One course in ethics (students should consult with their advisor to determine what nursing courses carry the Ethical Reasoning in Context OLE Core curriculum attribute.)		1.00

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Courses

Nursing courses are upper-level (sophomore, junior, and senior years) and include theory, simulation, skills lab, and clinical experiences.

The nursing program utilizes additional educational resources to help students succeed and pass the NCLEX exam. A fee is assessed annually in the junior and senior years of the nursing major for additional program expenses. This fee will appear on the student's tuition statement. The nursing department works to keep your cost as low as possible.

Students in the nursing program will have group clinical experiences that occur mainly on Tuesdays and Thursdays during the junior and senior years. During senior year, students will also complete a capstone experience that involves working in an area of interest with a preceptor. These experiences are in a variety of rural and urban settings.

Students are responsible for and must make their own arrangements for transportation to clinical and capstone experiences. St. Olaf College and the nursing department does not provide cars, college vans or any other means of transportation to students. All clinical and capstone experiences require transportation.

Nursing Major Courses

NURS 211: *Holistic Health Assessment and Health Promotion*
This course focuses on holistic health assessment, health promotion, and disease prevention across the lifespan. Students obtain health histories, identify risk factors, and develop health assessment skills in physiologic, psychosocial, developmental, and spiritual dimensions. Identification of data from a holistic perspective and analysis of findings through critical thinking are emphasized. Active learning experiences are utilized to apply knowledge and informatics during health assessment. Students attend lectures plus one two-hour laboratory per week. Offered annually in the spring semester.
Prerequisites: open to sophomore nursing majors only; concurrent enrollment in NURS 212.

NURS 310: *Pathopharmacology*
This course explores pharmacodynamics and pharmacokinetics, integrating principles of pathophysiology through examining drug classifications in relation to disease processes and symptom management. Evaluation of efficacy, potential complications, and special considerations for medication administration are emphasized. Monitoring of physical signs and symptoms, diagnostic evaluation, and complications of drug therapy are reviewed. Open to non-nursing majors with approval of instructor. Offered annually in the fall semester.
Prerequisites: for nursing majors: open to junior nursing majors only; completion of NURS 211 and NURS 212 (previously NURS 311) with grades of C or above; concurrent enrollment in NURS 313.

NURS 312: *Family Health*
Students focus on the nursing care of childbearing and childrearing families in the context of family-centered care. Family theory will be utilized as the framework for nursing assessment and care of families in various situations across the lifespan. Clinical experiences are provided with childbearing and childrearing families. Offered annually in the fall semester.
Prerequisites: open to senior nursing majors only; NURS 314 with grades of C or above; concurrent enrollment in NURS 315 and NURS 316.

NURS 313: *Gerontological Nursing*
Students examine social, psychological, and biological aspects of aging within the context of holistic nursing. Application of knowledge and skills using gerontological principles for prevalent health problems experienced by older adults is emphasized. The course incorporates instruction and feedback for developing oral communication through the practice of interpersonal communication skills. Clinical experiences focus on elder care in a variety of community settings. Offered annually in the fall semester.
Prerequisite: open to junior nursing majors only; NURS 211 and NURS 212 with grades of C or above; concurrent enrollment in NURS 310.

NURS 314: *Lifespan Medical-Surgical Nursing I*
This course focuses on the etiology, clinical manifestations, and management of holistic nursing care for ill patients of various ages. Major concept areas explore the dynamics of common acute and chronic abnormalities observed in specific populations. Students utilize diverse roles of the nurse integrating knowledge from pharmacology and health assessment to manage the care of a patient in the clinical setting. Offered annually in the spring semester.
Prerequisites: open to junior nursing majors only; NURS 310 and NURS 313 with grades of C or above.

NURS 315: *Medical-Surgical Nursing II*
Building on the interplay between pathophysiology, pharmacology and the nursing process in NURS 314, this course expands upon the holistic nursing care for ill patients of various ages. Students utilize diverse roles of the nurse to manage the care of children and adults with complex abnormalities in the clinical setting. Offered annually in the fall semester.
Prerequisites: open to senior nursing majors only; NURS 314 with grade of C or above; concurrent enrollment in NURS 312 and NURS 316.

NURS 316: *Public Health Nursing*
Public health nursing is informed by community needs and environmental factors focusing on health promotion and disease prevention. Through project management, students address the health needs of groups and communities utilizing group communication processes, teamwork, and collaboration. Students focus on utilizing community resources, identifying risk factors, and evaluating the impact on population health as related to current epidemiological trends. Offered annually in the fall semester.
Prerequisites: open to senior nursing majors only; NURS 314 with grade of C or above; concurrent enrollment in NURS 312 and NURS 315.

NURS 317: *Behavioral Health*
Students synthesize knowledge and apply evidence-based practice in the care and management of clients experiencing a major psychiatric and/or mental health disorder. Emphasis is placed on the role of the professional nurse in various treatment settings as well as current treatment modalities. The client population includes children, adolescents, and adults along the health-illness continuum. Offered annually in the spring semester.
Prerequisites: open to senior nursing majors only; NURS 312, NURS 315, and NURS 316 with grades of C or above; concurrent enrollment in NURS 318, NURS 319, and NURS 399.

NURS 318: *Nursing Leadership (1.50)*
This synthesis course focuses on professional role development, nursing leadership and contemporary issues in nursing. Students gain the knowledge and skills in organizational systems leadership, quality improvement and safety that are needed to lead healthcare teams, coordinate patient care, and achieve patient outcomes. Offered annually in the spring semester.
Prerequisites: open to senior nursing majors only; NURS 312, NURS 315, and NURS 316 with grades of C or above; concurrent enrollment in NURS 317, NURS 319, and NURS 399.

NURS 319: *Complex Patient Care*
Students synthesize knowledge and apply evidence-based practice in the care and management of patients with multiple complex health conditions. The focus of this course is on caring for patients with limitations in their ability to function due to physical, mental, and psychosocial challenges. Simulation is used to facilitate student learning in critical care environments. Offered annually in the spring semester.
Prerequisites: open to senior nursing majors only; NURS 312, NURS 315, and NURS 316 with grades of C or above; concurrent enrollment in NURS 317, NURS 318, and NURS 399.

NURS 399: *Senior Nursing Seminar (0.50)*
Nursing is a complex, evolving profession responding to an ever-changing healthcare environment. Students discuss emerging nursing/healthcare issues and are guided in the development of strategies to prepare for the NCLEX-RN and for successful transition to baccalaureate generalist nursing practice. This course focuses on professional development, including personal philosophies of nursing, professional ethics, and portfolio development. Offered annually in the spring semester.
Prerequisites: open to senior nursing majors only; NURS 312, NURS 315, and NURS 316 with grades of C or above; concurrent enrollment in NURS 317, NURS 318, and NURS 319.

Nursing Courses that Do Not Count Toward the Major

Courses that **do not** count toward the nursing major include: NURS 110 Nutrition and Wellness, NURS 294 Academic Internship, NURS 298 Independent Study, NURS 394 Academic Internship, and NURS 398 Independent Research.

NURS 110: *Nutrition and Wellness*
This course explores the sources, chemical composition, and metabolic behavior of nutrients. Nutritional requirements for a balanced diet are examined as well as the consequences of excesses and deficiencies. Students use nutrition tools and guidelines to make sound food choices, learn how to read food labels, and consider factors affecting food consumption. Class activities increase students' awareness of a healthy diet, help students evaluate nutrition behaviors, and facilitate a nutritionally sound lifestyle. Offered annually. Does not count toward major, but is a prerequisite for the nursing major.

NURS 294: *Academic Internship*
Does not count toward the Nursing major. Students may choose a 1.00, 0.50, or 0.25 credit option.

NURS 298: *Independent Study*
Does not count toward the Nursing major.

NURS 394: *Academic Internship*
Does not count toward the Nursing major. Students may choose a 1.00, 0.50, or 0.25 credit option.

NURS 398: *Independent Research*
Does not count toward the Nursing major.

Plan of Study
Nursing Major - Plan of Study

This is a sample plan that meets the prescribed requirements for the Nursing major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
CHEM 122	Introductory Chemistry [1]	1.00
PSYCH 125	Principles of Psychology (or approved SOAN course) [2]	1.00
World Language		1.00
	Credits	**4**
January Term		
NURS 110	Nutrition and Wellness	1.00
	Credits	**1**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
BIO 140	Explorations in Microbiology	1.00
World Language		1.00
	Credits	**3**
Sophomore Year		
Fall Semester		
BIO 143	Human Anatomy and Physiology: Cells and Tissues	1.00
	Credits	**1**
Spring Semester		
BIO 243	Human Anatomy and Physiology: Organs and Organ Systems	1.00
PSYCH 241	Developmental Psychology (or approved SOAN course) [2]	1.00
NURS 211	Holistic Health Assessment and Health Promotion	1.00
NURS 212	Foundations of Professional Nursing	1.00
	Credits	**4**
Junior Year		
Fall Semester		
NURS 310	Pathopharmacology	1.00

NURS 313	Gerontological Nursing	1.00
	Credits	**2**
Spring Semester		
NURS 314	Lifespan Medical-Surgical Nursing I	1.00
	Credits	**1**
Senior Year		
Fall Semester		
NURS 312	Family Health	1.00
NURS 315	Medical-Surgical Nursing II	1.00
NURS 316	Public Health Nursing	1.00
	Credits	**3**
Spring Semester		
NURS 317	Behavioral Health	1.00
NURS 318	Nursing Leadership (1.50)	1.50
NURS 319	Complex Patient Care	1.00
NURS 399	Senior Nursing Seminar (0.50)	0.50
	Credits	**4**
	Total Credits	**23**

1

Chemistry course taken is based on student's placement test results.

2

Choose from: PSYCH 125, PSYCH 241, SOAN 121, SOAN 128, SOAN 260, SOAN 261, SOAN 262, SOAN 264, or SOAN 267.

3

NOTE: Nursing Program Prerequisite Courses GPA Requirement: 2.70 or higher. Nursing Program Cumulative GPA Requirement: 2.85 or higher

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the Nursing Department webpage for more information.

Faculty

Department Chair, 2025-2026
Susan L. Huehn
Associate Professor of Nursing

Dawn Bicknell
Adjunct Instructor of Nursing

Emily Carroll
Assistant Professor of Nursing

Steven Cole
Instructor of Biology

Kris Ehresmann
Visiting Instructor of Nursing

Anna Graefe
Assistant Professor of Nursing

Nancy Pelegano
Visiting Assistant Professor of Nursing

Rebecca Saxton
Professor of Nursing

Joshua Sonnenburg
Adjunct Instructor of Nursing

Ericka Welsh
Adjunct Assistant Professor of Nursing

Philosophy

Jessica VanZuilen, Holland Hall 426
507-786-3351
vanzui2@stolaf.edu
wp.stolaf.edu/philosophy

The aim of the Philosophy Department is to engage students in disciplined and imaginative thinking about philosophical issues. Philosophical questions fall primarily into four groups: questions about the nature of reality (metaphysics), about reasoning and inference (logic), about knowledge (epistemology), and about values and society, including moral values (ethics) and aesthetic values. These questions, which arise naturally in the course of a liberal education, are not only fascinating in their own right, they also touch on issues central to understanding and improving human life in our own society and in the world. Because they involve complex and controversial issues, there are no easy answers. Yet it matters greatly which answers are accepted, and it is therefore important to engage in discussion with others who face these questions and to seek to learn from the philosophers of the past and present.

Engaging in philosophy develops skills in careful and fair-minded interpretation, creative but rigorous argumentation, and perceptive, wise evaluation of complex issues. These valuable abilities are applicable to any subject matter and in any human context and are useful for negotiating the ambiguities of today's career paths.

Overview of the Major

A major in philosophy is highly recommended not only for those who wish to pursue graduate study in philosophy but also as preparation for other careers that require the ability to think in a creative and disciplined manner about questions that are new or whose method of solution is debated, including careers in law, theology, business, management, medicine, journalism, politics, and education.

Philosophy majors are encouraged to participate in the student-run Philosophy Forum, to attend special lectures and events sponsored by the department, to explore study abroad programs, and to participate in departmental social events.

Intended Learning Outcomes for the Major

Distinction

See Academic Honors (p. 18)

Departmental Distinction is awarded to graduating seniors who have demonstrated excellence in our discipline. This is the highest honor the Department can award. The Department awards Distinction according to the criteria below.

Criteria for Departmental Distinction in Philosophy

The two primary criteria for awarding Distinction are (i) the candidate's GPA in philosophy and (ii) the quality of the candidate's philosophical writing as shown by a portfolio of papers submitted for Distinction. Excellence in philosophical writing is characterized by

- clarity in the statement of a position,
- care in the analysis of an issue,
- cogency of argument,
- overall coherence in statement and argument,
- the range of considerations brought to bear on the issue,
- the imagination, creativity, and style with which all of this is done, and
- the display of intellectual virtues, such as humility regarding what one knows and respect of those with whom one disagrees

Although GPA in philosophy and the quality of philosophical writing are the primary criteria, participation in, or leadership of, extra-curricular philosophy events such as Phil Forum or Phi Sigma Tau may also figure in the Department's evaluation as secondary considerations.

Procedure for Applying

The application for distinction in philosophy shall consist of a portfolio of philosophy papers that are of superior philosophical quality. The portfolio will normally consist of two or three papers that students have written for their courses, at least one of which should be a term paper from a 300-level seminar. Students are encouraged to revise their papers in accordance with the instructor's comments and with the student's further reflection. A paper used in a Distinction portfolio may also be submitted for the Ringstad Prize (but it will need to be submitted separately). Portfolio papers will be evaluated by the Chair and at least one other member of the Department. They will present their evaluation to the Department as a basis for its vote. The Chair will invite all seniors with a GPA in philosophy of 3.5 or higher to apply for Distinction. Seniors with a GPA in philosophy lower than a 3.5 will not ordinarily be considered for Distinction unless there are exceptional circumstances; such students should discuss their circumstances with the Chair before the deadline. The entire sequence of Enduring Questions or Public Affairs Conversation can count towards one elective of the major. So, for students who are counting one of these programs towards their philosophy major, the Department will consider their GPA in their entire sequence of the program as their GPA for the elective course.

Special Resources

The Howard and Edna Hong Kierkegaard Library at St. Olaf is an internationally acclaimed center for the study of Søren Kierkegaard, the 19th-century Danish philosopher who is widely recognized as the father of existentialism. Every year, researchers from around the world come to the library to participate in its visiting fellows program. It is an invaluable resource for students, too. A number of philosophy students have worked in the library, and seniors and recent undergraduates have participated in the library's fellowship program for young scholars. The library also sponsors *The Reed*, an undergraduate journal of existential thought.

The Eunice Belgum Memorial Lectures are delivered annually by leading philosophers from around the world. Recent lecturers include Jay Garfield, Costică Brădăţan, Meghan Sullivan, Eleonore Stump, Edward Langerak, John Cooper, Charles Mills, and Louise Anthony. Simon Critchley was the lecturer for 2023-2024.

Requirements

The aim of the Philosophy Department is to engage students in disciplined and imaginative thinking about philosophical issues. Philosophical questions fall primarily into four groups: questions about the nature of reality (metaphysics), about reasoning and inference (logic), about knowledge (epistemology), and about values and society, including moral values (ethics) and aesthetic values. These questions,

which arise naturally in the course of a liberal education, are not only fascinating in their own right, they also touch on issues central to understanding and improving human life in our own society and in the world. Because they involve complex and controversial issues, there are no easy answers. Yet it matters greatly which answers are accepted, and it is therefore important to engage in discussion with others who face these questions and to seek to learn from the philosophers of the past and present.

Engaging in philosophy develops skills in careful and fair-minded interpretation, creative but rigorous argumentation, and perceptive, wise evaluation of complex issues. These valuable abilities are applicable to any subject matter and in any human context and are useful for negotiating the ambiguities of today's career paths.

Requirements for the Regular Major

Code	Title	Credits
PHIL 240	Formal Logic	1.00
Three level III seminar courses [1,2]		3.00
Four Level II distribution requirements (one in each category)		
I. Metaphysics & Epistemology		1.00
PHIL 231	Philosophy of Mind	
PHIL 241	Philosophical Theology	
PHIL 244	Philosophy of Science	
PHIL 246	Space and Time	
II. Value Theory		1.00
PHIL 243	Aesthetics	
PHIL 250	Biomedical Ethics	
PHIL 251	Science, Ethics, and Religion	
PHIL 252	Ethics and the Good Life	
PHIL 254	Law, Politics, and Morality	
PHIL 256	Friendship, Love, and the Good Life	
PHIL 257	Environmental Ethics	
PHIL 258	Ethics, Economics, and the Marketplace	
PHIL 278	Moral Theory	
III. History of Western Philosophy		1.00
PHIL 235	Ancient Greek Philosophy	
PHIL 236	History of Modern Philosophy	
IV. Expanding Perspectives (satisfied by level II or level III) [3]		1.00
PHIL 242	Latin American Philosophy	
PHIL 245	Philosophy and Feminism	
PHIL 249	Asian Philosophy	
PHIL 255	Race and Social Justice	
Elective course [4]		1.00
Total Credits		**9**

1

Level III seminar courses may not be taken S/U

2

Policy Concerning PHIL 398 Independent Research (IR) (Adopted 2/12/08)
In special circumstances, an IR course may be substituted for a level III seminar. The circumstances are as follows:

1) the IR must have a special relevance to the student's program of study in the major or integrative major, serving as a capstone experience;

2) by November 1 of the senior year, the student must present a petition to the chair of the philosophy department before registering for spring courses. The petition should include a rationale explaining the special relevance of the project to his or her major. The chair has full authority to grant or decline the petition;

3) no more than one IR course, which must be taken graded, can be used to fulfill the requirement; the other level III course(s) must be seminar courses.

3

PHIL 371, 372, 373, 374, or 375 will count toward the major if devoted to a topic that satisfies category IV Expanding Perspectives.

4

Students who complete the Enduring Questions, Public Affairs Conversation, or Science Conversation receive credit for one elective philosophy course toward the major.

Requirements for the Integrative Major

Code	Title	Credits
Seven courses in philosophy, including: [1]		7.00
Either of the following:		
PHIL 235	Ancient Greek Philosophy	
PHIL 236	History of Modern Philosophy	
Two level III seminar courses in philosophy [2,3]		
Three level II or III courses in another department and/or program chosen to complement the work in philosophy [4]		3.00
Total Credits		**10**

1

Students who complete the Enduring Questions, Public Affairs Conversation, or Science Conversation receive credit for one elective philosophy course toward the major.

2

The two level III seminar courses in philosophy may not be taken S/U

3

Policy Concerning PHIL 398 Independent Research (IR) (Adopted 2/12/08)
In special circumstances, an IR course may be substituted for a level III seminar. The circumstances are as follows:

1) the IR must have a special relevance to the student's program of study in the major or contract major, serving as a capstone experience;

2) by November 1 of the senior year, the student must present a petition to the chair of the philosophy department before registering for spring courses. The petition should include a rationale explaining the special relevance of the project to his or her major. The chair has full authority to grant or decline the petition;

3) no more than one IR course, which must be taken graded, can be used to fulfill the requirement; the other level III course(s) must be seminar courses.

4

Students must write a rationale that states why the three chosen courses outside of the philosophy department should count toward the philosophy major. Students must submit the rationale to the department chair for consideration of approval.

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Integrative Major Form

The integrative major form can be found here.

Courses

PHIL 117: *Confucius, Buddha, and Socrates*
Confucius, Buddha, and Socrates are foundational philosophers of the ancient world. Yet, Socrates holds a privileged position in the history of philosophy due to his emphasis on reason, argumentation, and his influence on Plato. In this course students take a comparative approach to the philosophies of these three thinkers with the aim of examining their method of practicing philosophy, analyzing their philosophical theories, and investigating what it is to be a philosopher in each of their cultures. Offered annually.
Prerequisite: first-year student or sophomore standing.

PHIL 118: *Knowledge, Reality, and the Self*
This course is a historical introduction to philosophy, a discipline which pursues fundamental questions about the nature of reality and our place within it. Students critically engage with philosophical works across multiple periods and perspectives, while developing their own point of view on major philosophical questions. Specific topics vary, but typical examples include: What can we know, and how can we know it? What is a meaningful life? Is reality objective? What is the self? Offered annually.
Prerequisite: first-year student or sophomore standing.

PHIL 119: *Moral Psychology*
This seminar provides an introduction to philosophy that compares psychological and philosophical approaches to moral behavior and character. The course examines the nature of those states of mind that are thought to constitute moral (or evil) character and produce moral (or evil) actions, relationships, and societies. States considered may include humility, self-respect, beneficence, compassion, caring, anger, forgiveness, courage, and truthfulness. Offered annually.
Prerequisite: first-year student or sophomore standing.

PHIL 120: *Philosophy in Literature*
Literature provides rich resources for thinking through central philosophical questions, including the metaphysics and ethics of freedom; the problem of evil; the role of character in choice and action; the nature of morality; rebellion and human solidarity; God's existence and relation to the world; and the nature of truth. Designed primarily for first-year students, this course explores philosophical ideas in literary works of several different genres by studying plot, character, point-of-view, imagery, and symbolism. Offered during January Term.

PHIL 121: *Conservative Philosophy in History*
The course examines significant conservative social and political philosophies of the modern period. What do conservative philosophies want to "conserve" and how do answers to that question distinguish varieties of conservatism (e.g., traditional, libertarian)? What are strengths and weaknesses of conservatism? Students explore key conservative ideas of thinkers like Hume, Adam Smith, Burke, Hamilton, Madison, Tocqueville, Maistre, Newman, Spencer, Oakeshott, C. S. Lewis, Orwell, Kirk, Viereck, Niebuhr, Rand, Nozick, MacIntyre, Wojtyla, Ratzinger, Sowell, Sommers, Scruton. Offered annually.

PHIL 127: *Zen and the Art of Judo*
Judo is an Olympic sport and martial art widely known for its dynamic throws, slick submissions, and grueling conditioning. However, the founder of judo also intended it to be a system of moral education rooted in the philosophical traditions of Japan. In this course students learn the physical aspects of judo through intensive practice and the philosophical aspects of judo through studying Zen Buddhism and the writings of judo's founder, Jigoro Kano. Offered during January term.

PHIL 140: *Myth, Reason, and the Death of the Gods*
This course explores tensions between mythical worldviews-in which traditional stories explain things-and rational worldviews-which find explanations in universal laws. Students witness the decline of myth in Greek epics, tragedies, and philosophy. They discover related patterns in Old Testament writings and Lakota myths. The conflict between myth and reason, however, is also part of our world. Students investigate the contemporary meaning of myth with help from philosophers including Hegel, Nietzsche, Heidegger, and Arendt.

PHIL 225: *Introduction to PPE (Philosophy, Politics, and Economics)*
This course is an introduction to PPE, an interdisciplinary field that pursues the powerful connections among its three defining disciplines (philosophy, politics, and economics). Students engage with core topics in the field - such as markets, collective action, justice, and public choice - from a variety of ideological perspectives, such as libertarianism, Marxism, liberalism, and feminism. They learn how to integrate different disciplinary approaches in application to both theoretical and policy debates. Not open to first-year students except by special permission. Offered annually during fall semester.

PHIL 231: *Philosophy of Mind*
Is there anything about the human mind that cannot in principle be understood scientifically? Are we just complex physical machines? This course looks at recent attempts to answer such questions. Students examine the philosophical foundations of various approaches to the study of the mind and consider the possible moral and social implications of these approaches with respect to questions of free will, personal identity, and our responsibility for our actions. Offered annually.

PHIL 233: *Kierkegaard and Existentialism*
An introduction to Kierkegaard's work and to existentialism, this course emphasizes the aesthetic, ethical, and religious "stages on life's way." Existential questions concerning the meaning of human existence, passion and faith, freedom and choice, despair, and the absurd are examined. Offered annually.

PHIL 235: *Ancient Greek Philosophy*
This course surveys the origins and development of ancient Greek philosophy from the Presocratics in the 6th century BCE through Plato and Aristotle in the 4th century BCE. Students read and analyze primary texts in translation in order to examine the historical foundations of philosophical issues in cosmogony, natural philosophy, metaphysics, epistemology, logic, psychology, and ethics. As time permits, the course may include writings from one or more of the Hellenistic schools of Epicureans, Stoics, and Skeptics. Offered annually.
Prerequisite: one course in philosophy or permission of instructor.

PHIL 236: *History of Modern Philosophy*
This course examines philosophical developments from the 17th through 19th centuries, with a focus on the emergence of a distinctively modern sense of self. We ask what it means to be modern, and how modern science and philosophy have served as both liberating and alienating forces in shaping the world today. We engage canonical European thinkers and philosophical texts, while also highlighting marginalized voices--with significant contributions from women and Black philosophers. Offered annually.
Prerequisite: one course in philosophy or permission of instructor.

PHIL 240: *Formal Logic*
Formal systems of logic attempt to make principles of good reasoning explicit. This course introduces two such systems of logic: propositional and predicate calculus. Students learn to use formal techniques to analyze arguments and explore philosophical issues related to meta-theory, including consistency and completeness, the paradoxes of material implication, ontological commitment, and the interpretation of quantifiers. Offered annually.

PHIL 241: *Philosophical Theology*
This course is a philosophical inquiry into the core commitments of Christian theism in the context of other world religions and naturalism. Central themes include beliefs about the existence and nature of God, the doctrines of the trinity and incarnation, redemption and ritual, human free will and responsibility, revelation and reason, religious experience, the problem of evil, different views of life after death, miracles and historical inquiry, and religious pluralism. Offered annually.

PHIL 242: *Latin American Philosophy*
This course surveys the philosophy of the Latin American world, considering both the writings of philosophers from Latin America as well as philosophical explorations of issues relevant to Latin America. Students explore how issues such as race, imperialism, political emancipation, and postcolonialism have been approached and understood in Latin American contexts. Prior coursework in philosophy or Latin American studies is recommended but not required. Offered periodically in January term.

PHIL 243: *Aesthetics*
A philosophical inquiry into beauty and art. Students investigate the relationship between beauty, goodness, and truth, and examine different accounts of art, its value, meaning, and the standards by which it should be judged. Themes include the nature of creativity, censorship, and the significance -- cultural, moral, and religious -- of art. Offered annually.

PHIL 244: *Philosophy of Science*
Using examples from the natural sciences, this course examines fundamental concepts of science, including scientific method, the nature of scientific theories and hypotheses, objectivity in data collection and analysis, the use of technology in making observations, confirmation versus falsification, and explanation versus prediction. To illustrate why non-scientists need to understand scientific practice the course also considers controversies such as global warming and intelligent design. Offered annually.

PHIL 245: *Philosophy and Feminism*
Students examine feminist critiques of aspects of contemporary culture that shape women's lives, such as conventional morality, science, education, art, medicine, law, religion, and marriage. Students critically examine philosophical views that underlie these institutions, including views of human nature, gender, rationality, knowledge, morality, justice, and the value of autonomy. Alternative feminist views that promote feminist aims are explored and evaluated. Offered periodically.

PHIL 246: *Space and Time*
An exploration of problems about the nature of space and time that are of common interest to philosophers and scientists: Do space and time have boundaries? Are space and time independent of minds and bodies? How are space and time conceived in classical vs. relativistic physics? What is the geometry of space? Is time travel possible? What is God's relation to space and time? Offered during January Term.

PHIL 247: *Selected Topics in Philosophy*
Discussion of philosophical topics of general interest and concern. Topics vary from year to year, and include an introduction to theory of knowledge, philosophy of language, medieval philosophy, American philosophy, and twentieth-century Continental philosophy. Offered periodically.

PHIL 249: *Asian Philosophy*
This course surveys the influential philosophical traditions of India and China. Students explore the major traditions including Hinduism, Buddhism, Jainism, Confucianism, and Taoism and consider other traditions with which they have interacted. Where appropriate, comparisons are drawn to Western philosophical traditions. Offered annually.
Prerequisite: One course in Philosophy or permission of instructor.

PHIL 250: *Biomedical Ethics*
This course clarifies central concepts and distinctions developed in the literature of moral philosophy and applications of those concepts and distinctions to concrete moral problems that arise in the practice of medicine. Issues may include euthanasia, abortion, medical paternalism, allocation of scarce medical resources, culturally sensitive medical care, pandemics, and conflicts of loyalty in managed care. Readings are drawn from both philosophical and medical discussions. Offered annually.

PHIL 251: *Science, Ethics, and Religion*
Modern science raises important challenges for ethics and religion. Some are theoretical: can evolutionary and cognitive science be fully accommodated by religious persons and moral realists? Are the arguments for God's existence helped or hurt by modern science? Scientific developments also give rise to practical challenges for ethics. Should we radically enhance human nature? Does neuroscience show that we can't be morally responsible? Should we worry about global catastrophes? Students explore these or related questions. Offered annually.

PHIL 252: *Ethics and the Good Life*
This course examines the main Western ethical theories and their application to contemporary moral concerns. Theoretical issues may include rights, duties, virtue, hedonism, egoism, the relation between ethics and theology, the fact-value distinction, relativism, and pluralism. Students discuss current topics such as global economic justice, euthanasia, the death penalty, animal rights, censorship, racism, privacy rights versus public safety, reproductive ethics, and environmental ethics. Offered annually.

PHIL 253: *Democracy: Rule of the Ignorant?*
Democracy is widely regarded as a triumph of liberal civilization. Yet democratic citizens are so often ignorant, irrational, and narrow-minded. Meanwhile, a new wave of populists, elitists, and autocrats are challenging democratic institutions and assumptions. This course explores the moral justifications for democracy in light of major objections and investigates whether there is something genuinely virtuous about the kind of society it sustains. Students discuss sources in philosophy and political science. Offered periodically.

PHIL 254: *Law, Politics, and Morality*
This course considers the relationships between moral principles, law, and the practice of governments. Topics may include the "Just War" debate, censorship, property rights and distributive justice, natural law, political liberalism and its critics, whether governments should act in accordance with specific moral principles or remain neutral, the tensions between individual rights and the good of the community, and the role of religion in public life. Offered annually.

PHIL 255: *Race and Social Justice*
This course analyzes issues concerning race and social justice from the perspective of normative ethical frameworks and various theories of value. Students investigate, interpret, and critique both intellectual foundations and reasons for endorsement of the various approaches to study in grace and social justice. Students pay critical attention to how the Black intellectual tradition understands the meanings and moral implications of such ideas. Offered annually.

PHIL 256: *Friendship, Love, and the Good Life*
Moral issues concerning friendship and love are analyzed from the perspective of normative moral theories and various theories of value. Issues may include the role of friendship in the moral life, exploitative versus fulfilling relationships, and the conflict between altruism and self-love. Since loving is itself a form of valuing, value theory is approached by investigating philosophical and theological works concerning the basic types of love: *philia*, *eros*, and *agape*. Offered most years.

PHIL 257: *Environmental Ethics*
Valuing nature raises significant philosophical and ethical issues. This course considers the nature of animal life, the character and control of pollution, the conflict between preservationism and conservationism, corporate and governmental responsibility for the eco-crisis, the use of economic categories to assess wilderness areas and endangered species, the conflict between eco-holism and individualism, and the philosophy of wilderness management. Offered annually.

PHIL 258: *Ethics, Economics, and the Marketplace*
Markets are guided not only by economic goals but also by moral values of freedom, fairness, justice, and ideals of the good life itself. Through readings in economics and philosophy, this course explores the relationship between moral and economic values in the marketplace from the ancient world up to the present. Characteristic topics include the status of wealth in a virtuous life, fair trade, economic freedom, pricelessness, and the tension between public and private values. Offered annually.

PHIL 266: *Kierkegaard in Copenhagen (study abroad)*
This course on Søren Kierkegaard--which takes place in his hometown, Copenhagen, Denmark--moves through some unusual thematic territory. We examine the dialectic of meaninglessness and faith, boredom and passion, solitude and silence; we ask about the joy and pain of embodiment; and we explore forms of love and commitment. Discussions take place in the Danish classroom, but also on-site in the parks, squares, churches, castles, and surrounding forests mentioned in his works.

PHIL 278: *Moral Theory*
An advanced introduction to moral philosophy emphasizing normative theories, the foundations of morality (metaethics), and moral reasoning. Normative theories (e.g. virtue ethics, deontological ethics, theological ethics, and utilitarianism) explore the nature of the good and the difference between right and wrong. Metaethics concerns the origins and objectivity of moral judgments, studying moral relativism, moral subjectivism, divine command theory, and ideal observer theories. Students explore moral reasoning in theory and practice using contemporary moral issues as examples. Offered periodically.
Prerequisites: one course in philosophy or permission of the instructor.

PHIL 294: *Academic Internship*

PHIL 298: *Independent Study*

PHIL 371: *Seminar in Epistemology*
Students explore contemporary approaches to classical issues in theory of knowledge which include the nature and limits of knowledge; theories of justification; conceptions of truth; relativism and skepticism; and the standards of knowledge in the sciences, mathematics, history, ethics and religion. Specific issues discussed vary year to year. May be repeated if topic is different. Offered alternate years.
Prerequisites: two courses in philosophy, one of which must be either PHIL 235 or PHIL 236 or permission of the department chair.

PHIL 372: *Seminar in Metaphysics*
Students investigate contemporary approaches to classical issues in metaphysics, which include the mind-body problem; personal identity and immortality; space and time; causality; and realism, anti-realism, and truth. Specific issues discussed vary from year to year. May be repeated if topic is different. Offered alternate years.
Prerequisites: two courses in philosophy, one of which must be either PHIL 235 or PHIL 236 or permission of the department chair.

PHIL 373: *Seminar in Ethics and Theory of Value*
Students examine contemporary approaches to classical issues in ethics and theory of value: the nature of moral judgments; theories of moral obligation and value; the concept of moral responsibility; and the relation of morality to science, religion, and law. May be repeated if topic is different.
Prerequisites: two courses in philosophy, one of which must be either PHIL 235 or PHIL 236 or permission of the department chair.

PHIL 374: *Seminar in the History of Philosophy*
Students consider a selected figure or movement from the history of philosophy. May be repeated if topic is different. May count toward ancient studies and medieval studies majors.
Prerequisites: two courses in philosophy, one of which must be either PHIL 235 or PHIL 236 or permission of the department chair.

PHIL 375: *Seminar in Advanced Topical Studies*
Students participate in intensive discussion of a philosophical topic selected from areas such as philosophy of religion, philosophy of science, philosophy of language, philosophy of logic, aesthetics, social and political philosophy, and feminism, with emphasis on contemporary approaches. May be repeated if topic is different.
Prerequisite: two courses in philosophy, one of which must be either PHIL 235 or PHIL 236 or permission of the department chair.

PHIL 394: *Academic Internship*

PHIL 398: *Independent Research*
Prerequisite: one level III course in philosophy.

PHIL 399: *Senior Seminar*
Intended as a capstone course for the major, the seminar studies a selected topic, figure, or movement in philosophy, with emphasis on independent research and student presentations. Consult department's prospectus for details. May be repeated if topic is different. Offered annually.
Prerequisite: upper-level philosophy major or consent of instructor.

Plan of Study
Philosophy Major - Plan of Study

This is a sample plan that meets the prescribed requirements for the Philosophy major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

The philosophy major is extremely flexible and students should therefore work closely with their advisor to choose a path which suits their interests. The outline below offers an approach to the "regular" philosophy major at Saint Olaf, which involves 9 total courses in philosophy. As an alternative, students may also complete the more individualized integrative major, which involves 7 courses in philosophy, supplemented by 3 courses from outside disciplines.
Students should see the Philosophy Department web page for a detailed explanation of the differences between the regular and integrative philosophy majors.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
World Language		1.00
	Credits	**2**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
PHIL 100-level Elective Course		1.00
World Language		1.00
	Credits	**3**
Sophomore Year		
Fall Semester		
PHIL 240	Formal Logic	1.00
History of Western Philosophy Elective Course [1]		1.00
	Credits	**2**
Spring Semester		
Metaphysics and Epistemology Elective Course [1]		1.00
	Credits	**1**
Junior Year		
Fall Semester		
Value Theory Elective Course [1]		1.00
PHIL Elective Course [2]		1.00
	Credits	**2**
Spring Semester		
PHIL 300-level Seminar Course		1.00
	Credits	**1**
Senior Year		
Fall Semester		
Expanding Perspectives Elective Course [1]		1.00
PHIL 300-level Seminar Course		1.00
	Credits	**2**
Spring Semester		
PHIL 300-level Seminar Course		1.00
	Credits	**1**
	Total Credits	**14**

1

See the Philosophy Requirements tab for courses.

2

Students who complete the Enduring Questions or Public Affairs Conversation programs may receive credit for one elective Philosophy course toward the major.

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the Philosophy department webpage for more information.

Faculty

Department Chair, 2025-2026
Michael A. Fuerstein
Professor of Philosophy
social and political philosophy; social epistemology; American pragmatism

Arthur J. Cunningham
Associate Professor of Philosophy

philosophy of physics; philosophy of science; science and religion

Daniel Farnham
Visiting Assistant Professor of Philosophy

Jason T. Marsh (on sabbatical J-Term/Spring Semester 2025-26)
Associate Professor of Philosophy
bioethics; ethical theory and applied ethics; religion and cognitive science

Danny Muñoz-Hutchinson
Professor of Philosophy
ancient Greek; Roman philosophy; cross-cultural ancient philosophy

Edmund N. Santurri
Professor of Religion and Philosophy
ethics; philosophical theology

Brian Söderquist
Endowed Kierkegaard Chair in Christian Philosophy
Kierkegaard; philosophy of religion

Anna Strelis Söderquist
Associate Professor of Philosophy and Curator of the Hong Kierkegaard Library
Kierkegaard; philosophy of literature

Brendon Westler
Assistant Professor of Philosophy

Nicole Yokum
Visiting Assistant Professor of Philosophy

Physics

Darla Frandrup, Regents Science 236
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Physics is the study of how and why things work — from the minute world of the atomic nucleus to the universe itself — within the context of a few fundamental laws. The goal of the physics curriculum is to acquaint students with basic natural phenomena and with the quantitative methods of experimentation and theoretical analysis through which we come to understand them. It provides an excellent preparation for students planning a technical career in physics, engineering, astronomy, or related interdisciplinary programs (biophysics, geophysics, materials science, chemical physics, etc.). In addition, physics supports the background training of biologists, chemists, environmental scientists, and computer scientists. Undertaking a liberal arts physics program enables students to become technically literate scientists who have a broad understanding of the world and can communicate well.

Overview of the Major

For most students the physics major begins in the fall of their first year with the calculus-based introductory sequence, PHYS 130 Analytical Physics I, PHYS 131 Analytical Physics II, and PHYS 232 Analytical Physics III. These three courses cover mechanics, electricity and magnetism, wave phenomena, relativity, and quantum mechanics. This is followed in the sophomore spring semester with PHYS 244 Modern Physics and PHYS 245 Modern Physics Laboratory (0.25). The junior and senior years features more advanced studies in Classical Mechanics (PHYS 374), Maxwell's Equations (PHYS 375), and Advanced Laboratory (PHYS 385 and PHYS 386, 0.25 each). Two elective course credits complete the requirements for the major; students choose from a variety of elective options depending on their career goals. A progressive sequence of courses in mathematics supports the coursework above. Laboratory experimentation and computer-based simulations or analysis are important parts of the curriculum throughout the major. Students are encouraged to participate in research with faculty members and in off-campus research or internship programs, most often in the summer.

Intended Learning Outcomes for the Major

Special Programs

To obtain certification as a teacher of physical science, a physics major must take the appropriate education courses and some additional science courses. The Education Department chair should be consulted for details of the available options. The requirement for a physics elective is waived.

The computer science major can be designed to emphasize computer hardware by inclusion of PHYS 246 Electronics.

Students interested in the engineering profession may choose from two primary options. The option currently preferred by most students is to complete a St. Olaf degree and then enter a master's degree program at an engineering school of their choice. Such a route typically takes 1.5-2 years beyond the B.A. Alternatively, we offer a cooperative

five-year program with Washington University that provides a B.A. degree from St. Olaf and a B.S. in engineering from Wash U.

In recent summers, approximately 5 to 10 research positions have been available on-campus for students interested in working with physics faculty on current research projects. These projects are supported by both external and internal funds and provide a stipend for student physics participants. See the college's Collaborative Undergraduate Research and Inquiry web page for descriptions of recent projects.

Students also may register during the year for PHYS 398 Independent Research or apply to the Oak Ridge Science Semester Program. International programs that can include course work in physics are the British university programs at Aberdeen, Lancaster, and the University of East Anglia.

Recommendations for Graduate Study

Students planning on graduate work in physics, engineering, materials science or related areas should choose appropriate electives in the major and consider additional coursework in mathematics, computer science, or other sciences, depending on the field of interest. Summer research experience is strongly recommended, especially for students entering Ph.D. programs. Students pursuing master's degrees in engineering are encouraged to complete internships in their areas of interest.

Specific recommendations by field of study:

Physics: To prepare for graduate study in physics, students are advised to take Quantum Mechanics (PHYS 376) and Statistical Physics (PHYS 379) and to consider additional physics electives or math courses such as complex analysis, abstract algebra, probability, statistics, numerical analysis, and real analysis. For example, Electronics (PHYS 246) develops skills that are useful in many experimental research settings.

Materials Science: To prepare for graduate study in materials science, students are advised to take Quantum Mechanics (PHYS 376). In addition, students should consider Statistical Physics (PHYS 379), Materials Engineering and Nanoscience (PHYS 362), and/or additional physics electives or math courses such as complex analysis, abstract algebra, probability, statistics, numerical analysis, and real analysis. For example, Electronics (PHYS 246) develops skills that are useful in many experimental research settings.

Civil Engineering: To prepare for graduate study in civil engineering, students are advised to consider Introduction to Engineering Design (PHYS 160), Engineering Design Practicum (ENGR 360), Materials Engineering and Nanoscience (PHYS 362), Electronics (PHYS 246), and/or other physics electives, along with appropriate courses in chemistry, mathematics, and computer science.

Electrical Engineering: To prepare for graduate study in electrical engineering, students are advised to take Quantum Mechanics (PHYS 376) and Electronics (PHYS 246) and are strongly encouraged to take Statistical Physics (PHYS 379). Students should also consider Introduction to Engineering Design (PHYS 160), Engineering Design Practicum (ENGR 360), Materials Engineering and Nanoscience (PHYS 362), and/or other physics electives, along with appropriate courses in chemistry, mathematics, and computer science.

Mechanical Engineering: To prepare for graduate study in mechanical engineering, students are advised to consider Introduction to Engineering Design (PHYS 160), Engineering Design Practicum (ENGR 360), Materials Engineering and Nanoscience (PHYS 362), Electronics (PHYS 246), and/or other physics electives, along with appropriate courses in chemistry, mathematics, and computer science. Quantum Mechanics (PHYS 376) is strongly encouraged for students interested in nanoscale technology and engineering.

Other engineering fields: There are many fields within engineering, both within and outside the broad areas of civil, electrical, and mechanical engineering. These include acoustical engineering, aerospace engineering, biomedical engineering, and geotechnical engineering, to name a few. Engineering graduate programs are typically looking for solid preparation in areas such as physics, chemistry, mathematics, and computer programming. Some fields, such as biomedical engineering, require background in biology or other areas as well. Consult with the Engineering Advisor and specific graduate programs for further information.

Requirements

Requirements for the Major

Prospective physics majors should enroll in PHYS 130 Analytical Physics I in the fall semester of their first year, along with calculus or other math course recommended by placement in Mathematics. It is possible to complete the physics major with a sophomore year start in PHYS 130; interested students should consult with the department chair or other physics faculty member. Students with AP, IB, PSEO, or significant college-level experience in physics may seek advanced placement - to start in a course beyond PHYS 130 - by consulting with the department chair.

Code	Title	Credits
PHYS 130	Analytical Physics I	1.00
PHYS 131	Analytical Physics II	1.00
PHYS 232	Analytical Physics III	1.00
PHYS 244 & PHYS 245	Modern Physics and Modern Physics Laboratory (0.25)	1.25
PHYS 374	Classical Mechanics	1.00
PHYS 375	Maxwell's Equations	1.00
PHYS 385	Advanced Physics Laboratory I (0.25)	0.25
PHYS 386	Advanced Physics Laboratory II (0.25)	0.25
One physics elective numbered above 120 (this is waived for students obtaining teacher certification.)		1.00
OR ENGR 261 OR OR ENGR 290 OR ENGR 291 OR ENGR 360 OR ENGR 365 OR CHEM 371		
One additional physics elective numbered between 300 and 393		1.00
Total Credits		**8.75**

In some cases it is possible to use the PHYS 124-PHYS 125 sequence to transfer into the major; see the chair.

Remember to check the prerequisites for all courses. Mathematics prerequisites may include calculus, linear algebra, differential

equations, and either partial differential equations or multivariable calculus.

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Courses

Students planning to take a single physics course should consider PHYS 112, PHYS 124, or PHYS 252. The two-semester sequence, PHYS 124-PHYS 125, makes some use of calculus and is appropriate for students needing physics to support work in another major (especially biology or chemistry).

PHYS 112: ***Introductory Astronomy***
A basic introduction to astronomy, this course concentrates on how we know what we know. Students explore questions such as "How do we measure the distance to a star?" and "How do we know the universe is expanding?" In addition to studying the solar system, stars, black holes, galaxies, and the history of the universe, students engage in observation using the department's telescopes. Offered every other year. Does not count toward physics major.
Prerequisite: proficiency in algebra and geometry.

PHYS 116: ***Light, Vision, and Art***
Using visual art as a lens, students examine vision starting with light and its interactions with matter as well as optical and physiological responses to art elements: elements; value, color, line, shape, form, and texture. Students scientifically analyze artworks using tools from physics, neurobiology, and psychology seeking strategies employed by visual artists to create compelling images and adopt these strategies to generate original work. No prerequisites, but foundational experience in studio art or art history is valuable. Offered alternate years during January term. Does not count toward physics major.

PHYS 124: ***Principles of Physics I***
This two-semester in-depth course addresses topics in classical and modern physics using algebra, geometry, and some calculus. The course is well suited for students of biology or chemistry or for those desiring a thorough introduction beyond the high school level. Physics 124 takes up the Newtonian mechanics of point particles (motion, mass, force, torque, energy, momentum, and gravitation), Einstein's reexamination of space time (relativity), and nuclear physics. Students attend lectures plus one 2.5-hour laboratory per week. Offered annually in the fall semester. Does not count toward physics major.
Prerequisite: MATH 119 or MATH 120 or equivalent.

PHYS 125: ***Principles of Physics II***
This two-semester in-depth course addresses topics in classical and modern physics using algebra, geometry, and some calculus. The course is well-suited for students of biology or chemistry or for those desiring a thorough introduction beyond the high-school level. Physics 125 explores the character of electric and magnetic forces and fields, then takes up the extended description of matter (vibrations, waves - sound and light). Finally, both particle and wave descriptions are shown to be necessary for discussing quantum mechanics and its application to atomic physics. Students attend lectures and one 2.5-hour laboratory per week. Offered annually in the spring semester. Does not count toward physics major.
Prerequisites: PHYS 124 and either MATH 119 or MATH 120 or equivalent.

PHYS 130: ***Analytical Physics I***
This three-semester calculus-based sequence leads the student through the basic principles that account for the processes involved in baseballs, car engines, electrical power distribution systems, stereos, and black holes. It is the starting point for a major in physics and is also appropriate for majors in fields such as chemistry or mathematics who desire more mathematical depth than would be used in the two-semester PHYS 124 - PHYS 125 sequence. Physics 130 is a study of Newtonian mechanics --- motion, forces, energy, gravity, and rotation. Students attend lectures plus one 2.5-hour laboratory per week. Offered annually in the fall semester.
Prerequisite: concurrent registration in (or previous completion of) MATH 119 or MATH 120 or equivalent.

PHYS 131: ***Analytical Physics II***
Physics 131, the second course in the three-semester calculus-based sequence, treats electricity, magnetism, and electromagnetic waves. Students attend lectures and one 2.5-hour laboratory per week. Offered annually in the spring semester.
Prerequisites: PHYS 130 and concurrent registration in (or previous completion of) MATH 126 or MATH 128.

PHYS 160: ***Introduction to Engineering Design***
This course takes a holistic, process approach to design. Student teams identify human-centered needs, define problems, develop and prototype solutions, test, redesign, and present final recommendations. This hands-on course emphasizes the application of scientific principles, analysis, and design to real world problems. Students write throughout the course to develop and share ideas. In the January Term, students attend lectures and a daily laboratory. In the full semester offering, students attend lectures and one 2.5-hour laboratory per week. Offered annually.
Prerequisites: MATH 119 or MATH 120 and at least one of the following: PHYS 130, PHYS 124, CHEM 121, CHEM 122, CHEM 125, CH/BI 125, BIO 150, PSYCH 125, CSCI 121, or permission of instructor.

PHYS 190: ***Introductory Topics in Physics***
Introductory study of selected topics in physics in a full-semester format. Topics are chosen to engage students in physics based on available staff. Offered periodically during spring semester. Potential topics include quantum computing, astrophysics and the physics of energy.

PHYS 232: ***Analytical Physics III***
Physics 232, the third course in the three-semester calculus-based sequence, explores special relativity, waves and oscillations, and the quantum mechanics of light and matter. Students attend lectures and one 2.5-hour laboratory per week. Offered annually in the fall semester.
Prerequisites: PHYS 131 or permission of instructor, and concurrent registration in (or previous completion of) MATH 220.

PHYS 244: ***Modern Physics***
Quantum mechanics has changed the conceptual framework for our understanding of atoms and molecules, both as free particles and in condensed states of matter. It also guides our understanding of the nucleus and elementary particles. This course examines these discoveries and several applications they produced. Offered annually in the spring semester.
Prerequisites: PHYS 232 and concurrent registration (or previous completion of) MATH 230; concurrent registration in PHYS 245 is required.

PHYS 245: *Modern Physics Laboratory (0.25)*
This course, meeting once a week for three hours, uses both historical experiments and open-ended investigations with modern instrumentation to examine in detail the important developments covered in PHYS 244. Offered annually in the spring semester.

PHYS 246: *Electronics*
Modern scientific work relies heavily on electronic circuitry and computation. This course examines the fundamentals of analog and digital electronics, explores the applications of discrete and integrated circuits, and introduces the broad topic of computer control of experiments. Students develop hands-on skills in circuit building, computer interfacing, and programming in LabView®. Students attend lectures and one 2.5-hour laboratory per week. Offered alternate years.
Prerequisite: PHYS 125 or PHYS 131.

PHYS 252: *Musical Acoustics*
This course offers an introduction to the physics of sound waves, the biological, physical and psychological origins of sound perception, and the synthesis of sounds and sound production in different instruments. Students explore these topics, as well as sound recording and reproduction systems, through lectures, discussions, laboratory experiments, and student presentations. Offered during January Term.
Prerequisite: proficiency in algebra and geometry. Musical experience is helpful but not required.

PHYS 294: *Academic Internship*

PHYS 297: *Independent Research (0.25, 0.5, 1.0)*
Independent research is offered for students dedicated to an in-depth research experience. Emphasis is placed on the iterative process of research, through experimentation, theorizing, and/or computation followed by analysis and further questioning. Students interested in independent research may enroll in PHYS 297 or PHYS 398. Each course requires a faculty supervisor.
Prerequisite: approval of instructor.

PHYS 298: *Independent Study*

PHYS 362: *Materials Engineering and Nanoscience*
This course introduces students to the vibrant, interdisciplinary, and growing fields of materials engineering and nanoscale science. Students focus primarily on the relationship between the structure and physical properties of materials, on length scales ranging from millimeters to nanometers. Students research articles from the peer-review literature that highlight the latest developments in the field. Students also discuss the technological and societal impacts of different materials and their applications. Offered annually.
Prerequisite: PHYS 244.

PHYS 374: *Classical Mechanics*
This course is an analytical and computational study of Newtonian mechanics, including the harmonic oscillator, central force motion, non-linear oscillators, chaos, and an introduction to the Lagrangian formulation. Students use computers extensively. Offered annually in the fall semester.
Prerequisites: PHYS 232 and MATH 230.

PHYS 375: *Maxwell's Equations*
This course utilizes integral and vector calculus in a thorough and analytic examination of classical electromagnetic theory and the physical laws on which it is based. Topics include electric and magnetic fields, macroscopic interaction of electromagnetism with matter, and the propagation of electromagnetic waves in various media. Students in this course are normally registered for PHYS 385 as well, in order to complete the requirements for the physics major. Offered annually in the spring semester.
Prerequisites: PHYS 232 and MATH 230, and MATH 226 or CSCI 251 or similar course upon approval of the department chair.

PHYS 376: *Quantum Mechanics*
Students investigate Quantum Theory, in which a particle's behavior is described through a statistically-interpreted wave function rather than through the concepts of Newtonian mechanics. Topics include an examination of the conceptual framework of Quantum Mechanics, solution of the Schrodinger Equation for systems such as the harmonic oscillator and the hydrogen atom, and approximation methods for treating more complex systems and the interaction of radiation with matter. Students in this course are normally registered for PHYS 386 as well, in order to complete the requirements for the physics major. Offered annually in the fall semester.
Prerequisites: PHYS 244, PHYS 374, and MATH 226 or CSCI 251, or similar course upon approval of the department chair.

PHYS 379: *Statistical Physics*
How do macroscopic variables (e.g. energy, pressure) develop through the collision or interaction of microscopic objects? Why is the spread of disease in an orchard similar to a piece of iron becoming magnetized? Students study classical and quantum gases, followed by magnets and phase transitions (Ising Model, percolation, renormalization) and employ both analytical and computer methods (Monte-Carlo sampling, simulations, molecular dynamics). Offered alternate years.
Prerequisite: PHYS 244.

PHYS 385: *Advanced Physics Laboratory I (0.25)*
Experiments in the areas of mechanics, electricity and magnetism, and materials science. Emphasis is on the development of good laboratory techniques, analytical skills, and the ability to work independently. Each 0.25-course registration includes one three-hour laboratory per week. Offered annually in the spring semester.

PHYS 386: *Advanced Physics Laboratory II (0.25)*
Experiments explore various topics in physics. Emphasis is on the development of good laboratory techniques, analytical skills, and the ability to work independently. Each 0.25-course registration includes one three-hour laboratory per week. Offered annually in the fall semester.

PHYS 390: *Selected Topics*
In-depth study of particular topics in physics in a full-semester format. Topics are based on student interest and available staff. Recently taught courses include solid state physics, cosmology, stellar evolution, and general relativity. Offered periodically.
Prerequisites: PHYS 244 and MATH 230.

PHYS 394: *Academic Internship*

PHYS 396: *Directed Undergraduate Research*
This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to their research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.
Prerequisite: determined by individual instructor.

PHYS 398: *Independent Research*

PHYS 399: *Senior Seminar (0.25)*
Seniors and faculty members study topics of current interest. Discussions are based on journal articles, other readings, library research, and presentations by faculty, participants, or visitors. P/N only. May be repeated if topic is different.
Prerequisites: PHYS 374 and PHYS 375.

Plan of Study
Physics Major - Plan of Study

This is a sample first-year plan that meets the requirements for the Physics major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
World Language		1.00
MATH 119 or MATH 120 or MATH 126 or MATH 128	Introduction to Calculus or Calculus I or Calculus II or Honors Calculus II	1.00
PHYS 130	Analytical Physics I	1.00
	Credits	**4**
January Term		
PHYS 160	Introduction to Engineering Design	1.00
	Credits	**1**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
World Language		1.00
MATH 120 or MATH 126 or MATH 128	Calculus I or Calculus II or Honors Calculus II	1.00
PHYS 131	Analytical Physics II	1.00
	Credits	**4**
Sophomore Year		
Fall Semester		
MATH 220	Elementary Linear Algebra (or beyond)	1.00
PHYS 232	Analytical Physics III (or beyond)	1.00
	Credits	**2**
Spring Semester		
MATH 230 or MATH 226	Differential Equations I or Multivariable Calculus	1.00
PHYS 244	Modern Physics	1.00
PHYS 245	Modern Physics Laboratory (0.25)	0.25
	Credits	**2.25**
Junior Year		
Fall Semester		
MATH 226 or CSCI 251	Multivariable Calculus or Software Design and Implementation	1.00
PHYS 374	Classical Mechanics	1.00
	Credits	**2**
Spring Semester		
PHYS 375	Maxwell's Equations	1.00
PHYS 385	Advanced Physics Laboratory I (0.25)	0.25
	Credits	**1.25**
Senior Year		
Fall Semester		
PHYS 300-Level Elective Course		1.00
PHYS 386	Advanced Physics Laboratory II (0.25)	0.25
	Credits	**1.25**
Spring Semester		
PHYS Elective Course		1.00
	Credits	**1**
	Total Credits	**18.75**

For most students the physics major begins in the fall of their first year with the calculus-based introductory sequence, PHYS 130 Analytical Physics I, PHYS 131 Analytical Physics II, and PHYS 232 Analytical Physics III. These three courses cover mechanics, electricity and magnetism, wave phenomena, relativity, and quantum mechanics.

This is followed in the sophomore spring semester with PHYS 244 Modern Physics and PHYS 245 Modern Physics Laboratory (0.25).

The junior and senior years features more advanced studies in Classical Mechanics (PHYS 374), Maxwell's Equations (PHYS 375), and Advanced Laboratory (PHYS 385 and PHYS 386, 0.25 each).

Two elective course credits complete the requirements for the major; students choose from a variety of elective options depending on their career goals. A progressive sequence of courses in mathematics supports the coursework above. Laboratory experimentation and computer-based simulations or analysis are important parts of the curriculum throughout the major. Students are encouraged to participate in research with faculty members and in off-campus research or internship programs, most often in the summer.

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the Physics department webpage for more information.

Faculty

Department Chair, 2025-2026
Amy E. Larsen
Associate Professor of Practice in Physics
condensed matter physics

Prabal Adhikari
Associate Professor of Physics
large Nc QCD; QCD in a magnetic field

Brian Borovsky (on sabbatical Fall Semester/J-Term 2025-26)
Professor of Physics
surface science; friction and contact mechanics; micro/nanoscale applied physics

Jay A. Demas
Associate Professor of Physics and Biology
neuronal biophysics; sensory circuits; retinal neurophysiology

Jason J. Engbrecht
Associate Provost; Professor of Physics
positron and antimatter physics; robotics

Anne M. Gothmann
Associate Professor of Environmental Studies and Physics

Eric L. Hazlett
Assistant Professor of Physics

Suneth Jayawardana
Visiting Assistant Professor of Physics

Shoaib Munir
Adjunct Assistant Professor of Physics

Joseph Paulsen
Associate Professor of Physics

Eric Schilling
Adjunct Instructor of Physics

Matthew Schneider
Adjunct Instructor of Physics

Adam Svenkeson
Visiting Assistant Professor of Physics

Political Science

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Political science is the systematic study of government, politics, and public policies in the United States and around the world. Students in political science courses learn to frame thoughtful questions, consider diverse perspectives, marshal convincing evidence, and communicate with clarity and conviction about the major issues of public life.

Many political science courses at St. Olaf carry OLE Core curriculum attributes. The Political Science Department shares faculty and courses with Asian studies, environmental studies, Latin American studies, Russian studies, and gender and sexuality studies. It also cooperates with the Education Department in its social studies education major.

The study of political science is often combined with majors in English, economics, history, philosophy, world languages, or any of a number of interdisciplinary majors and concentrations. Many political science students go on to complete graduate and professional degrees, not only in political science but also in law, education, public policy, international affairs, management and administration, or communications. Our graduates become policy analysts, teachers, legislators, advocates, attorneys, business owners, consultants, public relations managers, ambassadors, administrators, researchers, and journalists. The study of political science enriches students' experience of the liberal arts and prepares them to engage in public life as responsible citizens and reflective leaders.

Overview of the Major

The political science major provides broad exposure to the discipline and develops skills in critical thinking, systematic inquiry, and effective writing and speaking. Students majoring in political science complete courses in four areas: American politics and public policy, comparative politics, international relations, and political theory. Political science majors also encounter and apply a variety of approaches to studying political behavior and public policy, with particular emphasis on social scientific inquiry. Advanced seminars and independent study courses provide opportunities for specialized study and advanced research. Off-campus courses, internships, and other experiential learning experiences engage students with the realities of public life.

Intended Learning Outcomes for the Major

Distinction

See Academic Honors (p. 18)

See Political Science Department website for details.

Special Programs

Political science students may choose from a rich assortment of domestic and international study opportunities, some during January term and others lasting a semester or more. See the Smith Center for Global Engagement (p. 342) section of this catalog. They can also arrange for credited internships in a wide variety of settings, from law offices and campaign organizations to the national or state legislature. Further information on internships, January term study

abroad and away course offerings, and other special programs such as the Washington Semester and international programs with political science credit, is available in the department or from the Smith Center for Global Engagement (p. 342).

Requirements

Requirements for the Major

Students majoring in political science must complete a minimum of nine courses in the discipline, including no more than three level I courses, one course introducing research methods (PSCI 220 Analyzing Politics and Policies), and no fewer than two level III courses.

Majors must include at least one course from each of the four subfields: American politics and public policy, comparative politics, international relations, and political theory. Level III courses do not count for subfield distribution.

Code	Title	Credits
American Politics and Public Policy		
ES/PS 276	Environmental Politics	1.00
PSCI 111	American Politics	1.00
PSCI 204	The New Hampshire Primary and U.S. Presidential Politics	1.00
PSCI 211	Media and Politics	1.00
PSCI 244	Race and American Politics	1.00
PSCI 255	Political Parties and Elections	1.00
PSCI 272	American Constitutional Law: Power	1.00
PSCI 311	Seminar in American Politics	1.00
Comparative Politics		
AS/PS 255	Politics in Asia	1.00
PSCI 112	Comparative Politics	1.00
PSCI 115	Imagining Democracies Globally	1.00
PSCI 117	Politics and Human Rights	1.00
PSCI 252	Politics and Development	1.00
PSCI 264	Latin American Politics	1.00
PSCI 282	Russian and Eurasian Politics	1.00
PSCI 350	Seminar: Immigration and Citizenship	1.00
PSCI 370	Seminar: Courageous Resistance to Injustice	1.00
PSCI 382	Seminar: The Geopolitics of Eurasian Energy	1.00
International Relations		
ES/PS 201	Topics in Global Environmental Politics	1.00
PSCI 115	Imagining Democracies Globally	1.00
PSCI 119	The Problem of War	1.00
PSCI 121	International Relations	1.00
PSCI 245	Asian Regionalism	1.00
PSCI 258	World Politics	1.00
PSCI 285	International Law	1.00
PSCI 321	Seminar in International Relations	1.00
Political Theory		
PSCI 113	Introduction to Political Theory	1.00
PSCI 119	The Problem of War	1.00
PSCI 260	History of Modern Political Thought	1.00
PSCI 262	Critics of the State	1.00
PSCI 284	Ethics of Citizenship in Times of War and Terrorism	1.00
PSCI 384	Seminar in Political Theory	1.00

The subfield designation of PSCI 299 Topics in Political Science, PSCI 298 Independent Study, PSCI 398 Independent Research, PSCI 399 Seminar, January term courses, or other courses not listed above depends on the content of the course in a given semester; students should consult with a faculty member in political science and with the department academic administrative assistant to determine the appropriate subfield for one of these courses. All level III courses are offered as seminars with two prerequisites: PSCI 220 and one other course in the relevant subfield.

Students may designate a selected statistics course OR one additional semester of a world language beyond the level of proficiency required for the World Languages and Culture requirement (French, German, or Spanish numbered above 232 or Chinese, Greek, Latin, Japanese, Norwegian, or Russian numbered above 231 and taught in the target language) as one of their nine courses in the political science major. Additional study in statistics and/or a world language is especially recommended for students considering graduate study.

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Political science majors are also encouraged to seek out opportunities for experiential or applied study through internships, study abroad or away programs, on-campus courses with an experiential component, or independent projects under faculty supervision. Up to two study abroad or away courses instructed by non-St. Olaf faculty may be included in the major. An internship for academic credit may also count toward the major, although internships cannot be used to satisfy subfield requirements. Additional suggestions and guidelines for including off-campus work and experiential study in the political science major are available in the department; students are encouraged to consult with their advisor in making their plans.

Courses

AS/PS 255: *Politics in Asia*
How do people in Asia understand citizenship? Students learn how membership in cultural, social, and political communities shapes rights, responsibilities, and identities in Asian countries. Reading historical and social science research, students consider and compare citizenship in Asian countries, including China, Japan, Korea, Taiwan, and Vietnam. Offered periodically.
Prerequisite: one previous course in Asian studies or political science is recommended.

ES/PS 201: *Topics in Global Environmental Politics*
Population growth, industrialization, and the consumption of fossil fuels have increased global environmental problems. The course examines the ways in which nation-states and/or international institutions have addressed these environmental concerns. Depending on the instructor, the focus of the course is either the environmental problems of a particular area (e.g., Latin America, Russia or Asia) or a broader global arena (e.g., international institutions and the environment). Offered alternate years.

ES/PS 276: *Environmental Politics*
Analysis of environmental policy includes the politics of agenda setting, policy selection and program implementation, and the effects of policy outcomes. Offered annually.

PSCI 111: *American Politics*
The promise of American politics is the equal freedom of all. How does practice match principles? What roles do class and race play? Do interest groups and political parties foster democracy? This course is designed not only to help students understand American government and politics but also to motivate them to be active and informed participants. Offered annually.

PSCI 112: *Comparative Politics*
Why do some societies have democratic political systems and others authoritarian ones? What is democracy? Is it the norm or the exception? The course provides a foundation for the understanding of contemporary political regimes. It applies the major concepts of comparative analysis to the political systems of Western and non-Western societies. Offered periodically.

PSCI 113: *Introduction to Political Theory*
This course is an introduction to some of the central, interrelated concepts and questions of political theory. Some of the readings will be drawn from recognized classics in the field while others will arise from contemporary debates about political issues and cultural diversity within the U.S. The course pays considerable attention to historical shifts in political thought but is not designed to provide a chronology of the great Western political thinkers. Instead, this course aims to provoke and sustain a semester-long exploration of what it means to be a political actor -- that is, a citizen -- and what it means to think about politics. Offered annually.

PSCI 117: *Politics and Human Rights*
What makes a person capable of repression? Who obeys morally unjust orders to torture or kill innocent victims? What causes genocide? Who risks their life to defend others' rights? Using case studies from around the world, this course looks at various explanations for the range of ways individuals respond to immoral government actions, with special emphasis on theories of political psychology. Offered annually.

PSCI 119: *The Problem of War*
The goal of this course is to introduce students to the long tradition of debate concerning the nature and legitimacy of war. The course explores the reality of war, the revulsion of violence and the possibility of just war through texts ranging from Thucydides, Aquinas, and Walzer. The course explores contemporary debates in light of moral and empirical arguments learned.

PSCI 121: *International Relations*
War and peace, justice and power -- these are age-old topics of the politics among nations. This course examines them by emphasizing certain problem areas in the world and evaluating the principal theories for understanding international politics. Offered annually.

PSCI 204: *The New Hampshire Primary and U.S. Presidential Politics*
Since its inception in 1916, the New Hampshire primary has attained a preeminent place in American presidential politics. This course will provide students with a broad overview of the presidential nominating process through a detailed examination of the New Hampshire primary. Students read academic analyses of the New Hampshire primary and intern with a presidential candidate. Offered periodically during January term. Apply through The Smith Center for Global Engagement.
Prerequisites: one course in political science or permission of instructor.

PSCI 205: *International Organizations*
Why do states create and join international organizations (IOs)? What roles do they play in solving global problems? The goal of this course is to help students develop a theoretical as well as a practical understanding of international organizations and the global problems they attempt to address. Particular emphasis will be placed on students' ability to think critically, both about global challenges and the global governance mechanisms designed to solve these challenges. Also counts toward international relations concentration. Offered annually.

PSCI 210: *Gender and Politics*
This course offers students an introduction to the study of gender in the field of political science. It begins with fundamental questions relating to definitions and construction of gender. It then surveys scholarship relating to gendered political participation and civic engagement, women's movements, sexism, representation, voting behavior, and campaigns and elections.

PSCI 211: *Media and Politics*
In a democratic state, the media play an important role in linking the people to elected officials and political institutions. The course is principally concerned with this connection. By analyzing broad and varied forms of political communication and studying scholarship on the role of media in society, students explore the structure of American media with respect to political institutions, the effects media can have on individuals' political attitudes, and the role the media play in political campaigns and governance. Also counts toward media studies concentration.
Prerequisite: none, but one course in political science is recommended.

PSCI 212: *The American Presidency*
The American presidency is one of the most powerful political offices in the world. The actions and policies of U.S. presidents influence domestic governance, global affairs, and democratic institutions. This course examines the presidency's powers, constraints, and responsibilities, exploring the political processes that shape it. We analyze contemporary developments and historical trends, addressing key questions about nominations, institutional evolution, personal leadership, and the impact of social and economic forces, with a focus on the 21st-century presidency. Offered annually during spring semester.

PSCI 214: *Religion and American Politics*
Religion has played a crucial role in most major issues of American politics ranging from enslavement, civil rights, prohibition, the criticism of capitalism, the affirmation of capitalism, abortion, same-sex marriage and the very place of religion in our public life. This course examines the ways in which religion and politics intersect in public opinion, campaigns, public policy, lobbying, court cases, political rhetoric, and the broader principles of American political culture. Looking at both quantitative and qualitative evidence, the course explores different theoretical explanations of the role of religion in American politics. Offered alternate years.

PSCI 215: *The Politics of Authoritarian Survival*
More than half of the planet's population lives under non-democratic rule, and 40% of the world's governments are authoritarian. This course examines the domestic and international challenges authoritarian leaders face in their quest to stay in power. Focusing on contemporary examples of political dynamics in authoritarian regimes, students consider survival strategies related to ideology, coercion, cooptation, electoral manipulation, patronage distribution, economic growth, and civil-military relations. Offered annually.
Prerequisite: prior course work in Political Science recommended.

PSCI 220: *Analyzing Politics and Policies*
This course explores the diverse modes of inquiry in the discipline of political science. Broadly centered around the question, "How do you know?," students focus on different methods of locating and collecting data, reviewing political texts and contested concepts, and constructing theoretical explanations of political phenomena. Offered each semester.
Prerequisite: one previous course in department and a declared PSCI major. Non-majors may register with permission of instructor.

PSCI 222: *International Political Economy*
How do states govern their economies and how does the international economy affect domestic politics? This course aims to answer these two interrelated questions by introducing students to theories of the politics of trade, finance, and investment; as well as contemporary debates on the role of economic organizations, regional trade agreements, migration, environment and inequality. The course approaches each topic by examining alternative theoretical approaches; students evaluate these theories using historical and contemporary evidence. Offered annually in the fall semester.
Prerequisite: prior course work in political science or economics useful but not required.

PSCI 232: *American Political Thought*
American politics is about ideas. This course traces the origins of these and other important ruling ideas in the writings of America's most prominent thinkers. We devote special attention to what is often called "the American creed" (liberal individualism, egalitarianism, republicanism, and community) and the creed's many critics, particularly with respect to race and American political thought. Offered alternate years during spring semester.

PSCI 234: *World Courts in Europe (study abroad)*
This course introduces students to the complexities of international dispute resolution. Students meet with leading figures in international law at some of the most important venues for resolving conflicts among states. Students gain a general understanding of the complex institutional mechanisms that have been created to ensure the security and improve the welfare of states as well as the international courts created to prosecute international crimes and promote human rights. Offered periodically during January term.

PSCI 240: *Machiavelli's Shadow: Politics and Power in Italy (study abroad)*
This study abroad course introduces students to the life and thought of Niccolo Machiavelli as a window into Renaissance Italy, Ancient Rome, and Modern Europe. Students not only trace Machiavelli's career and aspirations through the streets of Florence and Rome, they also explore the way in which his political and literary works continue to shape the way in which Ancient Rome is presented to tourists and national identity is promoted by politicians. Offered alternate years during January term.

PSCI 244: *Race and American Politics*
This class aims to better understand the racial climate in the United States, and the implications for American politics. Differing analytical perspectives from political science are used to interpret the role of race. A central question is the degree to which "post-racial" is an appropriate description of the current era. Also counts toward race and ethnic studies major and concentration.

PSCI 245: *Asian Regionalism*
Currents of nationalism, regionalism, and globalization organize political life around the world. What trends and policies promote regional integration? What forces frustrate integration? To answer these questions this course investigates security, economic, and cultural relations at the beginning of the 21st century within Asia and between Asia and Russia and the U.S. This course looks at the historical interaction of national, regional, and global forces for additional answers. Offered periodically.
Prerequisite: previous course in Asian studies or political science, or permission of instructor.

PSCI 246: *Introduction to Public Policy*
The product of the political process is public policy. This course surveys the major areas of domestic public policy in the United States: education, welfare, health, housing, the environment, and the economy with special attention to the impact of public policies on women and minorities. Also counts toward business and management studies concentration.
Prerequisite: one course in political science or permission of instructor.

PSCI 252: *Politics and Development*
Some formerly developing countries have found the way to join the ranks of the industrialized nations, others have not. What explains the difference? By introducing students to theories of modernization, dependency, world systems, order, class, revolution, state, and political economy, the course attempts to provide the framework for answering this question. Also counts toward Latin American studies major and Latin American studies and business and management studies concentrations.

PSCI 255: *Political Parties and Elections*
Political parties have traditionally served to organize the American electoral process but not to govern. Is their role changing? This course examines party organization, candidate recruitment, campaign strategies, the role of the media, election financing, and citizen participation.

PSCI 257: *Foreign Relations in the Americas*
Often controversial, foreign relations in the Western Hemisphere include not only the political and economic influence of the USA south of its borders, but how states in Latin America and the Caribbean interact with each other and with states and intergovernmental organizations around the world. Offered periodically during the spring semester.

PSCI 258: *World Politics*
The goal of this course is to expand students' knowledge of conflict, cooperation, trade, development, inequality, imperialism, and power in world politics. The course uses substantive examples to teach about issues and institutions in "world politics" and to examine appropriate mechanisms to understand and explain international phenomena. Also counts toward business and management studies concentration. Offered annually.

PSCI 259: *Ancient Political Theory: Power, Virtue, and Vice*
A serious engagement with ancient political texts remains indispensable both as a contrast with our modern self-understanding and as a surprising continuity with questions we continue to ask. Students read and discuss prominent ancient political thinkers from a range of ancient cultures, such as Thucydides, Plato, Aristotle, Confucius, Mencius, Al-Farabi, and Augustine. Offered alternate years during spring semester.

PSCI 260: *History of Modern Political Thought*
Machiavelli founded modern political philosophy by asking "How does the ruler acquire power?" This course explores how modern political thinkers answered this question by changing the grounds of authority from religious and philosophical foundations to rational ones. Texts include Machiavelli's *Prince* and Hobbes's *Leviathan*, Locke's *Second Treatise*, Rousseau's *Social Contract*, Marx's *Communist Manifesto*, and Nietzsche's *Use and Abuse of History*. Offered periodically.

PSCI 262: *Critics of the State*
Twentieth-century thought across the political spectrum was critical of the modern state. Traditionalists and radicals alike were horrified by the rise of totalitarianism and the dangers of unrestrained political authority. In this course students engage with the works of leading critics of the state on both the Right (e.g. Hayek) and Left (e.g. Foucault), consider the similarities and differences of their critiques, explore the ethical consequences of the alternatives, and assess their contemporary relevance.

PSCI 264: *Latin American Politics*
How do the peoples of Latin America participate politically? How do domestic politics interact with national and international economics? How do states treat challenges posed by migration and by desires for "modernization" and democracy in a context of authoritarian legacy and debt? Students examine how Latin American politics work, focusing on Mexico, parts of Central America, the Caribbean, the Andean Region, and the Southern Cone. Also counts toward Latin American studies major and Latin American studies and business and management studies concentrations.

PSCI 272: *American Constitutional Law: Power*
The purpose of this course is to introduce students to the principles of American constitutional law as well as the political struggles that shaped them. The course focuses not only on constitutional doctrine, but also on competing interpretations and political effects of landmark decisions. This course emphasizes debates over civil rights and civil liberties that have been central to modern Supreme Court jurisprudence.

PSCI 282: *Russian and Eurasian Politics*
The course examines continuity and change in Russian political culture. The institutions and politics between the Soviet and Post-Soviet periods under the leadership of Yeltsin and Putin are explored. The course considers Russia as an energy-exporting state. The varied political developments of former Soviet republics in Europe, the Caucasus and Central Asia are compared and contrasted. Also counts toward Russian Studies major and business and management studies concentration.

PSCI 285: *International Law*
Once the purview of diplomats and generals, international law has broken those narrow confines and is becoming a part of traditional practice in areas of business, environment, human rights, and criminal law. This course introduces students to this vast and changing subject from a liberal arts perspective, including its history, theory, and practice. Also counts toward international relations concentration.

PSCI 288: *Ambition, Leadership, and Politics*
This course examines the ethics of ambition and leadership through diverse normative perspectives. By exploring historical examples and theoretical approaches from Plato to the present, students reflect on ambition as both a fundamental human drive and a key force in civic leadership. They also assess its moral and practical risks for individuals and communities. Finally, students consider how their own ambitions relate to their personal and public roles within a political community. Offered alternate years during spring semester.

PSCI 294: *Academic Internship*
Internships are available in a wide variety of public and private institutions including the state legislature, lobbying agencies, law firms, media organizations, corporate public affairs, and executive agencies.

PSCI 295: *Internship and Reflection Seminar*
This seminar integrates the liberal arts with the experience of work and the search for a vocation or career. Course content will include both an off-campus internship and on-campus class sessions that connect academic theories/analyses of work with their particular internship experience. Students will also consider and articulate the value of the liberal arts for their pursuit of a creative, productive, and satisfying personal life.

PSCI 296: *Political Science Research Practicum*
The political science research practicum provides a new opportunity to realize the college and department's commitment to undergraduate research. Students put research skills into practice by gathering and analyzing empirical evidence, and producing a substantive research project. With research topics varying from term to term, students develop methodological expertise surrounding a current problem in political science, and collect and analyze data to address the problem. Offered alternate years.

PSCI 297: *Washington D.C. Politics and Intl Relations Practicum (study away)*
This course combines experiential learning with ethical reflection. It offers networking and possible job shadowing opportunities in the areas of policy-making, advocacy, campaigning, federal and local government, journalism, advocacy, law, among others. Students will be matched with a number of St. Olaf alumni and professionals in Washington, D.C. and be able to talk with them about their jobs and perhaps shadow them at their workplace. The jobs-shadowing and career-related experiences will be paired with course material that will help you learn about the practice of governance, politics as a vocation, political efficacy and the ethical dimensions of leadership and public service. Offered periodically during January term. Apply through Smith Center for Global Engagement.

PSCI 298: *Independent Study*
After completion of three courses in political science, students may approach a member of the department faculty and propose a course of study not currently offered to be conducted in tutorial fashion.

PSCI 299: *Topics in Political Science*
The department periodically offers special topics courses. The specific title of the course is listed in the class and lab schedule when it is offered.

PSCI 311: *Seminar in American Politics*
This seminar introduces the core questions, concepts, and theories of the field of American politics. With topics varying from term to term, students read both "cutting edge" research and the classic articles of the field. The methodology employed in the research is a central topic. Students ask whether the methods are appropriate and helpful for answering the central questions of American politics. The course also includes a major research project.
Prerequisites: PSCI 220 and one course in the subfield, or permission of instructor.

PSCI 321: *Seminar in International Relations*
The course introduces core questions, concepts, and theories of international relations. Topics vary, ranging from persistent problems and enduring themes in global relations to Prominent questions confronting scholars of international relations. The course highlights methods and practices of political science research and includes a major research project. Also counts toward international relations concentration.
Prerequisites: PSCI 220 and one course in the subfield, or permission of instructor.

PSCI 322: *Seminar: Economic Statecraft*
Economic statecraft refers to states' use of economic means to pursue foreign policy goals and political ends. This seminar provides students with advanced study of economic statecraft tools, which often combine economic rewards and punishments. Specifically, students explore when and how governments choose from their economic statecraft repertoire, and assess the effectiveness of the available tools, including but not limited to foreign aid, bilateral trade and investment, and economic sanctions. Offered annually in the fall semester.
Prerequisite: PSCI 220 and one course in the international relations subfield, or permission of the instructor.

PSCI 350: *Seminar: Immigration and Citizenship*
This course investigates entry control policy, integration and citizenship policy, and the political activities of migrants in the wealthy democracies. Alternative arguments emphasizing the role of economic interests, sovereignty, national identity, and gender are introduced. Opportunities for academic civic engagement projects are included in the course.
Prerequisites: PSCI 220 and one course in the subfield, or permission of instructor.

PSCI 370: *Seminar: Courageous Resistance to Injustice*
Individuals, communities, and organizations have found ways to address even the most egregious state abuses of human rights and other injustices. Using comparative analysis, this course considers cases and theories of nonviolent personal and political resistance and the factors that appear to contribute to people taking action and to successful responses. Students research and analyze cases of their choosing in light of the literature. Collectively students address an injustice, learning to research, network, strategize and take action over the course of the term.
Prerequisites: PSCI 220 and at least one course in the subfield, or permission of instructor.

PSCI 382: *Seminar: The Geopolitics of Eurasian Energy*
Students examine the geopolitics and political economy of Russia as an energy producing and consuming "Petrostate." Beginning with the domestic political economy of the Russian energy industries, students proceed to Russia's relations with Central Asia from which it imports gas and with Europe to which it exports oil and gas. The course also considers Russia's relationships with the U.S.A., India, and China. Special attention given to Russian/Norwegian energy relations in the Barents Sea. Also counts toward Nordic studies concentration.
Prerequisite: PSCI 220 and at least one course in the subfield, or permission of instructor.

PSCI 384: *Seminar in Political Theory*
This is an advanced course in the area of political thought. The topic, a detailed study of either major works or themes in political philosophy, varies with each offering.
Prerequisites: PSCI 220 and one course in the subfield, or permission of instructor.

PSCI 394: *Academic Internship*
Students with ideas for internships are encouraged to approach instructors within the department in order to arrange supervision for credit. For Level III credit students must have successfully completed a Level II internship in the same area.
Prerequisite: PSCI 294.

PSCI 396: *Directed Undergraduate Research*
This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to their research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.
Prerequisite: determined by individual instructor.

PSCI 398: *Independent Research*
Students who have taken five political science courses, one of which is in the area of the proposed research, may propose an independent research project to a member of the departmental faculty.
Prerequisite: PSCI 220 and one course in the subfield, or permission of instructor.

PSCI 399: *Seminar*
Seminars are special topics courses offered periodically by the department. The specific title of the seminar is listed in the Class and Lab Schedule when it is offered. May be repeated if topic is different.
Prerequisites: PSCI 220 and one course in the subfield, or permission of instructor.

Plan of Study
Political Science Major - Plan of Study

This is a sample plan that meets the prescribed requirements for the Political Science major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
World Language		1.00
PSCI 111 or PSCI 113	American Politics (Note: Those with AP or transfer credit should not replicate credits with an intro course in the same field. Such students might opt for a course in another subfield or a 200-level course.) or Introduction to Political Theory	1.00
	Credits	**3**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
World Language		1.00
PSCI 112 or PSCI 117	Comparative Politics or Politics and Human Rights	1.00
	Credits	**3**
Sophomore Year		
Fall Semester		
PSCI 220	Analyzing Politics and Policies	1.00
	Credits	**1**
Spring Semester		
PSCI 252 or PSCI 258	Politics and Development or World Politics	1.00
	Credits	**1**
Junior Year		
Fall Semester		
PSCI 285 or PSCI 264	International Law or Latin American Politics	1.00
	Credits	**1**
January Term		
PSCI 244 or PSCI 297	Race and American Politics or Washington D.C. Politics and Intl Relations Practicum (study away)	1.00
	Credits	**1**
Spring Semester		
PSCI 255 or PSCI 272	Political Parties and Elections or American Constitutional Law: Power	1.00
	Credits	**1**
Senior Year		
Fall Semester		
PSCI 311	Seminar in American Politics (or PSCI 350 or PSCI 370)	1.00
	Credits	**1**
Spring Semester		
PSCI 321 or PSCI 384	Seminar in International Relations or Seminar in Political Theory	1.00
	Credits	**1**
	Total Credits	**13**

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the Political Science department webpage for more information.

Faculty

Department Chair, 2025-2026
Douglas J. Casson
Professor of Political Science; Director of Fellowships
political philosophy; constitutional law; Director of Fellowships

Joshua R. Anderson
Assistant Professor of Political Science
American politics; political philosophy; history of science

Karine Belarmino
Visiting Instructor of Political Science

Kimberly (Kim) Carr
Visiting Assistant Professor of Political Science

Chris B. Chapp
Professor of Political Science; Morrison Family Director of the Institute for Freedom and Community
American elections; political communication; public opinion

Menevis Cilizoglu
Associate Professor of Political Science

Carl Graefe
Visiting Assistant Professor of Political Science

Daniel J.B. Hofrenning
Professor of Political Science and Environmental Studies
American politics; religion and politics; parties and elections; public policy

Anthony D. Lott (on sabbatical calendar year Feb 2025-Jan 2026)
Associate Professor of Political Science
international law; international relations; international security

Kathleen Nganga
Assistant Professor of Political Science

Caleb Schmotter
Visiting Instructor of Political Science

Katherine Tegtmeyer Pak
Professor of Political Science and Asian Studies
Asian politics; comparative democracy; immigration; citizenship; human rights

Kris E. Thalhammer
Professor of Political Science
comparative politics; Latin American politics; political tolerance; human rights

Psychology

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The Department of Psychology is committed to maintaining a rigorous academic curriculum within a supportive community structure. It seeks to address broad questions posed by a liberal education and specific concerns of individual students. St. Olaf College's mission statement provides a framework for curriculum, personal development, and community relations. Because life is more than facts and theories, the Psychology Department encourages students to be responsible citizens dedicated to service, as well as scientific seekers of truth.

Psychology courses introduce the disciplinary knowledge that nurtures growth and behavioral change while providing background for advanced study. Psychology contributes to majors in social work and nursing, to concentrations in environmental studies, family studies, Asian studies, applied linguistics, neuroscience, and gender and sexuality studies, and to the psychology core of the social studies education major.

Psychology majors are prepared for graduate and professional programs in psychology, medicine, law, physical therapy, social work, nursing, and ministry and for entering positions in business, government, or industry.

Overview of the Major

The Department of Psychology follows the American Psychological Association's guidelines of "synthesizing the natural and social science aspects of the discipline, in part, by requiring students to take courses in both knowledge bases." Thus both interpersonal and investigative skills are enhanced. Students benefit from research in the library, laboratory, and field, as well as from internships. Through course structure and faculty diversity, the department challenges students to think critically and creatively as they investigate ways in which animals, especially humans, adapt to their environment through biological, social, emotional, spiritual, perceptual, behavioral, linguistic, and cognitive processes.

Intended Learning Outcomes for the Major

Special Programs

The Psychology Club, open to all students interested in psychology, is an active organization on campus, as is Psi Chi, the national honor society in psychology. Together they offer group activities of psychological interest. Psychology majors are eligible for affiliate membership in the American Psychological Association and to receive its publications and announcements.

Special study programs include the social studies education program with a major in psychology and internship programs to pursue special areas of interest in the field.

Research groups in the department allow students to participate in a research program associated with a faculty member. Participation in these research groups allows students to learn how research is done in psychology, to practice skills they will need in graduate school and other employment, and to begin the process of becoming a psychologist. Often the research done in research groups is presented at national and regional conferences and published in professional journals.

Departmental honors and awards include the Gordon Allport Award granted each spring to the junior whose aspirations are in basic sympathy with Allport's views and who has made efforts to develop his or her own talents, interests, and personality toward fulfilling his or her individual potential. A psychology endowment fund provides funding for equipment, supplies, and travel expenses for students undertaking research in the department.

Recommendations for Graduate Study

Students who wish to attend graduate school are encouraged to consult with the psychology faculty to plan a course of study appropriate to their interests.

Requirements

Requirements for the Major

Psychology majors are required to take 10.00 courses to complete the major. The major consists of 9.00 courses in the Department of Psychology and 1.00 course in statistics.

The requirements fall into five categories: foundation courses in the major, content core courses, level III capstone courses, elective courses in the department, and a general education requirement for the major.

Code	Title	Credits
Foundation Courses in the Major		
PSYCH 125	Principles of Psychology	1.00
PSYCH 230	Research Methods in Psychology	1.00
Content Core of the Major		
Students must select 1 course from 3 different core areas.		3.00
Core A		
PSYCH 235	Sensation and Perception	
PSYCH 238	Biopsychology	
Core B		
PSYCH 236	Conditioning and Learning	
PSYCH 237	Cognitive Psychology	
Core C		
PSYCH 241	Developmental Psychology	
PSYCH 249	Social Psychology	
Core D		
PSYCH 244	Psychology of Personality	
PSYCH 247	Psychopathology	
Level III Capstone Courses		
Two of any level III courses [1]		2.00
General Education Requirement for the Major		
Select an introductory course in statistics that emphasizes descriptive statistics and hypothesis testing:		1.00
SDS 172	Statistics 1	
ECON 260	Introductory Econometrics	

Elective Psychology Courses	
Two additional psychology courses	2.00
Total Credits	**10**

[1]

Except PSYCH 394, which does NOT count toward the level III requirement. Only one PSYCH 393, PSYCH 396 or PSYCH 398 may fulfill the level III requirement

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Psychology Coursework Completed Elsewhere

Students complete psychology courses elsewhere through a variety of mechanisms (e.g., off-campus study, transfer courses, AP/IB psychology). Regardless of the mechanism, we have policies guiding how psychology study completed elsewhere can be applied toward the psychology major. Here are some of the rules and procedures. Please reach out to the Department Chair or your advisor to discuss the specifics of your situation. **Please note:** the Registrar makes a determination about whether or not a course completed elsewhere can be accepted by the College. The Psychology Department may only consider courses accepted by the College for application to completion of the major. Here is the Registrar's webpage outlining the policies for transferring credits to St. Olaf.

The 3 Course Rule

By department policy, all majors must complete at least six PSYCH courses through St. Olaf. Thus, a maximum of three psychology courses may be taken elsewhere through any other mechanism (e.g., off-campus study, PSEO courses, AP courses, transfer credits) and applied toward completion of the major. Statistics does not count for the purposes of this policy because it is not a PSYCH course despite being required for the major.

Courses that MUST be Completed through St. Olaf

By department policy, majors must complete PSYCH 230 - Research Methods and both of the required 300-level courses through St. Olaf. Thus, we do not accept any courses completed elsewhere as meeting these requirements regardless of their course number, title, or content. However, these courses may be considered for fulfilling the two additional psychology courses (i.e., electives) required for the major. Please note: because by college policy you can not complete the same course twice for two different purposes, we can NOT count a Research Methods course completed elsewhere toward any element of the psychology major.

For additional information, please consult the Psychology Department "Majoring in Psychology" webpage.

Courses

PSYCH 125: *Principles of Psychology*
This whirlwind introduction comprehensively examines foundational principles, theoretical approaches, and major areas of study within psychology. Acting as skeptical scientists, students gain another lens on the human experience by which they can better understand themselves and others. Students see psychology as a science and challenge "common sense" explanations about how people function. This gateway course captures the essence of the liberal arts, applying to almost any career choice. Offered each semester.

PSYCH 221: *Menacing Minds*
Psychopaths, blazing a path of disregard and devastation through life, are a chilling example of the darker side of humanity. Students critically compare psychopathy as portrayed in the popular media to psychology's theoretical and empirical understanding. They explore questions such as: What are the hallmark characteristics of a psychopath? Where can psychopaths be found? What causes psychopathy? Students also examine the question of what the existence of psychopathy means for the rest of us. Offered periodically during January Term.
Prerequisite: PSYCH 125.

PSYCH 222: *Psychology of Hearing*
How do we hear? What do we hear? How do we know? This course examines the perception of the acoustic world through our sense of hearing. Topics include the structure of sound itself (acoustics), how sound is encoded and processed by the brain, and how we come to understand sound as something beyond a physical stimulus (representation, meaning, and interpretation). Additional topics include speech perception, music, hearing loss, and cochlear implants. Offered periodically during January term.
Prerequisite: PSYCH 125 recommended.

PSYCH 224: *Community Applications of Psychology*
This course integrates on-campus classroom learning with off-campus internships in community organizations in Northfield. Readings, classroom discussions, and assignments highlight theoretical perspectives, knowledge, and methods that psychologists use to address social problems and community needs through research, practice, and policy. Throughout the month, on-site experiences and observations provide opportunities for the application of previous coursework, while guided reflection supports exploration of personal and vocational development.
Prerequisite: PSYCH 125 and two 200-level PSYCH courses.

PSYCH 229: *Psychology of Spirituality and Religion*
Spiritual and religious experience and practices are human activities that can be investigated with psychological methods and theories. To do so faithfully, one must deal with the tension between scientifically understanding something and explaining it away. Students review the large multidisciplinary literature in this area. They also explore the religion/science tension by reporting on current news items and by participating in a chosen private spiritual practice (e.g. meditation) and systematically analyzing the experience. Offered periodically.
Prerequisites: PSYCH 125.

PSYCH 230: *Research Methods in Psychology*
This course prepares students with tools for understanding how research studies in psychology are conceptualized, designed, and ethically conducted, and how data is analyzed, interpreted, and disseminated. Students apply this understanding in independent and small group research projects. In the process, students develop critical reading, thinking, and scientific writing skills. Students attend lectures plus one two-hour laboratory per week. Offered each semester.
Prerequisites: PSYCH 125, and STAT 110 or SDS 172 or ECON 260.

PSYCH 232: *Gender Equality in Norway (study abroad)*
Students learn how gender is perceived, constructed, and experienced in contemporary Norway, using psychological and sociocultural perspectives to explore topics such as family life, youth development/empowerment, education, employment, media/advertising, health, and sexuality. They also examine Indigenous Sámi and immigrant perspectives. Lectures, site visits, and other field experiences augment scholarly readings and contribute to an understanding of gender equality as a foundational guiding principle and practice in an increasingly diverse Norwegian society. Offered periodically during January term. Apply through Smith Center for Global Engagement.
Prerequisites: PSYCH 125 or a course in Nordic studies, gender and sexuality studies, family studies, or sociology/anthropology, or permission of instructor; PSYCH 241 or PSYCH 249 strongly recommended.

PSYCH 235: *Sensation and Perception*
In this course, students will explore the processes of sensation (how our sensory epithelia change physical information from the environment into electrical impulses in our brains) and perception (how we utilize those electrical impulses to form a representation of the world giving rise to our subjective realities). Students participate in in class psychophysical, physiological, and perceptual activities on vision, hearing, touch, smell, and taste in order to enhance their learning. Offered annually.
Prerequisite: PSYCH 125.

PSYCH 236: *Conditioning and Learning*
How do psychologists characterize the most basic aspects of the learning process? While some emphasis is on analysis of the behavioral viewpoint (Pavlov, Skinner), students also examine the ways current investigators apply these basic principles to problems in other fields. These include behavioral therapy for a variety of psychological disturbances, research on the neurobiology of drug reward, and analysis of consumer behavior. Students engage in hands-on activities as a part of the class to enhance their learning. Offered annually.
Prerequisite: PSYCH 125.

PSYCH 237: *Cognitive Psychology*
This survey of cognition examines how we acquire (perception, attention, learning), store (memory), communicate (language) and use knowledge (thinking, judgment, problem solving, decision making, creativity). Such issues influence how we educate people, evaluate eyewitnesses in court, convince consumers to buy products, and improve our memory or attention. Students will engage in hands-on activities as a part of the class to enhance our study of the mind. Offered annually.
Prerequisite: PSYCH 125.

PSYCH 238: *Biopsychology*
How do biological factors influence fundamental aspects of psychology and behavior? In this course, students learn about relationships between the brain and behavior and use neuroanatomical, physiological, and biochemical levels of analysis to understand basic behavioral processes and systems, including sensation, movement, emotion, sleep and arousal, hunger, motivation, learning, and psychopathology. Offered each semester.
Prerequisite: PSYCH 125, or BIO 123 and BIO 227, or BIO 123 and CH/BI 227.

PSYCH 239: *Drugs, the Brain and Behavior*
From legalized marijuana, to the widespread use of antidepressants and antianxiety medications, to the ubiquitous presence of coffee shops, the "drug culture" affects nearly everyone in our society. This course introduces the world of psychopharmacology, with an emphasis on the basic neural mechanisms underlying the effects of drugs, including their portrayal in popular movies and music. By learning how drugs can affect the way neurons communicate, students become more thoughtful consumers. Offered periodically during January term.
Prerequisites: PSYCH 125 or PSYCH 238 or any Level I biology, chemistry, or chemistry/biology course.

PSYCH 241: *Developmental Psychology*
This course helps students better understand human development from the moment of conception and across the life span. The course focuses on biological and environmental factors that shape human development. Major changes in physical, cognitive, personality and social development are discussed. Offered each semester.
Prerequisite: PSYCH 125.

PSYCH 244: *Psychology of Personality*
Students examine theories of normal personality development in an effort to understand the factors that shape personality. Is personality biologically determined? Is it a result of interpersonal experiences, learning and reinforcement? Are other factors involved as well? Students investigate prominent personality theories and research and their conceptualizations of this fundamental aspect of human experience. Offered annually.
Prerequisite: PSYCH 125.

PSYCH 247: *Psychopathology*
Why are certain experiences or patterns of behavior considered psychologically "abnormal?" Students investigate a wide array of psychological disorders, including anxiety disorders, depression, eating disorders, and schizophrenia. Students examine models used to conceptualize abnormal behavior, as well as current evidence and theories regarding the etiology and treatment of these important and sometimes devastating disorders. Offered each semester.
Prerequisite: PSYCH 125.

PSYCH 249: *Social Psychology*
Why are people prejudiced and how can we reduce prejudice? Why do people help others? What is self-esteem and how do we defend it? How does romantic attraction develop? What are emotions and how do they influence us? In this introduction to the ways people interact and think about each other, students design their own theories of social behavior. Offered annually.
Prerequisite: PSYCH 125.

PSYCH 250: *Industrial/Organizational Psychology*
Students apply psychological facts and principles to the problems that permeate business and industry. Topics include organizational structure, personnel management, employee-supervisor relationships, job satisfaction and motivation, communication and leadership. Offered periodically.
Prerequisite: PSYCH 125.

PSYCH 251: *Sport and Exercise Psychology*
This course examines the thoughts, feelings, and behaviors of individuals in the context of physical activity and how psychological factors affect and are affected by involvement and performance in sport and exercise. Students study theory and research as well as apply principles of sport psychology, drawing from the fields of both psychology and kinesiology. Students explore current issues as well as major topics in the area, such as motivation, leadership, and team dynamics. Offered periodically.
Prerequisite: PSYCH 125.

PSYCH 254: *Culture and Place in Psychology*
Many psychological processes once assumed to be similar around the world are actually powerfully influenced by culture. This course explores ways in which cultural context affects psychological experience, including cognition, emotion, personality, values, social behavior, and subjective well-being. Students study the methods, constructs, and findings of cultural psychology, and reflect on their own cultural experiences; thus this course is particularly appropriate for students returning from or preparing to study abroad. Offered periodically.
Prerequisite: PSYCH 125.

PSYCH 290: *Topics in Psychology*
This topics-based survey course examines the basic principles of psychological science within a given subdiscipline. Students use critical thinking skills to examine fascinating topics such as: language development, health psychology, spirituality, education, learning and memory, choice and decision-making, hormones and behavior, perception, sensation, neuroethics, cultural psychology, neuropsychology, and lifespan development. Students apply basic principles from introductory psychology and act as skeptical scientists. This course applies to many career choices in today's world and provides insight into self and others. May be repeated if topic is different. Offered periodically.
Prerequisite: PSYCH 125.

PSYCH 294: *Academic Internship*

PSYCH 297: *Research Experience (0.25, 0.50, 1.00)*
The Research Experience course gives students credit for research experiences in the lab of a psychology department faculty member. Emphasis is placed on the iterative process of experimentation and analysis in ongoing faculty research projects. P/N. Offered annually. Does not count toward psychology major requirements.
Prerequisite: PSYCH 125, at least one additional course in the department, and permission of instructor.

PSYCH 298: *Independent Study*
This opportunity to investigate in depth a topic of interest, typically culminating in a library research-based paper, is strongly recommended as preparation for PSYCH 398. Offered each semester.
Prerequisite: PSYCH 125, at least three courses in the department, and permission of instructor; PSYCH 230 is strongly recommended.

PSYCH 336: *Neuroscience of Addiction*
This seminar explores current knowledge of mechanisms involved in behavioral responses to drugs of abuse at the systems, cellular, and molecular levels. The action of stimulant drugs, alcohol, and the opiates on reward pathways are discussed in terms of behavioral neurobiology, pharmacology, and gene expression. Consideration is given to the role of environmental cues and stress in relapse to drug-seeking both in animal models and human studies. Offered periodically.
Prerequisites: PSYCH 230 and PSYCH 238, or NEURO 239.

PSYCH 337: *Neurobiology of Learning and Memory*
Memory is a fundamental part of human existence, but what do we currently know about the neurobiology that underlies this remarkable ability? In this seminar, students present and discuss recently published research that examines the neurobiology of learning and memory from molecular, cellular, behavioral and cognitive neuroscience perspectives. Offered periodically.
Prerequisites: PSYCH 230, and PSYCH 238 or NEURO 239.

PSYCH 338: *Neurobiology of Psychopathology*
With recent advances in neuroscience, we can now describe the biological correlates of many psychological disorders, including schizophrenia, depression and anxiety disorders. In this discussion-based course, students use published research findings to examine the connections between the symptoms of these pathologies and changes in brain neurobiology, biochemistry, and physiology. Offered periodically.
Prerequisites: PSYCH 230 and PSYCH 247, and PSYCH 238 or NEURO 239.

PSYCH 339: *Cognitive Neuroscience*
Cognitive neuroscience investigates the biological bases of higher order cognition and complex human behavior (or more simply put, how the brain enables the mind). Discussion topics include the methodologies of cognitive neuroscience, perception, attention, learning, memory, language, executive function, emotion, development, social cognition, and consciousness. Offered periodically.
Prerequisites: PSYCH 230, or PSYCH 238 and NEURO 239.

PSYCH 340: *Frontiers in Aging: Cells to Society*
Rapid global aging represents the next great challenge that students in a broad range of majors must be prepared to address. Students will consider contemporary and enduring questions about aging from multidisciplinary perspectives to explore issues, methods, and theories surrounding what life will be like as people grow older. Students will interact with older adults in the community to understand aging in context. Also counts toward the neuroscience concentration.
Prerequisites: PSYCH 230, and either PSYCH 237 or PSYCH 241.

PSYCH 341: *Infant Behavior and Development*
This seminar examines development from birth to age three. Topics include prenatal development, birth and the newborn, physical and motor development, caregiver relationships, infant mental health, cognition, and language development. Students explore questions such as: How long-lasting are the effects of early experiences? How do diverse cultural contexts influence early development? Course format is primarily discussion-based and includes community-based experiential learning projects. Offered annually.
Prerequisites: PSYCH 230 and PSYCH 241 or permission of instructor.

PSYCH 342: *Positive Psychology: The Science of Optimal Human Experience*
This seminar investigates "the good life," exploring what psychology can tell us about human flourishing and psychological well-being. Empirical evidence is examined to understand some of the best aspects of life, such as the function of positive emotions, the role of traits in well-being, sources of meaning and life satisfaction, and character strength and virtue. Personality and sociocultural factors are emphasized in this exploration of the positive potentials of human life. Offered periodically.
Prerequisites: PSYCH 230, and PSYCH 244 or PSYCH 249.

PSYCH 346: *Social Psychological Perspectives on Diversity*
What is diversity? Who is impacted by diversity? How is diversity studied? In this discussion-based course, students unpack issues on diversity relating to identity, power, and privilege with a particular emphasis on race and ethnicity in the United States. Students use theory and research from social psychology to examine individual, interpersonal, and societal factors that shape the way people perceive and respond to difference. Finally, students discuss strategies for reducing intergroup bias and inequality. Offered periodically.
Prerequisite: PSYCH 230.

PSYCH 350: *Parenting and Child Development in Diverse Families*
This course explores research on parenting and child development across a variety of diverse family structures and sociocultural contexts, including families with primary caregiving fathers, divorced and remarried parents, adoptive parents, gay and lesbian parents. Students discuss similarities and variability across families, and examine how factors such as gender, sexual orientation, race/ethnicity and social class shape parenting experiences and unique psychosocial challenges that "nontraditional" families may confront. Students examine and bridge the empirical literature with popular culture and media portrayals of families. Offered periodically.
Prerequisite: PSYCH 241; PSYCH 230 is strongly recommended.

PSYCH 375: *Clinical and Counseling Psychology*
This course examines several major theoretical perspectives on psychotherapy. Students review empirically supported treatments for specific clinical disorders, as well as "nonspecific" factors that affect the therapeutic process. Students explore ethical and legal challenges related to psychotherapy delivery, as well as multicultural and other diversity issues. Course format is primarily discussion-based. Offered annually.
Prerequisites: junior or senior standing and PSYCH 230, and PSYCH 244 or PSYCH 247.

PSYCH 376: *Forensic Psychology*
Students examine the application of clinical psychology in the context of the U.S. legal system. Students use empirical articles, secondary sources, case studies, and legal sources (e.g., U.S. Supreme Court cases) to investigate how psychologists conduct evaluations of psycho-legal issues like competency to stand trial, insanity pleas, and civil commitment. Students discuss the ethical, legal, societal, and mental health benefits and consequences of how the U.S. legal system resolves issues pertaining to mental illness. Offered periodically.
Prerequisites: PSYCH 230 and PSYCH 247.

PSYCH 390: *Issues in Psychology*
Seminars allow in-depth study of particular themes or topics in psychology. See department Website for descriptions and additional prerequisites. Offered annually. May be repeated if topic is different.
Prerequisite: PSYCH 230.

PSYCH 391: *Topics in Psychology*
Sample Topic: The Psychology of Good and Evil Why do we feel it is important to judge behavior as morally good or bad? How do we make these judgments? What makes it possible for people to commit acts of extraordinary heroism or evil? Good answers to these questions require knowledge of philosophical and theological ethics and of the empirical work on moral action and judgment. Students read both and ask how they do (and should) inform each other.
Prerequisite: PSYCH 230 and at least two level II psychology courses, or permission of the instructor.

PSYCH 393: *Advanced Research Collaborations*
This project-based course allows students to explore advanced research areas in Psychology. Dedicated student and faculty collaborative research and experiential learning opportunities allow in-depth study of particular themes or topics in psychology. Topics vary with faculty leading the course and may complement 200 level course offerings. May be repeated if the topic is different. Counts towards Neurosciences or Linguistics concentrations depending on topic. Offered annually. See department website for descriptions and additional prerequisites for specific courses.
Prerequisite: PSYCH 230.

PSYCH 394: *Academic Internship*

PSYCH 396: *Directed Undergraduate Research*
This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to their research interests. Offered annually. May be offered as a 1.00 credit course or .50 credit course.
Prerequisite: determined by individual instructor.

PSYCH 398: *Independent Research*
Students have the opportunity to work in depth on a research project of interest under the supervision of a member of the psychology department faculty. Offered each semester. Depending on course topic, may count toward the neuroscience concentration.
Prerequisite: STAT 110, SDS 172, or ECON 260; PSYCH 230; four additional courses in the department; and permission of instructor. PSYCH 298 is strongly recommended.

Plan of Study
Psychology Major - Plan of Study

This is a sample plan that meets the prescribed requirements for the psychology major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

The psychology major has been designed to emphasize both breadth and depth of the study of psychology while emphasizing student agency to select coursework that is of greater interest to them. As a result, the sequencing of our major is very flexible. The best planning tool is our major worksheet, which may be found here.

The psychology major is somewhat heavier during junior & senior years. Students typically complete 3-5 courses by the end of their sophomore year, which means that they complete 5-7 courses during their junior & senior years. Below is one sample schedule, but again, flexibility of the major means there are many paths to graduation.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
PSYCH 125	Principles of Psychology	1.00
World Language		1.00
	Credits	**3**
January Term		
200-Level Psychology Elective Course		1.00
	Credits	**1**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
PSYCH 125	Principles of Psychology (if not taken already)	1.00
SDS 172	Statistics 1	1.00
World Language		1.00
	Credits	**4**
Sophomore Year		
Fall Semester		
SDS 172	Statistics 1 (if not taken already)	1.00
200-Level Psychology Core or Elective Course		1.00
	Credits	**2**
Spring Semester		
PSYCH 230 or SDS 172	Research Methods in Psychology or Statistics 1	1.00
	Credits	**1**
Junior Year		
Fall Semester		
PSYCH 230	Research Methods in Psychology (if not taken already)	1.00
200-Level Psychology Core or Elective Course		1.00
	Credits	**2**
Spring Semester		
200-Level Psychology Core or Elective Course		1.00
200-Level Psychology Core or Elective Course		1.00
	Credits	**2**
Senior Year		
Fall Semester		
Psychology 300-Level Course [1]		1.00
Psychology 300-Level Course [1]		1.00
	Credits	**2**
Spring Semester		
Psychology Elective Course (if still needed)		1.00
300-Level Psychology Elective Course (if still needed) [1]		1.00
	Credits	**2**
	Total Credits	**19**

1

Except PSYCH 394, which does NOT count toward the level III requirement. Only one PSYCH 393, PSYCH 396 or PSYCH 398 may fulfill the level III requirement

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the Psychology department webpage for more information.

Faculty

Department Chair, 2025-2026
Carlo O.C. Veltri
Professor of Psychology
clinical psychology; psychopathology; psychological assessment; personality; forensic psychology

Kadie Ausherbauer
Visiting Assistant Professor of Psychology

Jessica M. Benson
Associate Professor of Psychology

Elizabeth Blodgett Salafia
Visiting Professor of Psychology

Grace E. Cho
Professor of Psychology
developmental psychology; child development; cultural psychology; socioemotional development; parent-child processes

Shelly D. Dickinson
Associate Professor of Psychology
behavioral neuroscience; addiction; conditioning and learning; psychopharmacology

Anna Rebekah Erickson
Adjunct Assistant Professor of Psychology

Dana L. Gross
Professor of Psychology
developmental psychology; study away and study abroad

Logan Kochendorfer
Visiting Assistant Professor of Psychology

Jeremy L. Loebach
Associate Professor of Psychology
cognitive neuroscience; speech and hearing sciences; psycholinguistics

Gary M. Muir (on sabbatical 2025-26)
Professor of Psychology; Grace A. Whittier Endowed Chair of Science
behavioral neuroscience; cognitive neuroscience; neurobiology of spatial navigation; neurobiology of learning and memory

Daniel Nelson
Associate Professor of Psychology

Jessica R. Petok
Professor of Psychology
aging; adult development; cognition; memory and learning

Brian Rivera
Visiting Assistant Professor of Psychology

Piercarlo Valdesolo
Assistant Professor of Psychology

Public Affairs Conversation

Colin Harris, Holland Hall 304
507-786-3155
harris14@stolaf.edu
wp.stolaf.edu/pacon/

Why do people disagree so deeply about public policies concerning gun control, healthcare, the environment, and abortion? Why are politics and public affairs more generally so controversial in the USA? The Public Affairs Conversation ("PACON") is a yearlong program for all incoming first year students (fall and spring) and an internship opportunity (following completion of the program) that is supported with PACON funding.

PACON engages students and faculty to develop an interdisciplinary perspective on American public policy that is informed by the connection between contemporary debates and foundational ideals. The program is distinctive in its particular interdisciplinary approach (bridging politics, economics, philosophy, and religion), in the way that it frames contemporary policy dilemmas in relation to U.S. intellectual history, and in its incorporation of practical work experience (via an internship) into the curriculum. It aspires, above all, to endow students with the capacity to engage rigorously, imaginatively, and civilly with intellectually and ideologically diverse outlooks on American public affairs. The internship opportunity provides students with a context for vocational reflection and further analysis of important issues grounded in practical experience.

Admission to the Program

Admission to the PACON is open to all incoming first year students regardless of prospective major in accordance with the registration process for the First Year Seminar. No separate application is needed.

Intended Learning Outcomes for the Program

Courses

PACON 180: ***Public Affairs I: Foundational Debates***
This course examines American ideals and the tensions among them, ideals such as freedom, community, equality, democracy, justice, responsibility, and authority. The course analyzes the political, economic, moral, and religious dimensions of the debates and decisions that continue to shape American society. It considers classic founding documents, ideas that influenced the founders, and the major thinkers and events relevant to understanding the diverse range of models for government, markets, and society. Offered annually in the fall semester.

PACON 181: ***Public Affairs II: Contemporary Controversies***
This contemporary public affairs course examines normative commitments and empirical evidence relevant to the workings of government, markets, and society as applied to contemporary issues. Possible topics include immigration, abortion, education, sexuality, medical care, foreign policy, income inequality and poverty, affirmative action, and responses to climate change. Offered annually in the spring semester.
Prerequisite: PACON 180.

The internship component of this program may be satisfied by: ID 295 Internship and Reflection Seminar or ID 294 Academic Internship (0.25, 0.50, or 1.0 credit)

Faculty

Program Director, 2025-2026
Colin Harris
Tomson Family Chair of Law and Economics

Kimberly (Kim) Carr
Visiting Assistant Professor of Political Science

Marc David
Associate Professor of Practice of Sociology/Anthropology
Social class, race, cultural politics of heritage and historical representation in the U.S.

Brendon Westler
Assistant Professor of Philosophy

Public Health Studies

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Overview of the Concentration

Students pursuing a concentration in Public Health Studies develop an overview of the breadth of the fields comprising public health, a sense for its interdisciplinarity, and skills for interpreting and contextualizing public health research findings. Students practice communicating the social, humanist, and biological complexities of public health across cultural, political and disciplinary boundaries. Special attention is given to understanding diverse populations and their unique circumstances domestically and globally. Completion of the public health studies concentration promotes a lifetime of informed civic engagement relevant to public health.

Frequently Asked Questions

What Can I Do with Public Health Studies?

The Public Health Studies concentration is designed to provide students a broad background in public health that can be explored across the curriculum. We are interested in giving people tools to improve health and well-being through direct care, informing the public, education which is huge, people who want to shape policy and the future of humans on this planet. We invite scientists, poets, social thinkers, writers, pre-health and the computationally inclined, entrepreneurs, organizers and activists, historians, artists, physical trainers and athletes. Anyone who is interested in social well-being, health care delivery directly – as the context of the populations served is an important context, global affairs or international service of any kind - to consider the health capabilities and constraints in other countries or respond to disasters (Pakistan's flooding, food limitations due to the war in Ukraine....etc.), and those who have a desire to prepare for a future we cannot yet even imagine. There is a place for you in public health.

How Do I Declare the Concentration?

Students from any class can declare a Public Health Concentration. Because we are currently working with two different sets of GEs this year, the process will be slightly different depending on which class you are in. To declare a concentration in Public Health please go directly into SIS and declare the same as any other concentration. Contact the registrar or Dr. Conger if you need help declaring the concentration or have any questions.

Why a Concentration?

While the pandemic has certainly brought public health into the public eye, the idea for a public health studies program at St. Olaf has been being explored since the early 2000s. Interest in a systematic way to pursue public health studies has had steadily growing interest over the years from both students and faculty. The concentration was a deliberate choice at this moment. It allows us to have a thoughtful and intentional way of looking at the world through the lens of public health without narrowing our focus to one field or discipline. This is an inherently interdisciplinary and collaborative field that has many diverse paths and applications so structuring something that would give students a set of tools they could apply in new and innovative ways across the curriculum that could keep up with the speed of the problems it tackles was really key in our thinking.

Requirements

Requirements for the Concentration

Code	Title	Credits
Choose one course from each of the following categories.		
Fundamentals of Public Health [1]		**1.00**
NURS 316	Public Health Nursing	
PHS 150	Introduction to Public Health	
Biological Basis of Health [1]		**1.00**
BIO 121	Biological Science: Issues in Biology	
BIO 123	Human Biology	
BIO 124	The Biology of Women	
BIO 140	Explorations in Microbiology	
BIO 231	Microbiology	
BIO 243	Human Anatomy and Physiology: Organs and Organ Systems	
BIO 292	Topics in Biology (When topic is Virology)	
BIO 382	Immunology	
BI/ES 228	Environmental Health	
NURS 110	Nutrition and Wellness	
PSYCH 239	Drugs, the Brain and Behavior	
Social Science/Humanities Perspective of Health [1]		**1.00**
ECON 245	Economics of Health Care	
ID 241	Health Care Challenges: An Interdisciplinary Dialogue	
PHIL 250	Biomedical Ethics	
PHS 250	Epidemiology	
SOAN 267	Medical Anthropology	
SOAN 296	Topics in Sociology/ Anthropology [2]	
SOAN 299	Topics in Sociology/ Anthropology [2]	
Research Methods and Data Tools [1]		**1.00**
ECON 260	Introductory Econometrics	
ENVST 255	Remote Sensing and Geographic Information Systems	
KINES 199	Technology, Health, and Wellness	
MATH 236	Mathematics of Biology	
PSYCH 230	Research Methods in Psychology	
SOAN 371	Foundations of Social Science Research: Quantitative Methods	
SOAN 373	Ethnographic Research Methods	

SDS 172	Statistics 1	
SDS 272	Statistics 2	
SWRK 274	Research Methods in Social Work	
Liberal Arts Dialog in Public Health [1]		**1.00**
PHS 325	Case Studies in Public Health	
Total Credits		**5**

[1]

Students can petition to have other courses count for any of the above categories.

[2]

Depending on topic (when SOAN 296 is taught as Drugs, Addiction, and Anthropology and when SOAN 299 is taught as Women, Sport, and Culture for example)

The following study abroad programs with a Public Health focus may meet one or more of the requirements listed above:

- DIS-Public Health (Denmark) offers courses that cover "Fundamentals of Public Health" and the "Social Science/ Humanities" requirements (e.g., Medical Ethics, Medical Anthropology, Health Delivery and Prioritization, Heath Economics & Policy in Europe).
- Kenya: Global Health and Human Rights will meet either "Research Methods" or "Social Science & Humanities" through the Research Methods and Ethics course. Other courses may also be applied.
- PHS 260 - Comparative Images of Wellness - Germany & Switzerland (study abroad) - offered in the January term.

Courses

BIO 121: *Biological Science: Issues in Biology*
This course explores contemporary biological issues related to health and the environment, with the goal of fostering informed citizens prepared for current biological debates. Students learn the relevant biological principles in lecture and lab followed by appropriate lab or field research. Specific topics vary from year to year and may include emerging diseases, cardiovascular health, genetics, specific groups of organisms, behavior, and environmental dynamics. Students attend lectures plus one two-hour laboratory per week. Offered periodically.

BIO 123: *Human Biology*
This course focuses on the wonderous actions of the human body. Students learn how several vital body functions occur subconsciously, such as the rhythmic beating of the heart or the digestion of nutrients after a meal. Topics include how the brain works, how muscles contract, and how kidneys produce urine, and the remarkable biology associated with reproduction. Students use this understanding to elucidate diseases such as diabetes and hypertension. Students attend lectures plus one two-hour laboratory per week. Offered annually.

BIO 124: *The Biology of Women*
Issues of women's biology including views of the evolving female and biological determinism are examined. Core material covers anatomy, development, the biological basis of gender, reproduction, sexual response, the menstrual cycle and aging, and aspects of women's health such as eating disorders, cancers, and hormonal treatments. Students participate in significant amounts of group work and oral presentation. The course is open to both men and women. Offered during January term.

BIO 140: *Explorations in Microbiology*
This course explores the science of microbiology and the impact of microorganisms (bacteria, viruses, fungi, protozoa, and prions) on human affairs and daily life. Topics include microbial diversity, cell structure and function, growth and metabolism, genetics, control of microbial growth, host-pathogen interactions, immunology, infectious disease, and applied microbiology. Each topic provides a basis for discussion of current issues where microorganisms play a role. Students attend lectures plus one two-hour laboratory per week. Offered annually during Spring semester.

BIO 231: *Microbiology*
Microbiology examines the morphology, composition, metabolism, and genetics of microorganisms with emphasis on bacteria and viruses. Students examine the dynamic impact of microbes on humans, the immune response, and the role of microbes in the environment. Students attend lectures plus one three-hour laboratory per week. Offered annually during Fall semester.
Prerequisites: BIO 143 or BIO 150, and one chemistry course.

BIO 243: *Human Anatomy and Physiology: Organs and Organ Systems*
Students journey toward greater understanding of the human body through an integrated study of the structure of the body (anatomy) and how organs such as the brain, heart, and kidney perform their remarkable functions (physiology). The course is designed primarily for students intending careers in the health sciences. Students attend lectures plus one three-hour laboratory per week. Offered each semester.
Prerequisite: BIO 143, or BIO 150 and BIO 227 or CH/BI 227.

BIO 292: *Topics in Biology*
Students study topics in biology. Topics vary from year to year at the discretion of the department. Class work depends on the topics and instructor, but is consistent with the amount and level of work in other 200-level biology courses. May be repeated if topics are different. Counts as an elective toward biology major. May count toward other majors or concentrations if approved by the chair of that major/ concentration. Offered periodically each term.
Prerequisites: vary.

BI/ES 228: *Environmental Health*
Human health is affected by the biological environment, a teeming world of parasites and diseases, and the physical environment -- the water, air, and landscapes that we inhabit. Human interactions with the environment have changed rapidly, as human populations grow, travel increases, and ecosystems are altered. This course touches upon traditional environmental topics such as air and water quality and integrates newer public health challenges such as emerging diseases and food-borne illnesses. Offered periodically.
Prerequisite: an introductory science course.

ECON 245: *Economics of Health Care*
The health care sector in the U.S. is undergoing rapid change that affects patients, providers and payers. Managed care and managed competition are restructuring the delivery of health care services and reducing costs, while frustrating physicians and patients. The course examines the economic factors leading to the changes, current issues and controversies, and federal health policies. Students interested in nursing, medicine, and the sciences are encouraged to enroll. Offered annually.
Prerequisites: ECON 121 or permission of instructor.

ECON 260: *Introductory Econometrics*
This course emphasizes skills necessary to understand and analyze economic data. Topics include descriptive statistics, probability and random variables, sampling theory, estimation and hypothesis testing, and practical and theoretical understanding of simple and multiple regression analysis. Applications to economic and business problems use real data, realistic applications, and econometric/statistical software. Offered each semester. ECON 260 is required for economics majors who do not take both SDS 272 and either ECON 384 or ECON 385. Credit toward the economics major will not be given for ECON 260 following completion of SDS 272. Also counts toward environmental studies major (social science emphasis) and public health studies concentration.
Prerequisite: MATH 119 or MATH 120 and ECON 121, or permission of instructor.

ENVST 255: *Remote Sensing and Geographic Information Systems*
Remote sensing and GIS are increasingly used to address basic and applied questions in the environmental sciences and a host of other disciplines. Students survey available remote sensing image types and learn to process (ground-truthing, GPS, scanning, digitizing) and interpret remotely sensed images. They also learn theory and practice of geographic information systems (basic cartography and spatial statistics). Students attend lectures plus one three-hour laboratory per week. Offered annually.
Prerequisites: ENVST 137 or a level I course in biology, chemistry, or physics.

ID 241: *Health Care Challenges: An Interdisciplinary Dialogue*
This course shows students how anthropologists and economists approach the broad category of health care. Students explore how the two social sciences define health, conceptualize institutions, build accountability into systems, and treat the maladies of complex human beings. While the course highlights differences between the two disciplines, it also considers where they overlap. Offered periodically.

MATH 236: *Mathematics of Biology*
This course introduces students to the essential modeling techniques of formulation, implementation, validation, and analysis. Students engage in these areas by combining experiment, mathematical theory, statistics, and computation to better understand a wide variety of biological systems. Offered annually in the spring semester.
Prerequisite: MATH 126 or MATH 128, and familiarity with R programming (BIO 150 or SDS 172 or CSCI 125 or equivalent programming experience).

NURS 110: *Nutrition and Wellness*
This course explores the sources, chemical composition, and metabolic behavior of nutrients. Nutritional requirements for a balanced diet are examined as well as the consequences of excesses and deficiencies. Students use nutrition tools and guidelines to make sound food choices, learn how to read food labels, and consider factors affecting food consumption. Class activities increase students' awareness of a healthy diet, help students evaluate nutrition behaviors, and facilitate a nutritionally sound lifestyle. Offered annually. Does not count toward major, but is a prerequisite for the nursing major.

NURS 294: *Academic Internship*
Does not count toward the Nursing major. Students may choose a 1.00, 0.50, or 0.25 credit option.

NURS 298: *Independent Study*
Does not count toward the Nursing major.

NURS 394: *Academic Internship*
Does not count toward the Nursing major. Students may choose a 1.00, 0.50, or 0.25 credit option.

NURS 398: *Independent Research*
Does not count toward the Nursing major.

PHIL 250: *Biomedical Ethics*
This course clarifies central concepts and distinctions developed in the literature of moral philosophy and applications of those concepts and distinctions to concrete moral problems that arise in the practice of medicine. Issues may include euthanasia, abortion, medical paternalism, allocation of scarce medical resources, culturally sensitive medical care, pandemics, and conflicts of loyalty in managed care. Readings are drawn from both philosophical and medical discussions. Offered annually.

PHS 150: *Introduction to Public Health*
This introductory course provides students a broad overview of public health focusing on concepts relating to health promotion, disease prevention and epidemiology. Additionally, students learn about the core public health values, functions, population health assessment and intervention and the socio-economic, behavioral, biological and environmental determinants of health. Students engage in oral and written communication to critically think and analyze public health issues. Offered during fall and January terms.

PHS 250: *Epidemiology*
Epidemiology is the science of applying information about populations with the goal of improving health. This course will focus on multiple epidemiological research strategies in scientific, social and ethical context. By examining the range of health problems and diseases affecting diverse cultures, races, and ethnic groups, students gain understanding of epidemiology as the science of public health. Offered periodically to all St Olaf students in the fall semester.
Prerequisites: PHS 150 preferred.

PHS 260: *Comparative Health and Wellness - Germany & Switzerland (study abroad)*
In the United States "health" constitutes seeing doctors, taking medicines, and getting in 5000 daily steps. In Germany, wellness is fundamental to lifestyle. While traveling in Germany and Switzerland, students compare health practices to examine the factors that contribute to health promotion. How do place, time, money, power, luck and compassion contribute to health in Germany and the U.S.? What personal health practices can we sustain to promote our own wellbeing?.

PHS 325: *Case Studies in Public Health*
Students explore public health challenges from multiple lenses through literature and case studies designed to integrate and enhance individual skills and vocational interests. Working in interdisciplinary teams, students articulate questions and develop research and response proposals based on literature, data at hand and the skills acquired from prior courses including the OLE Core. Integrating viewpoints, assessment modalities and communication within the team and with external audiences are emphasized. Local and global issues are included. Counts toward public health studies concentration.
Prerequisites: Junior or senior classification, declared public health studies concentration, or permission of instructor.

PSYCH 230: ***Research Methods in Psychology***
This course prepares students with tools for understanding how research studies in psychology are conceptualized, designed, and ethically conducted, and how data is analyzed, interpreted, and disseminated. Students apply this understanding in independent and small group research projects. In the process, students develop critical reading, thinking, and scientific writing skills. Students attend lectures plus one two-hour laboratory per week. Offered each semester.
Prerequisites: PSYCH 125, and STAT 110 or SDS 172 or ECON 260.

PSYCH 239: ***Drugs, the Brain and Behavior***
From legalized marijuana, to the widespread use of antidepressants and antianxiety medications, to the ubiquitous presence of coffee shops, the "drug culture" affects nearly everyone in our society. This course introduces the world of psychopharmacology, with an emphasis on the basic neural mechanisms underlying the effects of drugs, including their portrayal in popular movies and music. By learning how drugs can affect the way neurons communicate, students become more thoughtful consumers. Offered periodically during January term.
Prerequisites: PSYCH 125 or PSYCH 238 or any Level I biology, chemistry, or chemistry/biology course.

SDS 172: ***Statistics 1***
A first course in statistical methods, this course addresses study design and its implications as well as exploratory and inferential techniques for analyzing and modeling data. Topics include exploratory graphics, descriptive techniques, randomization tests, statistical designs, hypothesis testing, confidence intervals, and simple/multiple regression. Offered each semester. Enrollment limited for seniors. STAT 110, SDS 172, and ECON 260 all provide an introduction to statistics and students should not take more than one; they all can serve as a prerequisite for further courses.

SDS 272: ***Statistics 2***
This course takes a case-study approach to the fitting and assessment of statistical models with application to real data. Specific topics include multiple regression, model diagnostics, logistic regression, experimental design and ANOVA. The approach focuses on problem-solving tools, interpretation, model assumptions underlying analysis methods, and written statistical reports. Offered each semester.
Prerequisite: SDS 172, ECON 260 or equivalent preparation (STAT 110 and SDS 164) or (AP Stat and SDS 164), or permission of instructor.

SOAN 267: ***Medical Anthropology***
How do people understand illness and healing? How does social inequality shape health? These are among the questions explored by medical anthropology. In this course students examine the ways people in different societies experience their bodies, by looking at AIDS in Haiti, old age in India, and childbirth in the United States. Students investigate diverse understandings of health, different means of promoting healing, and the role of power in providing medical care. Offered annually.

SOAN 296: ***Topics in Sociology/Anthropology***
The department periodically offers special topics courses. The specific title of the course is listed in the class and lab schedule when it is offered.

SOAN 299: ***Topics in Sociology/Anthropology***
The department periodically offers special topics courses. The specific title of the course is listed in the class and lab schedule when it is offered.

SOAN 371: ***Foundations of Social Science Research: Quantitative Methods***
Students gain the skills necessary to conduct and critically evaluate quantitative research. Students learn the underlying theoretical assumptions and orientations of quantitative research, including research design, sampling techniques, strategies for data collection, and approaches to analysis. Students gain practice in data analysis by conducting are search project and using the Statistical Package for the Social Sciences (SPSS), a standard in sociology. Offered annually in the fall semester.
Prerequisite: STAT 110 or SDS 172; open to junior or senior sociology/anthropology majors only.

SOAN 373: ***Ethnographic Research Methods***
Students learn to design and conduct qualitative research in the tradition of sociological and anthropological ethnography. Students discuss theoretical approaches to ethnography and learn data collection methods through case studies and fieldwork assignments. Students use their own research to gain experience in interpreting field notes, doing analysis, and writing an ethnographic interpretation of their research findings. Offered annually in the spring semester.
Prerequisite: SOAN 291 or SOAN 292; open to junior or senior sociology/anthropology majors only.

SWRK 274: ***Research Methods in Social Work***
Social work majors study scientific philosophies and approaches to ethical knowledge building for social work practice. The course includes an overview of the research process using both quantitative and qualitative methods, with special attention to how research knowledge informs generalist social work practice. Open to non-majors by permission of instructor. Offered annually in the spring semester.
Prerequisite: social work major.

NOTE: SOAN 296 Topics in Sociology/Anthropology and SOAN 299 Topics in Sociology/Anthropology apply to the concentration depending on the topic (when SOAN 296 is taught as Drugs, Addiction, and Anthropology and when SOAN 299 is taught as Women, Sport, and Culture for example)

Quantitative Economics

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See Economics (p. 106).

Race and Ethnic Studies

Jennifer Schultz, Old Main 130C
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wp.stolaf.edu/race-and-ethnic-studies

(Offered within the Department of Race, Ethnic, Gender, and Sexuality Studies)

Established at St. Olaf College in 1969, the Race and Ethnic Studies Program (abbreviated RACE) represents a multigenerational faculty and student commitment to the interdisciplinary study of race and ethnicity. Our program centers the concerns and experiences of people of color and proceeds from the recognition that race and ethnicity have been and continue to be crucial components within interlocking systems of oppression, as well as powerful sites of intersectional resistance. In the United States, our work focuses on the social, cultural, and historical contributions and lived situations of African Americans, Native Americans, Asian Americans, Latinx, and Middle Eastern Americans. Migration — historical and contemporary, voluntary and involuntary — is an experience that unites many of these communities. Our program therefore encompasses coursework involving the cultures and nations outside of the U.S. from which such peoples are drawn; it can also include the study of racial and ethnic minorities in other nations. Globalization has brought greater urgency to recognizing that the economic, social, and political forces to which people of color are subjected are not limited to those that originate within the nations in which they reside. Thus we also attend to transnational coalitions, experiences, and phenomena relevant to people of color in the United States and beyond.

Overview of the Major

The race and ethnic studies major includes RACE 121 , RACE 396, and six other courses from at least three different departments. RACE 396 Directed Undergraduate Research enables students to fulfill their capstone project requirement in a seminar setting during their senior year. One of the six courses may be an independent study or research, and one may be an internship approved by the program director. Study abroad or away is encouraged.

Unlike many majors which prescribe sequences of courses, race and ethnic studies allows students considerable freedom in choosing classes that fulfill their interests. Many race and ethnic studies majors are double majors, because race and ethnic studies courses complement many majors in the humanities, interdisciplinary studies, social and natural sciences, and the fine arts.

Race and ethnic studies also offers a concentration consisting of RACE 121 Introduction to Race and Ethnic Studies and four other courses from at least two different departments or programs.

Intended Learning Outcomes for the Major

Intended Learning Outcomes for the Concentration

Requirements

Requirements for the Major

Code	Title	Credits
RACE 121	Introduction to Race and Ethnic Studies	1.00
RACE 396	Directed Undergraduate Research	1.00
Select a minimum of six additional approved courses taken in at least three departments or programs. [1]		6.00
Total Credits		**8**

1

One of the six courses may be an independent study or research, and one may be an off-campus internship or course approved by the program director.

Race and ethnic studies majors are required to complete a senior project and to give an oral presentation of their findings before the program faculty in early May of their senior year. Students graduating in 2025 and afterward should register for RACE 396: Directed Undergraduate Research during spring of senior year to complete their projects.

Study abroad or away on race and ethnic studies topics is encouraged. Students may wish to link a race and ethnic studies major with another one from a department represented in the program.

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Requirements for the Concentration

Code	Title	Credits
RACE 121	Introduction to Race and Ethnic Studies	1.00
Select four other approved courses taken in at least two departments or programs.		4.00
Total Credits		**5**

Courses

Required Course

RACE 121: ***Introduction to Race and Ethnic Studies***
This course provides an introduction to critical concepts and key readings about race and racism that are important to the field of Ethnic Studies. Focusing on identities and communities, students learn about racial formation and difference in U.S. and comparative cultural and historical contexts. How does race intersect with class, gender, nation, and sexuality to produce privileges and oppressions? Students survey the emergence of Ethnic Studies through literary texts including art, creative writing, film, music, popular culture, and/or the sciences to become acquainted with interdisciplinary approaches and how concerns for racial equity and social justice formed this academic field. Offered annually.

Elective Courses

RACE 220: ***Korean Arts and Critical Indigenous Studies (study abroad)***
Through immersive, multifaceted engagement with Korea including but not limited to the performing arts, guest lectures from writers and cultural bearers, and visits to significant cultural and historical sites, this course ponders the production of a Korean indigeneity in critical contexts. Students consider how Indigenous practices recognized as "intangible cultural heritage" construct national identities, and how these traditions are deployed to reimagine and write Korean selves.

RACE 250: ***Topical Seminar***
Students apply interdisciplinary theories and methods to selected topics in race and ethnic studies. The course employs a discussion format, focusing on critical reading and literary texts. Offered in alternate years. May be repeated if topic is different.

RACE 252: ***Topical Seminar***
Students apply interdisciplinary theories and methods to selected topics in race and ethnic studies. The course employs a discussion format, focusing on critical reading and texts with a social science emphasis. Offered in alternate years. May be repeated if topic is different.

RACE 294: ***Academic Internship***

RACE 394: ***Academic Internship***

RACE 298: ***Independent Study***

RACE 396: ***Directed Undergraduate Research***
How is academic work in Race and Ethnic Studies enabled or transformed by an openness to creativity? And how is creative work--in fields such as film, music, literature, and visual art--enabled or transformed by research? In this seminar, students encounter foundational and contemporary work that addresses one or both of these questions. In the second half of the semester, students pursue individual projects (academic, creative, or both) that serve as their response. Offered annually in the spring semester.
Prerequisite: Enrollment by approval of instructor.

RACE 398: ***Independent Research***

Approved Courses

AFAD 231 Africa and the Americas: The Diaspora Experience

ARTH 264 Race and Difference in Medieval Art

ASIAN 123 Asia in America

ASIAN 244 Language and Race in Japan and USA

ASIAN 255 Engaging Asia: San Francisco (study away)

DANCE 107 Topics in Rhythm in Dance (0.25)

DANCE 108 American Dance: Native and Immigrant Traditions (0.25)

DANCE 246 Dance in the United States

EDUC 170 Urban Schools and Communities (study away)

EDUC 295 Foundations of Education

EDUC 378 Multicultural Education in Hawaii: Seminar and Practicum (study away)

EDUC 379 Urban Education Practicum and Seminar (study away)

ENGL 108 The Hero and the Trickster in Post-Colonial Literature

ENGL 200 Topics in Cross-Cultural Literature

ENGL 202 Queer of Color Literature

ENGL 203 Asian American Literature

ENGL 205 American Racial and Multicultural Literatures

ENGL 207 Women of the African Diaspora

ENGL 209 Arab American Literature and Film

ENGL 220 Topics in Literary History (when taught with the topic: Literature of American Slavery)

ENGL 251 Major Chicano/a Authors

ENGL 280 Topics in Genre (when taught with the topic: Muslim Women Writers)

ENGL 340 Advanced Studies in Literary Eras: American (when taught with the topic: 21st Century Ethnic American Poetry)

ENGL 345 Topics in American Racial and Multicultural Literatures

ENGL 347 Topics in Post-Colonial Literatures

FREN 271 The Francophone World (when taught with the topic: Les Antilles/The Caribbean)

FREN 373 Genre Studies (when taught with the topic: French/Francophone Film)

GSS 250 Intersectional Feminisms: Race, Gender, and Sexuality

HIST 151 Slavery in African History

HIST 165 Slavery in the Americas

HIST 181 Civil Rights and Revolution

HIST 199 American History Since 1865

HIST 256 Slavery in West Africa: Ghana (study abroad)

HIST 270 Major Seminar: American History

HIST 277 African American History

HIST 282 Topics in Native American History

HIST 288 America in the Civil War and Reconstruction Era

HIST 291 Introduction to African History

HIST 297 Topical Seminar (when taught with the topic: Race/Gender/Sports in America)

HIST 320 Research Seminar: Modern European History (when taught with the topic: Holocaust and History)

HIST 370 Research Seminar: American History (when taught with the topic: Capitalism and Slavery)

HIST 395 Oral History Seminar (when the final research project focuses on race/ethnicity, director approval required)

MUSIC 231 History of Jazz

MUSIC 237 Local and Global Musicking

MUSIC 345 Advanced Study in Musicology (when taught with the topic: Music and Race)

MUSIC 345 Advanced Study in Musicology (when taught with the topic: Music of African Christianities)

NORW 224 Topics in Contemp Nordic Lit: Window on Society (Taught in English) (when taught with the topic: Scandinavian Multicultural Film and Literature)

NORW 244 The Sámi: Traditions in Transition (Taught in English)

PHIL 255 Race and Social Justice

PSCI 244 Race and American Politics

PSCI 258 World Politics

PSCI 350 Seminar: Immigration and Citizenship (when the final paper and RIN projects focus on race/ethnicity, director approval required)

PSYCH 346 Social Psychological Perspectives on Diversity

PSYCH 390 Issues in Psychology (when taught with the topic: Issues in Diversity)

REL 232 The Insurgent Multiculturalism of Beloved Community

REL 267 African American Religious Thought in the 20th Century

SWRK 221 Social Work and Social Welfare

SWRK 373 Just Practice

SOAN 128 Introduction to Cultural Anthropology

SOAN 237 Forging a Latin American Culture

SOAN 247 Disasters

SOAN 261 Gender in Cross-Cultural Perspective

SOAN 264 Race and Class in American Culture

SOAN 269 Urban Sociology

SOAN 299 Topics in Sociology/Anthropology (when taught with the topic: Sociology of Music)

SPAN 273 Cultures of the Latinx/a/o U.S.

SPAN 276 Spanish as a First and Second Language

SPAN 311 Language in Society

THEAT 180 Text and Performance

THEAT 379 Topics in Interpretation and Theater (when taught with the topic: Staging Faith: Religion and Spiritualism in Early 20th Century American Theater)

In addition, some sections of FYS 120 First-Year Seminar and WRIT 120 Writing and Rhetoric may count toward the race and ethnic studies major or concentration, depending on topic. Petition the director of race and ethnic studies for approval.

Plan of Study

Race and Ethnic Studies Major - Plan of Study

This is a sample plan that meets the prescribed requirements for the Race and Ethnic Studies major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

An overview of general options for planning the major may be found here.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
World Language		1.00
	Credits	**2**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
RACE 121	Introduction to Race and Ethnic Studies	1.00
World Language		1.00
	Credits	**3**
Sophomore Year		
Fall Semester		
Approved RACE Course		1.00
	Credits	**1**
Spring Semester		
Approved RACE Course		1.00
	Credits	**1**
Junior Year		
Fall Semester		
Approved RACE Course		1.00
	Credits	**1**
Spring Semester		
Approved RACE Course		1.00
	Credits	**1**
Senior Year		
Fall Semester		
Approved RACE Course		1.00
	Credits	**1**
Spring Semester		
RACE 396	Directed Undergraduate Research	1.00
Approved RACE Course		1.00
	Credits	**2**
	Total Credits	**12**

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One of the six approved RACE courses may be an independent study or research, and one may be an off-campus internship or course approved by the program director.

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the Race and Ethnic Studies webpage for more information.

Faculty

Program Director , 2025-2026
Anthony Bateza
Associate Professor of Religion
Reformation studies

Ibtesam âl-Atiyat
Professor of Sociology/Anthropology
Arab society; gender; social movements; Islamic movements

Sidonia Alenuma
Visiting Assistant Professor of Sociology/Anthropology

Joshua R. Anderson
Assistant Professor of Political Science
American politics; political philosophy; history of science

Jessica M. Benson
Associate Professor of Psychology

Emily Bowman
Visiting Associate Professor of Sociology and Anthropology

Maggie A. Broner (on sabbatical 2025-26)
National Endowment for the Humanities Professor of Romance Language
Hispanic linguistics; culture; second language acquisition

Heather Campbell
Professor of Education; Education Director of Assessment 2025-26
reading; special education

Christopher (Chris) L. Chiappari
Associate Professor of Sociology/Anthropology
Guatemala; religion; immigration

Vivian Choi
Associate Professor of Sociology/Anthropology
South Asia; science and technology; disasters

Dana Horton
Associate Professor of English and Race, Ethnicity, Gender, and Sexuality Studies
Black feminist theory, African American literature, hip hop studies, Black Atlantic studies, postcolonial literature, multiethnic literature, contemporary American literature, slave narratives, and visual rhetoric

Jennifer Kwon Dobbs
Professor of English and Race, Gender, and Sexuality Studies; Associate Dean of Interdisciplinary and General Studies
poetry and poetics; creative nonfiction; Asian American literature; critical adoption studies

Kari Lie Dorer
Professor of Norwegian and Race, Ethnic, Gender and Sexuality Studies, King Olav V Chair of Scandinavian-American Studies
Norwegian language and culture; applied linguistics; Sami studies; Nordic film

Lau Malaver
Assistant Professor of Race, Ethnic, Gender, and Sexuality Studies

Jonathan T. Naito
Associate Professor of English; Associate Dean of Humanities
20th- and 21st-century British and Irish literature; postcolonial studies; black and Asian British literature; Samuel Beckett

León Narváez
Professor of Romance Languages - Spanish
Hispanic culture, language, and literature; migration and other interdisciplinary studies

SooJin Pate
Visiting Assistant Professor of Race, Ethnic, Gender, and Sexuality Studies

David C. Schalliol
Associate Professor of Sociology/Anthropology
social stratification; urban sociology; visual sociology; criminology; education

Nancy M. Thompson
Professor of Art and Art History and Race, Ethnic, Gender and Sexuality Studies
medieval art in Europe; medieval and early modern art in Italy; women's and gender studies

Race Matters

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wp.stolaf.edu/race-matters/

Race Matters is an interdisciplinary learning community for first-year students that focuses on race, ethnicity, and related matters (such as gender, sexuality, class, and religion) in the twenty-first century. Students take a sequence of three courses: one in the fall semester (RAMAT 110), one during January term (SOAN 121), and one in the spring semester (RAMAT 130). The thoroughly integrated curriculum of these three courses bridges the humanities and the social sciences, offering students a deep and broad engagement with race and ethnicity in the contemporary world. Race Matters students receive credit for four OLE Core requirements: the First-Year Seminar (fall semester), Power and Race (January term), Social Sciences (January term), and Writing and Rhetoric (spring semester). The three-course sequence includes a special section of SOAN 121 ("Introduction to Sociology") during January term.

Overview of the Program

Race Matters is an interdisciplinary, integrated linked-course sequence on an enduring and dynamic topic of considerable interest to students and society at large: the role of race in the twenty-first century, with a general though not exclusive focus on the United States. As the title of the learning community is meant to suggest, the subject is not merely "race" in its narrowest sense but a broader array of phenomena that could be called "race matters." Many of these "race matters" concern the intersection of race with one or more related axes of identity, such as religion, class, ethnicity, gender, or sexuality. For instance, Race Matters considers the experiences of Muslim Americans, South Asians, and Sikhs since 9/11; it examines the diverse communities, histories, and individual experiences grouped under broad labels such as "Asian American" and "Latinx"; it takes up the role of gender and sexuality within racial and ethnic communities, as well as within movements such as Black Lives Matter; it attends to shifting ideas about citizenship, immigrants, and refugees; it looks at the increasing visibility of self-identifying biracial and multiracial Americans; and it explores the role of geography, technology, changing demographics, and broader economic and political forces (such as globalization and nationalism) in shaping race matters in the present.

Intended Learning Outcomes for the Program

Admission to the Program

Admission to Race Matters is open to all incoming first year students regardless of prospective major in accordance with the registration process for the First Year Seminar. No separate application is needed. Each year about 19 first-year students are admitted to the program.

Course Equivalents for OLE Core attributes

By successfully completing the Race Matters program, students fulfill the following OLE Core requirements:

- The First-Year Seminar
- Power and Race
- Social Sciences
- Writing and Rhetoric

Courses

RAMAT 110: *Race Matters*
Race Matters is a three-course, interdisciplinary learning community for first-year students that focuses on race, ethnicity, and related matters (such as gender, sexuality, class, and religion) in the twenty-first century with a general though not exclusive focus on the United States. The thoroughly integrated curriculum of these three courses bridges the humanities and the social sciences, offering students a deep and broad engagement with race and ethnicity in the contemporary world. This course is the first course in the three-course Race Matters Sequence. All students who commit to this course are also committing to enroll in SOAN 121 during January Term and RAMAT 130 during Spring. RAMAT 110 is offered annually in the fall semester.

SOAN 121: *Introduction to Sociology*
This course helps students explore the connections between society and their own lives. Students answer challenging questions such as "Do we have a 'human nature'?," "Why does social inequality exist?," "What is race?," and "How do societies change?" In answering these questions students learn to develop a sociological imagination. In doing so they review the various research methods and theories that form the sociological tradition. This course is open to first-year students or students in certain accredited programs. Open to all students when taught during the summer. Offered each semester.

RAMAT 130: *Race Matters*
Race Matters is an interdisciplinary learning community for first-year students that focuses on race, ethnicity, and related matters (such as gender, sexuality, class, and religion) in the twenty-first century with a general though not exclusive focus on the United States. The thoroughly integrated curriculum of these three courses bridges the humanities and the social sciences, offering students a deep and broad engagement with race and ethnicity in the contemporary world. This course is the third course in the three-course Race Matters Sequence. It is only open to Race Matters students. RAMAT 130 is offered annually in the spring semester.
Prerequisite: RAMAT 110 and SOAN 121.

Faculty

Program Director, 2025-2026
David C. Schalliol
Associate Professor of Sociology/Anthropology
social stratification; urban sociology; visual sociology; criminology; education

Marc David
Associate Professor of Practice of Sociology/Anthropology
Social class, race, cultural politics of heritage and historical representation in the U.S.

Dana Horton
Associate Professor of English and Race, Ethnicity, Gender, and Sexuality Studies
Black feminist theory, African American literature, hip hop studies, Black Atlantic studies, postcolonial literature, multiethnic literature, contemporary American literature, slave narratives, and visual rhetoric

Jaden Janak
Assistant Professor of History
LGBTQ+ history, abolition, and popular culture

Religion

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The Religion Department of St. Olaf College seeks to enliven and deepen academic reflection on religion and theology in a liberal arts setting. We equip students of all backgrounds and traditions to interpret, evaluate, and respond to religious ideas and practices.

Our work is shaped by the college's Lutheran heritage and commitments as these unfold in a world of many faiths. In teaching and scholarship, we take up the college's founding conviction that scholarly study of religion is basic to liberal arts learning. Through OLE Core curriculum courses and the religion major, we advance the college's goal of cultivating theological literacy. At the center of this work is scholarly study of the Bible and of Christian theology, understood as reasoned reflection on the meaning and truth of Christian faith. We also study Jewish, Islamic, Hindu, and Buddhist traditions, and regard the opportunities afforded by comparative study and religious dialogue as essential to our common goals of understanding religion and theology. Members of the department work with many religious traditions and areas of specialization, and all contribute to the college's OLE Core requirements in religion.

Overview of the Major

Since the study of religion involves the use of a variety of methodologies and intersects with many other fields of study, students often find that a major in religion helps them integrate their work in other disciplines and develop a focus for their whole liberal arts education. Many students also choose to major in religion as a preparation for seminary or graduate work in religion.

Intended Learning Outcomes for the Major

Distinction

See Academic Honors (p. 18)

Religion majors may graduate with distinction if their grade point average is 3.5 in religion, and they submit a research project that meets the approval of a departmental review committee. The Junia Prize is usually awarded annually to the best distinction project of the year.

Special Programs

The Religion Department participates in Language Across the Curriculum Program (p. 190), which offers students the opportunity to use their world language skills in selected courses. Each year the department offers January term courses abroad, some carrying the OLE Core attribute Religion, Faith and Values.

Recommendations for Graduate Study

The religion major offers excellent preparation in breadth and depth of study for graduate programs. We encourage students to take additional level III courses, religion seminars, independent studies, and to develop competence in a world language. Distinction in religion is also recommended. Students should consult with their academic advisor and the religion department chair on specific programs and interests.

Requirements

Requirements for the Major

The religion major consists of eight courses (including no more than two level I courses) and requires both broad exposure to major approaches to studying religion and concentrated study in some aspect of religion. Majors complete one foundations course (REL 285 What is Religion? Approaches and Methods); two level III courses in intensive studies in religion; and at least one course from each of these areas: sacred texts, religious thought, historical and cultural studies, and second religious tradition.

Courses counting toward the major must include at least one course taught in the Religion Department that satisfies the OLE Core requirement Religion, Faith, and Values (RFV) and at least one course taught in the Religion Department that satisfies the OLE Core requirement Christian Theology in Dialogue (CTD).

Code	Title	Credits
Foundations Course		
REL 285	What is Religion? Approaches and Methods	1.00
Courses that focus on three different dimensions of religion (and deal with at least two different religious traditions):		
Sacred texts		**1.00**
REL 122	The Hebrew Bible: A Historical and Literary Approach	
REL 124	A Green Bible?	
REL 125	Ancient Texts, Modern Challenges: Engaging the Bible Today	
REL 221	Jesus in Scripture and Tradition	
REL 271	Bible in Context:Hist/ Geography/Culture in Israel & Palestine (abroad)	
REL 275	Religion and Empire in Greece and Turkey (study abroad)	
REL 276	The Ethics of Jesus	
REL 320	Interpreting Sacred Texts	
Religious thought		**1.00**
AS/RE 289	Buddhism, Peace and Justice	
REL 131	The Secular: Life without Religion?	
REL 202	Classics and Moderns	
REL 207	Christian Theology and the Moral Life	
REL 208	Christian Theology and Human Existence	
REL 209	Introduction to Feminist Theology	
REL 217	Christian and Islamic Ethics: Conflicts and Cross-Pollination	

REL 218	Political and Liberation Theology	
REL 225	God, Evil, and Human Suffering	
REL 227	Moses and Jesus: Jews and Christians in Dialogue	
REL 236	How to Make a Life	
REL 239	Beyond Narnia: The Theology of C. S. Lewis	
REL 244	Theology after the Death of God	
REL 245	Theology of Religions & Interreligious Dialogue	
REL 252	Religion, Violence, and Peace	
REL 254	Theology in Comparative Perspective	
REL 263	Roman Catholic Theology	
REL 267	African American Religious Thought in the 20th Century	
REL 268	The Ethics of War	
REL 293	Religious Pluralism and the Nature of Community	
REL 296	Love, Justice and Social Relations	
REL 302	History of Christian Thought I	
REL 303	History of Christian Thought II	
REL 304	History of Christian Thought III	
REL 344	Feminist Perspectives and Christian Ethics	
Historical and cultural studies		**1.00**
AS/RE 254	Jesus on the Indian Road: A Perspective on Christianity	
AS/RE 256	Religions of China, Korea, and Japan	
REL 126	God at the Movies: Religion and Film	
REL 141	Money & Magic: A History of Gifts, Capital, and Rituals of Exchange	
REL 142	Heroes, Villains, and Christianity	
REL 212	Christian Theology in Historical Context	
REL 213	Lutheran Heritage	
REL 214	Reformation Theology	
REL 238	Tolkien and Theology	
REL 243	Living Faith: Theology and Practice at Holden Village (study away)	
REL 246	Islam -- Religion and Community	
REL 248	Judaism	
REL 260	Religion in America	
REL 262	Reformations in Germany and Spain (study abroad)	
REL 267	African American Religious Thought in the 20th Century	
REL 275	Religion and Empire in Greece and Turkey (study abroad)	
REL 280	Religion and Literature	
REL 293	Religious Pluralism and the Nature of Community	
Second religious tradition (cannot be a course that carries Christian Theology in Dialogue OLE Core attribute)		**1.00**
AS/RE 256	Religions of China, Korea, and Japan	
AS/RE 257	Buddhism	
AS/RE 289	Buddhism, Peace and Justice	
REL 120	Jews in the World of Islam	
REL 133	Buddhist Meditation Traditions	
REL 217	Christian and Islamic Ethics: Conflicts and Cross-Pollination	
REL 246	Islam -- Religion and Community	
REL 248	Judaism	
Select two level III intensive studies in religion courses (at least one must be a seminar):		**2.00**
REL 302	History of Christian Thought I	
REL 303	History of Christian Thought II	
REL 304	History of Christian Thought III	
REL 320	Interpreting Sacred Texts	
REL 344	Feminist Perspectives and Christian Ethics	
REL 390	History of Religions Seminar	
REL 392	Studies in Religion Seminar	
REL 398	Independent Research	
Elective course [1]		**1.00**
Total Credits		**8**

[1] One RFV **or** CTD course taught outside of the Religion Department may be counted toward the major. FYS 120 may be considered for elective credit at the discretion of the department chair.

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Courses

Religion courses satisfy a variety of OLE Core curriculum requirements. The department offers several options to complete the Religion, Faith and Values, Christian Theology in Dialogue, and Ethical Reasoning in Context requirements. Additional courses count towards requirements in Global Histories and Societies, Power and Race, and Creativity.

AS/RE 254: *Jesus on the Indian Road: A Perspective on Christianity*
The Indian Church, which claims the apostle Thomas as its founder, is the "home base" for this historical exploration of Christianity from the apostolic age to the present. The course considers Christian teachings about God and Jesus, biblical interpretation, worship, response to social, political, and cultural practices through encounters between Indian Christians and other churches. The multiple religions of India, its colonial experience, and its contemporary society are essential context. Offered periodically.

AS/RE 256: *Religions of China, Korea, and Japan*
This course introduces the religious and philosophical traditions of China, Korea, and Japan: Confucianism, Chinese Taoism, Buddhism, Japanese Shinto, and the folk traditions. Students read classical texts such as Confucius' Analects, Zhuangzi, Taodejing, and Chan Buddhist texts, and analyze fundamental values and concepts such as Tao, yin/yang, and humaneness. Offered periodically.

AS/RE 257: *Buddhism*
This course studies the Buddhist view of the human predicament and its solution. Students examine the life of the Buddha, Buddhist scriptures, and the historical and philosophical development of Theravada and Mahayana Buddhism in East and Southeast Asia. Offered periodically.

AS/RE 289: *Buddhism, Peace and Justice*
Students examine contemporary Buddhist moral teachings on social issues such as violence and peacemaking, human rights and social justice, and humanity and the environment. Coursework focuses on the writings of Vietnamese monk and peace activist Thich Nhat Hanh, Tibetan leader-in-exile Tenzin Gyatso (Fourteenth Dalai Lama), American ecologist Joanna Macy, and others. Students consider the moral paradigms of Christianity and Buddhism: Christ and the Bodhisattva. Offered annually.

REL 110: *Topics in Religion*
Students study how a particular religious tradition (or traditions) interacts with a specific topic. Topics vary, but possibilities include the environment, peace and violence, technology, or sexuality. The topic orients students to important questions about how the particular religious tradition understands and acts in the world, as well as debates about what counts as religion. May be repeated if the topic is different.

REL 120: *Jews in the World of Islam*
This course studies interactions between Jews and Muslims from their origins in antiquity to the present, focusing on the Ottoman Empire, North Africa, and Central Asia. Students examine the influence of Islam in Jewish theology, philosophy, and literature; the social and cultural significance of Jews in Islamic societies; and the impact of colonialism, nationalism, and religious politics on Jewish-Muslim relations. Finally, students explore the legacy and evolution of Muslim-Jewish relations today.

REL 122: *The Hebrew Bible: A Historical and Literary Approach*
How did the Bible become "the Bible"? This course introduces students to the dynamic social, literary, and intellectual development of scriptural traditions that emerge as the Hebrew Bible and its further development into ancient Jewish literature, Christian Scriptures, and Rabbinic Judaism. The course emphasizes Scripture as a vital, unfolding notion in human culture, with particular attention to the Ancient Israelite and Jewish communities that produced them. Students encounter academic practices in the study of religious texts.

REL 124: *A Green Bible?*
How do biblical narratives tell the story of land, water, and creature alongside that of humans and how have Jewish, Christian, and Muslim communities understood and applied these sacred texts? This course introduces eco-critical methods of biblical study to determine the ecological efficacy of the Bible. Students explore historical and contemporary ideological landscapes to analyze how the Bible has impacted variant environmental dispositions and practices. Also counts toward environmental studies major and concentration.

REL 125: *Ancient Texts, Modern Challenges: Engaging the Bible Today*
The Bible has been a catalyst for social transformation and a cudgel for repression, intersecting with racism, gender performance, sexuality, climate change, and religious violence. This course explores historical, literary, and ideological approaches to biblical interpretation, focused on how its messages and interpretations shape and are shaped by the worlds they inhabit. Sustained attention is given to readings of the Bible from historically marginalized communities (including Black, Latinx, Indigenous, Ecofeminist, Queer, and Jewish perspectives).

REL 126: *God at the Movies: Religion and Film*
This course addresses how religion - beliefs, practices, values, the ways it functions in society - is reflected in contemporary film. Religion addresses fundamental questions of human existence: Why are we here? How should we live? Why is there suffering and evil? What happens when we die? The course alternates between close readings of central religious texts which probe such questions (including the Jewish Scriptures, the New Testament, and later theologians and philosophers) and films that take up the questions, as well. While the central focus is on Christian and Jewish sources, the course also considers non-theistic perspectives. Through analysis and discussion of both text and film, students begin to form their own answers.

REL 127: *The Bible and Ecological Desire*
As humans, we long for fulfillment and rest. The satiation of these desires focuses on consuming material objects, no matter the environmental consequences. Yet, the biblical tradition calls us to recognize that we are ecological beings. From the way we produce food to the giftedness of the ecosystem, all life is interdependent. This course will attend to this focus, thinking about re-forming our desires through practicing a wholeness grounded in the transcendent gift of creation.

REL 131: *The Secular: Life without Religion?*
We now seem to live in a world with and without religion. This dimension of the world can be called the secular as a form of life, secularization as a social reality, and secularism as a perspective informing human ethics, politics, and life. Students consider how religion and the secular relate, their joint genesis in modern and ancient religious histories, and evaluate various proposals for their contemporary life together.

REL 133: *Buddhist Meditation Traditions*
Meditative practice lies at the heart of the Buddhist tradition. Students explore the theories and practices of meditation in the Buddhist traditions historically developed and practiced in India, China, Korea, and Japan. Through this course, students develop an in-depth understanding of the Buddha's teachings in association with the principles behind those meditative practices, the modern adaptations of these practices, as well as the relationship with the Buddhist teachings on well-being and spiritual happiness. Offered annually in the spring semester.

REL 141: *Money & Magic: A History of Gifts, Capital, and Rituals of Exchange*
In this course students engage in discussions that go beneath binary discourse centered on Marxism and neoliberalism by turning to underlying debates related to morality and money. Students think about how societies determine value and how value comes to be reflected in coin, currency, and capital. Students investigate symbolism, sacred affection, fictions, and civil religion and read texts in a variety of disciplines including religious studies, anthropology, philosophy, sociology, economic history, and cultural studies. Offered annually in the spring semester.

REL 142: *Heroes, Villains, and Christianity*
The Christian tradition is replete with images of heroes and villains, human and beyond, in soaring redemption arcs and precipitous falls from glory. Students critically engage material inside and alongside religious communities by examining biblical texts, theological writings, art, comic books, and film. This course explores Christian depictions of human capacities, divine nature, evil, salvation, and hope, ideals that continue to shape broader cultural values and life.

REL 165: *Religion and Science*
Are religion and science in conflict? They have experienced significant tensions yet they owe much to each other. This course introduces students to science and religion in the modern era and how they map out distinct territories. Students examine the mutual influence of science and religion in forming conceptions about what nature, fact, and belief are, and how these notions have changed. Students investigate topics such as the denial of science, human origins, and emergence.

REL 202: *Classics and Moderns*
This course introduces the central matters for argument in Christian theology -- God and Christ -- through close reading and critical analysis of selected classic (pre-1700) and modern theological texts. Students focus on the reasons supporting classic Christian beliefs about God, Christ and related topics and on the modern theological criticism of those beliefs. Is it still possible to be a Christian in the beginning of the 21st century? Offered periodically.

REL 205: *Blessed are the Happy? Virtue, Happiness, & Good Life in Christian Tht*
In this course students examine Christians' enduring concern over such matters as what happiness is; the role, if any, virtues play in the lives of Christians and their lives with God. Topics include the early church's response to Greek philosophy, interpretations of sin, Christ's humanity, and human flourishing. Students also examine how these theological conversations continue to shape modern reflection on what makes a person happy and a life well-lived. Offered periodically.

REL 207: *Christian Theology and the Moral Life*
Examining essential Christian beliefs with special attention to their implications for the moral life, students in this course analyze the meaning and truth of Christian symbols and claims about God, Christ, creation, fall, providence, redemption, etc., and explore their bearing upon ethical perspectives and principles, moral character and community and societal institutions and practices. Readings include classical and contemporary Christian theological sources. Offered periodically.

REL 208: *Christian Theology and Human Existence*
This course traces the significance of essential Christian theological doctrines (e.g., God, Christ, sin, salvation) for contemporary understandings of human beings and human behavior. Selected comparisons with alternative and/or complementary views of human nature (for example, philosophical, psychological, sociological, literary) are also included. Offered periodically.

REL 209: *Introduction to Feminist Theology*
Students examine traditional Christian doctrines in light of feminist critiques and reformulations. The course focuses especially upon language and images of God, the person of Christ and the work of redemption and understandings of human nature. Students evaluate arguments for and against the compatibility of Christianity and feminism. Offered periodically.

REL 212: *Christian Theology in Historical Context*
This course offers an overview of the development of Christian thought and practice in the ancient, medieval and modern periods and analyzes the way Christian beliefs have evolved in response to changing historical situations. Special consideration is given to how different theological perspectives have influenced the activities of religious communities and lives of notable individuals. Offered periodically.

REL 213: *Lutheran Heritage*
Analyzing continuity and change within the Lutheran tradition, students consider Luther's theology and proposals for the reform of Catholicism and evaluate major reappraisals of Lutheran beliefs and practices that developed in response to new issues and social situations. Topics include Orthodoxy and Pietism, conservative and liberal responses to the Enlightenment, modern European Lutheranism and issues of particular importance to Lutheranism in Scandinavia, America, and developing countries. Offered periodically during January term.

REL 214: *Reformation Theology*
Students analyze 16th-century reform movements in light of their theological and historical contexts and their significance for contemporary theology. The course focuses on contributions and lives of the major figures in the Protestant Reformations (e.g., Luther, Calvin, Zwingli) and the Roman Catholic Reform. Offered periodically.

REL 215: *Gender and Judaism*
This course explores how gender has shaped Jewish texts, ideas, and practices in a variety of historical contexts. Students consider how Jewish thinkers have understood - and sometimes worked to change - how gender operates in Jewish life and thought. Students use these thinkers as models for exploring how to think about ethical and religious questions using resources from a tradition of thought that they both learn from and critique. Offered periodically during spring semester.

REL 217: *Christian and Islamic Ethics: Conflicts and Cross-Pollination*
This course compares Christian and Islamic conceptions of the relationship between God and humanity, as foundations for thinking about moral excellence and obligation. It also considers and compares how theological commitments and methods in each religious tradition affect approaches to particular ethical issues such as sexuality, war, and politics. Students work with scripture, film, polemical literature, judicial texts, and theological texts. Offered periodically.

REL 218: *Political and Liberation Theology*
This course examines the rise of political and liberation theology movements, the situations and issues to which they respond, theological formulations of political/liberation theologies, and the relationship of these theologies to traditional Christian doctrines. Special focus on the relationship between the theological and political, nature of Christology and redemption, images and role of God, and understandings of human nature. Offered periodically.

REL 220: *Reading Our Origins: Genesis, God, and Human Nature*
This course introduces students to the theological interpretation of Genesis. Topics include history of the book's composition; its distinctive emphases and themes; the history of its interpretation and cultural influence, particularly on questions of human nature, sin, divine promise, and faith; and current issues (i.e., ecojustice, race, gender and sexuality, human identity and difference). Theoretical issues related to biblical authority and the role of the interpreter are also addressed. Offered periodically.

REL 221: ***Jesus in Scripture and Tradition***
This course explores the meaning and significance of Jesus Christ in major New Testament writings: the Gospels, the letters of Paul, Hebrews, Revelation. Students also examine the development of New Testament ideas about Christ in subsequent Christian tradition, both classical and contemporary. Offered annually.

REL 225: ***God, Evil, and Human Suffering***
How do evil and the suffering that accompanies it affect our sense of the meaning and value of human life? Do religious ideas -- such as the idea of an all-powerful and all-loving God, or the claim that Jesus died on the cross for human sins -- help address these challenges or make them worse? Students explore ways that Christians, Jews, and Muslims have attempted to respond to these questions using philosophical, theological, literary, and visual strategies, and they also examine critiques of religious perspectives. Offered periodically.

REL 227: ***Moses and Jesus: Jews and Christians in Dialogue***
This course explores the interaction between Jews, Christians, and their respective religions in historical and theological perspective. Students consider basic features of Jewish belief and practice, past and present views of Jews and Christians about each other's beliefs, impact of Christian attitudes toward the Jews on the formation and development of Christian doctrines, relation between Christian theology and anti-Semitism, and the possibilities for a new relationship between Christians and Jews. Offered periodically.

REL 232: ***The Insurgent Multiculturalism of Beloved Community***
Do multicultural church congregations foster the racial reconciliation found in the concept of Beloved Community made famous by Martin Luther King, Jr.? Or do they function to assimilate minority cultures into the dominant white American culture? In this course, students examine sociological and ethnographic evidence from Christian congregations involved in multicultural projects. They learn to read these projects as lived theological expressions and critically analyze them. Offered periodically.
Prerequisites: WRIT 120 or equivalent.

REL 234: ***Ecospirituality Learning from Place***
Ecospirituality asks how attention to distinct bioregions leads to a flourishing life. Amidst climate catastrophe, encountering wisdom across spiritual traditions helps students learn from place. This course focuses on Indigenous, Christian, Jewish, Buddhist, and Spiritual-but-Not-Religious practices in rural and urban environments; amidst plains, forests, prairies; submerged in streams, bogs, and big water. While marrying region to practice, students use data collection, storytelling, ritual, hand arts, food, and music to reflect upon their own ecospirituality.

REL 236: ***How to Make a Life***
What does a life well lived look like? The course examines how a variety of traditions answer this question, such as Christianity, Buddhism, Islam, Utilitarianism, Nietzschean Individualism and Scientific Naturalism. Students explore how contemporary practitioners address issues such as work, race, sex, and the environment as dimensions of a life well lived. The class reflects on these competing visions and explores ways to navigate the conflicting ideals within today's global context. Offered periodically.

REL 238: ***Tolkien and Theology***
Nordic sagas and modern fantastic works pose important theological questions such as the nature of reality in fantasy, the Eucharist, honor, gift, the grotesque, evil, salvation in Christ, and life as a quest and pilgrimage. They also raise valuable problems about the relationship of Christian beliefs to cultural narratives. Students may read J.R.R. Tolkien's Lord of the Rings, G.K. Chesterton, and selected sagas, alongside theological writings. Offered periodically during January Term.

REL 239: ***Beyond Narnia: The Theology of C. S. Lewis***
This course introduces students to Christian theology through examination of selected works of C.S. Lewis. The course considers both Lewis's explicitly theological writings and his fictional works as resources for theological reflection. Offered periodically.

REL 241: ***Ecology, Justice & the Christian Tradition***
In this course students investigate the relationship between historical and emergent environmental decline and Christianity's scriptures, claims, traditions, and practices. Students explore how variant ecotheological perspectives address the intersectional realities of gender, race, and socio-economic status when responding to a number of contemporary environmental issues and whether Christianity might aid in the envisaging of future solutions. Offered annually.

REL 243: ***Living Faith: Theology and Practice at Holden Village (study away)***
This course examines how religious faith transforms the practices of personal and social life. Students explore the nature of Christian community and the connections between Christian theological beliefs and practices. Students participate in the life of Holden Village, an isolated Lutheran retreat center in the Cascade Mountains of Washington. Offered alternate years during January Term. Apply through Smith Center for Global Engagement.

REL 244: ***Theology after the Death of God***
The death of God refers to the absence or non-existence of God in a post-Christian world. What happens after God has exited the scene? Is there only nature, humanity, or nothing at all? Students evaluate the challenges that the death of God has for thinking about God, the meaning and purpose of Jesus in such conditions, as well as religious belief, reason, and the secular by reading classical and contemporary theological work on the death of Jesus and the death of God. Offered periodically.

REL 245: ***Theology of Religions & Interreligious Dialogue***
Christians and people of other faiths seek to be faithful to their own traditions and also to attend to each other's claims. This course examines ways Christians and other believers develop their doctrinal traditions in the context of religious pluralism. This course gives specific attention to Christian reflection on the doctrines of God, Christ, and salvation in relation to religious reflection by people of other faiths. Offered periodically.

REL 246: ***Islam -- Religion and Community***
Students examine the formation of Islamic traditions and institutions and their religious meaning, paying special attention to the dynamism and crises of Islam in the 19th and 20th centuries. Offered periodically.

REL 247: *Theology Between Christianity and Islam*
How similar or different is the conception of God that Christians and Muslims speak of, pray to, and worship? Christianity and Islam share scriptural and intellectual resources and complicated histories full of both cooperation and conflict. Exploring these topics, students analyze and compare theological emphases, reflect on how much similarity and difference there has been between the two traditions of reflection, and examine possibilities for future interaction. Offered annually in the spring semester.

REL 248: *Judaism*
This survey of the historical, cultural, and theological developments within Judaism pays special attention to major periods and themes in Jewish life and thought, as well as to contemporary Judaism. Also counts toward Middle Eastern studies concentration.
Prerequisite: Open to first-year students with permission of the instructor.

REL 249: *Anti-Racist Christian Theologies*
Students explore anti-racist theologies emerging out of the U.S. context. They investigate historical interactions between religion and race, the role of Christian theology and churches in supporting racial divisions, and how biblical and theological resources can be used to counter racism rather than perpetuate it. Students reflect upon life experiences that have shaped their understandings of race intersecting with religion. The majority of readings will be from authors who are Black, Indigenous, and Persons of Color.

REL 251: *Comparative Mysticism*
In this course students study deeply the nature of religion itself, experiences of divine union, detachment from false realities, altered states of consciousness, creative scriptural interpretations, gendered differences among reports, and mysticism's role in world peace or world strife. Students study the mystics themselves from a variety of religious and secularist traditions (variously Hindu, Jewish, Indigenous, Buddhist, Christian, Muslim, Ecological). Reading and experiencing mindfully, practicing bodily, students engage their whole selves. Offered annually in the fall semester.
Prerequisites: Open to current first-year students under OLE Core; students under GE curriculum must have completed BTS-B.

REL 252: *Religion, Violence, and Peace*
This course examines the relationship between religion and violence across diverse global contexts. Students consider whether some dimensions of religion - monotheistic belief or rituals of sacrifice, for example - are more prone to produce violent conflict than others; explore debates over how to measure the power of religion vis-a-vis other drivers of behavior; and discuss ethical arguments about justified violence, suffering, and peace-building, focusing on how religious ideas and practices contribute to these debates. Offered periodically.

REL 254: *Theology in Comparative Perspective*
Comparative theology is the study and interpretation of one religion in conversation with the texts, symbols, and practices of other religious traditions. It aims to discover new theological insights from another or from one's own tradition. The readings for this course explore the nature of comparative theology as a method of doing theology, drawing upon both theoretical paradigms in the field and religious texts contributing to Christianity's dialogue with other movements and traditions such as Hinduism, Buddhism, Jainism, Sikhism, Judaism, Islam, Shinto, Confucianism, Taoism, Chinese Traditional Religion, African Diasporic Traditions, Wicca/Neo-Paganism, Indigenous religions and spiritualities, and New Religious Movements. Offered annually.

REL 255: *Beauty, Arts, and Religion*
Are the arts a distraction from or essential to being religious? This course examines how theologians, philosophers, and artists articulate a diversity of answers to this question. Doing so, the class examines ways to interpret the religious meaning and purpose of art. Students encounter different ideas about the value of beauty, the importance of creativity, the moral and cultural relevance of art, and whether art offers a revelation beyond the material world. Offered periodically.

REL 260: *Religion in America*
This course introduces students to the history of religion in America in the context of American culture, paying attention to the formal structures and to questions of what "being religious" has meant to Americans. The course considers the range of religious traditions in the U.S.A. while attending to the Christian majority and variety within it. The course focuses specifically on the experiences and contributions of women and minorities.

REL 262: *Reformations in Germany and Spain (study abroad)*
This course examines sixteenth century Christian reforms in Germany and Spain. Students visit significant religious, historical, and cultural sites associated with Protestant and Roman Catholic figures such as Martin Luther, Teresa of Avila, and Ignatius of Loyola. Students expand their understanding of Christian theology, and how Christian beliefs developed through conversation and contestation amidst rapid societal and political changes. Special attention is given to how these reforming movements impacted Jewish and Muslim communities. Offered periodically during January term.

REL 263: *Roman Catholic Theology*
Students consider the present situation and future prospects of Roman Catholic theology through an engagement with the figures and events that have most deeply shaped Catholic theology in the 20th and 21st centuries. The course also examines recent Catholic views on the central topics of Christian theology, God, Christ, salvation and the Church, and the relationship of these views to Protestant ideas about the same issues. Offered periodically.

REL 267: *African American Religious Thought in the 20th Century*
This course offers an intensive study of African American religious thought with particular emphasis on the 20th century. Structured thematically, the course covers: African religious roots; religious thought with particular emphasis on ideas of suffering, redemption, salvation, and liberation; the relation between Christianity and other religious traditions; and Afrocentrism and Black Nationalism as interpretive and critical lenses of African American religious experience.

REL 268: *The Ethics of War*
Can war ever be morally justified? If so, what are the criteria for determining war's just initiation, just conduct and just termination? Students consider topics from a range of normative perspectives in a variety of religious and secular expressions (possible examples: principled and pragmatic pacifism, just-war theory, realism, crusader ethics, utilitarianism, Kantianism, communitarianism, natural law theory, rights theory). Offered periodically in spring semester.

REL 271: ***Bible in Context:Hist/Geography/Culture in Israel & Palestine (abroad)***
This course studies the historical, geographical, and cultural background of Judaism and Christianity, focusing on major biblical sites in the Holy Land. Through the intersection of textual study, archaeology, and history, students explore biblical events from the time of Israel's ancestors to Jesus and the early church in, for example, Jerusalem, Galilee, and Jordan. The course also examines the history of conflict among Jews, Christians, and Muslims over the meaning and possession of the land. Offered alternate years during January term.

REL 272: ***Sacred Places in Greece and Turkey (study abroad)***
This course explores the notion of sacred places and examines specific sites sacred to ancient people, Jews, Christians, and Muslims. Students visit both natural landscapes and constructed sites and attend to places' physical characteristics and history, ongoing human interaction, inter-religious dynamics, scholarly theory, and their own lived experiences of place. The interplay of religion, social life, and political power within sacred spaces provides additional thematic focus. Offered periodically during January Term. Apply through Smith Center for Global Engagement. Also counts toward ancient studies major.

REL 275: ***Religion and Empire in Greece and Turkey (study abroad)***
This course studies the New Testament in light of its cultural, political, and religious contexts, focusing on the intersection of religion and empire. Visiting archaeological and cultural sites throughout Greece and Turkey enable students to explore how early Christians diversely navigate imperial pressures and challenges. Secondary areas of study will include the intersection of religion and empire in ancient Greece and Rome, Byzantium, the Ottoman empire, and modern Greece and Turkey. Offered periodically in January term. Apply through Smith Center for Global Engagement.

REL 276: ***The Ethics of Jesus***
This course examines the ethical teachings of Jesus as found in the canonical Gospels (with special focus on the Sermon on the Mount), explores how these teachings have been understood at some major moments in Western history, and brings them to bear on the task of contemporary ethical reflection. Issues examined include, for example, non-violence, social and economic justice, sexuality, and ethnic conflict. Offered periodically.

REL 280: ***Religion and Literature***
Students explore the religious significance of selected works of literature and examine how literary plot, character, symbolism, and theme raise religious questions, reveal ethical concerns and imply theological convictions. Offered periodically.

REL 285: ***What is Religion? Approaches and Methods***
A study of competing and complementary approaches to the study of religion prevalent in the contemporary academy, this course prepares sophomore and junior religion majors for more advanced research seminars. Paying attention to the emphases and presuppositions of each approach, students develop an improved ability to understand the way that these different approaches affect scholarship and contribute to agreements and disagreements about what religion is and should be. Offered annually.

REL 291: ***Holding Ethics Accountable***
Modern moral philosophy purports to tell us something about an unethical world - this course explores the gap between the ways that ethics has been discussed in the western philosophical tradition and its persistent failure to account for race, gender, religion, and disability in sensitive ways. Students are introduced to key concepts in moral philosophy and religious studies and use these concepts to consider whether and how modern ethics is worth salvaging.

REL 293: ***Religious Pluralism and the Nature of Community***
Communities experience rich and complex kinds of religious diversity and pluralism. Students examine instances of ways for communities to live together successfully such as the practices of religious tolerance, dialogue, separating politics from religion, among other approaches. Students consider the effect of religious plurality on religious and non-religious communities. Offered periodically.

REL 294: ***Academic Internship***

REL 296: ***Love, Justice and Social Relations***
This course examines theological and ethical aspects of Christian social responsibility. It examines the meaning and normative import of Christian faith for justice and love in relational spheres (politics, economics, marriage and family, gender relations). It also explores the ethical implications of central Christian doctrines (vocation, sin, grace, two kingdoms, creation). Issues raised include civil disobedience, use of lethal force, distributive justice, love and self-sacrifice, and gender roles. Offered periodically.

REL 298: ***Independent Study***

REL 302: ***History of Christian Thought I***
Students critically analyze the development of Christian thought from its beginnings to the 9th century. Special attention is placed on the theological controversies which led to the formation of the Christian community's central doctrines: God as Trinity, Jesus Christ as divine and human, salvation as divine action and human response. Students read from Irenaeus, Origen, Athanasius, Augustine, and others. Offered periodically.

REL 303: ***History of Christian Thought II***
This course provides a critical analysis of the development of Christian thought in the Middle Ages and Reformation, 11th through 16th centuries. Particular attention is paid to the great theological systems of the Middle Ages and to the theological aims of the 16th-century reforming movements, drawing upon readings from Anselm, Aquinas, Bonaventure, Luther, Calvin, and others. Offered periodically.

REL 304: ***History of Christian Thought III***
This course offers a critical analysis of the development of Christian thought in the modern period, 17th century to 1970. Students pay special attention to the rise of modern historical and philosophical outlooks that challenge traditional Christian claims and to the appropriation and criticism of these outlooks in modern theology. Students read from Edwards, Schleiermacher, Barth, Bultmann, and others. Offered periodically.

REL 320: ***Interpreting Sacred Texts***
Careful study of selected sacred texts provides students with the opportunity to learn and use various tools and methods of interpretation. Students increase their understanding of the origins, structure, use and interpretation of sacred texts in various religious communities. Specific texts and traditions vary. Students may repeat the course with different primary texts. Offered periodically.

REL 344: *Feminist Perspectives and Christian Ethics*
How might the Christian ethical systems that have dominated western culture look different if women's experiences and perspectives had been more centrally included? This course focuses on the continuities and contrasts between traditional Jewish and Christian ethics and the feminist and womanist ethical challenges to them which have emerged over the last quarter century. Offered periodically.

Level III Seminars for Majors

REL 390: *History of Religions Seminar*
May be repeated if topic is different.

REL 392: *Studies in Religion Seminar*
May be repeated if topic is different. May count toward ancient studies and medieval studies majors.

REL 394: *Academic Internship*

REL 396: *Directed Undergraduate Research*
This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to their research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course. **Prerequisite:** determined by individual instructor.

REL 398: *Independent Research*

Plan of Study
Religion Major - Plan of Study

This is a sample plan that meets the prescribed requirements for the Religion major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

An overview of general options for planning the religion major, including the major may be found here.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
World Language		1.00
	Credits	**2**
January Term		
REL 110	Topics in Religion	1.00
	Credits	**1**
Spring Semester		
REL 110	Topics in Religion (if not taken previously)	1.00
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
World Language		1.00
	Credits	**3**
Sophomore Year		
Fall Semester		
REL Course (with CTD OLE Core)		1.00
	Credits	**1**
January Term		
REL Elective Course		1.00
	Credits	**1**
Spring Semester		
REL 285	What is Religion? Approaches and Methods	1.00
Religious Thought Elective Course		1.00
	Credits	**2**
Junior Year		
Fall Semester		
Historical and Cultural Studies Elective Course		1.00
Religious Tradition Elective Course (cannot carry CTD OLE Core)		1.00
	Credits	**2**
Spring Semester		
REL 285	What is Religion? Approaches and Methods (if not taken previously)	1.00
Sacred Texts Elective Course		1.00
	Credits	**2**
Senior Year		
Fall Semester		
REL 300-level Seminar Course		1.00
	Credits	**1**
Spring Semester		
REL 300-level Elective Course		1.00
	Credits	**1**
	Total Credits	**16**

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the religion webpage for more information.

Faculty

Chair, 2025-2026
Jason J. Ripley
Associate Professor of Religion
Biblical theology; Gospel of John; imperial; gender; postcolonial interpretation

Anthony Bateza
Associate Professor of Religion
Reformation studies

James S. Hanson
Associate Professor of Religion
New Testament

Kiara Jorgenson
Associate Professor of Environmental Studies and Religion

Peder J. Jothen
Associate Professor of Practice in Religion
religious ethics

Timothy Rainey
Assistant Professor of Religion

Edmund N. Santurri
Professor of Religion and Philosophy
ethics; philosophical theology

Jamie A. Schillinger
Associate Professor of Religion
Christian thought and ethics; Islamic thought and ethics

Dana Scopatz
Assistant Professor of Religion

Kelly Sherman-Conroy
Visiting Assistant Professor of Religion

Gregory A. Walter
Professor of Religion; Harold Ditmanson Distinguished Professor of Religion
theology

Charles A. Wilson
Professor of Religion
theology

Sungha Yun
Assistant Professor of Religion and Asian Studies

Sarah Zager
Assistant Professor of Religion

Patricia (Trish) Zimmerman
Associate Professor of Practice in Religion
Christian mysticism; history of Christianity; women and religions

Russian Studies

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The Russian Language and Area Studies Department, in keeping with the college mission to provide a global perspective to our students, offers a variety of courses that build upon Russian language proficiency to give students the knowledge and tools for a successful career. Recent graduates have entered professions in higher education, business, government, law, and the arts.

The Russian Federation's full-scale invasion of Ukraine has fundamentally changed our understanding of what Russian Language and Area Studies means. We teach Russian as a regional language that belongs to many different cultures, societies, and peoples. Russian language remains an important access point for studying the culture, history, and politics not only of Russia, but of Eurasia more broadly. Although the Russian Federation’s place in the world and the nature of Russo-American relations is currently in flux, we believe that students with an education in Russian Language and Area Studies are more urgently needed than ever before. College graduates are increasingly sought after for positions in government service, business and consulting, journalism, and education in Areas Where Russian is Commonly Spoken (ARCS).

The department offers a major in Russian Studies. We teach Russian language from beginner to advanced levels as well as courses on Russian literature and history taught in English. In our Russian language courses, we provide an entry point not only into an endlessly fascinating and challenging language, but ARCS more generally, which is a linguistic, cultural and historical space that is as diverse as it is vast. In our literature classes we read both canonical and lesser-known works of Russian, Soviet, and Ukrainian literature, ranging from the tenth to the twenty-first century: from the austere homilies and enchanting folktales of medieval Rus’ to the brooding meditations of Dostoevsky and Tolstoy, to the anguish and defiance of Akhmatova, Pasternak, Solzhenitsyn, and Petrushevskaia; and finally from the frenzied postmodernism of Pelevin and Sorokin to the search for meaning, belonging, and identity among Russian-language writers today.

Students may satisfy OLE Core curriculum requirements with Russian Studies courses taught in English such as RUSSN 180 The Cultures of Medieval Rus', RUSSN 265 Soviet and Russian Film Directed by Women (Taught in English), and RUSSN 280 Mystics & Madmen: An Introduction to Russian Intellectual History. RUSSN 231 or a higher numbered course taught in the Russian language satisfies the World Languages and Cultures requirement for all students. Students are strongly encouraged to study abroad with the School of Russian and Area Studies (SRAS) in Riga, Latvia; Tbilisi, Georgia; Yerevan, Armenia; or Bishkek, Kyrgyzstan.

Overview of the Major

The Russian Language and Area Studies Department offers the Russian Studies major with the aim of providing students with a strong foundation in Russian language as well as a profound cultural and historical literacy, not only of Russia, but of ARCS more generally. Graduates from our department will be prepared to work in Russian-

speaking environments, Russian-related fields, or to continue their studies at the graduate level.

Intended Learning Outcomes for the Majors

Requirements

Requirements for the Major in Russian Studies

Code	Title	Credits
Russian language courses [1]		
RUSSN 111	Beginning Russian I	1.00
RUSSN 112	Beginning Russian II	1.00
RUSSN 231	Intermediate Russian I	1.00
RUSSN 232	Intermediate Russian II	1.00
Select five elective courses in any combination of language or culture: [2, 3]		5.00
HIST 121	The Making of Modern Russia	
HIST 231	People and Power in Soviet Russia	
HIST 320	Research Seminar: Modern European History (When topic is Russian History)	
PSCI 282	Russian and Eurasian Politics	
PSCI 382	Seminar: The Geopolitics of Eurasian Energy	
RUSSN 124	The Russian World	
RUSSN 250	Topics in Russian Literature (Taught in English)	
RUSSN 256	Theater in Russia: January Term (study abroad)	
RUSSN 261	The Golden Age of Russian Literature (Taught in English)	
RUSSN 265	Soviet and Russian Film Directed by Women (Taught in English)	
RUSSN 262	20th-Century Russian Literature (Taught in English)	
RUSSN 271	Dostoevsky's The Brothers Karamazov (Taught in English)	
RUSSN 294	Academic Internship	
RUSSN 298	Independent Study	
RUSSN 301	Conversation and Composition	
RUSSN 302	Russian Culture and Civilization	
RUSSN 371	Dostoevsky (Taught in English)	
RUSSN 372	Topics in Contemporary Russian Society	
RUSSN 394	Academic Internship	
RUSSN 396	Directed Undergraduate Research	
RUSSN 398	Independent Research	
Total Credits		**9**

1

A minimum of four semesters of Russian language is required, though more is encouraged. If a student places into Russian beyond the beginner level, they are required to take more elective courses (language or non-language) to fulfill the course requirement.

2

Students may petition to count courses in which they do a significant amount of work on topics related to Russian culture, history, or politics. Examples include PSCI 215 Authoritarian Survival, PSCI 321 International Relations Seminar, ENVST 283 Topics: Arctic Literature, NORW 244 Sami: Traditions in Translation. A maximum of 3.0 credits can count from study abroad.

3

One elective must be numbered RUSSN 303 or above.

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Courses

RUSSN 111: *Beginning Russian I*
This course offers an introduction to grammar and reading through oral and written work. Offered annually in the fall semester.

RUSSN 112: *Beginning Russian II*
This course offers an introduction to grammar and reading through oral and written work. Offered annually in the spring semester.
Prerequisite: RUSSN 111 or equivalent.

RUSSN 180: *The Cultures of Medieval Rus'*
In this course, we examine the evolution of the medieval cultures of the East Slavic lands, called Rus', from the arrival of Christianity to the founding of the Russian Empire. We examine changing conceptions of time and discourses of light and darkness in folklore, literature, architecture, sacred art, and ritual, to understand the evolving forms of life and worldview in medieval Rus'. A field trip to the Museum of Russian Art is planned.

RUSSN 231: *Intermediate Russian I*
Students continue their grammar, oral, and written work with an emphasis on conversation and reading selections from classical and contemporary Russian authors. Offered annually in the fall semester.
Prerequisite: RUSSN 112 or equivalent.

RUSSN 232: *Intermediate Russian II*
Students continue their grammar, oral, and written work with an emphasis on conversation and reading selections from classical and contemporary Russian authors. Class meets four times weekly. Offered annually in the spring semester.
Prerequisite: RUSSN 231 or equivalent.

RUSSN 250: *Topics in Russian Literature (Taught in English)*
This course examines the development of differing approaches to some aspect of Russian life and culture as presented in the classical texts of Russian literature. Actual topics vary according to year and instructor. Offered periodically.
Prerequisites: WRIT 120, equivalent or permission of the instructor.

RUSSN 261: ***The Golden Age of Russian Literature (Taught in English)***
This course explores a remarkable period of literary history: Russia's 19th century or the "golden age" of Russian literature. In rapid succession, Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov produced one masterpiece after another, dazzling Western audiences and shaping the modern mind. Beyond the arts, diverse fields - philosophy, theology, psychology, political science - have been influenced by the Russian classics. Topics include doubt, nihilism, despair, faith, God, death, and the meaning of life. Taught in English. Offered alternate years.

RUSSN 262: ***20th-Century Russian Literature (Taught in English)***
This course explores the development of Russian literature from the beginning to the end of the 20th century: from pre-revolutionary anxiety through revolutions, wars, and terror, to political thaw, collapse, and the post-Soviet wilderness. Authors include Bely, Platonov, Pasternak, Bulgakov, Akhmatova, Tsvetaeva, Solzhenitsyn, Bitov, Nabokov, Tolstaya, and Petrushevskaya. Themes include revolution, war, totalitarianism, terror, modernity, technology, alienation, tradition, suffering, resilience, and the meaning of life. Taught in English. Offered alternate years.

RUSSN 265: ***Soviet and Russian Film Directed by Women (Taught in English)***
This course considers masterworks of Russian and Soviet cinema that were directed by women. In what subtle and/or overt ways did being socialized as a woman affect a director's perspective? In what subtle and/or overt ways are the challenges that women faced in the USSR and in contemporary Russia reflected in their films? Topics include basic cinema analysis, Russian cinema criticism, Russian film theory, and gender theory.

RUSSN 271: ***Dostoevsky's The Brothers Karamazov (Taught in English)***
This course explores Dostoevsky's magnum opus, The Brothers Karamazov, in its literary, historical, philosophical, and religious contexts. Acclaimed for its spiritual and psychological depth, The Brothers Karamazov is considered by some (e.g., Einstein and Freud) to be the greatest novel ever written. Course topics include faith, doubt, nihilism, the problem of evil, suffering, death, God, ethics, the law, guilt, forgiveness, and the interrelation of heaven and earth, of time and eternity. The Brothers Karamazov will be taught in English translation. Offered periodically. Offered in January term.

RUSSN 280: ***Mystics & Madmen: An Introduction to Russian Intellectual History***
In this course, students examine the rich intellectual history of the Russian Empire from its founding in 1721 to around 1850. In those years, no question was more urgent to Russian thinkers than the place of Russia in the world. Students explore the intellectual, spiritual, and historical currents that shaped this question through readings drawn from the debate between two opposing intellectual camps; the traditionalist Slavophiles and their reform-minded rivals, the Westernizers. Offered periodically during spring semester.

RUSSN 294: ***Academic Internship***

RUSSN 298: ***Independent Study***

RUSSN 301: ***Conversation and Composition***
This course facilitates oral and written use of the language through conversation and composition, English to Russian translation, selections from Russian literature, and original themes. Offered annually in the fall semester.
Prerequisite: RUSSN 232 or permission of instructor.

RUSSN 302: ***Russian Culture and Civilization***
This survey of Russian culture and civilization uses original Russian texts on history, the arts, religion, and education, as well as documentary films and selections from literature. The course fosters the acquisition of the language of Russian cultural and intellectual discourse at the third level. Offered annually in spring semester.
Prerequisite: RUSSN 301 or permission of the instructor.

RUSSN 330: ***Queer Russian Literature (Taught in English)***
The fate of the queer community in Russia has been characterized by constant twists and turns between decriminalization and "re-criminalization". Homophobic Russian rhetoric embraces the popular view that homosexuality is essentially un-Russian. On the other hand, Western discourse often Orientalizes Russia as 'traditional', 'premodern' or 'underdeveloped' in its homophobia. This course, which considers queer Russian literature from modernist to contemporary authors, pushes back against both of these restrictive points of view.
Prerequisite: One 200-level course in Russian Studies or Gender and Sexuality Studies.

RUSSN 371: ***Dostoevsky (Taught in English)***
Students read and discuss Dostoevsky's major novels from Poor Folk through Brothers Karamazov. Offered alternate years.

RUSSN 372: ***Topics in Contemporary Russian Society***
This course covers a variety of topics that are both culturally and intellectually challenging. The goal of this course is to explore a variety of topics significant for Russian society and culture as well as to further develop the language of intellectual discourse through the treatment of complex issues in the press and social media. Taught in Russian. May be repeated if topic is different. Offered annually in the spring semester.
Prerequisite: RUSSN 302 or permission of the instructor.

RUSSN 394: ***Academic Internship***

RUSSN 396: ***Directed Undergraduate Research***
This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.
Prerequisite: determined by individual instructor.

RUSSN 398: ***Independent Research***
Independent Research is required for all students seeking credit for a senior project.

Plan of Study

Russian Studies Major - Plan of Study

This is a sample plan that meets the prescribed requirements for the Russian Studies major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

This plan is for a student who places into Russian at St. Olaf at the RUSSN 111 (first semester) level. Students can major in Russian Studies whether they start at the beginner level (RUSSN 111) or have prior experience in the language.

All students with prior experience in Russian should consult with Dr. Guilia Dossi (dossi1@stolaf.edu) or Dr. Ashley Morse (morse10@stolaf.edu) in early summer before their first year.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
RUSSN 111	Beginning Russian I	1.00
One Level I Elective		1.00
	Credits	**3**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
RUSSN 112	Beginning Russian II	1.00
One Level I Elective (if not taken in Fall)		
	Credits	**2**
Sophomore Year		
Fall Semester		
RUSSN 231	Intermediate Russian I	1.00
One Elective from list of Russian language or culture courses		1.00
	Credits	**2**
Spring Semester		
RUSSN 232	Intermediate Russian II	1.00
One Elective from list of Russian language or culture courses (if not taken in Fall)		1.00
	Credits	**2**
Junior Year		
Fall Semester		
One Elective from list of Russian language or culture courses		1.00
	Credits	**1**
Senior Year		
Fall Semester		
Russian Studies majors study abroad (recommended)		
	Credits	**0**
Spring Semester		
One elective numbered RUSSN 303 or above (if not taken in Fall)		1.00
	Credits	**1**
	Total Credits	**11**

The Russian Studies major requires 9 total credits and must include five elective courses, one of which must be RUSSN 303 or higher. The total credits shown above includes FYS 120 and WRIT 120.

CREDIT FOR PREVIOUS COURSEWORK

- In some cases, credit may be granted for previous Russian language courses if taken at the college level. Consultation with the faculty in the Russian Department will determine if and how much credit will be granted.
- Credit for transfer courses or other programs is done in consultation with the Registrar and the Department Chair of Russian Language and Area Studies.

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the Russian Language and Area Studies department webpage for more information.

Faculty

Section Head, 2025-2026
Giulia Dossi
Visiting Assistant Professor of Russian Language and Area Studies

Department Chair, 2025-2026
Ying Zhou
Associate Professor of Asian Studies
second language acquisition and language pedagogy

Karil J. Kucera
Professor of Art and Art History, Asian Studies, and Russian Language and Area Studies
Asian art history; text/image; sacred sites

Ashley Morse
Visiting Assistant Professor of Russian Studies

Social Studies Education

Cheri Coutermash, Tomson Hall 290
507-786-3245
couter5@stolaf.edu

The purpose of teaching social studies in middle and high school (grades 5-12) is three-fold:

1. To provide middle and high school students a broad foundation in what is known about human social experience, interaction, and behavior;
2. To provide students with perspectives that will assist them in understanding self and others; and
3. To provide students a foundation for appreciating and critically evaluating claims of knowledge about human social experience, interaction, and behavior.

Overview of the Major

Social studies education is an interdisciplinary major involving seven disciplines: economics, education, history, geography, political science, psychology, and sociology/anthropology. It is a necessary component for a license to teach social studies in middle school and high school.

The field of social studies education demands reflective practitioners with a broad foundation in the liberal arts and specific knowledge in each of the seven disciplines. The social studies education major equips students with this core content knowledge while also providing multiple opportunities for critical thinking about the various ways we construct knowledge and communicate the human experience. Students may consider a double major with one of the six disciplines listed above (a major in geography is no longer offered by St. Olaf) or combine the major with a concentration in racial and ethnic studies or other interdisciplinary concentration. Students may graduate with a social studies education major without completing requirements leading to a license to teach (see additional requirements on the Requirements tab).

Intended Learning Outcomes for the Major

Special Programs

Students may choose from a wide number of study abroad and away opportunities within each of the various disciplines to complement the major. They can also participate in various January terms offered off campus through the Education Department provided they meet all prerequisites. Students who pursue a teaching license may consider student teaching in an international setting at one of our partner schools in India. Further information on field experiences, mentoring and tutoring opportunities, and independent study options are available in the Education Center.

Requirements

Special Note: All prospective students should read the material in the Education Department (p. 115) section of this catalog and must meet with an Education Department faculty advisor.

Requirements for the Major

Social studies education is a 12-course major consisting of nine prescribed courses and three electives. Students may graduate with a social studies education major without completing requirements leading to a license to teach (see the following additional requirements). Up to a maximum of two courses either taken off-campus with non-St. Olaf faculty or transferred from other institutions may be included in the major. No more than one course graded S/U may count toward the major.

Code	Title	Credits
HIST 191	Colonialism & Europe: 1492-Present	1.00
HIST 199	American History Since 1865	1.00
History area course elective (Level II or III) on Africa, Asia, or Latin America		1.00
ECON 121	Principles of Economics	1.00
EDUC 295	Foundations of Education	1.00
EDUC 365	Teaching of Social Studies, 5-12	1.00
ID 234	Human Geography	1.00
PSCI 111	American Politics	1.00
PSYCH 125	Principles of Psychology	1.00
Select one of the following:		1.00
SOAN 128	Introduction to Cultural Anthropology	
SOAN 264	Race and Class in American Culture	
Global environmental elective [1]		1.00
Race and ethnic studies elective [1]		1.00
Total Credits		**12**

[1] See department for course choices

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Requirements for the Social Studies Major with Grades 5-12 Teaching Licensure

Students must take all twelve courses required for the major described above plus HIST 198 American History to 1865, RACE 121 Introduction to Race and Ethnic Studies, and a prescribed set of education courses and experiences required for licensure. Students must meet with the Director of Social Studies Education, to plan their program. Students are encouraged to take additional coursework in economics, history, political science, psychology, ethnic studies and sociology.

The licensure program extends student development in disciplinary content and in pedagogy, which meets or exceeds Minnesota Professional Educator Licensing and Standards Board Rules 8710.4800: Standards for Teachers of Social Studies. In addition to courses and student teaching, requirements include observations and teaching in classroom settings, including one in a diverse setting. For complete information about the teaching license, see Education (p. 115).

Courses

EDUC 295: *Foundations of Education*
This course explores educational experiences in the United States from political, historical, sociological and philosophical lenses. Students also explore their own intersecting identities, cultivate racial literacy, and develop the mindsets and skills of antiracist and culturally responsive-sustaining educators. Students gain practical experience in an educational setting through a required 20-hour field experience. Strongly recommended to be taken fall of sophomore year to begin the licensure sequence; not open to first-year students. Offered during fall semester.
Prerequisite: Not open to first-year students.

EDUC 365: *Teaching of Social Studies, 5-12*
Students acquire the skills, knowledge and attitudes to become successful teachers in the secondary social studies classroom. They use the curriculum standards of the National Council for Social Studies and those identified by the State of Minnesota to develop goals, outcomes, and assessments for the various content areas. Students acquire the knowledge, skills, and understandings necessary to address appropriate skills development in 5-12 social studies classrooms. Required 20-hour field experience component. Offered annually in the spring semester.
Prerequisite: EDUC 330.

See the Education department page (p. 117) in this catalog for more information.

Plan of Study

Social Studies Education Major - Plan of Study

This is a sample plan that meets the prescribed requirements for the Social Studies Education major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Special Note: All prospective students should read the material in the Education Department (p. 115) section of this catalog and must meet with an Education Department faculty advisor.

See the first year registration guide for more information.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
HIST 199	American History Since 1865	1.00
PSYCH 125	Principles of Psychology	1.00
World Language		1.00
	Credits	**4**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
ECON 121	Principles of Economics	1.00
RACE 121	Introduction to Race and Ethnic Studies	1.00
World Language		1.00
	Credits	**4**
Sophomore Year		
Fall Semester		
EDUC 295	Foundations of Education	1.00
HIST 198	American History to 1865	1.00
PSCI 111	American Politics	1.00
	Credits	**3**
Junior Year		
Fall Semester		
ID 234	Human Geography	1.00
SOAN 264 or SOAN 128	Race and Class in American Culture or Introduction to Cultural Anthropology	1.00
Global Environment Elective		1.00
	Credits	**3**
Spring Semester		
EDUC 365	Teaching of Social Studies, 5-12	1.00
HIST 191	Europe: 1492-Present	1.00
Multicultural Elective		1.00
	Credits	**3**
Senior Year		
Spring Semester		
EDUC 381	Senior Seminar (0.50)	0.50
EDUC 382	Human Relations (0 Cr)	0.00
EDUC 389	Student Teaching (3.0)	3.00
	Credits	**3.5**
	Total Credits	**20.5**

NOTE: Students who wish to complete the Social Studies Education major with Grades 5-12 Teaching Licensure must take all twelve courses required for the major described plus HIST 198 American History to 1865, RACE 121 Introduction to Race and Ethnic Studies, and a prescribed set of education courses and experiences required for licensure. For complete information about the teaching license, see Education (p. 115). Students must meet with education faculty to plan their program.

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the Social Studies Education department webpage for more information.

Faculty

Director, 2025-26
Courtney A. Humm
Social Studies Educator in Residence and Director of Social Studies Education
social studies education; urban and multicultural education

Social Work

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St. Olaf students prepare for lives of service as responsible and knowledgeable people. Those who study social work are committed to enhancing human well-being and promoting social justice. Social work, a major in the Department of Social Work and Family Studies, builds on students' liberal education by enabling them critically to examine need, illumine inherent human strengths, reflect on their ethical conduct, and explore policies and programs that address social problems. The social work mission is to prepare students ethically to serve diverse populations and to promote a lifelong commitment to a just global community. Completing a bachelor of arts degree in social work prepares students for beginning professional generalist practice with diverse clients, both rural and urban. The Council on Social Work Education has accredited the program since 1990. Graduates meet educational requirements for the national BSW licensure examination at the baccalaureate level and are eligible to apply for advanced standing in social work graduate programs.

Courses are appropriate for students who are interested in social welfare policy and practice and/or related areas like family studies/therapy, education, and human resources. Level III and some level II courses are reserved for majors only.

Overview of the Major

Social work education builds on the liberal arts with professional foundation courses. It prepares students for generalist practice, students who understand scientific approaches to knowledge building and practice, are reflective of and responsible for their own ethical conduct and are committed to lives of service and leadership in the global community. Courses are sequential, culminating with the 400-hour field practicum - SWRK 380 Field Practicum (3.0) and a capstone professional development course - SWRK 381 Social Worker as Professional. Students gain experience with individuals, families, groups, organizations, and communities in settings as diverse as child welfare, health, and corrections. Practicum sites are in local communities; placement elsewhere can be arranged with advance preparation.

Intended Learning Outcomes for the Major

See Academic Honors (p. 18)

Special Programs

The St. Olaf social work program encourages student participation in study abroad and away programs. Majors can conveniently schedule a January term abroad, as there are no required social work courses during January. To participate in a semester program abroad or away and complete the major requirements in four years, students must plan in the first year with the help of social work faculty. St. Olaf co-sponsors Social Work in a Latin American Context (Mexico) for social work majors, which fulfills major requirements, in the spring semester of the junior year.

Students often count social work courses for other interdisciplinary majors and concentrations including family studies, race and ethnic studies, and gender and sexuality studies. Social work majors are eligible for student-rate membership in the National Association of Social Workers and to receive its publications.

Social work faculty occasionally supervise students doing independent study/research in social welfare and social service after the student has completed at least one social work course. Completing the social work major is possible only through regular coursework, however.

Recommendations for Graduate Study

Students considering social work graduate school are strongly encouraged to consult faculty about appropriate undergraduate courses. Human biology and statistics are usually required for admission to social work graduate programs. Department offerings provide preparation for graduate study in marriage and family therapy, non-profit management, public policy, ministry, special education, law, and related fields. Students who excel in the social work major are often eligible for advanced standing in Master of Social Work (MSW) programs.

Requirements

Admission to and Retention in the Social Work Program

The program actively seeks and encourages students from diverse backgrounds to consider a social work major and provides one-to-one advising.

First- and second-year students interested in social work are encouraged to meet with a faculty member and consult the department website. The major application, admission requirements, requirements to remain in good standing in the program, processes for petitioning reinstatement, and grievance procedures for redress of any adverse decision are also there. The program does not discriminate against any student on the basis of age, class, culture, ethnicity, gender, gender identity and expression, geographic location, immigration status, physical or mental ability, political ideology, race, religion/spirituality, sex, or sexual orientation. Students are formally notified in writing of admission to the major by January of the junior year.

Students who transfer to St. Olaf at or before the beginning of the junior (third) year may be considered for admission to the major, provided they have completed equivalent prerequisite courses in sociology, psychology, and human biology. Field practicum and practice courses must be completed while enrolled at St. Olaf. No credit or waiver is given for previous internship, work, or life experience.

For approvals for courses other than SOAN 121 Introduction to Sociology or BIO 123 Human Biology or BIO 243 Human Anatomy and Physiology: Organs and Organ Systems please see the Social Work Program Director/Chair of Social Work and Family Studies.

Requirements for the Major

Those interested in the major should contact a department faculty member in their first year or as early as possible. Students in good standing at the college who have satisfactorily completed prerequisite courses and SWRK 221 are eligible to apply for admission to the major.

Students are granted major status only after satisfactory completion of SWRK 221, SWRK 246, SWRK 254, and a program application. Students should achieve a passing grade for Psychology 125 and a grade of C- or better in all other prerequisite courses. Students must receive a C or better in required social work courses to progress in the major. Details are specified in the program manual available from faculty or the department website.

Code	Title	Credits
Prerequisite Courses Required for the Major		
SOAN 121	Introduction to Sociology [1]	1.00
PSYCH 125	Principles of Psychology	1.00
PSYCH 241	Developmental Psychology	1.00
BIO 123	Human Biology [2]	1.00
or BIO 243	Human Anatomy and Physiology: Organs and Organ Systems	
Foundation Social Work Courses Required for the Major		
SWRK 221	Social Work and Social Welfare	1.00
SWRK 246	Human Behavior in the Social Environment	1.00
SWRK 254	Inclusive Practice: Individuals and Families	1.00
SWRK 258	Social Policy	1.00
SWRK 261	Inclusive Practice: Groups, Organizations and Communities	1.00
SWRK 274	Research Methods in Social Work	1.00
SWRK 373	Just Practice [3]	1.00
SWRK 380	Field Practicum (3.0) [3, 4]	3.00
SWRK 381	Social Worker as Professional	1.00

1

Or another sociology course approved by the SW Program Director

2

Or another biology course approved by the SW Program Director

3

SWRK 373 and SWRK 380 together constitute a full semester's work (4.0 credits)

4

A field practicum of at least 400 clock hours, professionally supervised in an affiliated agency, is required during fall semester of the senior year.

Students must be admitted to the social work major and in good academic standing to register for all level III courses. Field practicum experience may be completed while living on- or off-campus. Statistics is strongly recommended, especially for students who anticipate graduate study.

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Courses

SWRK 120: *I Want to Help People*
Students explore service to human beings as a profession, both vocation and avocation. Who needs help? Who helps? Where? How? What motivates people to help? Using the liberal arts as a foundation for helping people, students study opportunities in areas such as health care, social services, ministry, youth work, and the arts. The class includes lectures, discussions, speakers, and field visits. Offered periodically during January term. Does not count toward social work major.

SWRK 122: *Global Challenges*
Students explore seven major challenges affecting the world's people including population, resource management, economic integration, information, technology, conflict/security, and governance with an emphasis on their relation to global citizenship and human rights. This course examines issues from social science and global problem-solving perspectives with particular attention to how culture and place affect human experience. Students engage in discussions, forums, a global village activity, and an action project. Offered periodically during January term. Does not count toward social work major.

SWRK 221: *Social Work and Social Welfare*
Students study the progression of the U.S. social welfare "system" from English Poor Laws through the Social Security Act to contemporary reforms. They examine how its components (public, private, faith-based) interrelate to serve diverse individuals, families, and communities. The development of social work, its foundational knowledge, values, and skills, and its relationship to fields of social welfare are included. Students shadow a social worker for four hours. Offered each semester.

SWRK 246: *Human Behavior in the Social Environment*
Humans relate to one another in diverse families, groups, organizations, and communities. Through traditional and alternative theoretical perspectives on human behavior, students apply prerequisite and advanced material from biology, sociology, psychology, and social work to assess situations encountered by social workers. Diverse examples are drawn from literature, social work research, and from students' autobiographies. Offered annually in the fall semester.
Prerequisites: SOAN 121, PSYCH 241, and BIO 123 or BIO 243; open to non-majors by permission of chair only.

SWRK 254: *Inclusive Practice: Individuals and Families*
Social work majors study the methods and skills of social work practice, particularly intercultural communication. They describe strengths and problems of diverse individuals and families; frame goals and plans for change utilizing the planned change process and the systems perspective; and use ethical decision-making, informed by the scientific method, grounded in the liberal arts, and concerned with social justice. Students demonstrate learning in recorded role playing and have an academic civic engagement experience. Offered annually in the fall semester.
Prerequisites: SWRK 221 and concurrent enrollment in SWRK 246.

SWRK 258: *Social Policy*
Social welfare policies exemplify how society's values and needs translate into policies and programs. Social workers create, implement, and evaluate policies in all areas of social policy. Students study policy formation and analysis that reflect interests and powers of diverse groups as well as economic and social realities of certain populations at risk of poverty and discrimination. The course emphasizes policy impact on women, people in poverty, people of color, and empowerment in policy practice. Offered annually in the spring semester.

SWRK 261: *Inclusive Practice: Groups, Organizations and Communities*
Social work majors continue to study the methods and skills of generalist practice. They assess strengths and problems of diverse groups, organizations, and communities and use the systems perspective to help client systems frame goals and plans for social change. Students assess macrosystems and develop plans for implementing change that are reflective, scientific, just, and grounded in the liberal arts. Offered annually in the spring semester.
Prerequisite: SWRK 254.

SWRK 274: *Research Methods in Social Work*
Social work majors study scientific philosophies and approaches to ethical knowledge building for social work practice. The course includes an overview of the research process using both quantitative and qualitative methods, with special attention to how research knowledge informs generalist social work practice. Open to non-majors by permission of instructor. Offered annually in the spring semester.
Prerequisite: social work major.

SWRK 294: *Academic Internship*

SWRK 298: *Independent Study*

SWRK 373: *Just Practice*
This course immediately precedes SWRK 380. The course provides an overview of how structural oppression across cultural positions (e.g. race, sexuality, ability, class) may affect client systems. Students integrate awareness, knowledge, and skills for engaging in anti-oppressive, inclusive practice with individuals, families, groups, organizations, and communities. This includes role plays assisting clients who are challenged by oppression as part of their presenting problems and brief immersions with diverse communities. Offered annually during fall semester.
Prerequisite: SWRK 261.

SWRK 380: *Field Practicum (3.0)*
In this experience, social work majors complete at least 400 hours in a rural or urban agency with structured learning about generalist practice with individuals, families, groups, organizations, and communities from diverse backgrounds. Students engage in professional responsibilities with careful guidance and supervision from the field supervisor and the field coordinator. Students attend a weekly evening seminar to integrate classroom learning, share experiences, and obtain support. Offered annually in the fall semester.
Prerequisite: majors who have satisfactorily completed PSYCH 241, SOAN 121, BIO 123 or BIO 243, and all required courses with numbers below 380.

SWRK 381: *Social Worker as Professional*
This capstone course is for senior majors. Students begin a professional web presence to illustrate their readiness to begin practice as a generalist social worker. Classes emphasize auxiliary knowledge and skills in leadership. Students discuss emerging social work issues and provide peer assistance with professional development strategies. Evaluation includes oral presentation, ethics case analysis, professional development reflection assignments, and self-evaluation of achievement of program competencies. Also counts toward business and management studies concentration.
Prerequisite: SWRK 380.

SWRK 394: *Academic Internship*

SWRK 396: *Directed Undergraduate Research*
This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to their research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.
Prerequisite: determined by individual instructor.

SWRK 398: *Independent Research*

Plan of Study
Social Work Major - Plan of Study

This is a sample first-year plan that meets the requirements for the Social Work major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Please see the planning guide on the Social Work department's website for additional information.

Courses in the Social Work major are sequential, culminating with the 400-hour field practicum - SWRK 380 Field Practicum (3.0) and a capstone professional development course - SWRK 381 Social Worker as Professional. Students gain experience with individuals, families, groups, organizations, and communities in settings as diverse as child welfare, health, and corrections. Practicum sites are in local communities; placement elsewhere can be arranged with advance preparation

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
PSYCH 125	Principles of Psychology	1.00
SOAN 121	Introduction to Sociology	1.00
World Language		1.00
	Credits	**4**
January Term		
SWRK 120 or SWRK 122	I Want to Help People or Global Challenges	1.00
	Credits	**1**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
PSYCH 241	Developmental Psychology	1.00
World Language		1.00
	Credits	**3**

Sophomore Year		
Fall Semester		
BIO 123	Human Biology	1.00
SWRK 221	Social Work and Social Welfare	1.00
	Credits	**2**
Spring Semester		
This semester is available for study abroad or away enrollment with appropriate planning.		
	Credits	**0**
Junior Year		
Fall Semester		
SWRK 246	Human Behavior in the Social Environment	1.00
SWRK 254	Inclusive Practice: Individuals and Families	1.00
	Credits	**2**
Spring Semester		
SWRK 258	Social Policy	1.00
SWRK 261	Inclusive Practice: Groups, Organizations and Communities	1.00
SWRK 274 or OFFC 271	Research Methods in Social Work [1] or Augsburg CGEE: Social Work in a Latin American Context	1.00
	Credits	**3**
Senior Year		
Fall Semester		
SWRK 373	Just Practice	1.00
SWRK 380	Field Practicum (3.0)	3.00
	Credits	**4**
Spring Semester		
SWRK 381	Social Worker as Professional	1.00
	Credits	**1**
	Total Credits	**20**

1

Research Methods (SWRK 274) is not offered in the Social Work in Latin American study abroad program (OFFC 271). If study abroad is taken in spring semester of Junior Year, it is necessary to take SWRK 274 in spring semester of Sophomore Year or spring semester of Senior Year.

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the Social Work department webpage for more information.

Faculty

Program Director, 2025-2026
Kimberly Doran
Visiting Assistant Professor of Social Work and Family Studies

Department Chair, 2025-2026
Erica Kanewischer
Associate Professor of Practice of Social Work and Family Studies

Gwendolyn (Wendy) Anderson
Associate Professor of Social Work and Family Studies

Hillary Lamberty
Visiting Assistant Professor of Social Work and Family Studies; Social Work Field Coordinator

Jessica Simpson
Adjunct Assistant Professor of Social Work and Family Studies

Susan E. Smalling
Professor of Social Work and Family Studies; Associate Dean for Social Sciences; Director of Faculty Community Belonging
anti-oppressive research and practice; indigenous populations; family and child welfare

Beth Winterfeldt
Adjunct Assistant Professor of Social Work and Family Studies

Sociology/Anthropology

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Sociology and anthropology examine how society and culture shape human beings in powerful ways. While these are two distinct disciplines, at St. Olaf they combine to form one major (SOAN). Sociology developed to understand the nature and problems of modern industrial societies, while anthropology grew out of European and American colonial encounters. Both seek to explain the relationships among individuals, groups, institutions, culture, and meaning; both seek insights into pressing issues.

The two disciplines share a commitment to social and cultural critique, by critically analyzing the relations of hierarchy and inequity that might otherwise appear natural. These could include analyzing systems like racism and colonialism, examining institutions like schools, hospitals, and cities, and broad processes like globalization and climate change. Sociologists and anthropologists both strive to understand the social mechanics of exclusion, marginalization, and domination.

SOAN majors go on to careers in many different fields, from social service work, public policy and law, and health care, to business and education. The aim of the major is to help students think like anthropologists and sociologists, so that they can better analyze taken-for-granted social dynamics.

Overview of the Major

Potential majors are invited to either begin with an introductory class to sociology or anthropology or try one of the SOAN 200-level courses. Those interested in exploring further should take the required theory course (SOAN 290) to see if the major is a good fit. If yes, they would do well to consult with one of the faculty members in the department. Aside from the four elective courses SOAN majors take, junior and seniors complete the two required research methods courses that include hands-on projects. The SOAN Senior Seminar explores ethical issues in sociological and anthropological work and serves as the capstone of the major.

Sociology/anthropology majors are highly encouraged to apply and test their skills by studying abroad or away, doing an independent study or research project, or completing an internship as part of their career exploration.

Intended Learning Outcomes for the Major

Special Programs

Faculty in the Sociology/Anthropology Department may be asked to provide academic supervision of internships that students arrange in community agencies (see SOAN 294 and SOAN 394). For details on study abroad and away programs, see The Smith Center for Global Engagement (p. 342)section of this catalog. The Sociology/Anthropology Department is a core participant in the following interdisciplinary majors: race and ethnic studies, Asian studies, Latin American studies, social work, nursing, social studies education, and gender and sexuality studies. The Sociology/Anthropology Department also contributes to the Africa and the Americas, family studies, and the Middle Eastern studies concentrations.

Requirements

Requirements for the Major

Code	Title	Credits
Four core courses		
SOAN 290	Social Theory	1.00
SOAN 371	Foundations of Social Science Research: Quantitative Methods	1.00
SOAN 373	Ethnographic Research Methods	1.00
SOAN 399	Senior Seminar	1.00
One of the following: [1]		**1.00**
ECON 260	Introductory Econometrics	
SDS 172	Statistics 1	
Four elective courses [2, 3]		**4.00**
Total Credits		**9**

1 SDS 172 or ECON 260 should be taken before SOAN 371, but it is possible to take it concurrently if necessary.

2 Students are permitted to take one of the four elective courses, but not a core course, S/U.

3 An introductory course is not required but may be used as an elective. Both SOAN 121 and SOAN 128 may be counted as electives for the major.

All core courses must be taken on campus. Students who study abroad on a St. Olaf program that includes a sociology or anthropology course may petition to have this course count as an elective toward their major. One independent study/research course or an off-campus field internship supervised by department faculty may also count as an elective toward the major.

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Courses

SOAN 121 and SOAN 128 are open to first-year students only. There are no prerequisites for level II courses, although one previous SOAN course is recommended. SOAN 371 and SOAN 373 are open only to juniors and seniors.

Level I Courses

SOAN 121: ***Introduction to Sociology***
This course helps students explore the connections between society and their own lives. Students answer challenging questions such as "Do we have a 'human nature'?," "Why does social inequality exist?," "What is race?," and "How do societies change?" In answering these questions students learn to develop a sociological imagination. In doing so they review the various research methods and theories that form the sociological tradition. This course is open to first-year students or students in certain accredited programs. Open to all students when taught during the summer. Offered each semester.

SOAN 128: ***Introduction to Cultural Anthropology***
How do anthropologists study other cultures? Peoples around the world create different realities through the ways they conceptualize experience (cultures) and how they organize themselves to do what they need to do (societies). Anthropologists describe and compare cultures and societies, focusing on different aspects such as family and kinship, inequality and power, religion and values, economy and technology, cultural and social change. This course is open to first-year students or students in certain accredited programs. Offered each semester.

SOAN 199: ***Introductory Topics in Sociology and Anthropology***
The department periodically offers special topics courses at the introductory level. The specific title of the course is listed in the class and lab schedule when it is offered.

Level 2 Courses

SOAN 233: ***A Sociology of Colonialism and Postcolonialism***
This course examines the sociology of colonialism and the colonialism of sociology. The readings in this course use sociological concepts to understand the colonial legacy irrespective of geographical or temporal parameters and reflect on how sociology itself is implicated in the colonial legacy. The objective is to assay whether sociology can meaningfully render colonialism intelligible without being an instance of it and determine whether colonialism can be conceived outside of specific national instances. Offered periodically.

SOAN 236: ***A Sociology of the Arab World***
This course focuses on the formation and development of contemporary Arab societies, politics, and cultures. It examines the evolving sociological bases of modern Arab states and societies, impact and legacies of European colonialization, religious and ethnic composition of the region and their impact on Arab identities, effects of economic crises and transformations on class structures and class relations, gender and sexuality matters, and social change and current social movements.

SOAN 237: ***Forging a Latin American Culture***
This course explores the forces that shape contemporary Latin American society, including material and cultural interactions with Europe, Africa, and the U.S. Emphasis is placed on understanding the formation of the region in terms of the responses of key groups of actors (Indigenous peoples, women, peasants, workers, the poor, migrants, revolutionaries) to the actions of outside and/or more powerful forces and institutions (foreign invaders, the state, the military, missionaries, multinational corporations). Offered annually in the fall or spring semester.

SOAN 243: ***Social Issues in South Africa (study abroad)***
This course offers a sociological understanding of social issues in South Africa in the post-apartheid era, as shaped by historical conditions including enslavement, colonization, and apartheid. Students learn about issues of racism and poverty and how they intersect with other lines of inequality and are shaped by culture, policies, and institutions including government, economy, and education. The course draws heavily on guest lecturers and site visits. Offered alternate years during January term.
Prerequisite: One course in sociology or anthropology, or a related social science course approved by the instructor.

SOAN 247: ***Disasters***
Disasters and crises loom large. They are not singular events. Their effects spiral starting where the crises occur and spiraling outward globally. This course examines disasters worldwide and anthropological approaches to studying them. This involves learning about disasters through various media, documentary film, written ethnography, and critical social theory. Studying disasters reveals much about scientific and institutional attempts to manage and control them and how power is articulated in disaster (mis)management. Offered annually.

SOAN 248: ***Sociology of Dying, Death, and Bereavement***
This class investigates death-related behavior from an American and cross-cultural perspective, seeking to understand patterns of social interaction surrounding and giving meaning to dying, death, and bereavement. Topics include: death meanings and anxiety, religion and death-related customs, the dying process, hospice as a social movement, biomedical issues, the funeral industry, death rituals, and the social understanding of the bereavement process. Offered periodically during January term.

SOAN 250: ***Visual Sociology***
Formal education has always emphasized written texts even though human beings are surrounded by photo-generated images and visual culture. This course helps fill that gap and offers methods for understanding the social world visually. The course challenges students to grapple with visual theory and develop their own visual research projects. Discussions of fieldwork, key writings about visual methodologies, and samples of groundbreaking visual sociological projects will inform student work. Offered alternate years.

SOAN 258: ***Drugs, Addiction, and Anthropology***
This course explores the complex human interaction with drugs. The readings examine historical trajectories of substance use and the ways drugs shaped the development of societies. Students learn more about how drugs work biologically and socially, as well as reasons why drugs can create powerful forms of addiction that often resist treatment. Ethnographic evidence vividly depicts the layered intersection of drugs, addiction, and therapeutic intervention in the United States and elsewhere.

SOAN 260: ***Families, Marriage, & Relationships***
This course provides a social science understanding of the "contemporary American family" and analysis of marriage and family issues from a cross-cultural perspective. Students discuss issues of dating and mate selection, marital and parent-child relationships over the family life cycle, gender issues, work and family roles, and problem-related issues affecting families (divorce, violence and death) caused by rapid changes in society. Offered annually in the fall or spring semester.

SOAN 261: *Gender in Cross-Cultural Perspective*
This course compares gender patterns and issues in various cultures around the world, such as Latin America, the Middle East, India, the U.S., and East Asia. How do cultural expectations for women and men vary? Why do some societies have more gender equality than others? How do economic and political change, including globalization, impact gender roles? How do U.S. and Third World feminism compare? Offered annually in the fall or spring semester.

SOAN 262: *Global Interdependence*
Approaching the world as a "global village," the course will focus on the development of the world as an interdependent entity, the relationship between the "developed" and "developing" world, alternative explanations for planned social change, and new institutions for this international world. Global challenges such as the information revolution, population, the status of women, and migration are analyzed to illustrate this interdependence. Offered annually in the fall or spring semester.

SOAN 264: *Race and Class in American Culture*
Students explore the continuing significance of color, class, and immigration in the U.S., with a focus on the experiences and concerns of African Americans, Native Americans, Hispanics/Latinos, and Asian-Americans. The course examines the nature and functions of prejudice; the relationship among race, class and gender; the persistence of racism and inequality; and social policies and social movements intended to create greater social justice. Offered annually in the fall or spring semester.

SOAN 265: *Religion, Culture, and Society*
This course examines and analyzes religious beliefs, meanings, rituals, and organizational patterns from empirical and theoretical perspectives. Students are introduced to the sociological study of religion through its foundational thinkers as well as current theoretical approaches and research in the field. Important contemporary issues and debates examined include secularization, conversion, new religions and religious movements, gender and sexuality, and fundamentalism. Offered periodically in the fall or spring semester.

SOAN 267: *Medical Anthropology*
How do people understand illness and healing? How does social inequality shape health? These are among the questions explored by medical anthropology. In this course students examine the ways people in different societies experience their bodies, by looking at AIDS in Haiti, old age in India, and childbirth in the United States. Students investigate diverse understandings of health, different means of promoting healing, and the role of power in providing medical care. Offered annually.

SOAN 269: *Urban Sociology*
Urban sociology investigates the complex interactions of human beings in cities and beyond. Topics include the changing relationship between people and place; social stratification along the lines of race/ethnicity, gender/sexuality, and class; and urbanism's importance in global political power and economics. Chicago will serve as an important case study for considering these social, political, and economic dynamics. Offered annually.

Core Courses/Independent Study/ Internships

SOAN 290: *Social Theory*
This core SOAN course covers critical concepts from Sociology and Anthropology to understand complex social and cultural dynamics systematically. Focusing on key concepts and thinkers that have shaped the disciplines of Sociology and Anthropology, the course will provide majors with the critical analytic tools important for subsequent courses that they will take.

SOAN 291: *History of Sociological Theory*
This course provides an overview of the major thinkers who sought to create a science of human society, the ideas they found fundamental to a science of society and how human society changes through history. Classical thinkers such as Marx, Durkheim, Simmel, Weber, and Mead are studied along with the schools of theory which they inspired: positivism, interpretive and critical conflict theory. Offered annually in the spring semester.
Prerequisite: one sociology/anthropology course. Open to sociology/anthropology majors only.

SOAN 292: *Anthropological Theory*
This course introduces students to anthropological theory and the "culture" of the discipline itself. Students examine anthropology's formation during the Industrial Revolution and the Age of Empire, which called for new explanations of human differences and gave new significance to the nature and meaning of "culture." They explore the method of participant observation research, the question of whether anthropology is a science, the problem of representing one culture to another, and the changing nature of ethnographic writing. Offered annually in the fall semester.
Prerequisite: open to sociology/anthropology majors only.

SOAN 294: *Academic Internship*

SOAN 298: *Independent Study*

SOAN 299: *Topics in Sociology/Anthropology*
The department periodically offers special topics courses. The specific title of the course is listed in the class and lab schedule when it is offered.

SOAN 371: *Foundations of Social Science Research: Quantitative Methods*
Students gain the skills necessary to conduct and critically evaluate quantitative research. Students learn the underlying theoretical assumptions and orientations of quantitative research, including research design, sampling techniques, strategies for data collection, and approaches to analysis. Students gain practice in data analysis by conducting are search project and using the Statistical Package for the Social Sciences (SPSS), a standard in sociology. Offered annually in the fall semester.
Prerequisite: STAT 110 or SDS 172; open to junior or senior sociology/anthropology majors only.

SOAN 373: *Ethnographic Research Methods*
Students learn to design and conduct qualitative research in the tradition of sociological and anthropological ethnography. Students discuss theoretical approaches to ethnography and learn data collection methods through case studies and fieldwork assignments. Students use their own research to gain experience in interpreting field notes, doing analysis, and writing an ethnographic interpretation of their research findings. Offered annually in the spring semester.
Prerequisite: SOAN 291 or SOAN 292; open to junior or senior sociology/anthropology majors only.

SOAN 394: *Academic Internship*

SOAN 396: *Directed Undergraduate Research*
This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to their research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course. **Prerequisite:** determined by individual instructor.

SOAN 398: *Independent Research*

SOAN 399: *Senior Seminar*
This seminar offers in-depth reading, writing, and discussion on a selected topic from areas common to sociology and anthropology with an emphasis on contemporary analysis and ethics. Specific content will vary from year to year. Offered annually in the spring semester. **Prerequisite:** open to senior sociology/anthropology majors only.

Plan of Study

Sociology/Anthropology Major - Plan of Study

This is a sample plan that meets the prescribed requirements for the Sociology/Anthropology major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

SOAN 121 and SOAN 128 are open to first-year students only. There are no prerequisites for level II courses, although one previous SOAN course is recommended. SOAN 371 and SOAN 373 are open only to juniors and seniors.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
World Language		1.00
SOAN 121 or SOAN 128	Introduction to Sociology [1] or Introduction to Cultural Anthropology	1.00
	Credits	**3**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
World Language		1.00
SDS 172 or ECON 260	Statistics 1 [2] or Introductory Econometrics	1.00
SOAN 128 or SOAN 121	Introduction to Cultural Anthropology [1] or Introduction to Sociology	1.00
	Credits	**4**
Sophomore Year		
Fall Semester		
ECON 260 or SDS 172	Introductory Econometrics [2] or Statistics 1	1.00
SOAN 200-level Course (1 of 4)		1.00
SOAN 290	Social Theory [3]	1.00
SOAN 291	History of Sociological Theory [4]	1.00
	Credits	**4**
Spring Semester		
SOAN 292	Anthropological Theory [5]	1.00
SOAN 200-level Course (2 of 4)		1.00
	Credits	**2**
Junior Year		
Fall Semester		
SOAN 371	Foundations of Social Science Research: Quantitative Methods	1.00
	Credits	**1**
Spring Semester		
SOAN 373	Ethnographic Research Methods	1.00
SOAN 200-level Course (3 of 4)		1.00
	Credits	**2**
Senior Year		
Fall Semester		
SOAN 200-level Course (4 of 4)		1.00
	Credits	**1**
Spring Semester		
SOAN 399	Senior Seminar	1.00
	Credits	**1**
	Total Credits	**18**

1

Both SOAN 121 and SOAN 128 may be counted as electives for the major.

2

The prerequisites for ECON 260 include MATH 119 or MATH 120 and one of ECON 110-121. These would need to be taken or met during the first year of study.

3

This course is required for students graduating in 2028 and later

4

SOAN 291 and SOAN 292 are required for students graduating in the class of 2027 and earlier

5

SOAN 292 is required for students graduating in 2027 and earlier

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the sociology/anthropology webpage for more information.

Faculty

Department Chair, 2025-2026
Vivian Choi
Associate Professor of Sociology/Anthropology
South Asia; science and technology; disasters

Ibtesam âl-Atiyat
Professor of Sociology/Anthropology
Arab society; gender; social movements; Islamic movements

Sidonia Alenuma
Visiting Assistant Professor of Sociology/Anthropology

Emily Bowman
Visiting Associate Professor of Sociology and Anthropology

Christopher (Chris) L. Chiappari
Associate Professor of Sociology/Anthropology
Guatemala; religion; immigration

Andrea Conger
Associate Professor of Practice in Dance
public health studies

Marc David
Associate Professor of Practice of Sociology/Anthropology
Social class, race, cultural politics of heritage and historical representation in the U.S.

David C. Schalliol
Associate Professor of Sociology/Anthropology
social stratification; urban sociology; visual sociology; criminology; education

Ryan R. Sheppard
Associate Professor of Practice in Sociology/Anthropology
family; gender; race/ethnicity; social movements; quantitative research

Thomas A. Williamson
Kenneth Bjork Distinguished Professor of Sociology/Anthropology
Southeast Asia; theory; globalization; medical anthropology

Social Work and Family Studies

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The Department of Social Work and Family Studies offers a major in social work and a concentration in family studies. Family studies and social work are fields of study that build upon students' liberal arts education to prepare them to identify the assets and needs of individuals, families, and communities, develop the means to satisfy those needs, and change policies and programs to address social problems and enhance human strengths. Social Work and Family Studies is a collaborative department concerned with the well-being of diverse individuals, families, and communities. For the requirements for each of the departmental offerings, see the listings under Family Studies (p. 149) and Social Work (p. 319).

Faculty

Program Director, 2025-2026
Kimberly Doran
Visiting Assistant Professor of Social Work and Family Studies

Department Chair, 2025-2026
Erica Kanewischer
Associate Professor of Practice of Social Work and Family Studies

Gwendolyn (Wendy) Anderson
Associate Professor of Social Work and Family Studies

Hillary Lamberty
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Susan E. Smalling
Professor of Social Work and Family Studies; Associate Dean for Social Sciences; Director of Faculty Community Belonging
anti-oppressive research and practice; indigenous populations; family and child welfare

Beth Winterfeldt
Adjunct Assistant Professor of Social Work and Family Studies

Spanish

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Spanish (Romance Languages)

The Spanish Program at St. Olaf approaches language as more than just a mode of communication. More than 485 million people in the world use Spanish as a first language, including more than 50 million in the United States. Spanish is the vehicle of cultures, beliefs, and experiences of wide-ranging, transnational communities. Studying Spanish at St. Olaf empowers students on multiple paths to enter a variety of professions and engage ethically in the multilingual society of the United States and beyond.

We welcome and seek to nourish students from all linguistic backgrounds and with diverse lived experiences. In our program, students examine critically and reflect on cultures, languages, histories, and literatures of the Spanish-speaking world. Beyond the classroom, students can share meals and spaces, enjoy events organized by student organizations that uplift Latin American and U.S. Latinx experiences, and take part in Spanish Program celebrations. There are also opportunities for community engagement and participation in the larger Latinx communities beyond campus.

We invite you to become a part of the “Familia Ñ” at St. Olaf!

Overview of the Major

In courses for the Spanish major, students gain understanding of the diversity of the Spanish-speaking world (Spain, Latin America, and the Latinx/a/o United States) through the study of literature, non-literary texts, culture, language, and linguistics. At the same time, they develop communication, critical thinking, and analytical skills.

Level II courses are divided into two levels. In SPAN 250 or SPAN 251, the gateway course for all majors, students develop academic reading and writing skills in Spanish through textual analysis of cultural documents and literature. 270-level courses introduce students to a variety of ways to explore the Spanish-speaking world further through literature, linguistics, culture, and contemporary issues.

Level III courses build upon the analytical skills and knowledge of the Spanish-speaking world acquired by students in 270-level courses. These courses examine particular topics, genres, or critical or theoretical issues through textual analysis or analysis of linguistic data. Some of these courses focus on comparative analysis across geographical areas of the Spanish-speaking world.

Intended Learning Outcomes for the Major

Special Programs

To encourage students to speak Spanish outside the classroom, the department organizes a Spanish conversation table and sponsors the *Casa Hispánica,* a residence where Spanish is the language of daily interaction. In addition, faculty teaching Spanish collaborate with colleagues in other disciplines in developing and teaching courses with a Language Across the Curriculum (p. 190) credit. These courses enable students who have completed the fourth semester of college Spanish to apply and develop their proficiency in Spanish across the curriculum.

St. Olaf also operates its own January terms in Puerto Rico and Spain and affiliates with long-established consortia — CIEE and IES — that administer semester study abroad programs in Spain and South America, as well as study away programs in the United States.

St. Olaf's Spanish Education program has been discontinued. Students interested in obtaining a K-12 Spanish teaching license are encouraged to complete an undergraduate major in Spanish and then apply to a graduate program that offers a Master's degree combined with teaching certification in Spanish.

Requirements

Requirements for the Major

Code	Title	Credits
SPAN 250	Family and Gender Roles in Spain: 1900 to Present	1.00
or SPAN 251	Gender and Race in Modern Latin America	
Students may take either SPAN 250 or 251, but cannot take both.		
SPAN 275	Exploring Hispanic Literature	1.00
SPAN 276	Spanish as a First and Second Language	1.00
Two level III Spanish courses taught at St. Olaf		2.00
Three additional Spanish electives above SPAN 250 or 251		3.00
Total Credits		**8**

A maximum of two courses from abroad programs, other U.S. institutions, and any combination of the above may be counted toward the major. Courses from abroad or other U.S. institutions count as 270-level electives. Transfer credit should be approved by the department in advance.

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Courses

SPAN 111: *Introduction to Spanish Language and the Spanish-Speaking World I*
Students begin learning Spanish in an intercultural context. The course introduces the Spanish-speaking world through exploration of topics, for example: the geography of the Spanish speaking world; Mexico, our neighbor; and ecotourism. In-class speaking, listening, reading, and writing activities are complemented by attendance at two required culture tables. Open only to students who place into Spanish 111. Offered fall semester only. Does not count toward Spanish major.

SPAN 112: *Introduction to Spanish Language and the Spanish-Speaking World II*
Students continue learning Spanish in an intercultural context. The course continues to examine the Spanish-speaking world through exploration of topics, for example: cities and urban life; housing; and the historical roots of culinary traditions and food production. In-class speaking, listening, reading, and writing activities are complemented by attendance at two required culture tables. Offered each semester and January Term. Does not count toward Spanish major.
Prerequisite: SPAN 111 or placement into SPAN 112.

SPAN 231: *Intercultural Connections in Global Wrld: U.S. & Spanish-Speaking Wrld*
Through exploring the material and human diversity of the Spanish-speaking world and important connections among the United States, the Spanish-speaking countries of Latin America, and Spain, students develop increasingly complex skills for analyzing and communicating in Spanish. An examination of geography, environmental challenges and solutions, development, demographic changes, and ethnic diversity highlights the intersection of cultural, economic, and environmental realities. Required attendance at two approved cultural activities. This intermediate I-level Spanish course is offered each semester and during January term. Does not count toward Spanish major.
Prerequisite: SPAN 112 or placement into SPAN 231.

SPAN 232: *Latinx Experiences in the United States*
Students explore the diverse cultural histories and identities of Mexican-Americans, Cuban-Americans, and Puerto Ricans (among other Latinx groups) by considering how ethnicity, race, language, gender, and social class manifest themselves in U.S. histories of citizenry, immigration, economy, and education through generations of Latinxs. Class activities foster analysis of historical and autobiographical texts to reflect on how power and privilege intersect and shape students' own experiences. Attendance at cultural events required. This intermediate II-level Spanish course is offered every semester and during January term. Does not count toward Spanish major.
Prerequisite: SPAN 231 or placement into SPAN 232.

SPAN 240: *Politics and Environment in Puerto Rico (study abroad)*
This academic civic engagement course explores the culture of Puerto Rico, including its politics, national identity, folklore, and the environment. Students travel to Puerto Rico (a territory of the U.S.A.), where they read and analyze authentic materials in Spanish and participate in talks and discussions with local professors, college students, and community leaders. Among the topics explored are colonialism, religion, citizenship, tourism, gentrification, natural disasters, race, and sustainability. Offered periodically during January term. Apply through Smith Center for Global Engagement. Does not count toward Spanish major.
Prerequisites: SPAN 232 or SPAN 233 or placement into SPAN 250.

SPAN 250: *Family and Gender Roles in Spain: 1900 to Present*
Students explore the topic of family and gender roles in Spanish society by analyzing cultural documents (literary and non-literary texts, including at least one substantive literary work). This cultural analysis provides for the development of critical reading and writing skills (e.g., description, narration, exposition, and argumentation). Taught in Spanish. Offered each semester. This course is equivalent to SPAN 251 and students can earn credit from only one of them.
Prerequisite: SPAN 232 or placement into SPAN 250 or SPAN 251.

SPAN 251: *Gender and Race in Modern Latin America*
Students explore diverse experiences of modern Latin America through the lenses of gender and race, which provide a productive framework for examining economic, class, and other key aspects of Latin American society. Students will work with a variety of sources, both literary and non-literary, including articles, images, documents, and at least one substantive literary work. This cultural analysis provides for the development of critical reading and writing skills (e.g., description, narration, exposition, and argumentation). Taught in Spanish. Offered each semester. This course is equivalent to SPAN 250 and students can earn credit from only one of them.
Prerequisites: SPAN 232 or placement into SPAN 250 or SPAN 251.

SPAN 270: *Spain's Cultural and Linguistic Legacy (study abroad)*
This topics course explores a Spanish peninsular cultural, literary, and/or linguistic theme from a base in Spain through analysis and discussion of texts, guest lectures, excursions to appropriate cultural sites, field research, and related experiential activities. Sample topics include: Christians, Jews, and Muslims in Spain; Food, Migration, and Identity; and Spain's Multilingual and Multicultural Landscape. Taught in Spanish. Offered alternate years during January term. Apply through Smith Center for Global Engagement.
Prerequisite: SPAN 250 or SPAN 251.

SPAN 271: *Cultures of Spain*
Students examine the diverse elements that have shaped Spanish culture through an exploration of political, social, economic, religious, and artistic topics. They develop critical analysis skills through reading, discussion, and written and/or oral projects. This course includes the study of selected literary and non-literary texts, including at least one substantive literary work. May be repeated if topic is different. Taught in Spanish. Offered periodically.
Prerequisite: SPAN 250 or SPAN 251.

SPAN 272: *Cultures of Latin America*
Students examine the diverse elements that have shaped Latin American culture through an exploration of political, social, economic, religious, and artistic topics. They develop critical analysis skills through reading, discussion, and written and/or oral projects. The course features the study of selected literary and non-literary texts, including at least one substantive literary work. May be repeated if topic is different. Taught in Spanish. Offered periodically.
Prerequisite: SPAN 250 or SPAN 251.

SPAN 273: *Cultures of the Latinx/a/o U.S.*
Students examine the diverse elements that have shaped the cultures of U.S. Hispanics and Latinx through an exploration of political, social, economic, religious, and artistic topics. They develop critical analysis through reading, discussion, and written and/or oral projects. Students examine processes of identity and inclusion, and its connections to historical narratives. Students analyze materials through an intersectional lens of race, colorism, language, generational differences, class, gender, and sexuality. May be repeated if topic is different. Taught in Spanish. Offered periodically.
Prerequisite: SPAN 250 or SPAN 251.

SPAN 274: *Contemporary Issues in the Spanish-Speaking World*
Students analyze selected contemporary issues in the Spanish-Speaking world. Using readings from the press, academic sources, and governmental as well as non-governmental documents, students read, discuss, and write about issues at an advanced level of linguistic and analytical sophistication. The course includes study of at least one substantive literary work. May be repeated if topic is different. Taught in Spanish.
Prerequisite: SPAN 250 or SPAN 251.

SPAN 275: *Exploring Hispanic Literature*
In this introduction to literary terminology and to principles of literary analysis across genres, literary texts (including poetry, short stories, theater, and novel) are studied in their socio-historical context. In different semesters, the focus may be literature of the Mexican Revolution, urban and rural life, or another topic chosen by the instructor. Taught in Spanish. Offered each semester.
Prerequisite: SPAN 250 or SPAN 251.

SPAN 276: *Spanish as a First and Second Language*
Students explore the processes involved in the acquisition of Spanish as a first and second language and the variation present in the language of both native and non-native speakers of Spanish from Spain, Latin America, and the U.S. Hispanic linguistics are studied with special attention paid to socio-cultural as well as structural aspects. The course includes the study of at least one substantive literary work. Taught in Spanish. Offered each semester.
Prerequisite: SPAN 250 or SPAN 251.

SPAN 294: *Academic Internship*

SPAN 298: *Independent Study*

SPAN 311: *Language in Society*
What is the role of language in our society? What is the impact of bilingualism in the U.S.? Students explore such questions from current Spanish socio-linguistics research. Through analysis of data, students examine issues of language contact, variation and change, language and gender, language and power, and/or language planning. May be repeated if topic is different. This course includes the study of at least one substantive literary work. Taught in Spanish. Offered alternate years.
Prerequisites: SPAN 250 or SPAN 251 and SPAN 276.

SPAN 312: *Voices of the Spanish-Speaking World*
Students examine political, economic, religious and/or social issues through textual analysis of literary and/or non-literary works representing diverse voices of the Spanish-speaking world (e.g. Indigenous people, women, non-Castilian nationalities in Spain, or Afro-Hispanic groups). The course includes study of at least one substantive literary work. Sample topics include: Women and Repression or The Afro Hispanic Struggle for Identity. May be repeated if topic is different. Taught in Spanish. Offered annually.
Prerequisites: SPAN 250 or SPAN 251 and at least one 270-level course.

SPAN 313: *Literature and Society in Spain*
Students explore one or more periods, genres, or topics of Spanish literature from its beginnings to the 21st century. Selected literary works are analyzed within their socio-historical and cultural contexts and in reference to pertinent critical or theoretical issues. Sample topics include: Sin and the Church in Medieval Literature, The Stage as Political Propaganda in Imperial Spain, and Federico García Lorca: Voices of the Oppressed. May be repeated if topic is different. Taught in Spanish. Offered annually.
Prerequisite: SPAN 275.

SPAN 314: *Literature and Society in Latin America*
Students explore one or more periods, genres, or topics from Pre-Columbian times to the 21st century. Selected literary works are analyzed within their socio-historical and cultural contexts and in reference to pertinent critical or theoretical issues. Sample topics include: The Shaping of Latin America; Personalism and Politics; Love and Magical Realism; and Literary Representations of Kitchens, Cooking, and Eating in Latin America. May be repeated if topic is different. Taught in Spanish. Offered annually.
Prerequisite: SPAN 275.

SPAN 394: *Academic Internship*

SPAN 398: *Independent Research*

SPAN 399: *Seminar in Spanish Studies*
Students examine important issues in the Spanish-speaking world related to language, literature, history, or culture. Emphasis is given to close reading, discussion, analysis, and interpretation of selected sources, including the application of appropriate theoretical or disciplinary approaches. Topics vary according to the areas of expertise and professional interests of departmental faculty. May be repeated if topic is different. Taught in Spanish.
Prerequisites: SPAN 250 or SPAN 251 and at least one 270-level course.

Plan of Study
Spanish Major - Plan of Study

These sample plans meet the prescribed requirements for this major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

The following plan is for a student who places into Spanish at St. Olaf at the SPAN 250/251 level. Students can major in Spanish whether they start at the beginner level (SPAN 111) or have prior experience in the language.

All students with prior experience in Spanish must complete the **placement exam** in early Summer before their first year.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
SPAN 250 or SPAN 251	Family and Gender Roles in Spain: 1900 to Present [1] or Gender and Race in Modern Latin America	1.00
	Credits	**2**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
SPAN 275	Exploring Hispanic Literature	1.00
	Credits	**2**
Sophomore Year		
Fall Semester		
SPAN 276	Spanish as a First and Second Language	1.00
	Credits	**1**
January Term		
SPAN 270	Spain's Cultural and Linguistic Legacy (study abroad)	1.00
	Credits	**1**
Spring Semester		
SPAN 270-Level Elective Course		1.00
	Credits	**1**
Junior Year		
Fall Semester		
SPAN 270-Level Elective Course		1.00
	Credits	**1**
Spring Semester		
SPAN 270-Level Elective Course or Semester Abroad (up to 2 credits toward the major)		1.00
	Credits	**1**

Senior Year		
Fall Semester		
SPAN 300-level Elective Course		1.00
	Credits	**1**
Spring Semester		
SPAN 300-level Elective Course		1.00
	Credits	**1**
	Total Credits	**11**

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

The following plan is for a student who places into Spanish at St. Olaf at the SPAN 231 (third semester) level. Students can major in Spanish whether they start at the beginner level (SPAN 111) or have prior experience in the language.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
SPAN 231	Intercultural Connections in Global Wrld: U.S. & Spanish-Speaking Wrld	1.00
	Credits	**2**
January Term		
SPAN 232	Latinx Experiences in the United States	1.00
	Credits	**1**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
SPAN 250 or SPAN 251	Family and Gender Roles in Spain: 1900 to Present [1] or Gender and Race in Modern Latin America	1.00
	Credits	**2**
Sophomore Year		
Fall Semester		
SPAN 275	Exploring Hispanic Literature	1.00
	Credits	**1**
January Term		
SPAN 270	Spain's Cultural and Linguistic Legacy (study abroad)	1.00
	Credits	**1**
Spring Semester		
SPAN 276	Spanish as a First and Second Language	1.00
	Credits	**1**
Junior Year		
Fall Semester		
SPAN 270-Level Elective Course		1.00
	Credits	**1**
Spring Semester		
SPAN 270-Level Elective Course or Semester Abroad (up to 2 credits toward major)		1.00
	Credits	**1**
Senior Year		
Fall Semester		
SPAN 300-level Elective Course		1.00
	Credits	**1**
Spring Semester		
SPAN 300-level Elective Course		1.00
	Credits	**1**
	Total Credits	**12**

1

Students may take either SPAN 250 or SPAN 251 but cannot take both.

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the Spanish department webpage for more information.

Faculty

Department Chair, 2025-2026
Jonathan P. O'Conner
Associate Professor of Romance Languages - Spanish
Peninsular early modern/golden age literature and cultures; cultural and intellectual histories; humanism; colonial Latin America

Catalina Ahumada Escobar
Visiting Assistant Professor of Romance Languages - Spanish

Maggie A. Broner (on sabbatical 2025-26)
National Endowment for the Humanities Professor of Romance Language
Hispanic linguistics; culture; second language acquisition

Kris A. Cropsey
Instructor of Romance Languages - Spanish
Hispanic linguistics; sociolinguistics; second language acquisition; teacher education

Jamison García Ramírez
Instructor of Romance Languages - Spanish
Hispanic sociolinguistics; sociophonetics; Caribbean Spanish; queer linguistics

Marit K. Hanson
Assistant Professor of Romance Languages - Spanish

Jessica Haugsland
Instructor of Romance Languages - Spanish

Kristina Medina-Vilariño
Associate Professor of Romance Languages - Spanish; O.C. and Patricia Boldt Distinguished Teaching Professor of the Humanities
Caribbean Studies; 20th- and 21st-century Latin American studies; contemporary Latino studies; race and ethnic studies

Américo Mendoza-Mori
Assistant Professor of Romance Languages - Spanish
bridging of literary, linguistic, and cultural studies with a focus on Latin America, U.S. Latinidad, and Indigenous communities, particularly Quechua

León Narváez
Professor of Romance Languages - Spanish
Hispanic culture, language, and literature; migration and other interdisciplinary studies

Mariana Reyes Payán
Assistant Professor of Romance Languages - Spanish

20th- and 21st-century Mexican literature and cultural production; Mexican borders and migration studies

Ariel T. Strichartz
Professor of Romance Languages - Spanish
contemporary Latin American theater and narrative; Argentine theater; literary food studies; memory studies

Statistics and Data Science

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The Department of Mathematics, Statistics, and Computer Science offers majors in all three disciplines, including mathematics, computer science, and statistics and data science.

With the growing abundance of data gathered in nearly every field, statistics and data science methods have become invaluable for transforming data into useful information. As a subject, statistics and data science lies at the intersection of mathematics, computer science, and statistics and connects naturally to the sciences (natural and social), the humanities, and even the arts.

As a part of the Department of Mathematics, Statistics, and Computer Science (MSCS) students that major in statistics and data science (SDS) will have access to faculty and resources in these related but distinct disciplines. Faculty in SDS come from a variety of backgrounds, and use their applied research experience to guide students through collaborative projects and research opportunities that prepare students to contribute meaningfully to their chosen field.

Overview of the Major

A statistics and data science (SDS) major at St. Olaf gives students the quantitative, analytical, and communication skills to navigate an increasingly data-rich world. Students pursuing a statistics and data science major at St. Olaf will take courses that blend theoretical and practical concepts, exploring foundational ideas in computational thinking, statistical modeling, and mathematical underpinnings. SDS emphasizes a hands-on approach, and students will gain proficiency in programming languages and statistical software commonly used in the field. In addition, SDS courses encourage students to examine ethical considerations and societal implications of data collection and analysis, a particularly important consideration in the growing world of “big data”.

To find out more about the statistics and data science major, visit the Statistics and Data Science program.

Intended Learning Outcomes for the Major

The Statistics and Data Science major is an integrated and interconnected set of courses, reflecting the interdisciplinary nature of the field and welcoming students from all backgrounds and experiences. Students will be grounded in foundational ideas from mathematics, such as probability, linear algebra, optimization, and multivariate thinking, alongside foundational ideas from computer science, such as algorithmic thinking, abstraction, project workflow, and reproducibility. Students will be immersed in collaborative team settings common to professional data scientists. In addition, students will acquire depth in their understanding of both statistics and data science, while being constantly challenged to consider ethical issues in their work and to apply statistics and data science principles to domains of expertise.

Students will demonstrate the ability to:

1. Acquire and curate data of all types.
2. Perform exploratory data analyses through data visualization and numerical summarization.
3. Build, assess, and interpret machine-learning and statistical models.
4. Communicate findings effectively and responsibly to a variety of audiences.
5. Apply analytical thinking to formulate problems, plan data collection/acquisition and engage in the data analysis process to provide insights in an integrated project.
6. Identify and critique multiple perspectives regarding data ethics and privacy.

Requirements

Requirements for the Major

Code	Title	Credits
Required Statistics & Data Science Courses (5 credits)		
SDS 164	Data Science 1	1.00
SDS 172	Statistics 1	1.00
SDS 264	Data Science 2	1.00
SDS 272	Statistics 2	1.00
SDS 341	Algorithms for Decision Making	1.00
Required Mathematics Courses (2 credits)		
MATH 120	Calculus I	1.00
or MATH 119	Introduction to Calculus	
MATH 220	Elementary Linear Algebra	1.00
Required Philosophy Courses (1 credit)		
PHIL 244	Philosophy of Science	1.00
or PHIL 251	Science, Ethics, and Religion	
Electives Courses (2 credits) - Including at least one level III course from Statistics or Data Science courses listed below.		
Statistics Depth Courses (select at least one of the following:)		1.00
Statistics Depth Level II Courses		
ECON 384	Econometrics: Cross-Sectional and Panel Data	
ECON 385	Econometrics: Time Series and Forecasting	
SDS 232	Spatial Data Analysis	
SDS 282	Topics in Statistics	
SDS 284	Biostatistics: Design and Analysis	
Statistics Depth Level III Courses		
SDS 316	Advanced Statistical Modeling	
SDS 322	Statistical Theory	
SDS 382	Advanced Topics in Statistics	
Data Science Depth Courses (1.0 credit)		1.0
Data Science Depth Level II Courses		
BIO 315	Principles of Bioinformatics	
CSCI 379	Foundations of Artificial Intelligence	
SDS 250	Principles of Data Visualization	
SDS 280	Topics in Data Science	
Data Science Depth Level III Courses		
SDS 333	High-Dimensional Data Analysis	
SDS 380	Advanced Topics in Data Science	
Total Credits		**10**

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Courses

SDS 164: *Data Science 1*
Data is the currency of the modern world. At the intersection between statistics and computer science, data science is about gleaning information and making decisions from data. Using data from a variety of contexts and disciplines, students learn to summarize and extract insight from data, create compelling data visualizations, wrangle data, practice literate programming, and explore ethical issues in data science. Offered annually during fall and spring semesters. No prior experience with programming is expected. This course cannot be taken after SDS 264.

SDS 172: *Statistics 1*
A first course in statistical methods, this course addresses study design and its implications as well as exploratory and inferential techniques for analyzing and modeling data. Topics include exploratory graphics, descriptive techniques, randomization tests, statistical designs, hypothesis testing, confidence intervals, and simple/multiple regression. Offered each semester. Enrollment limited for seniors. STAT 110, SDS 172, and ECON 260 all provide an introduction to statistics and students should not take more than one; they all can serve as a prerequisite for further courses.

SDS 232: *Spatial Data Analysis*
Data collected over space - including county level health information, satellite derived maps of glacier ice, or locations of hawk nests - require special methods for data cleaning, visualization, and modeling. In this course, students build upon foundational concepts of hypothesis testing, regression modeling, and data visualization from prior Statistics and Data Science (SDS) courses, adapting them to the particularities of spatial data using examples from a broad variety of fields. Offered alternate years during January term.
Prerequisite: SDS 164 and SDS 172.

SDS 250: *Principles of Data Visualization*
This course explores the history, foundational principles, and theory of data visualization. By designing and creating visualizations with a focus on the iterative process, students learn how to clearly and effectively communicate a story with data. The course utilizes multiple forms of visualization, from sketches to static plots to interactive web -based dashboards using professional visualization software. Offered alternate years during spring semester.
Prerequisites: SDS 164, SDS 172, AP Statistics, or permission of instructor.

SDS 264: *Data Science 2*
After mastering the foundations of data science - especially data wrangling and visualization - in SDS 164, data science students are ready to explore impactful applications and deeper fundamentals. Programming fundamentals may include iteration, functions, conditions, data types, SQL, regular expressions, version control, and simulation - all in the context of real data. New applications may include text as data, geospatial mapping, networks, and web scraping to produce dynamic graphics - presented with attention to data ethics and reproducible research. Offered annually.
Prerequisite: SDS 164: Data Science 1.

SDS 272: *Statistics 2*
This course takes a case-study approach to the fitting and assessment of statistical models with application to real data. Specific topics include multiple regression, model diagnostics, logistic regression, experimental design and ANOVA. The approach focuses on problem-solving tools, interpretation, model assumptions underlying analysis methods, and written statistical reports. Offered each semester.
Prerequisite: SDS 172, ECON 260 or equivalent preparation (STAT 110 and SDS 164) or (AP Stat and SDS 164), or permission of instructor.

SDS 280: *Topics in Data Science*
Students work intensively on a special topic in data science. Topics may vary from year to year. May be repeated if topics are different. Offered periodically.
Prerequisites: permission of instructor.

SDS 282: *Topics in Statistics*
Students explore special topics in statistics. Topics vary from year to year. May be repeated if topic is different. Offered periodically.

SDS 284: *Biostatistics: Design and Analysis*
The course investigates issues in health-related settings using a quantitative, research-oriented perspective. Course material focuses on global and public health issues, study design, methods for analyzing health data, and communication of research findings. Design topics include controlled trials, case-control, cohort and other observational studies. Methods include survival analysis and causal inference for observational studies. Communication emphasizes writing up findings and interpreting published research. Offered alternate years during January term.
Prerequisite: completion of SDS 272 or permission of the instructor.

SDS 294: *Academic Internship*

SDS 298: *Independent Study*

SDS 316: *Advanced Statistical Modeling*
This course extends and generalizes methods introduced in SDS 272 by introducing generalized linear models (GLMs) and correlated data methods. GLMs cover logistic and Poisson regression, and more. Correlated data methods include longitudinal data analysis and multi level models. Applications are drawn from across the disciplines. Offered annually.
Prerequisite: SDS 272.

SDS 322: *Statistical Theory*
This course is an investigation of modern statistical theory along with classical mathematical statistics topics such as properties of estimators, likelihood ratio tests, and distribution theory. Additional topics include Bayesian analysis, bootstrapping, Markov Chain Monte Carlo, and other computationally intensive methods. Offered alternate years.
Prerequisite: SDS 272 and MATH 262.

SDS 333: *High-Dimensional Data Analysis*
Data with thousands of dimensions or columns is commonplace across multiple disciplines, including image analysis, natural language processing, genomics, time series, and recommendation systems. In this class students learn, understand, and apply principles and techniques to gain insights from high-dimensional data. Topics include clustering, principal component analysis, multidimensional scaling, non-negative matrix factorization, missing-value imputation for recommendation systems, topic modeling, word embeddings, object recognition using "eigenfaces", non-linear embedding techniques, multiple hypothesis testing, and false discovery rate adjustments. Offered periodically during fall and spring semesters.
Prerequisites: MATH 220 and SDS 164.

SDS 341: *Algorithms for Decision Making*
This course introduces students to the subject of machine learning. The primary focus is the development and application of powerful machine learning algorithms applied to complex, real-world data. Topics covered include linear regression, nearest neighbor models, k-means clustering, shrinkage methods, decision trees and forests, boosting, bagging, support vector machines, and hierarchical clustering. Applications are taken from a wide variety of disciplines, including biology, economics, public policy, public health, and sports. Offered annually during fall and spring semester.
Prerequisite: SDS 164 or SDS 264 or permission of the instructor.

SDS 380: *Advanced Topics in Data Science*
Students work intensively on a special topic in data science. Topics may vary from year to year. May be repeated if topics are different. Offered periodically.
Prerequisites: SDS 264 and permission of the instructor.

SDS 382: *Advanced Topics in Statistics*
Students work intensively on a special topic in statistics. Topics may vary from year to year. May be repeated if topics are different. Offered periodically.
Prerequisites: Permission of instructor.

SDS 389: *Statistics and Data Science Research Methods (0.50)*
Students focus on writing scientific papers, preparing scientific posters, and giving presentations in the context of a specific, year-long, interdisciplinary research project. In addition, this weekly seminar series builds collaborative research skills such as working in teams, performing reviews of math, statistics, and computer science literature, consulting effectively, and communicating proficiently. Exposure to post-graduate opportunities in statistics and data science disciplines is also provided. Open to students accepted into the Center for Interdisciplinary Research and by permission of the instructor only. This course does not count toward the SDS Major or SDS Concentration.

SDS 394: *Academic Internship*

SDS 396: *Directed Undergraduate Research*
This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to their research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.
Prerequisite: determined by individual instructor.

SDS 398: ***Independent Research***

Related Courses

ECON 260: ***Introductory Econometrics***
This course emphasizes skills necessary to understand and analyze economic data. Topics include descriptive statistics, probability and random variables, sampling theory, estimation and hypothesis testing, and practical and theoretical understanding of simple and multiple regression analysis. Applications to economic and business problems use real data, realistic applications, and econometric/statistical software. Offered each semester. ECON 260 is required for economics majors who do not take both SDS 272 and either ECON 384 or ECON 385. Credit toward the economics major will not be given for ECON 260 following completion of SDS 272. Also counts toward environmental studies major (social science emphasis) and public health studies concentration.
Prerequisite: MATH 119 or MATH 120 and ECON 121, or permission of instructor.

ECON 384: ***Econometrics: Cross-Sectional and Panel Data***
This course emphasizes theoretical foundations, mathematical structure, and applications of major econometric techniques appropriate for cross-sectional and panel data. Topics to be covered include generalized least squares, dummy variables, non-linear models, instrumental variables techniques, fixed- and random-effects models, and limited dependent variable models. This course is recommended for students interested in analysis of issues in microeconomics and public policy. Offered annually. ECON 384 and ECON 385 may not both be used to satisfy the economic analysis requirements for either the economics or quantitative economics major.
Prerequisite: ECON 262 and one of ECON 260, ECON 263, or SDS 272; or permission of instructor.

ECON 385: ***Econometrics: Time Series and Forecasting***
This course emphasizes the theoretical foundations, mathematical structure, and applications of major econometric techniques appropriate for time-series data. Topics covered include generalized least squares, single-equation time-series models, multi-variable time-series models, forecasting and forecast evaluation, and seasonality. This course is recommended for students interested in analysis of issues in macroeconomics and finance. Offered annually. ECON 384 and ECON 385 may not both be used to satisfy the economic analysis requirements for either the economics or quantitative economics major. Completion of MATH 220 may be helpful but is not required.
Prerequisites: ECON 261 and one of ECON 260 or ECON 263 or SDS 272; or permission of instructor.

MATH 262: ***Probability Theory***
This course introduces the mathematics of randomness. Topics include probabilities on discrete and continuous sample spaces, conditional probability and Bayes' Theorem, random variables, expectation and variance, distributions (including binomial, Poisson, geometric, normal, exponential, and gamma) and the Central Limit Theorem. Students use computers to explore these topics. Offered each semester.
Prerequisite: MATH 126 or MATH 128.

PSYCH 230: ***Research Methods in Psychology***
This course prepares students with tools for understanding how research studies in psychology are conceptualized, designed, and ethically conducted, and how data is analyzed, interpreted, and disseminated. Students apply this understanding in independent and small group research projects. In the process, students develop critical reading, thinking, and scientific writing skills. Students attend lectures plus one two-hour laboratory per week. Offered each semester.
Prerequisites: PSYCH 125, and STAT 110 or SDS 172 or ECON 260.

SOAN 371: ***Foundations of Social Science Research: Quantitative Methods***
Students gain the skills necessary to conduct and critically evaluate quantitative research. Students learn the underlying theoretical assumptions and orientations of quantitative research, including research design, sampling techniques, strategies for data collection, and approaches to analysis. Students gain practice in data analysis by conducting are search project and using the Statistical Package for the Social Sciences (SPSS), a standard in sociology. Offered annually in the fall semester.
Prerequisite: STAT 110 or SDS 172; open to junior or senior sociology/anthropology majors only.

Plan of Study

Statistics and Data Science Major - Plan of Study

This is a sample plan that meets the prescribed requirements for the Statistics and Data Science major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

The courses shown below are recommended for either semester of the [first, second, etc.] year. Please consult the Program Director with questions.

Course	Title	Credits
First Year		
FYS 120	First-Year Seminar	1.00
MATH 120 or MATH 220	Calculus I or Elementary Linear Algebra	1.00
SDS 172 or SDS 164	Statistics 1 (Students who have successfully completed AP Stats should begin in SDS 164) or Data Science 1	1.00
WRIT 120	Writing and Rhetoric	1.00
World Language		1.00
	Credits	**5**
Sophomore Year		
MATH 220	Elementary Linear Algebra (if not taken previously)	1.00
SDS 164	Data Science 1 (if not taken previously)	1.00
SDS 264 or SDS 272	Data Science 2 or Statistics 2	1.00
	Credits	**3**
Junior Year		
PHIL 251 or PHIL 244	Science, Ethics, and Religion or Philosophy of Science	1.00
SDS 272 or SDS 264	Statistics 2 (if not taken previously) or Data Science 2	1.00
One SDS Depth Course		1.00
	Credits	**3**
Senior Year		
SDS 341	Algorithms for Decision Making	1.00
SDS Depth Course (second of two)		1.00

Any SDS 300-Level Course (after prerequisites have been met)	1.00
Credits	**3**
Total Credits	**14**

Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the Statistics and Data Science department webpage for more information.

Faculty

Program Director, 2025-2026
Kathryn Ziegler-Graham
Professor of Mathematics, Statistics, and Computer Science
biostatistics

Laura Boehm Vock (on sabbatical 2025-26)
Associate Professor of Mathematics, Statistics, and Computer Science
statistics; spatial data analysis

Jaime I. Davila
Associate Professor of Mathematics, Statistics, and Computer Science

Michael Haydock
Adjunct Professor of Mathematics, Statistics, and Computer Science.

Kodjo Houssou
Visiting Instructor in Mathematics, Statistics, and Computer Science

Paul J. Roback
Professor of Mathematics, Statistics, and Computer Science
statistics

Joseph Roith
Associate Professor of Practice in Mathematics, Statistics, and Computer Science
statistics

Martha Zillig
Visiting Assistant Professor of Mathematics, Statistics Computer Science

Theater

Ali Regan, Theater Building 117
507-786-3240
regan1@stolaf.edu
wp.stolaf.edu/theater

From the ancient past to the digital present, theater is one of the most profound ways human beings have represented themselves to themselves. The Department of Theater at St. Olaf provides students with opportunities to make and study theater, in historical and contemporary contexts, and to develop creative and collaborative skills relevant to the world today. Courses in acting, directing, history, theory and design are seen through the lens of theatrical production, and the interdisciplinary process of creating live theater is at the heart of everything we teach. Building on these foundations, the St. Olaf Theater stages four productions a year which are integral to the campus and community and are our working labs in the development of the creative artist.

The St. Olaf College Theater Department is accredited by the National Association of Schools of Theater (NAST).

Overview of the Major

The theater major requires nine courses plus four 0.25 lab credits. The major includes an introductory course in theater texts and performances as well as coursework in acting, directing, design, production, and history of theater, plus two upper-level electives. The requirements for the major are designed to provide a well-rounded course of study in the theater discipline. The co-curricular theater production program serves as a lab for our courses and offers extended learning and experience for St. Olaf students.

Intended Learning Outcomes for the Major

Special Programs

Students have the opportunity to study theater in London during January term as part of a regular course taught by theater faculty. Students can set up internship experiences through the department or the Piper Center with theaters and other arts organizations in the Twin Cities and surrounding areas. Guest artists often visit the courses in the department to talk about and demonstrate their work and occasionally collaborate in the production work for our season of plays.

St. Olaf's Theater Education program has been discontinued. Students interested in obtaining a K-12 Theater teaching license are encouraged to complete an undergraduate major in theater and then apply to a graduate program that offers a Master's degree combined with teaching certification in theater.

Recommendations for Graduate and Professional Study

Students planning on graduate study in theater should take the graduation major and additional courses for a total not to exceed 14.00 credits. Students should work closely with a faculty member in the area of their interest to plan their program. Students who are considering professional work in the theater or related arts should

work together with faculty to develop appropriate resume or portfolio documents prior to graduation.

Requirements

Requirements for the Major

Completion of an equivalent course at another institution should be approved by the department chair in advance to ensure credit toward the major requirement.

Only one full-course equivalent (1.00-credit course) taken S/U may count toward the minimum requirements for the major.

Code	Title	Credits
THEAT 130	Introduction to Acting	1.00
THEAT 140	Introduction to Design for Performance	1.00
THEAT 180	Text and Performance	1.00
THEAT 232	Stage Direction	1.00
THEAT 240	Scenery and Costume Design and Production	1.00
or THEAT 250	Lighting and Sound-Design and Production	
THEAT 270	History of Theater up to 1700	1.00
THEAT 271	History of Theater since 1700	1.00
Select two of the following:		2.00
THEAT 338	Directing and Producing Theater	
THEAT 379	Topics in Interpretation and Theater	
THEAT 380	Top: Who Owns the Arts: Censorship, Sponsorship, and Artistic Freedom	
THEAT 394	Academic Internship	
THEAT 398	Independent Research	
Four lab classes: [1]		1.0
THEAT 233	Theater Lab: Acting, Directing, Dramaturgy (0.00 or 0.25)	
THEAT 253	Theater Lab: Design, Technical Production (0.00 or 0.25)	
Total Credits		**10**

1

At least one must be THEAT 233 and at least two must be THEAT 253; the fourth lab class is a choice of either THEAT 233 or THEAT 253.

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Courses

THEAT 110: *Introduction to Theater*
A broad-based introduction to the art and craft of theater, this course focuses on the roles of actor, director, playwright, and designer, as well as aspects of theater history, performance, and literature. Students examine theater as a culturally diverse art form, with emphasis on the ways ethnicity, gender, race, religion, and sexual orientation inform theater in the United States. Students attend performances on campus and in the Twin Cities and integrate them with readings, lectures, and discussions. Offered each semester.

THEAT 115: *Acting for the Non Major*
This studio course is designed as an overview of the acting process for the non-major and includes basic acting theories, rehearsal techniques, improvisation, history, and styles. Students explore and practice exercises, scene work, and audition material. The course requires trips to professional theaters in the Twin Cities. A ticket fee is required. This course does not fulfill the acting requirement for the major. Counts toward musical theater concentration.

THEAT 120: *Public Speaking*
Students learn and apply principles of speech composition and analyze speeches to understand effective methods. They demonstrate their knowledge in classroom speeches.

THEAT 130: *Introduction to Acting*
This studio course is centered on training the actor's instrument and developing basic acting skills including characterization, vocal production, physical and emotional connection, motivation and ensemble work. Students learn history of actor training from Stanislavski to present. Exercises, improvisation, monologue and scene work are all explored. This course requires trips to professional theaters in the Twin Cities. A ticket fee is required. Offered each semester.

THEAT 131: *Musical Theater*
This studio course focuses on the techniques of acting and singing for the musical theater. Students learn the basics of voice, movement, improvisation, and characterization in class exercises, prepared scenes, solos and duets. Course culminates in a public showcase of students' work. Offered periodically.

THEAT 133: *Producing Theater: Introductory*
This course studies theater performance through the full-scale mounting of a production during the month of January, with public performances at the end of January Term or the beginning of spring semester. Students enroll in the class through either an acting audition or a production position interview held in late October or early November. No previous experience is necessary. Selected participants are notified prior to January Term registration. Details about the audition/interview are available online at the Theater Department website. Scripts are available in the Theater Department office. P/N only. Offered during January Term.

THEAT 140: *Introduction to Design for Performance*
The attributes of the things we see and hear in the performances that we attend contribute strongly to our experience as an audience. This course considers the elements and principles of design and their application to performance work. Students study the performance space, scenery elements, costuming, lighting and shadow, and the aural experience that the audience encounters during a performance. Problem-solving, collaboration, and design development are included in project work. Also counts toward musical theater concentration.

THEAT 180: *Text and Performance*
Play texts are the raw material for our classes in acting, directing, design, and historical studies. This introductory course for theater majors introduces students to canonical texts and performances that have helped to define our field. Primary emphasis is on the text as a blueprint for production focusing on analysis, variety of interpretation, the changing nature of theater space, and our growing awareness of the changing nature of performance. Students are expected to communicate clarity of understanding both orally and in writing. Non-majors are invited to take this course, though its primary focus is a comprehensive preparation for further theater studies. Offered each semester.

THEAT 230: *Intermediate Acting*
A studio course for the student with previous acting experience. Through scene and monologue work students explore text and character analysis as well as the requirements of major theatrical period styles. Students perform regularly throughout the semester. The course requires trips to professional theaters in the Twin Cities. A ticket fee is required. Offered annually in the spring semester.
Prerequisites: THEAT 110 or THEAT 180, and THEAT 130 or THEAT 131 or permission of the instructor.

THEAT 232: *Stage Direction*
This studio course focuses on the fundamentals of stage direction. Students develop skills of play selection, audience analysis, text interpretation, working with actors, stage picturization and blocking, design considerations, and the process of casting and rehearsals. A primary focus is on developing a point of view about theater and directing by the study of other directors and theories of theater. Offered annually in the fall semester.
Prerequisites: THEAT 110 or THEAT 180, and THEAT 115 or THEAT 130 or THEAT 131, and THEAT 140.

THEAT 233: *Theater Lab: Acting, Directing, Dramaturgy (0.00 or 0.25)*
This theater lab involves the student in the conceptual and practical processes of artistic creation and performance production in theater. Students study current theory and practice as well as historical approaches to performance problems. Lab sessions include creative projects and practical problem-solving in assistant directing, acting, or dramaturgy as part of the St. Olaf theater season. P/N only. First-year students are encouraged to enroll. May be repeated. Registration is by audition or interview only. Offered each semester.

THEAT 234: *Producing Theater: Advanced*
Designed for the student with previous course work and production work in theater, this course studies theater performance through the full-scale mounting of a production during the month of January, with public performances at the end of the January Term or the beginning of spring semester. Students enroll in the course through either an acting audition or a production position interview held in late October or early November. Selected participants are notified prior to January Term registration. Details about the audition/interview are available online at the Theater Department website. Scripts are available in the Theater Department office. P/N only. Offered during January Term.
Prerequisites: THEAT 133 or permission of instructor; concurrent registration in THEAT 233 or THEAT 253 (0 credit option) required.

THEAT 240: *Scenery and Costume Design and Production*
This course balances the elements of production with the elements of design, focusing on materials, practices, and techniques used to create scenic and costume elements used in live production. The course includes hands-on experience in the scenic and costume studios, and projects in technical drawing, designing, analysis, and research. Open to majors and non-majors. Also counts toward musical theater concentration.
Prerequisite: THEAT 140 is recommended.

THEAT 243: *Dress the Part: Costume and Character Design*
This course covers the basics of formulating costume designs for performance. Students learn to analyze texts and character, research styles, render drawings, and prepare finished costume designs. Students also learn costume design for performance as a synthesis of text and visuals while exploring introductory sewing and other techniques for realizing costumes in three dimensions.

THEAT 250: *Lighting and Sound-Design and Production*
The design and production of lighting and sound in theater, dance, music, and general presentation work plays a significant role in the experience of these events. This course introduces the production problems of lighting and sound and includes design projects in both lighting and sound. Open to majors and non-majors. Offered annually in the fall semester.
Prerequisite: THEAT 140 is recommended.

THEAT 253: *Theater Lab: Design, Technical Production (0.00 or 0.25)*
This theater lab involves the student in the conceptual and practical processes of stage performance. Class sessions include practical problem-solving and hands-on experiences for productions which are part of the St. Olaf theater season. Experiences in scenery, props, costumes, lighting, sound, and stage management are available. P/N only. First-year students are encouraged to enroll. May be repeated. Registration is by audition or interview only. The theater lab 253A: *Design, Technical Production* is offered each semester.

THEAT 270: *History of Theater up to 1700*
Examines theatrical activities, from theater's origins to 1700, from three interrelated perspectives: 1) theater as social history; 2) theater as dramatic literature; and 3) theater as performance (the result of creative decisions made by playwrights, actors, directors, and designers). Offered in the fall semester.
Prerequisite: THEAT 110 or THEAT 180 or permission of instructor.

THEAT 271: *History of Theater since 1700*
Examines theatrical activities in the period 1700 to the present, from three interrelated perspectives: 1) theater as social history; 2) theater as dramatic literature; and 3) theater as performance (the result of creative decisions made by playwrights, actors, directors, and designers). Offered in the spring semester.
Prerequisite: THEAT 110 or THEAT 180 or permission of instructor.

THEAT 294: *Academic Internships*
See internships in the academic catalog under Academic Regulations and Procedures - Registration and Course Enrollment - Internships.
Prerequisite: at least three previous courses in department.

THEAT 298: *Independent Study*
Prerequisite: at least three previous courses in department.

THEAT 338: *Directing and Producing Theater*
A studio course focusing on the artistic decision-making process of stage direction, script analysis, directorial concepts, production designs and hands-on directing experience building on the skills developed in THEAT 232: *Stage Direction*. Students direct a one-act play as the final project for the course. Offered annually in the spring semester.
Prerequisite: THEAT 232 and THEAT 240 or THEAT 250. THEAT 270 or THEAT 271 recommended.

THEAT 379: *Topics in Interpretation and Theater*
An in-depth investigation of a selected topic through readings, bibliography, reports, and projects. May be repeated if topic is different.
Prerequisite: THEAT 110 or THEAT 180; some topics courses may require additional prerequisites.

THEAT 380: ***Top: Who Owns the Arts: Censorship, Sponsorship, and Artistic Freedom***
An investigation into the relationship between theater and society through study of various issues in theater arts including censorship, funding, arts advocacy and arts education. Issues of contemporary ethical concern will be discussed and analyzed through a variety of historical and contemporary normative perspectives. Also counts toward business and management studies concentration.
Prerequisite: THEAT 110 or THEAT 180.

THEAT 394: ***Academic Internship***
Prerequisite: at least five previous courses in department.

THEAT 396: ***Directed Undergraduate Research***
This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to their research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.
Prerequisite: determined by individual instructor.

THEAT 398: ***Independent Research***
Prerequisite: at least five previous courses in the department.

Related Course

ID 258: ***Theater in London (study abroad)***
A full immersion in the art of theater, students attend approximately 22 performances at London and Stratford theaters. The course includes the reading of play texts, dramatic criticism, group discussions, and backstage tours. England, a theatrical center of the English-speaking world, enables students to experience a wide variety of theatrical performances ranging from traditional to modern. Excursions to Stratford-upon-Avon and other locations offer additional cultural perspectives. Offered annually during January term. Apply through Smith Center for Global Engagement. Counts toward the theater major in years that a theater faculty or staff member leads the course.

Plan of Study
Theater Major - Plan of Study

This is a sample plan that meets the prescribed requirements for this major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
World Language		1.00
THEAT 130	Introduction to Acting (or THEAT 140 or THEAT 180)	1.00
	Credits	**3**
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
World Language		1.00
THEAT 140	Introduction to Design for Performance (or THEAT 130 or THEAT 180)	1.00
	Credits	**3**
Sophomore Year		
Fall Semester		
THEAT 180	Text and Performance (or THEAT 130 or THEAT 140)	1.00
	Credits	**1**
Junior Year		
Fall Semester		
THEAT 232	Stage Direction	1.00
THEAT 240 or THEAT 250	Scenery and Costume Design and Production or Lighting and Sound-Design and Production	1.00
THEAT 270	History of Theater up to 1700	1.00
	Credits	**3**
Spring Semester		
THEAT 271	History of Theater since 1700	1.00
	Credits	**1**
Senior Year		
Fall Semester		
THEAT 3XX Elective Course		1.00
	Credits	**1**
Spring Semester		
THEAT 3XX Elective Course		1.00
	Credits	**1**
	Total Credits	**13**

Labs:
Students must complete four total labs. One .25 credit must be THEAT 233. Two of the .25 credits must be THEAT 253. The final .25 credit may be either THEAT 233 or THEAT 253.

THEAT 233 and THEAT 253 labs are associated exclusively with productions of the St. Olaf Theater. Enrollment in them is offered to students who are cast in productions or invited to serve in design and production crew positions per an application process. Please see the department chair for more information.

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Students must successfully complete the equivalent of 35 or more St. Olaf credits, through a combination of full-credit and fractional-credit courses, one major, and all other degree requirements to earn the Bachelor of Arts degree**.**

Visit the Theater department webpage for more information.

Faculty

Chair, 2025-2026
Monica Murray
Visiting Associate Professor of Music

Elaigwu Ameh
Karen Peterson Wilson Assistant Professor of Theater

Rebecca J. Bernstein
Adjunct Assistant Professor of Theater; Costume Designer

Peter C. Hansen
Artist in Residence

Niffer Pflager
Assistant Professor of Theater

Sara Pillatzki-Warzeha
Assistant Professor of Theater

Megan Riley
Visiting Assistant Professor of Theater; Theater Technical Designer/Director

Julia Valen
Visiting Instructor of Theater

Writing

Diane LeBlanc, Rolvaag Library 526
507-786-3438
leblanc@stolaf.edu
wp.stolaf.edu/writingprogram/first-year-courses/

Writing is a primary means of learning in the liberal arts. Through courses in the writing program, students read, discuss, and write about significant human issues as they develop critical skills to write effectively. Courses in the writing program are designed to accommodate varying levels of preparation.

The writing program supports two OLE Core Curriculum general education requirements: Writing and Rhetoric (WRR) and Writing Across the Curriculum (WAC).

Most students take WRIT 120 Writing and Rhetoric (p. 155) during the fall or spring semester of their first year. WRIT 120 seminars focus on contemporary questions and issues while emphasizing writing practice to fulfill WRR. Students also may fulfill the WRR requirement by successfully completing designated courses in Asian Conversations (p. 54), Environmental Conversations (p. 54), Enduring Questions (p. 134), Molecular Discovery (p. 209), Public Affairs Conversation (p. 294), Race Matters (p. 303), or through advanced placement credit. (p. 38) Consult the director of writing or the Registrar's Office.

Students who may benefit from more extensive writing instruction and practice complete a writing-intensive First-Year Seminar before enrolling in WRIT 120 during the spring semester.

For more information about Writing and Rhetoric and Writing Across the Curriculum, see OLE Core Curriculum Requirements.

Courses

WRIT 108: ***Writing Studio (0.25)***
Writing Studio emphasizes process and practice as students reflect on their emerging identities as thinkers, readers, and writers. The course is ideal for students seeking ongoing support in their personal and academic transition to the rigor of college-level academics by providing guidance in areas such as course attendance and engagement, completion of assignments, and reading, writing, and speaking development. Offered annually in the fall and spring semester.
Prerequisite: writing placement or permission of the instructor.

WRIT 109: ***Topics: Supplemental Writing (0.25)***
This course provides supplemental instruction in reading, writing, and critical thinking in conjunction with a designated course. Students practice reading course-specific texts, focusing writing topics, writing essay and short answer exams, developing research habits, identifying and using discipline-specific sources, and writing for general and specific audiences. Supplemental assignments complement writing in the designated course. P/N only. May be repeated once with a different designated course.
Prerequisite: concurrent enrollment in a designated full-credit course.

WRIT 120: *Writing and Rhetoric*
Writing and Rhetoric courses, taught by faculty across the college, engage students in writing for multiple purposes and audiences. Each course explores a contemporary question of interest to college students. Students write in multiple genres and engage in writing as a systematic process with opportunities to respond to feedback. They learn, evaluate, and use appropriate technologies to explore, discuss, and write about course content. This course is limited to first-year students and sophomores.

WRIT 211: *Topics in Writing*
Blending the reading seminar and writing workshop, this course offers advanced practice in critical reading and writing with emphasis on a particular discipline or topic. Students will read and respond critically to a range of writing that may include textbook chapters, popular feature stories, and creative literature. The course emphasizes how writers make and support claims, integrate research, and narrate to communicate effectively in a variety of genres for multiple audiences. Click on course title in the class and lab for more information about the course for that term.
Prerequisite: successful completion of Writing and Rhetoric.

WRIT 237: *McNair Research Writing Across the Disciplines*
This course prepares McNair Scholars for the rigors of academic writing. Because the enrolled students represent a variety of disciplines, this course serves as a general introduction to writing in research; it is not meant to replace discipline-specific research methods or writing courses. Students read scholarly literature in their disciplines, write a literature review, draft various sections of a research paper, and prepare for a formal poster presentation. Offered every summer.
Prerequisite: successful completion of Writing and Rhetoric.

WRIT 294: *Academic Internship*

WRIT 298: *Independent Study*

WRIT 398: *Independent Research*

Faculty

Program Director, 2025-2026
Diane C. LeBlanc
Professor of Interdisciplinary Studies, Writer in Residence, and Director of Writing; Associate Dean of the First-Year Experience and Sophomore Thriving
rhetoric and composition; creative writing; gender studies

Elisabeth G. Alderks
Assistant Professor of English

Anne G. Berry
Instructor of Writing; Assistant Director of Multilingual Student Language Support
linguistics; English as a second language

Nicolette Bucciaglia
Assistant Professor of English
creative writing

Brett B. DeFries
Assistant Professor of English

Bridget Draxler
Adjunct Assistant Professor of Writing; Associate Director of Writing, Speaking, and Academic Support

Ryan Eichberger
Assistant Professor of English

Vera Foley
Visiting Assistant Professor of English

Dana Horton
Associate Professor of English and Race, Ethnicity, Gender, and Sexuality Studies
Black feminist theory, African American literature, hip hop studies, Black Atlantic studies, postcolonial literature, multiethnic literature, contemporary American literature, slave narratives, and visual rhetoric

Ashley Morse
Visiting Assistant Professor of Russian Studies

Sequoia Nagamatsu
Associate Professor of English
fiction; creative nonfiction

Nissa Parmar
Visiting Assistant Professor of English

Juliet Patterson
Associate Professor of Practice in English
creative writing; contemporary American poetics; hybrid literature; environmental literature

Jean C. Porterfield
Associate Professor of Biology
evolutionary biology; molecular ecology; gene expression analysis

Amanda Randall
Associate Professor of German
intellectual history; German film; 20th- and 21st-century German literature and cultural studies

Kaethe E. Schwehn
Associate Professor of Practice in English
creative writing

Joseph Sepulveda Ortiz
Assistant Professor of English

Jennifer Shaiman
Assistant Professor of English

Nancy Simpson-Younger
Visiting Associate Professor of English

Christina Spiker
Assistant Professor of Art and Art History

Sean Ward
Associate Professor of Practice in English
20th-century British and Anglophone literature; postcolonial studies; critical theory

Colin Wells
Professor of English
early American literature; 18th-century literature

THE SMITH CENTER FOR GLOBAL ENGAGEMENT

St. Olaf College, through the Smith Center for Global Engagement, offers study abroad and away programs that serve the mission of the College at sites in the United States and abroad. These programs integrate academic and experiential education. The experiential component of these programs amplifies and extends the liberal arts learning that occurs on campus and enhances students' global engagement.

Approximately two-thirds of all St. Olaf students participate in study abroad/away programs, many of them led by St. Olaf faculty members. Of the participants, about 80-85 percent study abroad internationally in one of over 40 countries, in places as diverse as Aberdeen, Buenos Aires, Cairo, Konstanz, Quito, Sydney, and Tokyo. Around 15-20 percent participate in U.S. study away programs — ranging from January Term courses focused on dance in New York City or art in New Mexico, to semester programs with courses on environmental history in Oregon or an internship in Washington, D.C. The National Student Exchange offers a semester abroad/away at one of over 160 universities across the U.S., U.S. Territories, and Canada. A number of students find study abroad/away so valuable that they participate in two or three programs during their years at St. Olaf. Of equal importance is the fact that faculty members find these programs extremely rewarding — both for their students and for their own teaching and scholarship.

The Smith Center advises St. Olaf students on selecting a program, financial aid and scholarships, and preparing to study abroad or away.

Policies and Procedures

Students are responsible for adhering to the regulations and policies contained in the Academic Regulations and Procedures (p. 16) section of this catalog. In particular, students on St. Olaf study abroad/away programs are directed to refer to the policies on “Graded and Ungraded Courses (p. 27)” for full details on how these programs affect graduation requirements.

Qualifications

Nearly all St. Olaf students who study abroad or away do so during their sophomore, junior, or the first semester or January Term of their senior years. A few January Term programs are open to first-year students on a space-available basis. Students are not allowed to study abroad in their final semester at St. Olaf or to participate in more than one affiliated study abroad or away program in a single academic year. The college’s 4-1-4 calendar (two semesters separated by a January term in January) contributes to the flexibility: it enables students to participate in programs that last a month, a summer, a semester, or a full year.

Students intending to take part in a recognized study abroad or away program must be in good academic and disciplinary standing and able to participate in the essential learning activities of the program. Students with documented disabilities may request accommodations to enable them to participate in most study abroad or away programs, though not every program can accommodate every disability. Many programs have prerequisites, including introductory or advanced courses in a specific discipline or certain levels of language proficiency. Some programs are competitive, and applicants are accepted based on the student's GPA, related coursework, class standing, and/or the quality of the application and/or interview. Details about all St. Olaf-approved January term, summer, semester and year-long programs, program advisors, prerequisites, and application deadlines and procedures are found on the Smith Center for Global Engagement's website.

Fees

Students who participate in study abroad or away programs pay St. Olaf tuition plus program fees and out-of-pocket costs. Complete cost information for each program is available on the Smith Center application website. St. Olaf financial aid is applied to Smith Center programs and additional study abroad/away scholarships are also available. Information about scholarships for Smith Center programs is available from the Financial Aid Office or from Smith Center advisors or refer to the 2025-2026/2026-2027 Academic Year Scholarship Framework for estimated scholarship percentages by family income.

Faculty-Led Programs

Faculty-Led Programs

St. Olaf faculty members organize and lead semester-long programs. The Global Semester is offered annually during fall semester. Currently, the Environmental Science in Australia and New Zealand and Religion, Politics and Society in Jerusalem and Athens are paused. The Smith Center for Global Engagement Application Website and the links below include program details, eligibility requirements, costs, and application processes and timelines.

The Global Semester (Fall Semester)

The Global Semester is a fall semester academic program which gives students insight into sites around the world. Through the combination of coursework in a variety of disciplines and cultural learning opportunities, the semester provides a remarkable experience of academic merit and personal development. Students spend approximately one month each in three sites where courses are offered, with shorter stays in any other sites. A fourth course, taught by the accompanying St. Olaf faculty member, lasts the duration of the semester. The courses and itinerary change from year to year, but the program is designed to fulfill several OLE core requirements, including the Ole Experience in Practice. The program is typically highly competitive for admission. The Global Semester is partially funded by an endowment. The program costs the same as a semester on campus (tuition, residence halls, and full meal plan).

Environmental Science in Australia and New Zealand (Spring Semester)

Note: The Environmental Science semester is offered every other year, typically in even years (2024, 2026, etc.)

Special Note: This program is currently on hiatus and is not open to applications.

The flora, fauna, ecological habitats, human history, and geology of Australia and New Zealand offer opportunities for study that are unique for their diversity and time horizons. The landscapes range from white sandy beaches to dry bush inland to broadleaf, temperate, and tropical rainforests. The diversity of mammalian fauna, over 600 species of eucalyptus, and the Great Barrier Reef provide examples of how biological organisms have adapted to the isolation of the Australian continent and the islands of New Zealand.

The human history is no less fascinating. Aboriginal Australians represent the oldest continuous culture in the world today, and the Maori exemplify Polynesian expansion and settlement more than 500 years prior to Europeans. Students will learn how people's adaptation to environmental conditions shows remarkable innovation, as well as how the recent European invasion significantly altered Indigenous lifestyle and affected many environmental parameters.

In addition to increasing our understanding of human behavior across cultures, students explore how various animals and humans navigate their environment – an ability fundamental to species survival - as the group travels from place to place in Australia and New Zealand. A combination of lectures, extensive field experiences, and brief research projects enable students to learn about and appreciate this fascinating area of the world.

Religion, Politics and Society in Jerusalem and Athens (Spring Semester)

Note: Religion, Politics and Society semester is offered every other year, typically in odd years (2025, 2027, etc.).

Special Note: This program is currently on hiatus and is not open to applications.

The Religion, Politics and Society in Jerusalem and Athens is a semester length faculty led program that spends two months in Israel & Palestine and one month in Greece, plus a shorter visit to Jordan. The program meets the requirements for four OLE Core Requirements: Ole Experience in Practice; Religion, Faith and Values; Christian Theology in Dialogue; and either Global Histories and Societies or Social Science. The program is based primarily in Jerusalem, Israel and Athens, Greece, with excursions in both countries as well as in Palestine and Jordan.

Faculty-Led January Term and Summer Courses

Study abroad or away courses are developed and led by St. Olaf faculty each January Term and, rarely, in summer session. Courses vary from year to year and require an application. Most programs are highly competitive for admission, as there are more applicants than spaces.

Approved courses are listed under the Courses tab for each academic department (p. 40) in the St. Olaf Catalog, designated by "study abroad" or "study away" following the course title. Courses open for applications in a given year are listed on the Smith Center application website with course details, eligibility requirements, costs, and application processes and timelines. Partial scholarships are automatically awarded for accepted students with demonstrated financial need.

Interested students may seek advising from Smith Center staff and the faculty member leading the course. Financial aid counselors are able to estimate approximate scholarship amounts for an individual applicant or students may refer to 2025/2026 & 2026/2027 Pilot Scholarship Framework for estimated scholarship percentages by family income.

St. Olaf Affiliated Programs

St. Olaf Affiliated Programs

St. Olaf offers a variety of affiliated study abroad and away programs. They are consortial programs, exchanges, provider programs, universities, and other partner programs that have been selected for their academic excellence and their fit with the St. Olaf curriculum. All programs have been approved by the St. Olaf curriculum committee and offer St. Olaf resident credit. Grades are posted to the St. Olaf transcript but are not calculated in the St. Olaf GPA.

Most of the programs listed below by region are semester or year programs, but there are a few options in the summer session as noted. Additional information can be found on the Smith Center for Global Engagement website, including program details, eligibility requirements, costs, and application procedures and timelines. Partial scholarships are automatically awarded for accepted students with demonstrated financial need (with no separate application required).

Interested students may seek advising from Smith Center staff or the program advisor listed on the linked web pages below. Financial aid counselors are able to estimate approximate scholarship amounts for an individual applicant or students may refer to 2025/2026 & 2026/2027 Pilot Scholarship Framework for estimated scholarship percentages by family income.

Africa

Cameroon: Middlebury in Yaoundé

Egypt: American University in Cairo

Ghana: Arts and Sciences in Legon (CIEE)

Kenya: Global Health and Human Rights (SIT)

Namibia & South Africa: Decolonizing the Mind: Racial and Environmental Justice (Augsburg CGEE)

South Africa: Arts & Sciences in Cape Town (CIEE)

Tanzania: Ecology and Anthropology (Carleton)

Asia

China: Term in China (East China Normal University, Shanghai)

India: Student Teaching (Kodaikanal International School or Woodstock International School)

Japan: CET - Osaka Gakuin University

Japan: NUPACE Program, Nagoya University

Japan: Japan Studies, Waseda University

Japan: IES Abroad - Language and Culture in Tokyo

Kyrgyzstan: Russian as a Second Language (SRAS)

South Korea: Yonsei University

Taiwan: Term in Taiwan (Fulbright CSAT)

Australia and New Zealand

Australia: Study and Intern in Sydney (CEA-CAPA)

Australia: University of Technology Sydney (CEA-CAPA)

Australia: Curtin University

New Zealand: University of Otago

Europe

Austria: Webster University in Vienna

Denmark: DIS Copenhagen

England: CMRS Oxford Humanities Program (Middlebury College)

England: Harris Manchester College – Oxford University

England: IES London - Health Practice & Policy

England: IES London - Queen Mary University

England: IES London - Study London

England: IES London - Theater Studies

England: Lancaster University

England: London School of Economics and Political Science

England: University of East Anglia

France: French Studies in Paris (IES)

France: Liberal Arts in Rennes (CIEE)

Georgia: Russian as a Second Language (SRAS)

Germany: Middlebury in Mainz

Germany: University of Konstanz

Greece: College Year in Athens

Hungary: Budapest Semester in Mathematics - semester and summer

Hungary: Budapest Semester in Mathematics Education - summer only

Ireland: University of Galway

Ireland: University of Limerick

Ireland: University College Dublin

Italy: IES Milan - Business Studies

Italy: IES Milan - Fashion Design & Merchandising

Italy: IES Milan - Italy Today

Italy: IES Milan - Music: Voice, Composition, and Instrumental

Latvia: Russian as a Second Language (SRAS)

Northern Ireland: Conflict, Peace & Transition (Augsburg CGEE)

Norway: Social Systems, Sustainability, and Justice in Norway (Augsburg CGEE)

Norway: Oslo International Summer School - summer only

Norway: University of Oslo

Norway: University of Southeastern Norway

Scotland: University of Aberdeen

Scotland: University of Dundee

Spain: Barcelona SAE SIS Semester Program

Spain: Barcelona SAE SIS Semester Program with Internship

Spain: Liberal Arts Program in Seville (CIEE)

Sweden: DIS Stockholm

Mexico, Central and South America

Argentina: Advanced Spanish Immersion (IES)

Argentina: Latin American Societies and Cultures (IES)

Colombia: Study Abroad (CET)

Costa Rica and Guatemala: Social Change in Central America (Augsburg CGEE)

Mexico: IFSA Merida - Universidad Autónoma de Yucatán (UADY) and Universidad Modelo

Mexico: Migration, Borders, and Transnational Communities (SIT)

Mexico: Social Work in a Latin American Context (Augsburg CGEE)

Mexico: Student Teaching (Augsburg CGEE)

United States & Canada

Ashland, OR: Oregon Extension

Canada: (various cities) National Student Exchange (NSE)

Chicago, IL: Chicago Semester Student Teaching & Seminar

United States: (various cities) National Student Exchange (NSE)

Washington DC: Lutheran Colleges Washington Semester (LCWS)

Academic Civic Engagement Courses
Academic Civic Engagement (ACE) Courses

Academic civic engagement (ACE) courses enable students to apply academic knowledge and skills within a real-world context to address community issues and build the civic identity of all participants (students, faculty, and community partners). Often referred to as service-learning, community-engaged learning, or community-based research, ACE facilitates the development of skills, habits of mind, and relationships that prepare students for future internships, research, civic leadership, and employment.

Community partners are integral to the ACE experience. St. Olaf believes in the importance and impact of maintaining connections with local communities (here in Northfield and beyond). Over the past years, the ACE office has collaborated with a diverse set of community partners in many industries, whether it be local or global. Community partners have benefited from ACE experiences in many different ways, including gaining insights into research and theories, working with passionate college students, and getting much-needed support for their organizations from St. Olaf students.

Approximately 600 St. Olaf students take an ACE course each year. To find ACE course offerings for the upcoming academic year, select the

"Only Academic Civic Engagement (ACE)" checkbox in the St. Olaf Class and Lab Schedule or visit the Academic Civic Engagement web site.

Faculty-Led Programs and Courses

St. Olaf Affiliated Programs

Academic Civic Engagement Courses

PRE-PROFESSIONAL PREPARATION

Education Put to Work

The college is proud of its record of "education put to work." Breadth in liberal arts study combined with depth in an academic major remains the most adaptable and enduring education for students anticipating productive lives in a rapidly changing world.

A large percentage of St. Olaf graduates continue their education in America's best graduate and professional schools. Many St. Olaf graduates enter university programs in medicine, law, the fine arts, business and management, and government and public policy, as well as research programs in technologies not dreamed of a decade ago. Other graduates embrace the life and mission of the Church, teaching, and careers in international service, outreach, and travel.

The college counsels patience, search, and reflection in the preparation for future work. Some of the most successful academic programs and majors preparatory for careers are not decided until the end of the sophomore year, and college majors that seem unrelated to specific careers often prove extremely viable. It is noteworthy that many of the country's top business leaders were philosophy or history majors. Today it is not uncommon to see chemistry majors enter law school and English majors (with requisite health science electives) admitted to medical school.

A number of factors contribute to the success of St. Olaf graduates, including an education that recognizes that as knowledge becomes increasingly less compartmentalized it will be those who have learned how to learn who will have the advantage.

Through their regular coursework, innovative options like the Languages Across the Curriculum (p. 190) program, and the hands-on experience provided by independent study and research options, internships, and programs facilitated by the Piper Center for Vocation and Career, students explore the interconnectedness of the world today and prepare for life in the ever-changing world of tomorrow.

Guiding students in their explorations are the informed and caring St. Olaf faculty and staff, who provide continuing support to students in a regular and resourceful program of search and guidance. A number of pre-professional studies areas of study also help them shape their studies to fit the requirements of America's top professional and graduate schools.

Pre-Professional Areas of Study

The following roster of pre-professional areas of study indicates how the liberal arts can fulfill the general as well as the specialized objectives of St. Olaf students. Pursuing pre-professional areas of study at St. Olaf is optional and is not awarded or tracked as a major or concentration. Instead, it is a recommended set of courses students should take in addition to a major or concentration. Recommendations are based on the typical pre-professional requirements currently existing in universities and professional schools.

Many other occupations beyond those in this roster may be pursued with a liberal arts background, of course. To learn more about them, call or visit the campus contact persons listed in areas that seem similar.

Subjects grouped under the headings "Strongly Recommended" are required by many institutions while those under "Recommended" are important but not necessarily required. Because of their diverse nature, many professions such as business and management, law, and public policy defy course-specific recommendations for undergraduates. For example, as many psychology as economics majors in the United States enter business careers each year through corporate training programs. In those instances, recommendations should be considered suggestive, not directive. Opposite examples are nursing (p. 265) and social work (p. 319), which have prescribed curriculums required for licensure examinations.

Students are encouraged to work closely with faculty, pre-professional area of study advisors, department chairs, and the Piper Center for Vocation and Career during and after their time at St. Olaf.

- Accounting (p. 348)
- Architecture and Design (p. 348)
- Business and Management (p. 349)
- Information Technology (p. 350)
- Journalism (p. 350)
- Law (p. 351)
- Pre-Health Studies (p. 351)
- Public Policy (p. 355)
- Theology and Seminary (p. 355)

Accounting

Sian Christie, Holland Hall 308
507-786-3904
christis@stolaf.edu

Campus contact person: Sian Christie, Entrepreneur in Residence; Husby-Johnson Endowed Chair of Business and Economics; Director of Business and Management Studies

Students planning to sit for the CPA examination upon graduation should major in economics or mathematics and take elective courses in accounting and finance. New members of the American Institute of CPAs are required to earn one year of college credit beyond the bachelor's degree. Students are strongly advised to check the regulations for licensure in the state where they intend to practice.

Code	Title	Credits
Strongly Recommended		
BUS 225	Principles of Accounting	1.00
BUS 237	Managerial Accounting	1.00
BUS 250	Marketing	1.00
BUS 251	Management	1.00
BUS 252	Legal Aspects of Business	1.00
BUS 281	Corporate Finance	1.00
BUS 380	Investments	1.00
Recommended		
Courses in statistics and data science and in computer science		

Architecture and Design

Peter B. Nelson, CAD 200A
507-786-3848
nelsonp@stolaf.edu

Campus contact person: Peter B. Nelson, Chair of Department of Art and Art History

Students interested in Architecture / Urban Design / Sustainable Building should consider a combination of studio, art history, science, and humanities courses in preparation for internships, jobs, and graduate school in architecture (Masters of Architecture or "MArch").

There are many pathways to architecture graduate school. Below are general recommendations and courses available at St. Olaf. It is also possible to design your own pre-architecture curriculum through the Center for Integrative Studies (CIS). Requirements of schools vary; it is wise to check with the schools being considered. Talk with and/or e-mail admissions staff, faculty, and students, and try to visit the schools where you'd like to apply. Meeting St. Olaf alumni who are practicing architects is also highly recommended.

A. General information about the profession and graduate programs

1. A general liberal arts education is a fine preparation for architecture school.
2. Architectural practice benefits from courses taken in a wide variety of disciplines, including: history, mathematics and logic, the physical and social sciences, studio art, and art history.
3. January term and semester-long study abroad and study away programs offered through the Smith Center for Global Engagement are highly recommended.
4. Most architecture schools require a strong portfolio in studio art.

B. General recommendations for graduate architecture programs

1. An Art major (with ARTH 255 Italian Art in Context (study abroad)) and Art History courses ARTH 161 History of World Architecture, ARTH 253 Art Since 1945), or
2. An Art History major with ample art studio courses (100- and 200-level), or
3. Any major plus multiple 100- and 200-level studio art and art history courses, or
4. A CIS (Center for Integrative Studies) (p. 178) major with an emphasis on architecture, design, and/or sustainability
5. Your MArch application will include an art portfolio consisting of work from 100- and 200-level foundation courses.

C. St. Olaf recommended courses for graduate architecture programs

1. ARTH 161 History of World Architecture
2. 200-level European, American, and Asian art history courses
3. MATH 119 Introduction to Calculus/MATH 120 Calculus I and MATH 126 Calculus II

4. PHYS 124 Principles of Physics I and PHYS 125 Principles of Physics II or PHYS 130 Analytical Physics I and PHYS 131 Analytical Physics II
5. Courses in environmental studies and sustainability
6. Computer science and digital media courses

D. Other Resources to explore

1. The Studio Art Alumni page: https://wp.stolaf.edu/art/alumni/
2. The Piper Center: https://wp.stolaf.edu/pipercenter
3. The Smith Center: https://wp.stolaf.edu/smithcenter/
4. The Association of Collegiate Schools of Architecture (ACSC): https://www.acsa-arch.org
5. The American Institute of Architects (AIA): https://www.aia.org
6. AIA of Minnesota: https://www.aia-mn.org
7. An interesting website of links to top architecture sites: https://bizop.media/article/top-7-architecture-websites-from-around-the-world/

Business and Management

Sian Christie, Holland Hall 308 (on sabbatical Fall 2025)
507-786-3904
christis@stolaf.edu

Campus contact person: Naafey Sardar, Economics Department and Interim Director of Business and Management Studies Program (Fall 2025); Sian Christie, Economics Department and Director of Business and Management Studies Program (returning from sabbatical January 2026)

Students planning to enter the business world immediately upon graduation and seek a career in accounting, finance, management, or marketing should major in economics and consider an area of emphasis, or they should consider a business and management studies concentration combined with a major other than economics.

Code	Title	Credits
Strongly recommended		
BUS 110	Fundamentals of Business	1.00
BUS 201	Organizational Storytelling	1.00
BUS 225	Principles of Accounting	1.00
BUS 237	Managerial Accounting	1.00
BUS 250	Marketing	1.00
BUS 251	Management	1.00
BUS 252	Legal Aspects of Business	1.00
BUS 255	Leadership	1.00
BUS 266	Business Modeling in Excel	1.00
BUS 268	Design Thinking & Entrepreneurship	1.00
BUS 383	Management Policy and Strategy	1.00
Recommended		
BUS 281	Corporate Finance	1.00
PSYCH 125	Principles of Psychology	1.00
PSYCH 250	Industrial/Organizational Psychology	1.00
THEAT 120	Public Speaking	1.00

The best Masters of Business Administration (MBA) programs do not require a specific undergraduate curriculum. They seek people with strong skills in analysis, communication, and leadership. Typically, students entering an MBA program will have two or more years of work experience.

Information Technology

Ryota Matsuura, Regents Hall (Math) 507
507-786-3417
matsuura@stolaf.edu

Campus contact person: Ryota Matsuura, Professor of Mathematics, Statistics, and Computer Science (MSCS) and MSCS Department Chair

St. Olaf's computer science major provides a deep foundation for applied computing fields since the concepts of computer science provide insights into all forms of computing and because St. Olaf's program emphasizes "hands-on" experience to build up valuable technical skills and strong liberal arts interpersonal skills. The following courses are particularly recommended.

Code	Title	Credits
Recommended for information technology		
CSCI 251 & CSCI 252	Software Design and Implementation and Software Design and Implementation Lab (0.25)	1.25
CSCI 263	Ethical Issues in Software Design	1.00
CSCI 273	Operating Systems	1.00
CSCI 276	Programming Languages	1.00
CSCI 284	Mobile Computing Applications	1.00
CSCI 300	Topics in Computer Science	1.00
Economics and business and management studies courses related to business and accounting		
Internships in industry and/or on-campus with Information Technology (IT)		
Recommended for information systems		
CSCI 263	Ethical Issues in Software Design	1.00
CSCI 284	Mobile Computing Applications	1.00
CSCI 300	Topics in Computer Science	1.00

Journalism

Mary Trull, Rølvaag Memorial Library 526
507-786-3445
trull@stolaf.edu

Campus contact person: Mary Trull, Professor of English and English Department Chair

Code	Title	Credits
Strongly recommended		
ENGL 285	Digital Rhetorics and New Media Literacies	1.00
ENGL 289	Journalistic Writing	1.00
WRIT 211	Topics in Writing	1.00
Recommended		
ARTS 205	Photography	1.00
ARTS 229	Digital Filmmaking	1.00
ENGL 287	Professional and Business Writing	1.00
FMS 220	Film and Media Production	1.00
HIST 248	Sem: Digital Storytelling: Podcasting History	1.00
HIST 280	Intro to Public History	1.00
HIST 375	Problems of Contemporary America	1.00
Other writing courses such as the following:		
BUS 201	Organizational Storytelling	1.00
ENGL 150	The Craft of Creative Writing	1.00
ENGL 291	Creative Nonfiction Writing	1.00
ENGL 373	Advanced Creative Nonfiction Writing	1.00
Coursework in American and modern world history, contemporary sociology/anthropology, ethics, computer science, economics, and political science.		

Law

Leslie Moore, Tomson Hall 270
507-786-3143
moore8@stolaf.edu

Campus contact person: Leslie Moore, Piper Center for Vocation and Career

Law schools search for well-rounded individuals who have strong skills in analytical thinking and expression. For this reason there is no set pre-law curriculum at St. Olaf, and those interested in attending law school are advised to pursue a program that strengthens their abilities in writing, reading, speaking, and analysis. Students desiring more information should visit the Piper Center website and consult with staff in the Piper Center.

Pre-Health Studies

Campus Contact: (See Below for specialties.)

Pre-health studies are a roadmap through the liberal arts that begins with your admission to college and ends with your admission to a health professional school (such as a medical school). At St. Olaf College, this route intersects with our commitment (as stated in the Mission Statement) to an education that fosters critical thinking, heightens moral sensitivity, promotes lives of unselfish service to others and challenges you to become responsible, knowledgeable citizens of the world. Pre-health studies are supported by the dedication and efforts of the faculty of the Health Professions Committee (HPC) and the staff of The Piper Center for Vocation and Career; the Chair of the HPC, Professor Kevin Crisp, serves as the academic advisor for all pre-health students while coaches at the Piper Center support pre-health student professional development and experiential learning.

Overview of Pre-Health Studies

The following information is intended for St. Olaf students who are in the process of deciding what path their future career will take in the health professions. There are many health careers in addition to human and veterinary medicine, dentistry, and nursing. Some of these areas are listed below, along with the advising specialist in that area:

Health Careers	Advising Specialist
Athletic Training	Charles Fountaine
Audiology	Jeremy Loebach
Chiropractic Medicine	Kevin Crisp
Exercise Physiology	Jennifer Holbein
Genetic Counseling	Laura Listenberger
Health Administration	Ashley Hodgson
Mental Health	Carlo Veltri
Nursing	Susan Huehn (nursing majors), Kevin Crisp (non-nursing majors)
Occupational Therapy	Charles Fountaine
Optometry	Jay Demas
Pharmacy	Doug Beussman
Physical Therapy	Charles Fountaine
Physician Assistant	Kevin Crisp
Podiatry	Kevin Crisp
Public Health	Andrea Conger
Speech Language Pathology	Jeremy Loebach
Veterinary Medicine	Diane Angell

Preparing for any health science profession requires careful planning, as prerequisites vary by field and even by school or program. More information concerning professional preparation for these areas can be found on the Piper Center website. Students should seek advice from their academic advisor, the Piper Center staff, and the HPC as they plan and prepare for health science professions.

Pre-Nursing Students Not Majoring in Nursing

For specific details about the undergraduate nursing major at St. Olaf, please see the nursing major (p. 265) catalog page. Students who are not nursing majors interested in pursuing a Nurse Practitioner degree

or a Master of Science in nursing most often will need to complete the following pre-requisites:

Code	Title	Credits
Two semesters of anatomy and physiology:		2.00
BIO 143	Human Anatomy and Physiology: Cells and Tissues (Not Recommended for Biology Majors)	
BIO 243	Human Anatomy and Physiology: Organs and Organ Systems	
BIO 231	Microbiology	1.00
BIO 290	Medical Terminology (0.25 credit)	0.25
CHEM 125	Structural Chemistry and Equilibrium	1.00
NURS 110	Nutrition and Wellness	1.00
PSYCH 125	Principles of Psychology	1.00
PSYCH 241	Developmental Psychology	1.00
SDS 172	Statistics 1	1.00

Prerequisites for Pre-Medical, Pre-Dental, Pre-Physician Assistant, and Pre-Podiatry Students

Each medical school (whether MD or DO), dental school, and physician assistant program differs somewhat in their exact list of courses required for admission. However, St. Olaf's OLE Core curriculum provides students with most of the non-science prerequisites typical of these programs. The following courses are recommended for all students planning on entering medical schools (either MD or DO) or dental schools.

Code	Title	Credits
Recommended Coursework (for MCAT preparation and medical school admissions)		
MATH 119	Introduction to Calculus	1.00
or MATH 120	Calculus I	
Two semesters of general biology (typically BIO 150 and BIO 227)		2.00
Select one of the following:		2.00-3.00
CHEM 122 & CHEM 126	Introductory Chemistry and Energies and Rates of Chemical Reactions [1]	
or		
CHEM 125 & CHEM 126	Structural Chemistry and Equilibrium and Energies and Rates of Chemical Reactions [1]	
CHEM 247 & CHEM 248	Organic Chemistry I and Organic Chemistry II	2.00
CHEM 379	Biochemistry I (organic chemistry is a prerequisite; required at some medical schools)	1.00
PHYS 124 & PHYS 125	Principles of Physics I and Principles of Physics II	2.00
BIO 243	Human Anatomy and Physiology: Organs and Organ Systems (one semester of physiology, human or animal)	1.00
or BIO 247	Animal Physiology	
PSYCH 125	Principles of Psychology	1.00
One sociology course (SOAN 121 is open to first-year students only)		1.00
One statistics course (typically SDS 172)		1.00

1 MATH 119 or MATH 120 is a prerequisite for CHEM 126

Pre-medical students should note that there is much more to being a competitive candidate for medical school than course planning. A competitive candidate to medical school might have a GPA of 3.7 or above, an MCAT score of greater than 510, significant experience with patients in a medical setting, and long-term volunteer experience (especially working with marginalized populations).

Pre-dental students should note that many dental schools recommend that students take a semester of introductory psychology, a semester of statistics, and coursework in studio art and English (e.g., composition), and both BIO 143 and BIO 243 in addition to the recommended natural science and mathematics coursework above.

Prerequisites for podiatry programs are similar to those for medical school, and some podiatry schools may accept the MCAT, DAT, or GRE. A student who will use the MCAT when applying to podiatry school should take courses in psychology, sociology, and statistics in addition to the natural science and mathematics courses recommended for pre-medical students.

Prerequisites for physician assistant programs are similar, but prerequisites can vary by program. Students are also recommended to take:

Code	Title	Credits
PSYCH 125 & PSYCH 241	Principles of Psychology and Developmental Psychology	2.00
Medical terminology (typically as BIO 291)		0.25
One course emphasizing speech and communication		1.00
BIO 143 & BIO 243	Human Anatomy and Physiology: Cells and Tissues and Human Anatomy and Physiology: Organs and Organ Systems	2.00
One statistics course		1.00

Recommendations for Graduate Study

Health professions graduate schools (such as medical schools) are looking for well-rounded individuals who are interested in a wide variety of areas and have demonstrated their interest in both medicine and people. Students should take advantage of the many opportunities to obtain patient contact and observe practitioners at work in their field of expertise. Medically related experience is essential to successful application to many health profession programs; medical schools strongly recommend potential applicants obtain

medically related work or other contact with patients, and successful candidates to physician assistant programs often have 2000+ hours of paid, hands-on work with patients before the student submits an application. The Piper Center's coaches and peer advisors can assist students in finding shadowing opportunities with physicians in their hometown, with alumni, or with healthcare professionals in the Twin Cities. Internships during the January term and summer of the student's sophomore or junior year work well. Students may also shadow healthcare professionals during the summer, or work in a hospital, clinic, or nursing home (e.g., as a CNA); note that formal registration for credit is **not** required.

Some medical schools value research experience, whether in the laboratory, the field, or internships (such as the Innovation Scholars or the Norway Innovation Scholars Program, or the Rockswold or Mayo Health Scholars Program). Students should also maintain a high level of involvement in extra-curricular activities. They should select and involve themselves in activities of genuine interest. Extensive involvement in a few activities ranging from music to athletics to clubs (such as the pre-health professionals club, AMSA, Alpha Epsilon Delta, etc.) can demonstrate and develop valued traits such as dedication, commitment, leadership, perseverance, and professionalism. However, extracurricular commitments should not be permitted to negatively influence academic performance.

Health professions schools are also interested in students who have demonstrated compassion and empathy through volunteer activities. Examples of volunteer activity include hospice programs, home health aide, crisis-line counseling, working with individuals with physical disabilities or individuals with developmental delays, working with survivors of abuse, or with disadvantaged youth. Long periods of service involvement are preferred to brief stints in many activities. Note that some medical schools require non-medical volunteer experience, and some physician assistant programs specify that volunteer activity should be unpaid and emphasize working with marginalized populations.

Special Internships and Opportunities

The Physician in Clinical and Hospital Health Care

This program occurs during the St. Olaf January term at the clinics and hospitals of the M Health Fairview Health System in the Minneapolis-St. Paul area. Students at the M Health Fairview locations shadow designated physicians and providers through their daily activities in pertinent clinical and hospital settings. The student experience involves exposure to primary and specialty care area settings involving patients from all age groups. Students may experience emergency care and will become acquainted with many providers in discussions about the field of medicine. If appropriate and possible, students will be invited to attend lectures and grand rounds that are held during the student observation period. Students are observers only; they will not participate in the delivery of medical care unless cleared to do so in an emergency. The M Health Fairview Clinics involved may include but are not limited to: M Health Fairview University of Minnesota Medical Center - East Bank, M Health Fairview University of Minnesota - West Bank, Cedar Ridge, Eden Center, Hiawatha, and Lakes Regional Medical Center. Students are responsible for their own transportation to the assigned clinic site either from their home or from campus. Contact Professor Kevin Crisp (crisp@stolaf.edu) or Dana Rechtzigel (rechtz1@stolaf.edu) in the Piper Center for further information.

Innovation Scholars Program

Innovation Scholars at St. Olaf College offers a high-impact experiential learning opportunity during January term and involves selected students working on cross-disciplinary teams on real-world challenges in technology transfer and entrepreneurship. Innovation Scholars programming utilizes a hybrid format and offers multidisciplinary teams the opportunity to engage in the business development of new innovations in real time by working on projects drawn from Mayo Clinic, Medical Alley companies, NASA, Medtronic, and other institutions. This program is an initiative between a select group of Minnesota Private Colleges and medical companies, with funding through the Medtronic Foundation. A team of four students will represent St. Olaf College each January and summer in the Innovation Scholars Program. The project team will be composed of students representing a variety of science and economics backgrounds who demonstrate strong analytical and communication skills and success as an effective team member. Kevin Crisp, Biology and Neuroscience, will serve as the faculty advisor. The team may also be mentored by an MBA graduate student. Students apply through Handshake (Piper Center).

Norway Innovation Scholars Program

Norway Innovation Scholars Program offers an opportunity for selected undergraduate science, nursing, and business majors to complete research projects submitted by Norway Health Tech, a Norwegian Biotech cluster facilitating the country's growth of new and innovative healthcare solutions. A team of four students will represent St. Olaf College each January, and typically have the unique opportunity of spending four weeks in Norway in January performing market analysis, evaluating intellectual property issues, and creating a strategic plan. The project team will be composed of students representing a variety of science and business backgrounds who demonstrate strong analytical and communication skills and success as an effective team member. Kevin Crisp, Biology and Neuroscience, will serve as the faculty advisor. Students apply through Handshake (Piper Center).

Rockswold Health Scholars

This clinical and research internship program provides current St. Olaf students an unparalleled hands-on experience at the Hennepin County Medical Center in Minneapolis, MN. HCMC is known for its dedication to providing care to vulnerable, diverse, and underserved populations regardless of their ability to pay for medical services. Students will expand their professional network and improve their knowledge regarding potential paths within the healthcare field. Selected participants are provided housing and live together in the spirit of support, learning, and mutuality. Students apply through Handshake (Piper Center).

Health Scholars at Mayo Clinic

St. Olaf alumni at Mayo Clinic have established a research internship program that provides current St. Olaf students an unparalleled hands-on experience at the Mayo Clinic in Rochester, MN. Healthcare is undergoing transformative changes. Understanding how the healthcare team interacts and collaborates to serve the needs of the patient is critical in order to provide the best quality of care. Students will be exposed to how Mayo Clinic provides comprehensive integrated care through weekly seminars and exposure to healthcare innovation/administration. In addition, students will conduct directed research projects. Selected participants are provided housing and live together

in the spirit of support, learning and mutuality. Students apply through Handshake (Piper Center).

Human Gross Anatomy (Cadaver Dissection)

Offered for more than 20 years, the Human Gross Anatomy course presents a unique opportunity for eight undergraduate students to dissect two human cadavers. Dissection is completed during the fall with the expectation that dissectors will also participate as teaching assistants for the lab component of the Human Anatomy and Physiology II course. Students apply through the Biology Department. Note that this course is now offered as a section of BIO 299.

Courses

Additional Courses of Interest

BIO 143: ***Human Anatomy and Physiology: Cells and Tissues***
The study of the anatomy and physiology of the human body is founded on a thorough understanding of the structure and function of cells and tissues. Students attend lectures plus one three-hour laboratory per week. This course may not be taken after completion of CH/BI 227 or BIO 227. Offered in the fall semester.

BIO 231: ***Microbiology***
Microbiology examines the morphology, composition, metabolism, and genetics of microorganisms with emphasis on bacteria and viruses. Students examine the dynamic impact of microbes on humans, the immune response, and the role of microbes in the environment. Students attend lectures plus one three-hour laboratory per week. Offered annually during Fall semester.
Prerequisites: BIO 143 or BIO 150, and one chemistry course.

BIO 243: ***Human Anatomy and Physiology: Organs and Organ Systems***
Students journey toward greater understanding of the human body through an integrated study of the structure of the body (anatomy) and how organs such as the brain, heart, and kidney perform their remarkable functions (physiology). The course is designed primarily for students intending careers in the health sciences. Students attend lectures plus one three-hour laboratory per week. Offered each semester.
Prerequisite: BIO 143, or BIO 150 and BIO 227 or CH/BI 227.

BIO 382: ***Immunology***
Immunology focuses on the structure, development, and function of the immune system. The course explores the molecular and cellular basis of the immune responses. The application of immunological principles to allergy, autoimmunity, AIDS, transplantation, and cancer are included. Students attend lectures plus one three-hour laboratory per week. Offered annually during fall semester.
Prerequisites: BIO 227 and BIO 233.

ECON 245: ***Economics of Health Care***
The health care sector in the U.S. is undergoing rapid change that affects patients, providers and payers. Managed care and managed competition are restructuring the delivery of health care services and reducing costs, while frustrating physicians and patients. The course examines the economic factors leading to the changes, current issues and controversies, and federal health policies. Students interested in nursing, medicine, and the sciences are encouraged to enroll. Offered annually.
Prerequisites: ECON 121 or permission of instructor.

PHIL 250: ***Biomedical Ethics***
This course clarifies central concepts and distinctions developed in the literature of moral philosophy and applications of those concepts and distinctions to concrete moral problems that arise in the practice of medicine. Issues may include euthanasia, abortion, medical paternalism, allocation of scarce medical resources, culturally sensitive medical care, pandemics, and conflicts of loyalty in managed care. Readings are drawn from both philosophical and medical discussions. Offered annually.

SOAN 267: ***Medical Anthropology***
How do people understand illness and healing? How does social inequality shape health? These are among the questions explored by medical anthropology. In this course students examine the ways people in different societies experience their bodies, by looking at AIDS in Haiti, old age in India, and childbirth in the United States. Students investigate diverse understandings of health, different means of promoting healing, and the role of power in providing medical care. Offered annually.

Public Policy

Christopher Chapp, Tomson Hall 283B
507-786-3697
chapp@stolaf.edu

Campus contact person: Christopher Chapp, Political Science Department

Recommended: Courses in political science and economics are most directly applicable and are strongly recommended. However, a broad liberal arts education also provides strong preparation. Courses in all disciplines can offer unique perspectives on public policy issues and excellent training for a career in public service.

Students with an interest in an international career (such as the Foreign Service) should, in addition to courses recommended above, pursue advanced world language studies.

Theology and Seminary

Matthew Marohl, Boe Memorial Chapel 18B
507-786-3341
marohl@stolaf.edu

Campus contact person: College Pastor Matthew Marohl or Jason Ripley, Religion Department Chair

The Association of Theological Schools (ATS) recommends that college students study the following subjects:

- English language and literature
- History, including non-Western cultures as well as European and American
- Philosophy, particularly its history and its methods
- Natural sciences, both the physical and the life sciences
- Social sciences, where psychology, sociology, and anthropology are particularly appropriate
- The fine arts and music, especially for their creative and symbolic values
- Biblical and modern languages
- Religion, both in the Judeo-Christian and in the Near and Far Eastern traditions

Students should acquaint themselves with the specific entrance requirements of the schools to which they might apply.

Students interested in further advice may consult with the college pastor or with members of the Religion Department.

ADMISSIONS AND FINANCIAL AID

- Admissions Procedures (p. 356)
- Financing Your Education (p. 361)
- Financial Aid Program (p. 358)

Admissions Procedures

Tomson Hall 220
507-786-3833; 800-800-3025
wp.stolaf.edu/admissions

St. Olaf College seeks to assemble a student body that reflects a variety of geographic, cultural, socio-economic, racial, ethnic, and religious backgrounds. Each class reflects the college's commitment to enrolling a diverse and energetic group of students eager to embrace the challenges of a liberal arts education. Admissions decisions take into consideration academic achievement and aptitude, personal qualifications, evidence of service and leadership, and significant involvement in school and community.

If you have questions about the application process, please contact the Admissions Office at 800-800-3025.

Recommended Preparation

A secondary school program combining breadth and depth is an excellent preparation for study at St. Olaf. Honors, Advanced Placement, International Baccalaureate, Cambridge A level, or accelerated and enriched coursework, when available, are particularly helpful. St. Olaf recommends a program of study that includes the following:

- Four years of English;
- Three to four years of mathematics;
- Three to four years of natural science;
- Three to four years of social studies; and
- Two to four years of the same second language, including study in the senior year.

Successful applicants to St. Olaf have pursued an academically rigorous high school program that emphasizes creativity, writing, and critical analysis. Analytic and quantitative skills are important for all students. In addition, students are encouraged to take academic electives such as computer science, economics, the fine arts, geography, journalism, sociology, speech, and world history. Keyboarding, word processing, health, and physical education, while valued, are not acceptable substitutes for academic subjects.

Careful attention is given to each application, and explanation of special circumstances is encouraged. St. Olaf offers a variety of courses designed to meet the diverse needs, interests, and qualifications of new students.

Application Requirements

Each application for admission is reviewed on its own merit. Applicants to St. Olaf must submit:

1. The Common Application, available from high school guidance offices or online at http://www.commonapp.org *or* http://wp.stolaf.edu/admissions/apply/.
   a. If a student wishes, they may submit their application through the Coalition instead of the Common Application. The Coalition application is available at http://www.coalitionforcollegeaccess.org/
2. An official transcript from an accredited high school or equivalent (see below). This transcript must include grades through the junior year in high school.

3. One (two are encouraged) letter of recommendation from a teacher, preferably from a class taught in grades 10-12 in an academic subject: English, world language, history, social studies, mathematics, or the natural sciences.
4. An additional letter of recommendation, which may come from another individual who knows the applicant well.

High School Transcript

An official transcript of the high school academic record showing completed high school work, rank in class (where available), and test scores must be submitted by the appropriate deadline.

College Entrance Tests

The single most important academic factor for applicants to St. Olaf is the record of achievement reflected in the candidate's high school transcript. Standardized test results are important, but a secondary factor. St. Olaf does not require submission of standardized test scores, but we will accept and consider them in our review process for students who choose to submit them. Applicants who choose to submit scores are advised to take either the ACT or SAT early in the college admissions process, and not later than fall of the senior year. High school counseling/guidance offices have information on the tests, test dates, testing centers, and registration procedures.

Types of Application

Three types of application are available to students: Early Decision, Early Action, and Regular Decision

Early Decision Application
Early Decision is designed for students who have determined that St. Olaf is their first choice. Students may not submit Early Decision applications to other institutions and must withdraw all other applications upon acceptance. There are two rounds of Early Decision. Applicants who submit their complete Early Decision I application by November 1 will be notified by December 15. Applicants who submit their complete Early Decision II application by January 15 will be notified by February 10.

Early Action Application
Early Action is available to students who wish to learn their admission status to St. Olaf prior to the Regular Decision timeline but may have not yet determined whether or not they are prepared to commit to St. Olaf. Early Action follows a similar timeline to the Early Decision I process but does not require a binding commitment. Applicants who submit an Early Action application by November 1 will be notified by December 23rd.

Regular Decision Application
Students considering a number of different colleges should apply under our Regular Decision process. The Regular Decision application deadline is January 15 and applicants will be notified on or about March 15.

Institutional Eligibility

St. Olaf College admits as regular students only persons who—

- Have a high school diploma; and/or
- Have the recognized equivalent of a high school diploma; and/or
- Have completed at least 6 credit hours that are applicable toward a degree or certificate offered by the institution.

St. Olaf College ensures the validity of the high school diploma or college credit hours by requiring the student to submit an official transcript.

If this is not possible or there is reason to doubt the validity of the high school diploma or recognized equivalent, St. Olaf College will contact the student's home state educational agency to verify completion of high school, recognized equivalent of a high school diploma or college coursework.

Admission to the Music Program

Students who intend to major in music or who wish to apply for a St. Olaf music scholarship must submit the music scholarship application form, audition CD, music resume, and letter of recommendation to the Music Admissions Office by December 15. All students must also complete the college application for admission by January 1. More information can be found online at wp.stolaf.edu/musicadm/ or by calling 507-786-3297.

Admission of Transfer Students

To receive full consideration for admission for September, transfer students must complete the application for admission by April 1 (notifications sent by May 1). Applications completed after that date will be considered on a rolling and space-available basis. Transfer students should complete the Common Application along with the Registrar's Report. Students should also submit an official final high school transcript and official college transcripts showing all completed college coursework. The St. Olaf registrar will provide transfer students with an evaluation of their transcripts for transfer of course credits. More information on transferring can be found here: http://wp.stolaf.edu/transfer-applications/

A maximum of 18 courses may be transferred. St. Olaf requires a residency of 17 courses over the equivalent of two years. The grades earned at other institutions are entered on the St. Olaf record but are not calculated in the St. Olaf grade point average.

Transfer Courses and Credits

Consult Transfer of Credit to St. Olaf College (p. 38) in the Academic Regulations and Procedures section of this catalog for details.

The Academic Regulations and Procedures (p. 16) section of this catalog contains important information about limitations on future transfer courses taken at other colleges after a student transfers to St. Olaf. Transfer students should refer to the transfer credit scale and questions should be directed to the Registrar's Office at 507-786-3015.

International Students

Students who are neither U.S. citizens nor permanent residents of the United States are considered international students at St. Olaf College who may apply under the Early Decision or Regular Decision processes. International students are required to submit official results of the TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System), ACT, or SAT. If English is not the official language of the student's home country or the primary language of instruction, the TOEFL or IELTS is required. More information can be found online at http://wp.stolaf.edu/international-applications/ or by calling 507-786-3025.

Services to international students include airport pickups, special orientation sessions, peer counselors, intercultural programs,

friendship family program, and academic, financial, and U.S. Immigration counseling.

St. Olaf College was approved for non-immigrant students by the Immigration and Naturalization Service on December 15, 1983, file number SPM 214F0253.000, and is authorized under federal law to enroll F-1 and J-1 non-immigrant students.

National Candidate Reply Date

Students admitted under Regular Decision must notify the Admissions Office of their college choice by the national candidate reply date of May 1. To confirm enrollment, a non-refundable payment is to be made on or before May 1. It will be credited toward the student's comprehensive fee.

Advanced Placement, International Baccalaureate, and Cambridge A Level and Credit

See the Transfer of Credit to St. Olaf College (p. 38) section of this catalog for details on Advanced Placement, International Baccalaureate, and Cambridge A Level credit.

Part-Time Students

"Part-time" students are those who intend to graduate from St. Olaf and who register for fewer than three (3.00) credits in a term. Such students must also apply to the Admissions Office.

Financial Aid Program

507-786-3019; 1-877-235-8386
finaid@stolaf.edu
wp.stolaf.edu/financialaid

The mission of the Financial Aid Office is to provide access to a St. Olaf education by proactively serving and educating families of varied socio-economic backgrounds. Financial aid programs are administered with a commitment to equity, consistency, and transparency in awarding institutional resources.

The responsibility for financing a St. Olaf education rests first with the student and their family. First-year students who wish to be considered for St. Olaf institutional gift aid must complete the CSS Profile and the Free Application for Federal Student Aid (FAFSA). Returning students must complete the FAFSA. Using an institutionally approved formula, these documents provide the details of the family's financial situation, from which the expected family contribution toward the student's annual educational expenses is calculated.

"Demonstrated need" is the difference between the annual educational expenses at St. Olaf College and the expected family contribution. Demonstrated need is the basis on which most St. Olaf financial aid is awarded. The college provides each student with a financial aid package, which may include scholarships, grants, loans, and/or student employment to meet demonstrated need.

Student Financial Aid

Only full-time students who are degree candidates at St. Olaf College in their first eight semesters are eligible for financial assistance from the college. If a student must be enrolled for a ninth or tenth semester they need to appeal for institutional aid. If a student anticipates taking more than 8 semesters to complete their program, please meet with the Financial Aid Office to discuss individual financial aid options and process.

Financial aid is credited directly to the student's comprehensive fee account. Financial aid is credited on an equal basis for the fall semester and the spring semester.

An Endowment Advantage

The endowment at St. Olaf consists of funds contributed to St. Olaf by alumni, parents, faculty, staff, corporations, foundations, and other friends of the college. Some of the income from the endowment is applied to grants and scholarships.

Endowment earnings and annual gifts help support the operating budget of the college, and thus, every student attending St. Olaf — whether receiving financial aid or not — is a beneficiary of donor generosity.

Scholarships

St. Olaf Academic Scholarships

St. Olaf Academic Scholarships range from $2,000 to $33,000 per year. The awards are renewable for each of the recipient's four years at St. Olaf.

Many schools that offer merit and talent scholarships prescribe strict criteria with respect to a high school GPA, test scores, class rank, etc. St. Olaf has found that such prescriptions often discourage very successful students from competing. As such, we are inclined

to respect the differences among high schools and not list a set of minimum criteria for scholarship candidates.

Eligibility for St. Olaf Academic Scholarship awards is based primarily on academic performance in high school; selection is highly competitive. Evidence of participation in extracurricular activities in addition to academic performance is highly valued.

Recipients of St. Olaf academic scholarships may be designated a Buntrock Scholar, Regents Scholar, Presidential Scholar, Dean Scholar, Faculty Scholar or St. Olaf Academic Scholar.

Candidates who apply to the college are automatically considered by virtue of their application for admission and supporting materials.

National Merit Scholarships

Applicants who designate St. Olaf College as their first-choice college with the National Merit Scholarship Corporation are eligible for the St. Olaf National Merit Scholarship award. St. Olaf sponsors merit scholars with up to $2,000 annually.

Fine Arts Scholarships

The St. Olaf Fine Arts division offers a variety of merit scholarships to incoming students who have excelled in the areas of music, dance, art, and theater.

Refer to the website to learn more about eligibility and application criteria.

Grants

St. Olaf Grants

St. Olaf Grants are need-based grants from the college to the student; they do not have to be repaid. The amount of the grant is based on the amount of need the family demonstrates through completion of the CSS Profile and the FAFSA.

Partnership Grant Program

Partnership Grant Program provides up to $1,000 per year per student as a match to scholarships given by a faith organization or from select outside scholarship organizations.

Federal Pell Grant

Federal Pell Grant is a federally based grant program with awards ranging from $596 to $7,395. The amount of the award is determined by the federal government.

Federal Supplemental Educational Opportunity Grant (FSEOG)

Federal Supplemental Educational Opportunity Grant (FSEOG) is a federally funded grant program for students with financial need. The amount of the award — up to $3,000 per year — is determined by the Financial Aid Office.

TEACH (Teacher Education Assistance for College and Higher Education) Grant

TEACH (Teacher Education Assistance for College and Higher Education) Grant program is a federal grant program that provides grants of up to $4,000 per year to juniors and seniors who plan to teach full-time in high-need fields in public or private elementary or secondary schools that serve low-income students. Recipients of TEACH Grants must teach for at least four academic years within eight calendars years of completing their program of study. **IMPORTANT: Students who fail to complete the service obligation will have all amounts of the TEACH Grants received converted to Federal Direct Unsubsidized Stafford Loans that must then be repaid to the U.S. Department of Education. Interest will be charged from the date the grant was received.**

Minnesota State Grant

Minnesota State Grant is a program limited to students who are graduates of a Minnesota high school or whose parents currently reside in Minnesota. Awards, ranging from $1,000 to $13,000 per year, based on need, are determined by the Minnesota Office of Higher Education.

For state grant purposes, full-time is defined as at least 3.75 courses per semester. Students who are enrolled in fewer credits during the school year will experience reductions in State Grant amounts.

Loans

Federal Direct Stafford Loans (Subsidized and Unsubsidized)

Many students qualify for a Federal Direct Stafford Loan, which can provide up to $5,500 per year for first-year students, $6,500 for second-year students, and up to $7,500 for third- and fourth-year students.

The type of loan awarded is based on demonstrated need. Federal student loans are secured through the Federal Government via the William D. Ford Direct Loan program. As an undergraduate, a student may borrow up to a total of $31,000 through the Federal Direct Lending Loan program. Direct loans are subject to an origination fee.

For 2024-25, the interest rate on Direct Subsidized and Unsubsidized loans was fixed at 6.53%. The federal government pays the interest on subsidized loans during in-school and deferment periods. The interest on unsubsidized loans accrues during the in-school and deferment periods. However, payment of principal and interest can be deferred until the student leaves school.

Repayment begins six months after a student ceases to be at least a half-time student and is normally completed according to a 10-year repayment schedule. For those students who borrow about $4,000 or less, minimum monthly payments of $50 are required but result in a repayment period shorter than 10 years.

Federal Direct Parent Loan for Undergraduate Students (PLUS)

Parent Loan for Undergraduate Students (PLUS) is a program open to credit-worthy parents. PLUS funds are secured through the federal government via the William D. Ford Direct PLUS Loan program. The PLUS program is guaranteed by the federal government.

Parents may borrow up to the cost of education, minus any financial aid received. For 2024-25 year, the interest rate on Direct PLUS Loans was fixed at 9.08%. PLUS loans are subject to an origination fee. Repayment on PLUS loans begins within 60 days after receipt of loan proceeds and can be extended over 10 years. Completion of the Free Application for Federal Student Aid (FAFSA) is required.

Student Employment

Need-based, part-time employment on campus traditionally has offered students the opportunity to help defray their college expenses and gain useful work experience. Priority is given to those students who receive student employment as a component of their financial aid award.

Students are paid a wage ranging from $11/hour to $15/hour depending on the position. Student work awards are in the range of $1,000-$3,500. Work awards are not a guarantee that a student will earn a specified amount through campus employment; it is a maximum amount a student has the potential to earn.

Renewal of Financial Assistance

Financial aid is awarded on an annual basis and may be renewed to eligible students upon application. The FAFSA (Free Application for Federal Student Aid) must be submitted by April 30 each year. The amount of the renewal award is based on demonstrated financial need.

Students may obtain information and application instructions from the Financial Aid Office.

Satisfactory Academic Progress (SAP)

To maintain eligibility for all types of financial aid, students must make satisfactory academic progress towards a degree. The standards for maintaining **Satisfactory Academic Progress** (SAP) are based on federal regulations and may differ from standards developed by the Registrar's Office.

Qualitative Standard of Progress

All students are required to meet the minimum cumulative grade point average (GPA) shown on the chart below.

Quantitative Standard of Progress

All students are required to complete the minimum number of courses in the time frame outlined in the chart below.

Total Credits Earned	Semester	Pct of Attempted Courses Completed	Cumulative GPA
Credits Earned 0-7.75	Fall/January term/Spring	67%	1.80
Credits Earned 8-16.75	Fall/January term/Spring	67%	1.90
Credits Earned 17-24.75	Fall/January term/Spring	67%	2.00
Credits Earned 25+	Fall/January term/Spring	67%	2.00

Maximum Time Frame Standard

Satisfactory Academic Progress includes a maximum time frame component that specifies that students may not receive federal aid in excess of 150% of the credits required to complete the degree. St. Olaf requires a minimum of 35 credits for graduation, and normally students are expected to fulfill all graduation requirements in four years or the equivalent of eight academic semesters. No additional time is granted for changes to the major or to complete requirements beyond the minimum graduation requirements; no additional time will be awarded for a student to complete two majors, nor may a student complete a second major out of residence. Under special circumstances, if additional time is necessary for a student to complete minimal degree requirements, an extension of student status beyond eight semesters may be granted by the Financial Aid Office in consultation with the Academic Success Center. Generally, no more than nine semesters of enrollment will be authorized.

Evaluation Period

The Financial Aid Office will evaluate Satisfactory Academic Progress after each period of enrollment (Fall, January term/Spring, and Summer if applicable).

Failure to Meet Standards

Students who are not meeting Satisfactory Academic Progress standards are notified in writing (via the St. Olaf email address).

Warning

If, at the end of the evaluation period, a student has not met either the qualitative standard (GPA) or the quantitative standard (number of completed courses), the student will be placed on Warning for one evaluation period. Students on Warning are eligible to receive financial aid. If at the end of the Warning period a student who has been on Warning has met both the qualitative standard (GPA) and the quantitative standard (number of completed courses), the Warning status is ended and the student is returned to good standing.

Suspension

If at the end of the Warning period, a student who has been on Warning status HAS NOT met both the qualitative standard (GPA) and the quantitative standard (number of completed courses), or the maximum time frame standard, the student shall be placed on Financial Aid Suspension and will not be eligible to receive financial aid.

Satisfactory Academic Progress Appeals

A student who is placed on Financial Aid Suspension has the right to appeal based on special, unusual, or extenuating circumstances causing undue hardship such as a death in the family, student's injury or illness, or other special circumstances.

For St. Olaf's complete Satisfactory Academic Progress policy, including detailed information on appeals, probation, suspension, and regaining aid eligibility, please visit the Financial Aid Office website at: http://wp.stolaf.edu/financialaid/aid/terms-and-conditions-of-your-award/ or contact the Financial Aid Office.

Sources of Aid for Students without Demonstrated Need

Families of students who do not qualify for financial aid on the basis of FAFSA applications may qualify for alternate sources of assistance, such as:

Federal Direct Parent Loan for Undergraduate Students (PLUS)
Federal Direct Unsubsidized Loans
Student Private Alternative Loans

For More Information

More detailed information on financial aid can be obtained at the website of the Financial Aid Office (http://wp.stolaf.edu/financialaid/), or by contacting:

Financial Aid Office
1520 St. Olaf Avenue
St. Olaf College
Northfield, MN 55057-1098
507-786-3019, toll-free 877-235-8386
finaid@stolaf.edu

Financing Your Education

507-786-3296 or 866-640-4702
tuition@stolaf.edu
wp.stolaf.edu/stuacct

St. Olaf College charges its students a comprehensive fee, which is set annually by the Board of Regents. This fee includes tuition (3.0 to 4.50 credits per semester), full board and room for on-campus students (special arrangements are made for off-campus students), the college newspaper, and admission to athletic events, artist series, and convocations.

Comprehensive Fee for 2025-26

Tuition	$ 62,700
Housing	$ 6,820
Meal Plan	$ 7,480
Total	$ 77,000

Full-time students who take more than 4.50 courses in any semester will be charged $980.00 per 0.25 credits above 4.50.

Above and beyond the tuition, including possible overload charge, additional costs should be anticipated for books, course fees, private lessons in music, special housing arrangements, and special courses, including study skills and study abroad or away programs. See Additional Costs and Fees (p. 362) for detailed information.

St. Olaf aims to maintain all published charges throughout the school year but reserves the right to make adjustments and change procedures should unforeseen conditions make it necessary.

Veterans Benefits

The Veterans Benefits and Transition Act of 2018 added a provision to 38 USC 3679 that requires schools to allow eligible beneficiaries to attend class without penalties while awaiting payments from the VA. Contact the Registrar's Office at registrar@stolaf.edu or 507-786-3015 with any questions.

Billing Statements

All statements are issued electronically on a monthly basis. Students will receive an email to their St. Olaf account when a new bill is generated if there is a balance due. Statements can be viewed online through the Student Information System (SIS). Parents can view statements if the student has set up Parent Access (p. 361).

Parent Access

Students can authorize others to access their bills, grades, degree audit, and schedule. **The student must be the one to set up access due to** FERPA **privacy regulations.** Students can grant parent access through the Student Information System (SIS). Consult the Parent Access web page for more information.

Payment Options

Payments

Students pay in two installments. The first semester payment is due on August 1, 2025; the second semester payment is due on February 1, 2026. If payments are not made on time, a finance charge of 0.5 percent per month is assessed on the unpaid balance. Future

registration and release of official student records may be withheld in accordance with the College's financial hold policy.

St. Olaf College accepts the following forms of payment:

Cash
Students and guest payers may make cash payments in-person at the Student Financial Services Office. Cash should never be mailed.

Check
Students and guest payers may pay their term fees via check either in-person at the Student Financial Services Office, through mail, or online using e-check/ACH. A $30 returned payment fee will be added to the student's account for all payments returned by the bank.

Checks should be mailed to:

St. Olaf College
Business Office
1520 St. Olaf Avenue
Northfield, MN 55057

Please make sure to include the student's name and ID number on the check.

Credit Card/Debit Card
Students and guest payers may make student account payments online with a Visa, MasterCard, Discover, or American Express credit card. St. Olaf College cannot accept credit card or debit card payments in-person, over the phone, or through the mail. Credit cards will only be accepted online in SIS or the Parent Portal via Flywire, a vendor contracted by St. Olaf College.

There is a 2.85%, $3 minimum credit card service fee for any domestic credit card payment made to the college.
There is a 3.95%, $3 minimum credit card service fee for any credit card payment made from a card issued outside the US.

Students and parents (with access) can log into SIS or the parent portal to view the account and make payments.

St. Olaf College allows "quick payments" without logging in. A payer needs the student's name and ID number to make a payment online.

International Wires

St. Olaf College has partnered with Flywire to offer an innovative and streamlined way to make international tuition payments. Students can access Flywire international payment option through the payment portal in SIS.

Monthly Payment Plan

St. Olaf partners with Flywire for our payment plan provider for the 2025-2026 academic year. Families can split their semester payment into a maximum of 5 payments over the course of the semester. The cost to enroll is $52 per semester. To enroll in the plan log into SIS or the Parent Portal. See the payment plan website for more information.

For more information contact:

The Student Accounts Office
St. Olaf College
1520 St. Olaf Avenue
Northfield, MN 55057-1098
Tel: 507-786-3296 or 866-640-4702

Payment Schedule for 2025-26

Fall semester balance is due on or before August 1, 2025.

Spring semester balance is due on or before February 1, 2026.

Advance Payment for 2025-26

All students are required to pay a $300 deposit prior to registering when they first enroll at St. Olaf. This singular deposit will be placed in a hold account and not applied to charges. After graduating, the deposit will be refunded to students, minus any outstanding charges.

Each year students will be asked to confirm their intent to enroll for a subsequent term, and as part of that process, the deposit will carry forward. If a student takes a leave of absence or withdraws the deposit will be forfeited.

New students who are concerned about the deposit amount should work with their Admissions counselor. First-Year Students – Deposits are non-refundable. They are either held until the next year or forfeited. First-Year Students must contact the Admissions Office if withdrawing. If a student is deferring enrollment until the following year, the deposit will be held for up to one year until that student returns to St. Olaf.

Additional Costs and Fees

Books and Supplies

$1,000 average per year depending on course of study.

Fees for Private Music Lessons

$650 for non-Music majors (in addition to tuition charge). One 30-minute lesson per week, per semester, in voice, piano, organ, or historical, orchestral, or band instruments. If a student drops a private music lesson after the sixth day of the semester, there is no refund of the lesson fee. If a student's schedule with overload includes a music lesson, both the music lesson fee and the overload tuition charge are required.

Health Insurance

St. Olaf requires that all students enrolled at the college have health insurance. This requirement is in place for the protection of our students.

Domestic Students
Students must have insurance that covers emergency care in Minnesota but are not required to have coverage based in Minnesota, and families with outside insurance will no longer need to submit a waiver providing proof of coverage.

International Students
St. Olaf will continue to require our international students to participate in the international student plan through LewerMark.

Supplemental Accident Insurance
St. Olaf will be providing a basic accident benefit that provides up to $5,000 for expenses relating to an accident occurring on or off campus. Students do not need to sign up for this benefit which will be available to all full-time students at no cost. This supplemental accident plan does not replace your current major medical coverage.

Other Tuition Charges

Students who are permitted to register for fewer than three courses are known as part-time students and will be charged at the following rates:

Per full course: $7,840
Per half course: $3,920
Per quarter course: $1,960

Overload Charge

Full-time students who take more than 4.50 credits in any semester will be charged $980.00 per 0.25 credits above 4.50. If a student's schedule with overload includes a music lesson, both the music lesson fee and the overload tuition charge are required.

Transcript Fee

For information, see Transcript Requests.

Finance Charge

0.5 percent of unpaid balance/accumulated monthly.

Off-campus Nursing Program Costs

Students enrolled in the Bachelor of Arts Nursing program must pay costs of immunizations, CPR certification, transportation to clinical sites per college policy, parking, uniforms, and a fee is assessed annually for program costs.

Other Off-Campus Program Costs

Many off-campus programs involve additional costs beyond the comprehensive fee. Consult the appropriate office or program advisor for details.

Postgraduate Studies Tuition Reductions

Graduates who wish to pursue nursing, student teaching, a second major, or other additional coursework may qualify for reduced tuition. Consult the Registrar's Office for more information.

Settlement of Account

All accounts are expected to be paid according to the schedule noted above. Any variation from this schedule shall be arranged with Student Accounts.

Money due a student from loans or scholarships is applied on the student's account and is not given in cash unless the account is paid in full. Work earnings can be credited to the student's tuition account or bank account. The amount credited is based on the actual hours worked less taxes. Work award is not guaranteed and must be earned.

The college reserves the right to withhold registration for the next term, statements of honorable dismissal, or diplomas in accordance with the financial hold policy.

Refund Policy

Tuition-Full Withdrawal or Drop

If the student withdraws before the first day of class, tuition, room, and board will be refunded 100 percent. A student's deposit will be forfeited.

If the student withdraws by Census Day*, tuition will be refunded 80 percent.

If the student withdraws within two weeks after Census Day*, tuition will be refunded 40 percent.

Tuition-Partial Withdrawal or Drop

If a student drops from full-time to part-time before Census Day*, their billing will be changed from full-time to part-time. Student's financial aid is adjusted to reflect enrollment in part-time.

If a student drops from full-time to part-time after Census Day*, there will be no change to tuition charges as well as no change to Olaf or state aid. Check with the financial aid office on if there will be any changes to federal aid.

***Census day is the last day to add a course as noted in the** academic calendar **for each term.**

Full refund policy including summer tuition, room and board.

Room

If the student withdraws from the college **before** the first day of class, room charges will be refunded 100 percent.

If a student withdraws from the college on or after the first day of class the student will not receive any refund for room.

Board

If the student withdraws **before** the first day of class, board charges will be refunded 100 percent.

If the student withdraws within the first 3 weeks of the term, board will be refunded 80 percent.

If the student withdraws within the first 6 weeks of the term, board will be refunded 60 percent.

If the student withdraws within the first 9 weeks of the term, board will be refunded 40 percent.

If the student withdraws within the first 12 weeks of the term, board will be refunded 20 percent.

There is no cost to the student for tuition, housing, or board plans if they are here for one full term in addition to January term. Thus, there will be no refund if the student does not participate in January term.

Students dismissed because of unsatisfactory work or infringement of college rules will receive refunds as determined by the schedule above.

The Withdrawal Process

In order to begin the withdrawal process, a student must contact the Dean of Students Office (verbally or in writing) to begin the paperwork necessary to withdraw or take a leave of absence from St. Olaf. For the purposes of tuition refunds and financial aid refunds, the date of withdrawal is established as the date the student notifies the Dean of Students Office of their plans to withdraw. Room and board refunds are based on when the student moves off campus.

Federal Financial Aid Refunds

If the student is the recipient of Federal Title IV funds (i.e., Federal Pell, SEOG grants or Direct Stafford or PLUS loans) and withdraws

from the college before completing 60 percent of the term, federal regulations require St. Olaf to complete a Return of Title IV Calculation to determine the percentage of Title IV funds to be returned to the federal government.

Institutional Financial Aid Refunds

If a student is receiving St. Olaf gift funds, the amount of reduction of the scholarship and grant funds will be pro-rated, reflecting the percentage of the tuition refunded. For example, if 40 percent of the tuition is refunded, 40 percent of scholarships and grants will be refunded.

CAMPUS LIFE

This section contains information about the campus life departments and programs at St. Olaf College. For further information about a campus life department or program, use the search function on the St. Olaf website.

Academic Resources and Support

- Advising (p. 366) - Students are supported by a team of advisors including a pre-major academic advisor and a success coach during the first two years and a major academic advisor and career coach in the junior and senior years. First-year students are also supported by two St. Olaf Orientation to Academics and Resources (SOAR) peer leaders who assist in the transition to college.
- Academic Success Center - Provides academic success coaching, academic strategy workshops, academic tutoring, writing tutoring, Supplemental Instruction (SI), and support for multilingual students. The SOAR program, Disability and Access services, and the TRIO Student Support Services for Students with Disabilities program are also services provided by the Academic Success Center.
- Disability and Access - Disability and Access (DAC) staff are committed to ensuring equal access to the St. Olaf College experience for all students. Students partner with an Access Specialist to establish reasonable accommodations and receive guidance on additional academic resources.
- TRIO St. Olaf College Student Support Services (SSS) program and TRIO - Student Support Services for Students with Disabilities (SSSD) are college retention programs funded by the U.S. Department of Education and St. Olaf College. Serving more than 280 St. Olaf students, the SSS programs provide a wide variety of academic and other support services to help low-income, first-generation, and/or students with disabilities succeed in college and attain baccalaureate degrees.
- The Piper Center for Vocation and Career - The Piper Center for Vocation and Career helps students explore careers, gain experience outside of the classroom, and pursue meaningful post-graduate work, service, and education.
- St. Olaf Libraries - St. Olaf's libraries include special collections, the Kierkegaard Library, college archives, and The Norwegian-American Historical Association

Co-Curricular Activities

- College Ministry
- Honor Council
- Office of Student Activities - features programming involvement, student organizations, and leadership opportunities
  - Student Government Association (SGA) - a hub for student organizations and advocacy across campus
  - Programming Board - creating Ole moments through fun, engaging campus events
  - **Lion's Pause** - a hang-out space, pizza kitchen, and concert venue by students, for students
- Recreation, Intramurals, and Club Sports - All students are welcome to participate in a variety of programming including Intramurals, Club Sports, fitness classes, climbing wall, and outdoor recreation through STORP. Open recreation options include swimming, basketball, indoor soccer, frisbee, badminton, or enjoying the trails in the Natural Lands or frisbee golf.
- The Taylor Center for Equity and Inclusion
- Varsity Athletics - Sports, Inside Athletics, Live Events, Facilities
- Performance and Creative Opportunities - including dance companies, music ensembles, and theater groups
- Outside Influences - including St. Olaf Guest Artist Series, Institute for Freedom and Community Events, convocations and more.

Residence Life at St. Olaf

- Residence Life
  - Residential Life Policies and Procedures
  - Student Residence Halls

Student Services

- Counseling Center
- Health Services
- The Wellness Center
- Information Technology Office
- Post Office (St. Olaf)
- Print Center
- St. Olaf Official Bookstore - Apparel, Gifts, & Textbooks

ACADEMIC RESOURCES AND ADVISING

Academic advising at St. Olaf College uses an intentional holistic student support approach, meaning that advisors focus on the whole student and work to establish meaningful relationships with the goal of teaching and learning. Central to this educational process is the collaboration between students and their advisors. Advising is individualized to address diverse student needs, and students discover how to direct their intellectual curiosity, overcome personal or academic barriers to learning, and to attain their goals.

The Academic Success Center supports both advisors and their advisees by providing the necessary information to fulfill graduation, OLE Core (general education), and major requirements. We also assist students to explore possible major options, to change advisors, and to use a degree audit, class/lab schedule, and the St. Olaf Catalog.

Summer Advisors

For all incoming students, during the summer, you will be assigned a Summer Registration Advisor who will guide you in registering for fall classes. You will attend a virtual Summer Registration Preparation Session as well as meet with your Summer Registration advisor prior to registering in June.

Pre-Major Advisors

During your first year, you will have a Pre-Major Advisor, a Success Coach and two SOAR Peer Leaders to assist you in your transition to college. You will continue to be advised by your Pre-Major Advisor and your Success Coach throughout your sophomore year. The Pre-Major Advisor will be the first guide to a liberal arts education at St. Olaf. Pre-Major Advisors will discuss your interests and goals, and once you arrive on campus, assist with course registration. They will introduce opportunities for study abroad/study away and experiential learning, as well as encourage the use of resources on campus to explore academic, career, and lifelong goals. Because the role of the Pre-Major Advisor is to advise broadly, they come from all areas of the college and typically are not in a department in which you are considering a major.

Your first opportunity to meet with your Pre-Major Advisor will be at your one-on-one Advising Meeting on Monday or Tuesday of New Student Orientation. This personalized meeting is an excellent face-to-face opportunity to review your course schedule and discuss the upcoming semester.

Major Advisors

By March 15 of their sophomore year, students will have declared a major. By the end of the sophomore year, students are expected to have a Major Advisor, a faculty member within a declared major. Students are generally more satisfied when they make an informed decision regarding their advisor than if the move is made for them by Advising. However, this change will be made by Advising if necessary. In certain circumstances, students will be given the opportunity to opt out of this reassignment to a Major Advisor. Although most students will no longer be formally assigned to their Pre-Major Advisor, students are encouraged to remain in contact with their Pre-Major Advisor as part of the network of relationships that students build while at St. Olaf. Major Advisors continue the work of the Pre-Major Advisors while also assisting advisees in selecting courses in the major and introducing students to opportunities in their field of study. Students will be required to meet at least once a semester with their Major Advisor. Students who are planning more than one major, and/or a concentration, are advised to consult faculty in the areas in which they are not assigned an advisor. Similarly, students who are pursuing Pre-Professional Areas of Study (p. 347) should work closely with pre-professional area of study advisors.

A Career Coach is another important addition to your advising team during your junior year. Your Career Coach will assist you to explore your vocational and career interests.

General Information on Advising

After completing at least one semester, students may change to a different Pre-Major Advisor or Major Advisor at any time during the academic year, with the permission of the new advisor via an electronic Request to Change Academic Advisor form, which can be found on the Student Information System (SIS). The Academic Success Center and department chairs and program directors oversee the reassignment of advisees for faculty on sabbatical or other leaves. Generally, no individual advisor has more than 25 advisees in any given year.

The advice of advisors does not constitute a promise or a contract ensuring students graduate on schedule or complete specific requirements. Students and advisors must refer to the class and lab schedules to determine which courses fulfill specific graduation requirements. **The responsibility for understanding and meeting degree requirements rests entirely with the student.** Students have access to their academic records at any time on St. Olaf's Student Information System (SIS). Students are encouraged to review the goals of Advising as well as the Student's and Advisors' Roles and Responsibilities for Academic Advising in the Advising Syllabus to maximize their advising experience.

PEOPLE

- Board of Regents
- Emeriti Faculty (p. 367)
- Faculty (p. 374)

Emeriti Faculty

The following list of Emeriti faculty as voted on by the St. Olaf Board of Regents is accurate through July 1, 2025.

Beth Abdella, 1986
Associate Professor Emerita of Chemistry, 2022
B.A., St. Olaf College; Ph.D., University of Minnesota

Karen Achberger, 1979
Professor Emerita of German, 2020
B.S., M.A., Ph.D., University of Wisconsin-Madison

Richard Allen, 1975
Professor Emeritus of Mathematics, Statistics and Computer Science, 2020
B.A., Boston College; M.A., Ph.D., Indiana University-Bloomington

Wendy Allen, 1977
Professor Emerita of Romance Languages, 2017
B.A., Connecticut College; M.A., Ph.D., Indiana University

Mark Allister, 1986
Professor Emeritus of English, 2022
B.A., California State University - Chico; M.A., Ph.D., University of Washington

Steven Amundson, 1981
Professor Emeritus of Music, 2021
B.A., Luther College; M.M., Northwestern University

Deborah J. Anderson, 1980
Associate Professor Emerita of Psychology, 2012
B.A., University of Minnesota; M.A., Ph.D., Ohio State University

Keith O. Anderson, 1978
Professor Emeritus of German, 1996
B.S., University of Minnesota; M.A., Ph.D., University of Colorado

Kurt Anderson, 1989
Instructor Emeritus in Exercise Science, Head Men's Soccer Coach in Athletics, 2019
B.A., Augustana; M.S., Drake

Scott Anderson, 2012
Associate Professor Emeritus of Music, 2024
B.M., Eastman School of Music; M.M., Northwestern University

Wendell Arneson, 1978
Professor Emeritus of Art and Art History, 2015
B.A., Luther College; M.A., M.F.A., Bowling Green State University

Eugene Bakko, 1966
Professor Emeritus of Biology/Curator of Natural Lands, 2009
B.S., Moorhead State University; M.A., University of Wyoming; Ph.D., University of Minnesota

John Barbour, 1982
Professor Emeritus of Religion, 2018
B.A., Oberlin College; M.A., Ph.D., University of Chicago Divinity School

Jolene Barjasteh, 1984
Professor Emerita of Romance Languages, 2023
B.A, M.A. Illinois State University, Ph.D. University of Illinois Champaign-Urbana

Gwen Barnes-Karol, 1988
Professor Emerita of Romance Languages - Spanish, 2024
B.A., Central College; M.A., Middlebury College; Ph.D., University of Minnesota

Susan Bauer, 1976
Associate Professor Emerita of Fine Arts, 2011
B.A., Macalester College; M.A.T., Lewis and Clark College; M.A., Arizona State University

Jo Beld, 1984
Professor Emerita of Political Science, 2025
B.A., Bethel College; M.A., M.Phil., Ph.D., Yale University

Linda Berger, 1997
Professor Emerita of Music, 2020
B.A., St. Olaf College; M.A., Ph.D., University of Minnesota

Brian Bjorklund, 1981
Professor Emeritus of Theater, 2021
B.A., M.F.A., University of Minnesota

Stephen Blake, 1986
Associate Professor Emeritus of History, 2003
A.B., Dartmouth College; M.A., Ph.D., University of Chicago

Cynthia Book, 1991
Associate Professor Emerita of Kinesiology, 2025
B.S., Springfield College; M.Ed., University of New Hampshire; Ph.D., University of Minnesota

David Booth, 1985
Associate Professor Emeritus of Religion, 2020
B.A., Harvard University; M.A., Ph.D., University of Chicago

Richard (Dick) Brown, 1990
Professor Emeritus of Mathematics, Statistics and Computer Science, 2023
B.A., Washington State University; M.S., Ph.D., University of Illinois at Urbana-Champaign

J. Wesley Brown, 1980
Professor Emeritus of Psychology and Religion, Paracollege Tutor, 1996
B.A., College of the Pacific; M.Div., Drew; Ph.D., Graduate Theological Union

Robert Bruce, 1993
Assistant Professor Emeritus, Library; College Co-Librarian, 2001
B.A., M.A., University of Wyoming; M.L.S., Rutgers, The State University of New Jersey

Christopher Brunelle, 2002
Assistant Professor Emeritus of Classics, 2018
B. A., Carleton; M.A., Cambridge; Ph.D., North Carolina

Lucie Bryant, 1980
Associate Professor Emerita of Romance Languages, 1990
Certification, Auxiliariat, French National State Teachers College; Propédeutique, University of Paris-Sorbonne; M.Phil., Ph.D., University of Kansas

David R. Buss, 1987
Instructor Emeritus in Physical Education, 1994
B.A., University of Wisconsin-Eau Claire; M.S., Winona State University

Mary Carlsen, 1989
Professor Emerita of Social Work and Family Studies, 2023
B.A., St. Olaf College; M.S.W., University of Washington

William Carlson, 1973
Professor Emeritus of Economics, 2004
B.S., Michigan Technological University; M.S., Illinois Institute of Technology; Ph.D., University of Michigan

Laurel Carrington, 1988
Professor Emerita of History, 2016
A.B., Wellesley; M.A., Ph.D., Cornell

Sylvia Carullo, 1990
Professor Emerita of Romance Languages, 2018
M.A., Ph.D., State University of New York at Buffalo

James Cederberg, 1964
Professor Emeritus of Physics, 2006
A.B., University of Kansas; A.M., Ph.D., Harvard University

Judith Cederberg, 1967
Associate Professor Emerita of Mathematics, Statistics and Computer Science, 2006
B.A., St. Olaf College; M.A., University of Michigan

Karen Cherewatuk, 1986
Marie M. Meyer Distinguished Professor Emerita of English, 2024
B.A., State University of New York at Albany; M.A., Ph.D., Cornell University

Beth Christensen, 1977
Professor Emerita of Libraries and Music, Music Library, 2019
B.M., M.S. in L.S., Illinois; M.A., Minnesota

Mary Cisar, 1978
Professor Emerita of Romance Languages, 2021
B.A., Kalamazoo College; M.A., Ph.D., Brown University

Clifton Corzatt, 1974
Professor Emeritus of Mathematics, Statistics, and Computer Science, 2008
B.A., Northwestern University; M.A., University of Northern Illinois; Ph.D., University of Illinois at Urbana-Champaign

David Dahl, 1979
Associate Professor Emeritus of Physics, 2014
B.S., University of Minnesota; M.S., Ph.D., Stanford University

John Patrick (Paddy) Dale, 1988
Associate Professor Emeritus of Political Science, 2018
B.A., Keele; M.A., Ph.D., Essex

Bruce R. Dalgaard, 1992
Professor Emeritus of Economics and Asian Studies, 2012
B.A., M.S., Ph.D., University of Illinois at Urbana-Champaign

Chris Daymont, 1976-81, 1986
Head Women's Cross-Country Coach and Associate Professor Emerita of Exercise Science, 2017
B.S.E., State University of New York at Cortland; M.S., Syracuse University

Gary DeKrey, 1988
Professor Emeritus of History, NAHA Archivist, and Director of the Center for College History, 2017

B.A., St. Olaf College; M.A., Ph.D., Princeton University

Jeane DeLaney, 1990
Professor Emerita of History, 2021
A.B., University of North Carolina at Chapel Hill; M.A., Ph.D., Stanford University

Irve Dell 1989
Professor Emeritus of Art and Art History, 2021
B.A., Williams College; M.F.A., University of Minnesota

Dan Dressen, 1982
Professor Emeritus of Music, Associate Provost, 2022
B.S., Bemidji State University; M.F.A., D.M.A., University of Minnesota

Margaret L. Eaves-Smith, 1979
Associate Professor Emerita of Music, 2012
B.M., M.M., Cleveland Institute of Music

Mark U. Edwards Jr., 1994
President Emeritus, Professor of History, 2000
B.A., M.A., Ph.D., Stanford University

Andrea Een, 1977
Associate Professor Emerita of Music, 2012
B.M., M.M., D.M.A., University of Illinois at Urbana-Champaign

E. David Emery, 1969
Professor Emeritus of Economics, 2011
B.A., Washington State University; Ph.D., University of Minnesota

Mary Ann Emery, 1969
Associate Professor Emerita of Economics, 2011
B.S., B.A., Washington University in St. Louis; M.A., University of Minnesota

Gerald Ericksen, 1963
Professor Emeritus of Psychology, Women's Head Golf Coach, 1999
B.A., University of North Dakota; M.A., Ph.D., University of Minnesota

Karl J. Fink, 1982
Professor Emeritus of German, 2014
B.A., Wartburg College; M.A., University of Arizona, Ph.D., University of Illinois at Urbana-Champaign

Kathleen (Kathie) Fishbeck, 1982
Associate Professor Emerita of Biology, 2000
B.A., University of Wisconsin-Madison; M.A., Oregon State University; Ph.D., University of California-Davis

Michael Fitzgerald, 1986
Professor Emeritus of History, 2023
B.A., M.A., Ph.D., University of California-Los Angeles

Charles Forsberg, 1972
Professor Emeritus of Music, 2011
B.A., M.A., Ph.D., University of Minnesota

Dona Werner Freeman, 1985
Artist in Residence Emerita of Theater, 2018
B.A., St. Olaf College; M.F.A., University of Minnesota

Olivia Frey, 1982
Associate Professor Emerita of English, 2002
B.M., Muhlenberg College; M.A., Ph.D., Lehigh University

Eric Fure-Slocum, 1998
Associate Professor Emeritus of History, 2023
B.A., St. Olaf College; M.A., Duke University; M.A., San Francisco State University; Ph.D., University of Iowa

Ron Gallas, 1987
Associate Professor Emeritus of Art and Art History, 2016
B.A., College of St. Thomas; M.F.A., University of Minnesota

Karen Gervais, 1972
Adjunct Professor of Philosophy, 2017
B.A., Oberlin College; Ph.D., University of Minnesota

John Giannini, 1988
Associate Professor Emeritus of Biology, 2022
B.S., Philadelphia College of the Bible; M.A., Humboldt State University; Ph.D., Utah State University

A. Malcolm Gimse, 1970
Professor Emeritus of Art, 2000
B.A., Macalester College; M.A., M.F.A., University of Iowa

Gary Gisselman, 1999
Artist-in-Residence Emeritus of Theater, 2017
B.A., Carthage College

Rita S. Glazebrook, 1981
Professor Emerita of Nursing, 2012
B.S.N., Augsburg College; M.S., Ph.D., University of Minnesota

Richard Goedde, 1988
Associate Professor Emeritus of Economics, 2024
B.B.A., M.B.A., University of Wisconsin-Madison; C.P.A. (inactive)

Kenneth Graber, 1973
Professor Emeritus of Music, 2004
B.A., Bethel College; M.M., Wichita State University; Ph.D., University of Iowa

Jeanine Grenberg, 1996
Professor Emerita of Philosophy, 2022
B.A., Fordham University; M.A., Ph.D., Emory University

Mary Griep, 1988
Professor Emerita of Art and Art History, Associate Dean of Fine Arts, 2017
B.A., Macalester College; M.A., Hamline University

David Hagedorn, 1997
Artist-in-Residence Emeritus of Music, 2020
B.S., University of Minnesota; M.M., New England Conservatory; D.M.A., Eastman School of Music

Robert (Bob) Hanson, 1986
Professor Emeritus of Chemistry, 2023
B.S., California Institute of Technology, M.A., Ph.D., Columbia University

Bruce Hanson, 1982
Professor Emeritus of Mathematics, Statistics and Computer Science, 2023
B.A., St. Olaf College; M.S., Ph.D., University of Wisconsin-Madison

George Hardgrove Jr., 1959
Professor Emeritus of Chemistry 2000
A.B., Oberlin College; Ph.D. University of California-Berkeley

Janis Hardy, 1980
Associate Professor Emerita of Music, 2014

Vicki L. Harper, 1979
Associate Professor Emerita of Philosophy, 2012
B.A., Mount Holyoke College; A.M., Ph.D., Harvard University

H. Stewart Hendrickson, 1968
Professor Emeritus of Chemistry, 1996
B.A., Pomona College; Ph.D., University of Illinois at Urbana-Champaign

Joan Hepburn, 1987
Associate Professor Emerita of English, 2021
B.A., New York University; M.A., Ph.D., Brown University

James (Jim) Heynen, 1992
Associate Professor Emeritus of English, 2007
B.A., Calvin College; M.A., University of Iowa; M.F.A. University of Oregon

Janet (Jan) C. Hill, 1989
Visiting Assistant Professor Emerita of English, 2014
B.A., M.A., California State University-Chico

Jonathan Hill, 1969
Professor Emeritus of English, 2010
B.A., M.A., B.Phil., University of Oxford

Gerald R. Hoekstra, 1981
Professor Emeritus of Music, 2014
B.A., Calvin College; M.A., Ph.D., Ohio State University

James Holden, 1994
Assistant Professor Emeritus of Education, 2001
B.A., Augsburg College; M.A., University of Minnesota

Carol Holly, 1975
Professor Emerita of English, 2017
B.A., M.A., University of Nebraska; Ph.D., Brown University

C. George Holt, 1972
Associate Professor Emeritus of Family Studies, 2005
B.A., Alma College; B.D., Oberlin College; M.Ed., Pennsylvania State University

Charles Huff, 1988
Professor Emeritus of Psychology, 2025
B.S., Georgia Southern College; M.A., College of William Mary; M.A., Ph.D., Princeton University

Paul Humke, 1980
Professor Emeritus of Mathematics, Statistics, and Computer Science, 2021
B.S., M.S., Ph.D., University of Wisconsin - Milwaukee

Robert Jacobel, 1976
Professor Emeritus of Physics and Environmental Studies, 2013
A.B., University of California-Berkeley; Ph.D., Iowa State University

Carolyn Jennings, 1960-63; 1966
Professor Emerita of Music, 2002
B.A., University of Iowa; M.M., University of Michigan

Lowell E. Johnson, 1963
Professor Emeritus of English, 1996
B.A., St. Olaf College; M.A., University of Chicago; Ph.D., University of Wisconsin

Mary Johnson, 1977
Professor Emerita of Nursing, 2004
B.S.N., St. Olaf College; M.S., Ph.D., University of Minnesota

Theodore (Ted) Johnson, 1977
Professor Emeritus of Biology, 2014
B.A., Augsburg College; M.S., Ph.D., University of Illinois-Chicago

Rebecca (Beckie) Judge, 1987
Professor Emerita of Economics, 2022
B.A., Smith College; M.S., University of Minnesota - Duluth; Ph.D., Duke University

L. Henry Kermott, 1978
Professor Emeritus of Biology, 2014
B.S., M.S., University of North Dakota, Ph.D., University of Minnesota

Amy Kolan, 1982
Professor Emerita of Physics, 2021
B.A., Dartmouth College; Ph.D., Duke University

Mary Beth Kuehn, 1998
Associate Professor Emerita of Nursing, 2024
B.S.N., M.S.N., Winona State University; Ed.D., St. Mary's University

Judy Kutulas, 1986
Professor Emerita of History, 2021
B.A., University of California - Berkeley; M.A., Ph.D., University of California - Los Angeles

L. DeAne Lagerquist, 1988
Professor Emerita of Religion, 2022
B.A., California Lutheran College; M.A., Luther Theological Seminary; Ph.D., University of Chicago Divinity School

Sharon Lane-Getaz, 2007
Professor Emerita of Mathematics, Statistics and Computer Science, 2023
B.A., Trenton State College; M.A. Hamline University; Ph.D., University of Minnesota

Edward Langerak, 1972
Professor Emeritus of Philosophy, 2011
A.B., Calvin College; M.A., University of Michigan; M.A., Ph.D., Princeton University

Loren C. Larson, 1963-65, 1968
Professor Emeritus of Mathematics, 1996
B.S., Bethany College; M.A., Ph.D., University of Kansas

Phyllis Hyland Larson, 1993
Professor Emerita of Asian Studies, Assistant Provost, Office of the Dean of the College, 2013
B.A., St. Olaf College; M.A., Ph.D., University of Minnesota

Ronald (Ron) Lee, 1961
Professor Emeritus of English; Associate Dean of Interdisciplinary and General Studies, 2000
B.A., St. Olaf College; M.A., Oxford University; Ph.D., Stanford University

Julie Legler, 2001
Professor Emerita of Mathematics, Statistics and Computer Science, 2019

B.A., M.S., University of Minnesota; Sc.D., Harvard School of Public Health

Ann A. Leming, 1982
Instructor Emerita in Education, 2012
A.B., Westmont College; M.A., University of Utah

Michael (Mike) Leming, 1972
Professor Emeritus of Sociology/Anthropology, 2012
A.B., Westmont College; M.A., Marquette University; Ph.D., University of Utah

Naurine D. Lennox, 1977
Associate Professor Emerita of Social Work and Family Studies, 2012
B.A., State University of Iowa; M.A., University of Chicago

Patricia Lewis, 1973
Librarian, Professor Emerita, 1997
B.A., St. Olaf College; M.A.L.S, University of Minnesota

Odd Lovoll, 1971
King Olav V Chair Emeritus in Scandinavian-American Studies; Professor Emeritus of Norwegian and History; Editor, Norwegian-American Historical Association, 2001
M.A., University of North Dakota; Ph.D., University of Minnesota

Eric Lund, 1979
Professor Emeritus of Religion, 2015
B.A., Brown University; M.Div., M.A, M.Phil., Ph.D., Yale University

Timothy (Tim) Mahr, 1994
Professor Emeritus of Music, 2023
B.M., B.A., St. Olaf College; M.A., D.M.A. University of Iowa

Gordon Marino, 1995
Professor Emeritus of Philosophy, 2020
B.A., Columbia University, M.A., University of Pennsylvania, Ph.D., University of Chicago

John C. Marshall, 1961
Professor Emeritus of Chemistry, 1996
B.A., Luther College; M.S., Ph.D., Iowa State University

M. Clare Mather, 1990
Associate Professor Emerita of Romance Languages, 2010
B.A., Hamline University; M.A., Ph.D., The University of Wisconsin-Madison

James May, 1977
Professor Emeritus of Classics, 2017
B.S., Kent State University; Ph.D., University of North Carolina at Chapel Hill

Harriet McCleary, 1994
Assistant Professor Emerita of Music, 2017
B.M.E., B.M., Texas Christian University; M.M., Westminster Choir College; D.M.A., University of Minnesota

Robert McClure, 2004
Associate Professor of Practice Emeritus in Education, 2022
B.S., Oregon College of Education; M.S., Ed.D., Oklahoma State University

Jim McKeel, 1986
Professor Emeritus of Music, 2021
B.M.Ed., Westminster College; M.M., University of Minnesota

Steve McKelvey, 1985
Professor Emeritus of Mathematics, Statistics and Computer Science, 2023
A.B., Grinnell College; Sc.M., Ph.D., Brown University

Donna McMillan, 1994
Professor Emerita of Psychology, 2025
B.A., University of Virginia; M.A., Ph.D., Duke University

Gary Miessler, 1978
Professor Emeritus of Chemistry, 2017
B.Chem., University of Tulsa; Ph.D., University of Minnesota

Diana Neal, 1996
Associate Professor Emerita of Nursing, 2021
B.S.N., St. Olaf College; M.S., University of Arizona; Ph.D., University of Minnesota

Jon Eric Nelson, 1968
Professor Emeritus of English, 2008
B.A., Wittenberg University; M.A., Ph.D., University of North Carolina at Chapel Hill

Todd Nichol, 2001
Professor Emeritus of History, 2017
B.A., St. Olaf College; M.Div., Luther Theological Seminary; Th.D., Graduate Theological Union

Robert Nichols, 1972
Professor Emeritus of History, 2005
B.A., M.A., Ph.D., University of Washington

Paul Niemisto, 1978
Associate Professor Emeritus of Music, 2016
B.M., M.M., University of Michigan; Ph.D., University of Minnesota

David Nitz, 1979
Professor Emeritus of Physics, 2019
B.A., St. Olaf College; M.A., Ph.D., Rice University

Bruce Nordstrom-Loeb, 1982
Professor Emeritus of Sociology/Anthropology, 2015
B.A., University of Michigan; M.A., Harvard University; Ph.D., University of California-Berkeley

Frank Odd, 1972
Associate Professor Emeritus of Romance Languages, 2001
B.A., University of Utah; M.A., Stanford University; Ph.D., University of Colorado

Joan Odd, 1975-76, 1977
Instructor Emerita in Spanish, 2005
B.A., University of Idaho

Margaret (Maggie) Odell, 1994
Professor Emerita of Religion, 2020
B.A., Meredith College; M.A.R., Yale Divinity School; Ph.D., University of Pittsburgh

Meg Ojala, 1983
Professor Emerita of Art and Art History, 2018
B.A., Meredith College; M.A.R., Yale Divinity School; Ph.D., University of Pittsburgh

Richard Olson, 1967
Associate Professor Emeritus of History, 2002
B.A., Luther College; B.D., Luther Seminary; M.A., Ph.D., University of Minnesota

Nancy Paddleford, 1974
Professor Emerita of Music, 2022
B.M., M.M., Indiana University; D.M.A., University of Minnesota

Donna Niebuhr Paulsen, 1972
Instructor Emerita in Music, 1999
B.A. St. Olaf College

Hervé Pensec, 1971
Associate Professor Emeritus of Romance Languages, 2009
B.A., Adelphi University; M.A., M.Phil., Ph.D., University of Kansas

Mark Pernecky, 1990
Associate Professor Emeritus of Economics, 2020
B.A., Northwestern University; M.S., University of North Carolina at Chapel Hill; Ph.D., University of Notre Dame

Dolores Peters, 1986
Associate Professor Emerita of History, 2020
A.B., Wilson College; M.A., Ph.D., University of Minnesota

Richard G. Peterson, 1963
Professor Emeritus of English and Classics, 1996
B.A., University of Minnesota; M.A., Northwestern University; Ph.D., University of Minnesota

Samiha Sidhom Peterson, 1987
Professor Emerita of Sociology, 2009
B.A., M.A., American University in Cairo; Ph.D., University of Minnesota

William Poehlmann, 1973
Associate Professor Emeritus of Religion, 2010
B.A., Texas Lutheran College; B.D., Luther Theological Seminary; Ph.D., Harvard University

Jo Ann Polley, 1981
Professor Emerita of Music, 2006
B.A., St. Olaf College; M.M., Northwestern University; Ph.D., Michigan State University

Xun Pomponio, 1991
Associate Professor Emerita of Economics, 2019
B.A., Youngstown State University; M.A., Ph.D., Pennsylvania State University at University Park

Diana Postlethwaite, 1988
Professor Emerita of English, 2018
B.A., Radcliffe College; M.Phil., Ph.D., Yale University

Anantanand (Anant) Rambachan, 1985
Professor Emeritus of Religion, 2021
B.A., University of West Indies; M.A., Ph.D., University of Leeds

Steve Reece, 1994
Professor Emeritus of Classics, 2023
B.A., M.A., University of Hawaii; Ph.D., University of California-Los Angeles

Barbara Reed, 1982
Professor Emerita of Religion, 2021
B.A., Southern Methodist University; Ph.D., University of Iowa

Matt Richey, 1986
Professor Emeritus of Mathematics, Statistics and Computer Science, 2023
B.A., Kenyon College; M.A., Ph.D., Dartmouth College

Anthony Roberts, 1995
Artist in Residence Emeritus in Dance, 2022
B.F.A., University of Utah; M.F.A., Arizona State University

Bruce Roberts, 1968
Professor Emeritus of Psychology, 2001
B.S., M.Ed., Oregon State University; Ph.D., Claremont Graduate University

Janice Haws Roberts, 1994
Professor Emerita of Dance, 2022
B.F.A., Arizona State University; M.F.A., University of Utah

Marc Robinson, 1991
Professor Emeritus of Foreign Languages, 2023
B.A., Purdue University; M.A., Ph.D., University of Illinois at Urbana-Champaign

Matthew (Matt) Rohn, 1994
Associate Professor Emeritus of Art and Art History, 2019
B.A., George Washington University, M.A., Ph.D., University of Michigan

Anthony Rudd, 2001
Associate Professor Emeritus of Philosophy, 2022
B.A., Cambridge University; M.Phil, St. Andrews University.; M. Litt., Oxford University.; Ph.D., Bristol University

Kay Sahlin, 1979
Instructor Emerita in Music, 2010
B.A., St. Olaf College

Judith (Judi) Sateren, 1969
Associate Professor Emerita of Nursing, 2010
B.S.N., St. Olaf College; M.S., University of California

Sherry Saterstrom, 1987
Assistant Professor Emerita of Dance, 2016
B.A., St. Olaf College; M.A., Arizona State University

John Saurer, 1995
Professor Emeritus of Art and Art History, 2024
B.A., Hope College; M.F.A., Colorado State University

David W. Schodt, 1977
Professor Emeritus of Economics, 2013
B.S., Cornell University; M.P.P.A., M.A., Ph.D., University of Wisconsin-Madison

Cora Scholz, 1988
Instructor Emerita of Music, 2003
B.A., St. Olaf College; M.M., University of Illinois at Urbana-Champaign

Joseph M. Shaw, 1957
Professor Emeritus of Religion, 1991
B.A., St. Olaf College; B.Th., Luther Theological Seminary; Ph.D., Princeton Seminary

Kathleen (Kathy) Shea, 1985
Professor Emerita of Biology, 2023

B.A., Grinnell College; M.A., Washington University in St. Louis; Ph.D., University of Colorado at Boulder

Bonnie S. Sherman, 1981
Professor Emerita of Psychology, 2012
B.S., College of William and Mary; Ph.D., University of North Carolina at Chapel Hill

Jan Shoger, 1980
Professor Emerita of Art and Art History, 2002
B.A., M.A., University of Minnesota

Kay Smith, 1980
Associate Professor Emerita of Mathematics, Statistics, and Computer Science, 2017
B.S., Bucknell University; M.Phil., Ph.D., Yale University

Robert (Bob) Smith, 1995
Associate Professor Emeritus of Music, 2018
B.M., St. Olaf College; M.M., Yale University; D.M.A., University of Texas at Austin

Steven Soderlind, 1979
Professor Emeritus of Economics, 2016
B.A., University of Minnesota; Ph.D., University of Massachusetts

William Sonnega, 1993
Professor Emeritus of Theater, 2025
B.A., Colorado College; M.F.A., New York University; Ph.D., University of Minnesota

Gary O. Spessard, 1973
Professor Emeritus of Chemistry, 2008
B.S., Harvey Mudd College; M.S., University of Wisconsin-Madison; Ph.D., Wesleyan University

Gary Stansell, 1973
Professor Emeritus of Religion; Kenneth Bjork Distinguished Professor, 2011
B.A., Concordia Senior College; M.Div., Concordia Seminary; Dr.Theol., Ruprecht-Karl-Universität Heidelberg

Mary Steen, 1965
Associate Professor Emerita of English, 2009
B.A., Luther College, M.A.T., Harvard University

Walter Stromseth, 1956
Professor Emeritus of Philosophy, 1996
B.A., St. Olaf College; B.D., Ph.D., Yale University

Corliss Swain, 1987
Professor Emerita of Philosophy, 2024
B.A., University of North Dakota; M.A., Ph.D., Loyola University of Chicago

Lee Swan, 1976
Director of Athletics, Associate Professor Emeritus of Education, 1998
B.S., M.S., Ph.D., University of Wisconsin-Madison

Charles Taliaferro, 1985
Professor Emeritus of Philosophy, 2021
B.A., Goddard College; M.A., University of Rhode Island; M.T.S., Harvard University; M.A., Ph.D., Brown University

James Tallon, 1976
Associate Professor Emeritus of Sociology and Anthropology, 2001
B.A., St. Charles Borremeo Seminary; M.A., Ph.D., University of Notre Dame

Judith Tegtmeyer, 1994
Adjunct Instructor Emerita of Kinesiology, Director of Recreation, 2024
B.A., Denison University; M.S., Indiana University at Bloomington

William Thornton, 1970
Associate Professor Emeritus of Exercise Science, 2008
B.S., University of Kansas; M.Ed., University of Arkansas

Mary Titus, 1989
Professor Emerita of English, 2022
B.A., Skidmore College; M.A., Ph.D., University of North Carolina at Chapel Hill

Dave Van Wylen, 1994
Professor Emeritus of Biology, 2015
B.A., St. Olaf College; Ph.D., University of Michigan

Theodore Vessey, 1970
Professor Emeritus of Mathematics, Statistics and Computer Science, 2005
B.A., Ph.D., University of Minnesota

Anne von Bibra, 1987
Associate Professor Emerita of Practice in Dance, 2025
B.A., Louisiana State University; M.A., University of California - Los Angeles

Ann Wagner, 1961
Professor Emerita of Dance, 1999
B.A., Augustana College-Illinois; M.A., University of Iowa; Ph.D., University of Minnesota

Martha Wallace, 1977
Professor Emerita of Mathematics and Education, 2009
B.A., St. Olaf College; M.A., Ph.D., University of Minnesota

Anne Walter, 1994
Professor Emerita of Biology, 2024
A.B., Grinnell College; M.Sc., University of British Columbia, Vancouver; Ph.D., Duke University

John Walters, 1982
Professor Emeritus of Chemistry, 2003
B.S., Purdue University; Ph.D., University of Illinois at Urbana-Champaign

Bruce Wambheim, 2009
Instructor Emeritus in Economics, 2023
B.A., Bemidji State University

Jill Watson, 2016
Associate Professor of Education, 2025
B.A., University of South Dakota; M.A., Middlebury College; Ph.D., University of Minnesota

Pin Pin Wan, 1987
Associate Professor Emeritus of Asian Studies, 2014
B.A., M.A., Fu-Jen Catholic University; M.A., University of Oregon; Ph.D., University of Washington

Norman Watt, 1966
Associate Professor Emeritus of German, 2000

B.A., M.A., Ph.D., University of Minnesota

A. DeWayne Wee, 1966
Professor Emeritus of Music, 1996
B.A., St. Olaf College; S.M.M., Union Seminary; M.S., The Juilliard School; D.Mus., Indiana University-Bloomington

David Wee, 1965
Professor Emeritus of English, 2005
B.A., St. Olaf College; M.A., Ph.D., Stanford University

Theo Wee, 1966-73, 1974
Professor Emerita of Music, 2005
B.F.A., South Dakota State University; S.M.M., Union Theological Seminary

John Welckle, 1989, 1992
Associate Professor Emeritus of Education, 2011
B.A., Augsburg College; M.A., ED.Sp., Ph.D., University of Minnesota

Abby Werlock, 1987
Associate Professor Emerita of English, 1999
B.A., M.A., American University; Ph.D., University of Sussex

Gary Wicks, 1988
Associate Professor Emeritus of Exercise Science, 2008
B.A., St. Olaf College; M.A., Ph.D., University of Minnesota

Karen Wilkerson, 2008
Instructor Emerita of Music, 2025
B.A., California State University at Northridge; M.M., Westminster Choir College

Karen Peterson Wilson, 1979
Professor Emerita of Theater, 2024
B.A., St. Olaf College; M.A., Ph.D., University of Minnesota

Paul Wojick, 1988
Associate Professor Emeritus of Economics, 2019
B.A., M.A., Ph.D., University of Colorado

Solveig P. Zempel, 1976
Professor Emerita of Norwegian; O.C. and Patricia Boldt Distinguished Teaching Professor in the Humanities, 2012
B.A., St. Olaf College; M.A., Ph.D., University of Minnesota

Paul Zorn, 1981
Professor Emeritus of Mathematics, Statistics, and Computer Science, 2019
A.B., Washington University in St. Louis; M.S., Ph.D., University of Washington - Seattle

Faculty

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The following list is accurate through August 1, 2025.
(For the most up-to-date list of faculty, please visit the college directory.)

A

Abigail Abbott
Adjunct Assistant Professor of Economics , 2025

Elizabeth Abraham
Adjunct Assistant Professor of Environmental Studies, 2025
B.Sc., Master's Degree; Ph.D., University of Minnesota

Prabal Adhikari
Associate Professor of Physics, 2015
B.A., Grinnell College; Ph.D., University of Maryland - College Park

Catalina Ahumada Escobar
Visiting Assistant Professor of Romance Languages - Spanish, 2024
B.A., M.A., Universidad del Valle; M.A., University of Minnesota

Hiroe Akimoto
Instructor of Asian Studies, 2009
B.A., Gakushuin University; M.A., University of Minnesota

Ibtesam âl-Atiyat
Professor of Sociology/Anthropology, 2009
B.A., M.A., University of Jordan; Ph.D., Freie Universität-Berlin

Elisabeth Alderks
Assistant Professor of English, 2015
B.A., St. Olaf College; M.A., Ph.D., University of Minnesota

Sidonia Alenuma
Visiting Assistant Professor of Sociology/Anthropology, 2021
B.A., University of Ghana; M.A., Saint Mary's University - Halifax; Ph.D., University of Tennessee

Elaigwu Ameh
Karen Peterson Wilson Assistant Professor of Theater, 2021
B.A., University of Zimbabwe; M.A., Ph.D., Cornell University

Kathryn Ananda-Owens
Professor of Music, 1997
B.A., Oberlin College; B.M., Oberlin Conservatory of Music; M.M., D.M.A., Johns Hopkins University

Joshua Anderson
Assistant Professor of Political Science, 2012
B.A., Carleton College; Ph.D., University of Minnesota

Gwendolyn (Wendy) Anderson
Associate Professor of Social Work and Family Studies, 2023
B.A., St. Olaf College; M.S.W., University of Illinois Chicago; Ph.D., University of Minnesota

Diane Angell
Associate Professor of Practice in Biology, 1999
B.A., Macalester College; Ph.D., Brown University

Anton Armstrong
Harry R. and Thora H. Tosdal Professor of Music, 1990
B.M., St. Olaf College; M.M., University of Illinois at Urbana-Champaign; D.M.A., Michigan State University

Christopher Atzinger
Professor of Music, 2005
B.M., University of Texas at Austin; M.M., University of Michigan; D.M.A., Peabody Institute of Johns Hopkins University

Kadie Ausherbauer
Visiting Assistant Professor of Psychology, 2022
B.S., Abilene Christian University; M.S., University of Nebraska - Lincoln; Ph.D., University of Minnesota

B

Fode Bangoura
Adjunct Instructor of Dance , 2024

Marcus Bansah
Associate Professor of Economics, 2020
B.A., M.Phil., University of Ghana; M.A., Ph.D., University of Tennessee - Knoxville

Anthony Bateza
Associate Professor of Religion, 2015
B.S., Iowa State University; M.Div., Lutheran School of Theology at Chicago; Ph.D., Princeton Theological Seminary

Kelsey Baumann
Visiting Instructor of Economics, 2022
B.S., M.A., University of Minnesota

Anthony Becker
Professor of Economics, 1987
B.A., University of Maryland; M.A., Ph.D., Duke University

Eric Becklin
Instructor of Asian Studies, 2021
B.A., St. Olaf College; M.A. University of British Columbia

Karine Belarmino
Visiting Instructor of Political Science, 2025

Dennis Bengston
Adjunct Instructor of Kinesiology, 2023
B.A., Augsburg College

Jessica Benson
Associate Professor of Psychology, 2018
B.A., University of California - Davis; M.A., Ph.D., Rutgers University

Adam Berliner
Professor of Mathematics, Statistics, and Computer Science, 2009
B.A., Carleton College; M.A., Ph.D., University of Wisconsin-Madison

Rebecca Bernstein
Adjunct Assistant Professor of Theater; Costume Designer, 2025
B.A., University of California - Santa Cruz; M.F.A., New York University

Anne Berry
Instructor of Writing; Assistant Director of Multilingual Student Language Support, 2011
B.A., M.A., University of Illinois at Urbana-Champaign; M.S., Georgetown University

Douglas Beussman
Professor of Chemistry, 2003
B.A., St. Olaf College; Ph.D., Michigan State University

Hui Bi
Assistant Professor of Asian Studies, 2014
B.A., Yantai University; M.A., Central-South University; M.A., Bowling Green State University; Ph.D., University of Minnesota

Dawn Bicknell
Adjunct Instructor of Nursing, 2025

Seth Binder
Frank Gery Associate Professor of Economics and Associate Professor of Environmental Studies, 2013
B.S.F.S., Georgetown University; M.Sc., London School of Economics and Political Science; Ph.D., Yale University

Elizabeth Blodgett Salafia
Visiting Professor of Psychology , 2025

James Bobb
Associate Professor of Music; Elliot M. and Klara Stockdal Johnson Chair of Organ and Church Music, 2012
B.M., Capital University; M.M., Eastman School of Music

Laura Boehm Vock
Associate Professor of Mathematics, Statistics, and Computer Science, 2020
B.A., St. Olaf College; M.Stat., Ph.D., North Carolina State University

Christine Boone
Visiting Associate Professor of Music , 2025
B.M., Indiana University, Bloomington; M.M., Ph.D., University of Texas at Austin

Brian Borovsky
Professor of Physics, 1998
B.A., St. Olaf College; Ph.D., University of Minnesota

Kelsey Bosch
Visiting Assistant Professor of Art and Art History, 2023
B.F.A., University of Minnesota; M.F.A., Minneapolis College of Art and Design

Lisa Bowers
Associate Professor of Biology, 2012
B.S., University of Wisconsin - Green Bay; Ph.D., University of Wisconsin - Madison

Emily Bowman
Visiting Associate Professor of Sociology and Anthropology, 2024
B.A., Hanover College; M.A., Ph.D., Indiana University

Rachel Brandwein
Visiting Assistant Professor of Music, 2019
B.M., University of Michigan; M.M., The Juilliard School; D.M.A., Stony Brook University

Noah Braun
Visiting Assistant Professor of Economics, 2024
B.S., George Washington University; M.A., Ph.D. University of Pittsburgh

Anne Breckbill
Adjunct Instructor of Education; Licensed Independent Clinical Social Worker and Licensed Alcohol and Drug Counselor, 2016
B.A., Goshen College; M.S.W., University of St. Thomas

Anna Brezny
Assistant Professor of Chemistry, 2022
B.A., Carleton College; Ph.D., University of Wisconsin - Madison

Cédric Briand
Visiting Assistant Professor of Romance Languages - French, 2023
B.A., M.A., University of Burgundy; M.A., Pennsylvania State University; Ph.D., Pennsylvania State University

Eric Broker
Adjunct Instructor of Music , 2025

Maggie Broner
National Endowment for the Humanities Professor of Romance Language, 1997
B.A., M.A., Ph.D., University of Minnesota

Nicolette Bucciaglia
Assistant Professor of English, 2016
B.A., Ithaca College; M.F.A., Southern Illinois University Carbondale

Sarah Burk
Adjunct Instructor of Music, 2025
B.M., University of Minnesota, Duluth; M.L.S., University of Minnesota

C

Heather Campbell
Professor of Education; Education Director of Assessment 2025-26, 1995
B.A., St. Olaf College; M.Ed., University of St. Thomas; Ph.D., University of Minnesota

Andrew Cannestra
Visiting Instructor of Music, 2025
B.M., St. Olaf College; M.M., Roosevelt University

Nancy Carpenter
Adjunct Professor of Chemistry , 2024
B.S., Elmhurst College; Ph.D., Northwestern University

Kimberly (Kim) Carr
Visiting Assistant Professor of Political Science, 2024
B.A., Luther College; M.S., St Catherine's College, University of Oxford; Ph.D., University of Minnesota, Twin Cities

Emily Carroll
Assistant Professor of Nursing, 2021
B.A., McGill University; B.S., Johns Hopkins University; M.S.N., Minnesota State University - Mankato; D.N.P, University of Minnesota

David Carter
Professor of Music, 1988
B.F.A., University of Minnesota; M.M., Indiana University - Bloomington; D.M.A., University of Illinois at Urbana-Champaign

Douglas Casson
Professor of Political Science; Director of Fellowships, 2005
B.A., Colorado College; M.A., Ph.D., Duke University

Xochizeltzin Castañeda-Camacho
Assistant Professor of Environmental Studies, 2024
Ph.D., University of Texas at Austin

David Castro
Professor of Music, 2008
B.M., Pacific Union College; M.M., University of Arizona; Ph.D., University of Oregon

Chris Chapp
Professor of Political Science; Morrison Family Director of the Institute for Freedom and Community, 2008
B.A., University of Wisconsin - Madison; M.A., Ph.D., University of Minnesota

Carlos Chávez
Visiting Instructor of Mathematics, Statistics and Computer Science, 2025
B.A., M.A., University of Minnesota, Twin Cities

Yannleon (Yann) Chen
Visiting Assistant Professor of German, 2023
B.A., University of California, Irvine (UC Irvine); M.A., University of Oregon; Ph.D., Universität Leipzig; Ph.D., University of Arizona

Ann-Marie Chesterfield
Visiting Assistant Professor of Kinesiology, 2025
B.A., University of Minnesota; M.P.T., California State University; D.P.T., Temple University

Christopher (Chris) Chiappari
Associate Professor of Sociology/Anthropology, 1999
B.S., Santa Clara University; M.S., University of California -Davis; Ph.D., University of Minnesota

Grace Cho
Professor of Psychology, 2008
B.A., University of California at Santa Cruz; M.A., Ph.D., University of Illinois at Urbana-Champaign

Vivian Choi
Associate Professor of Sociology/Anthropology, 2016
B.A., Pomona College; M.A., Ph.D., University of California-Davis

Sian Christie
Entrepreneur in Residence; Husby-Johnson Endowed Chair of Business and Economics, 2004
Diploma in Management, Otago Polytechnic; M.B.A., Massey University

Menevis Cilizoglu
Associate Professor of Political Science, 2018
B.A., Sabanci University; M.A., Ph.D., University of North Carolina

Kurt Claussen
Adjunct Instructor of Music, 2012
B.A., St. Olaf College; M.M., University of Minnesota

Anna Clift
Adjunct Instructor of Music, 2022
B.M., Indiana University; M.M., Stony Brook University

Eric Cole
Professor of Biology, 1993
B.A., Reed College; M.S., University of Washington; Ph.D., University of Iowa

Steven Cole
Instructor of Biology, 2013
B.A., Westmar College; M.N.S., M.A., University of South Dakota

Andrea Conger
Associate Professor of Practice in Dance, 2016
B.A., St. Olaf College; M.A., University of Limerick, M.A., Indiana University; Ph.D., Indiana University

Jenna Coughlin
Associate Professor of Norwegian, 2018
B.A., University of Chicago; Ph.D., University of California

Kevin Crisp
Professor of Biology; Health Professions Committee Chair, 2005
B.A., Haverford College; Ph.D., University of Minnesota

Kris Cropsey
Instructor of Romance Languages - Spanish, 2001
B.A., Gustavus Adolphus College; M.A., University of Minnesota

Maetzin Cruz Reyes
Visiting Assistant Professor of Chemistry, 2023
B.A., Saint Mary's University of Minnesota; M.S., University of Minnesota

Arthur Cunningham
Associate Professor of Philosophy, 2008
B.A., B.S., University of Notre Dame; M.A., Ph.D., University of Pittsburgh

D

Malabi Dass
Visiting Assistant Professor of Economics, 2023
B.S., University of Calcutta; M.A., Jawaharlal Nehru University; Ph.D., Oklahoma State University

Marc David
Associate Professor of Practice of Sociology/Anthropology, 2014
B.A., St. Joseph Seminary College; M.A., Université Laval; Ph.D., University of North Carolina - Chapel Hill

Jaime Davila
Associate Professor of Mathematics, Statistics, and Computer Science, 2020
B.S., M.S., Universidad de los Andes; Ph.D., University of Connecticut

Maria Davis
Visiting Assistant Professor of Mathematics, Statistics, and Computer Science, 2024
B.A., St. Olaf College; Master's Degree, Ph.D., North Carolina State University

Brett DeFries
Assistant Professor of English, 2017
B.A., St. Olaf College; M.F.A., University of Montana; M.A., Ph.D., University of Iowa

Jay Demas
Associate Professor of Physics and Biology, 2009
B.A., Columbia University; B.S., University of Maryland; Ph.D., Washington University

Shelly Dickinson
Associate Professor of Psychology, 2003
B.S., University of South Dakota; M.S; Ph.D., Oregon Health Science University

Jill Dietz
Professor of Mathematics, Statistics, and Computer Science, 1996, Grace A. Whittier Endowed Chair in Science
B.A., Brandeis University; M.S., Ph.D., Northwestern University

Kimberly Doran
Visiting Assistant Professor of Social Work and Family Studies, 2023
B.A., Saint Mary's College; M.S.W., Augsburg College

Henry Dorn
Assistant Professor of Music, 2023
B.M., University of Memphis; M.M., Peabody Institute of Johns Hopkins University; D.M.A., Michigan State University

Giulia Dossi
Visiting Assistant Professor of Russian Language and Area Studies, 2024
Ph.D., Harvard University

Bridget Draxler
Adjunct Assistant Professor of Writing; Associate Director of Writing, Speaking, and Academic Support, 2016
B.A., St. Olaf College; M.A., The University of York; Ph.D., University of Iowa

Wesley Dunnagan
Assistant Professor of Music, 2024
B.A., Stanford University; M.Mus., University of Notre Dame; D.M.A., University of Wisconsin - Madison

E

Averill Earls
Associate Professor of History, 2022
B.A., M.A., University of Vermont; Ph.D., State University of New York at Buffalo

Kris Ehresmann
Visiting Instructor of Nursing, 2022
B.S.N., St. Olaf College; M.P.H., University of Minnesota

Ryan Eichberger
Assistant Professor of English, 2019
B.A., M.A., Northern Illinois University; Ph.D., University of Minnesota

Erin Ellefsen
Assistant Professor of Mathematics, Statistics, and Computer Science , 2024
B.A., Luther College; M.S., Ph.D., University of Colorado Boulder

Jerome Elsbernd
Visiting Instructor of Music, 2022
B.S., M.Ed., North Dakota State University

Maraia Ener-Goetz
Adjunct Assistant Professor of Chemistry, 2023
B.A., Carleton College; Ph.D., California Institute of Technology

Jason Engbrecht
Associate Provost; Professor of Physics, 2002
B.S., Trinity University; M.S., Ph.D., University of Michigan

Tracey Engleman
Professor of Music, 2001
B.M., St. Olaf College; M.M., D.M.A., University of Minnesota

Louis Epstein
Professor of Music, 2014
A.B., Princeton University; M.A., Ph.D., Harvard University

Brice Erickson
Adjunct Assistant Professor of Chemistry, 2021
B.A., Concordia College; M.S., Ph.D., University of Washington

Anna Erickson
Adjunct Assistant Professor of Psychology, 2023
B.A., Concordia College - Moorhead; M.S., Ph.D., Iowa State University

Beryl (Alli) Esther
Visiting Assistant Professor of Economics, 2024
B.S., Master's, University of Phoenix, Arizona; Ph.D., California Intercontinental University

Brian Evans
Visiting Assistant Professor of Dance , 2025
B.A., Gustavus Adolphus College; M.F.A., University of Washington

F

Daniel Farnham
Visiting Assistant Professor of Philosophy, 2021
B.A., Swarthmore College; A.M., University of Illinois at Urbana-Champaign; M.A., Ph.D., University of Arizona

Alison Feldt
Professor of Music; Associate Dean of Fine Arts, 1989
B.A., Luther College; M.A., University of Iowa; D.M.A., University of Minnesota

Stephanie Fellner
Adjunct Instructor of Dance, 2024

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Visiting Assistant Professor of English , 2024
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MEMBERSHIPS, ACCREDITATIONS, PROGRAM APPROVALS, ORGANIZATIONS

Memberships

American Association of University Women (AAUW)
American Council of Learned Societies (ACLS)
American Council on Education (ACE)
Annapolis Group of Liberal Arts Colleges
Associated Colleges of the Midwest (ACM)
Association of American Colleges and Universities (AAC&U)
Association of Governing Boards (AGB)
Council for Higher Education Accreditation (CHEA)
Council of Independent Colleges (CIC)
Council for Opportunity in Education (COE)
Fulbright Association
Higher Education Data Sharing Consortium (HEDS)
Minnesota Intercollegiate Athletic Conference (MIAC)
Minnesota Private College Council (MPCC)
National Association of Independent Colleges and Universities (NAICU)
National Collegiate Athletic Association (NCAA), Division III
National Humanities Alliance (NHA)
Network of ELCA Colleges and Universities (NECU)
Posse Foundation
Presidents' Alliance on Higher Education and Immigration
Seed Coalition

Accreditations and Program Approvals

Higher Learning Commission
American Chemical Society
American Society for Biochemistry and Molecular Biology
Commission on Collegiate Nursing Education (CCNE)
Council on Social Work Education
Minnesota Board of Nursing
Minnesota Professional Educator Licensing and Standards Board (PELSB)
National Association of Schools of Art and Design
National Association of Schools of Dance
National Association of Schools of Music
National Association of Schools of Theater

National Honorary and Service Organizations

Phi Beta Kappa (Scholarship)
Alpha Epsilon Delta (Health Pre-professional)
Alpha Kappa Delta (Sociology)
Alpha Phi Omega (Service)
Beta Beta Beta (Biology)
Blue Key (Leadership)
Chi Alpha Sigma (Athletics)
Delta Phi Alpha (German)
Dobro Slovo (Slavic)
Eta Sigma Phi (Classics)
Japanese National Honor Society (Asian Studies)
National Collegiate Chinese Honor Society (Asian Studies)
Nu Rho Psi (Neuroscience)
Omicron Delta Epsilon (Economics)
Phi Lambda Upsilon (Chemistry)
Phi Sigma Tau (Philosophy)
Pi Delta Phi (French)
Pi Kappa Lambda (Music)
Pi Mu Epsilon (Mathematics)
Pi Sigma Alpha (Political Science)
Psi Chi (Psychology)
Sigma Pi Sigma (Physics)
Sigma Tau Delta (English)
Sigma Theta Tau (Nursing)
Theta Alpha Kappa (Religion)

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2024-2025 Archived Catalog

2023-2024 Archived Catalog

2022-2023 Archived Catalog

2021-2022 Archived Catalog

2020-2021 Archived Catalog

2019-2020 Archived Catalog

2018-2019 Archived Catalog

2017-2018 Archived Catalog

2016-2017 Archived Catalog

2015-2016 Archived Catalog

INDEX

A

Academic Departments and Programs 40
Academic Honors 18
Academic Record 19
Academic Regulations and Procedures 16
Academic Resources and Advising 366
Academic Status 20
Accounting 348
Admissions and Financial Aid 356
Admissions Procedures 356
Africa and the African Diaspora 41
Ancient Studies 43
Applied Linguistics 45
Architecture and Design 348
Archived Catalogs 390
Art and Art History 47
Asian Conversations 54
Asian Studies 56

B

B.A. Graduation Requirements 7
B.A. Ole Core Curriculum Requirements 10
B.A./B.M. Comparison: OLE Core Curriculum Requirements 12
B.M. Graduation Requirements 8
B.M. OLE Core Curriculum Requirements 11
Bachelor of Arts/Bachelor of Music Double-Degree Option 12
Biology 64
Biomolecular Science 72
Business and Management 349
Business and Management Studies 74

C

Campus Life 365
Changes in Registration, Petitions for Late Changes 21
Chemistry 78
Chinese 85
Classics 88
Collaborative Undergraduate Research and Inquiry 94
Computer Science 95
Continuing Education, Part-time, and Non-degree-seeking Students . 23

D

Dance 100
Definition of a St. Olaf Credit and Course Load 24

E

Economics 106
Education 115
Emeriti Faculty 367
Enduring Questions 134
Engineering Studies 135
English 122
Environmental Conversations 137
Environmental Studies 139

F

Faculty 374
Family Studies 149
Film and Media Studies 151
Final Examinations 25
Financial Aid Program 358
Financing Your Education 361
First-Year Experience 155
French 157

G

Gender and Sexuality Studies 161
General Graduation Requirements 6
German and German Studies 164
Grades 27
Graduation and Commencement 31
Greek 171

H

History 171

I

Individual Major 178
Information Technology 350
Interdisciplinary Studies 180
International Relations 181

J

Japanese 183
Journalism 350

K

Kinesiology 186

L

Languages Across the Curriculum 190
Latin 191

Latin American Studies 192
Law 351
Leave of Absence, Withdrawal 31

M

Majors, Concentrations, Areas of Emphasis, and Majors Leading to Teaching Certifications 14
Mathematical Biology 196
Mathematics 197
Mathematics, Statistics, and Computer Science 205
Medieval Studies 206
Memberships, Accreditations, Program Approvals, Organizations ... 389
Middle Eastern Studies 208
Molecular Discovery Learning Community 209
Music - Bachelor of Arts (B.A.) 210
Music - Bachelor of Music (B.M.) 222
Music for Social Impact 243
Musical Theater 252

N

Neuroscience 253
Nordic Studies 255
Norwegian 260
Nursing 265

O

OLE Core Curriculum Requirements 8

P

People 367
Philosophy 270
Physics 276
Political Science 281
Pre-Health Studies 351
Pre-Professional Areas of Study 347
Pre-Professional Preparation 347
Psychology 288
Public Affairs Conversation 294
Public Health Studies 295
Public Policy 355

Q

Quantitative Economics 299

R

Race and Ethnic Studies 299
Race Matters 303
Registration and Course Enrollment 32
Religion 305
Russian Studies 313

S

Social Studies Education 317
Social Work 319
Social Work and Family Studies 327
Sociology/Anthropology 323
Spanish 328
St. Olaf College 3
Statistics and Data Science 332

T

The 4-1-4 Academic Calendar 17
The Mission of St. Olaf College 4
The Smith Center for Global Engagement 36
The Smith Center for Global Engagement 342
The St. Olaf Curriculum 4
The St. Olaf Curriculum, Graduation Requirements, and Degrees 5
Theater 336
Theology and Seminary 355
Transfer of Credit to St. Olaf College 38

W

Writing 340